



## Engaging in Data-Based Problem-Solving to Address Chronic Absenteeism Among PreK-12 Students

Amber Humm Brundage

Abrundage@mail.usf.edu

<http://www.floridarti.usf.edu/resources/presentations/index.html>

@flpsrti #flpsrti

## Advance Organizer & Objectives

- Chronic Absenteeism Overview
- Problem-Solving for Chronic Absenteeism
- RCA & RCA-P
- Implications for Practice
- Questions
- Participants will:
  - Understand chronic absenteeism
    - How it is measured and contributors
  - Increase knowledge of how to engage in data-based problem-solving for chronic absenteeism among PreK-12 students
  - Increased knowledge of how to use RCA and RCA-P in data-based problem-solving

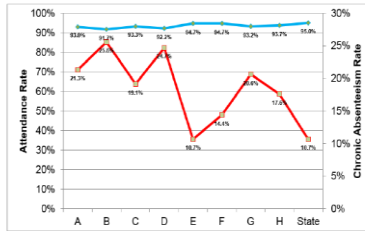


## Chronic Absenteeism (CA)

- No standard definition
  - Often based on total number of days missed
    - Does not differentiate reasons for absences
      - Includes: excused, unexcused and suspensions
- Frequently defined as:
  - Missing 10% or more of instructional days
  - Missing 15 or more days of school per year
- Important Differences
  - **Truancy** = unexcused absences (s. 1003.26(b), F.S.)
  - **Average Daily Attendance** = how many students show up each day
  - **Chronic Absence** = missing so much school for any reason that a student is academically at-risk - **missing 10% or more of school**

## Average Daily Attendance and CA

Attendance Rate and Chronic Absenteeism, 2013-14  
(Eight Alliance Districts with Network Schools)



CONNECTICUT STATE DEPARTMENT OF EDUCATION

17

## Prevalence of Chronic Absenteeism

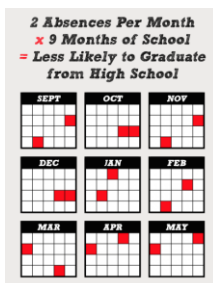
- Based on national research, conservative estimates:
  - 10% of US students miss 21+ days of school per year
  - 14-15% of US students miss 18+ days of school per year

**5-7.5 million** students each year!!

- 13/14 OCR data found roughly **7 million** students missed 15+ days of school

Balfanz & Byrnes, 2012; U.S. Department of Education, Office for Civil Rights, 2016

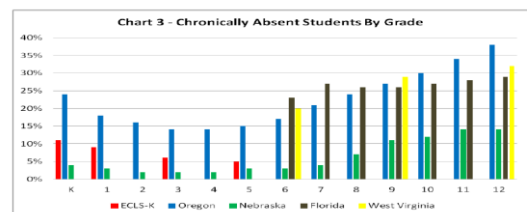
## Easy to Overlook Patterns of Chronic Absence



Get Schooled  
Interactive  
webpage:

<https://getschooled.com/dashboards/tool/343-attendance-counts?type=tool>

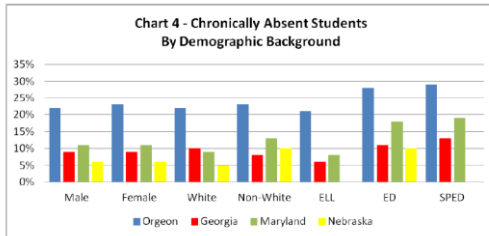
## Patterns in Chronic Absence Across Grade Levels



- Rates typically drop after Kindergarten through 4<sup>th</sup>
- Rise significantly in middle and high school

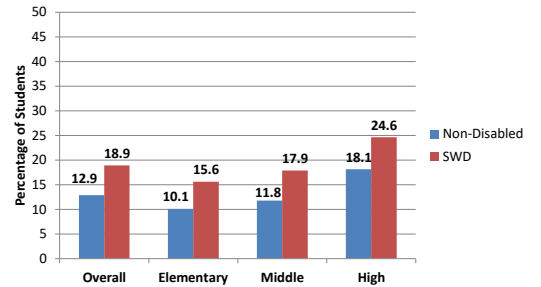
Balfanz & Byrnes, 2012

## Chronic Absenteeism by Demographics



Balfanz &amp; Byrnes, 2012

## National OCR Data from 13/14

<https://ed.gov/datastory/chronicabsenteeism.html#one>

## What are the Implications?

Missing 10 percent or more of instructional days has significant impact on student outcomes. Chronic absenteeism is associated with:

Decreased reading levels and overall academic performance	Decreased on-time graduation rates and post-secondary enrollment	Increased dropout rates
---	--	-------------------------

(Balfanz &amp; Byrnes, 2012; Chang &amp; Romero, 2008)

## Proposed Reasons for Chronic Absenteeism

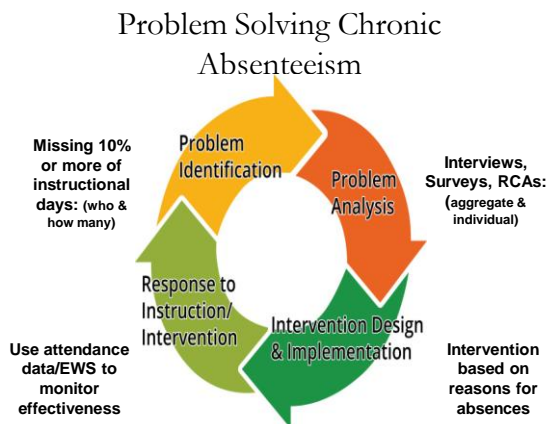
Balfanz &amp; Byrnes (2012)

Barriers/Can't	Aversions/Won't	Disengagement/Don't
Something prevents them from attending (illness, transportation, child care or family obligations)	Avoidance of interactions or events at school (affective or perceptions physical/psychological safety issues, school climate, stress)	Would rather be somewhere else, do not make the effort to attend school and/or do not see the value in school

## Data-Based Problem-Solving

- The use of a structured, process to **improve outcomes** for **ALL** students.
- **Four-step problem-solving approach:**
  1. Defining the **goals and objectives** to be attained
  2. Identifying **possible reasons why** the desired goals are not being attained
  3. Developing a plan for and implementing **evidence-based strategies** to attain the goals
  4. Evaluating the **effectiveness** of the plan

## PROBLEM SOLVING



## PROBLEM IDENTIFICATION

## Problem Identification Elements

Determine the Goal	Identify Scope and Magnitude	Identify Comparable Subpopulations	Determine the Gap
<ul style="list-style-type: none"> <li>Percentage of students with (5%) 9 or fewer absences</li> <li>Percentage with (10%) 18 or more absences</li> </ul>	<ul style="list-style-type: none"> <li>Percentage and number of students with 9 or fewer absences</li> <li>Percentage and number of students overall missing 10% or more of school</li> <li>Currently</li> <li>Historically</li> </ul>	<ul style="list-style-type: none"> <li>State</li> <li>District</li> <li>Level</li> <li>Grade level</li> <li>Gender</li> <li>Race/Ethnicity</li> <li>SWD</li> <li>ELL</li> <li>Economically Disadvantaged</li> </ul>	<ul style="list-style-type: none"> <li>Determine gap between goal and current performance</li> <li>Overall</li> <li>Subgroup</li> </ul>

## Guiding Questions



- Use guiding questions to identify patterns and priorities

What is the prevalence of students missing 10% or more days?

What is the prevalence of students with 95% or better attendance?



Where is chronic absenteeism occurring?

Feeder pattern, region, school, grade-level, class

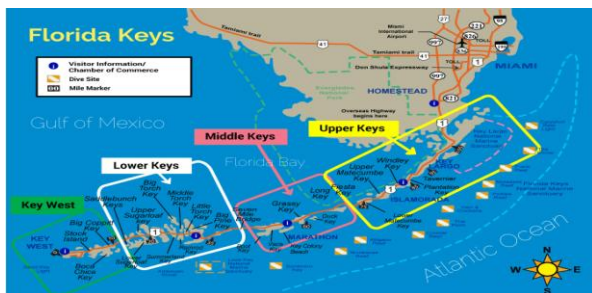


Who is most likely to be chronically absent?

Subgroups: Gender, Race/Ethnicity, SWD, ED, ELL



Why are they chronically absent?

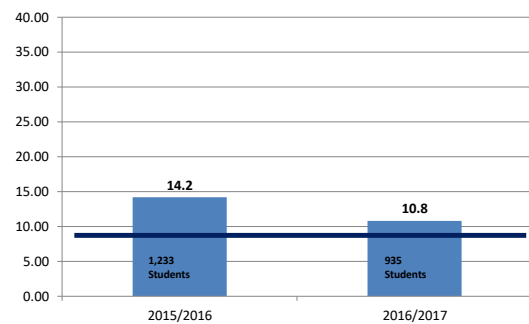


### MCSD EXAMPLE

Mike Henriquez  
Mike.Henriquez@keysschools.com



## MCSD Chronic Absenteeism Rates



## Define the Problem/Goal: MCSD

Goal	<ul style="list-style-type: none"> <li>All MCSD schools will achieve an Average Daily Attendance (ADA) rate of <b>97% or greater</b> in the 2017-2018 school year.</li> <li>Reduce Chronic Absenteeism (C.A.) rates to <b>5% or less</b> district wide.</li> <li>At least <b>85% of a school's population, will attend 95% of the school days</b> during the 2017-18 school year. (9 or fewer absences)</li> </ul>
Current Performance	<ul style="list-style-type: none"> <li>ADA: 94.20% - 96.47% in 2016-17</li> <li>Chronic Absenteeism: 10.81% 2016 -2017.</li> <li>95% Attendance: 71% of the students attend school 95% or greater</li> </ul>
Comparison Group	<ul style="list-style-type: none"> <li>State: 10.10% chronic absenteeism in 2015-2016</li> </ul>
GAP	<ul style="list-style-type: none"> <li>ADA: 2.8-.53 percentage points</li> <li>Chronic Absenteeism: 5.8 percentage points</li> <li>95% Attendance: 14 percentage points</li> </ul>

## Reflection

- To what extent does MCSD's goal apply to your setting?
- What questions do you have about defining the problem?
  - Establishing goals
  - Determining current performance
  - Comparison group
  - Gap analysis



## PROBLEM ANALYSIS

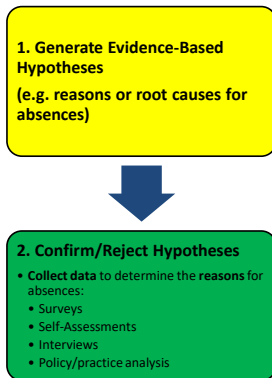
## Problem Analysis



- In order to solve the problem, you have to first understand why it is occurring
  - Interviews\*
  - Focus Groups
  - Surveys
    - Reasons for Chronic Absenteeism (RCA's)

"Every problem has in it the seeds of it's own solution" - Norman Vincent Peale

## Problem Analysis Steps



## High Probability Root Causes

### Student-Based Reasons for Absences

- Barriers (Can't)
- Aversions (Won't)
- Disengagement (Don't)
- Lack of Awareness
- Myths

### District/School Policy & Practice-Based Reasons for Absences

- Culture of attendance
  - Expectations
  - Recognitions
- Tardy policies
- Discipline practices related to attendance
  - Suspension
  - Fines
- Culture & climate
- Course performance
  - Make-up work policies
  - Credit refusal

## Tools to Unpack Chronic Absenteeism: RCA & RCA-P

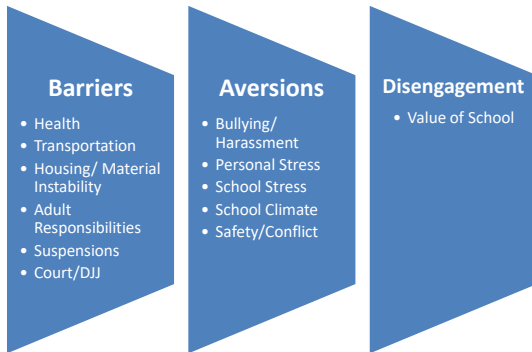
Reasons for Chronic Absenteeism (RCA)	Reasons for Chronic Absenteeism-Parent (RCA-P)
<ul style="list-style-type: none"> <li>• Self-report survey for chronically absent 6<sup>th</sup>-12<sup>th</sup> <ul style="list-style-type: none"> <li>– Completed online</li> </ul> </li> <li>• Measures the reasons for chronic absenteeism</li> <li>• Designed for use:               <ul style="list-style-type: none"> <li>– Aggregate or individual level</li> <li>– To inform data-based problem solving and intervention development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Self-report survey for parents* of chronically absent PreK-12 students               <ul style="list-style-type: none"> <li>– Completed online</li> </ul> </li> <li>• Measures reasons for chronic absenteeism               <ul style="list-style-type: none"> <li>– Parent &amp; student focused items</li> </ul> </li> <li>• Designed for use:               <ul style="list-style-type: none"> <li>– Aggregate or individual level</li> <li>– To inform data-based problem solving and intervention development</li> </ul> </li> </ul>

## Why These Instruments?

- To develop interventions aimed at reducing absences:
  - Accurate understanding of **why** students are not coming to school
  - Need comprehensive and efficient tools
    - PreK Parents
    - K-12 Parent
    - 6<sup>th</sup>-12<sup>th</sup> Students



## Content Domains



## Scoring Rubric

For each survey item, students or parents rate the item as:

0	1	2	3
Never	Rarely	Sometimes	Usually
This is <i>never</i> a reason you/your student have/has missed school.	This is <i>not very often</i> a reason you/your student have/has missed school.	This is a reason you/your student have/has missed school <i>more than 3 times</i> .	This is <i>often</i> the reason you/your student have/has missed school.

## Student/Parent Response Data

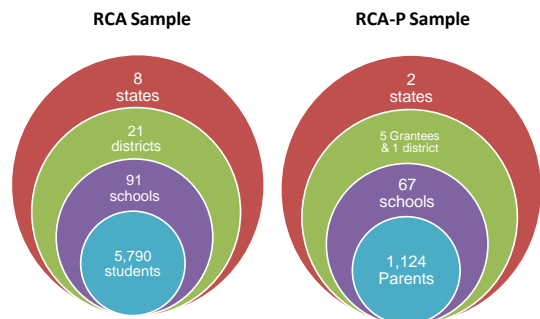
### Quantitative Responses

- Within each category (Health Related, etc.), the percentage of students/parents who endorsed items as “Sometimes” or “Usually” was totaled:
  - Overall
  - By State
  - By District
  - By School

### Qualitative Responses

- For each open-ended item, student/parent responses were coded into themes and the instances of a theme were totaled

## RCA & RCA-P Samples

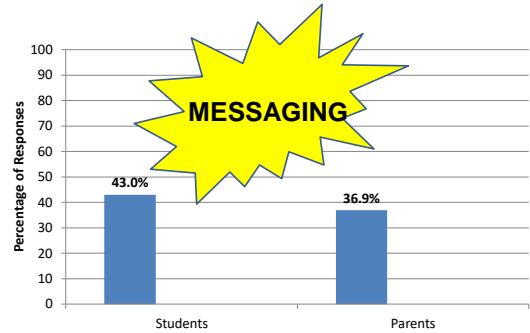




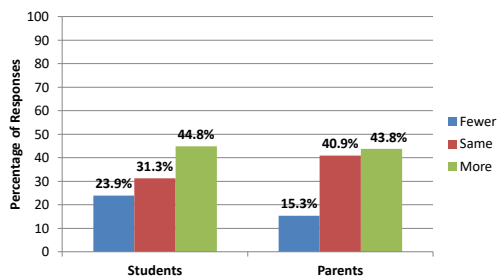
## Reasons by Category: Student and Parent

Reason	Student Percentage	Parent Percentage
Health Related	92.6	94.3
Transportation	53.0	39.0
Preferred Activity Outside of School	41.0	38.6
Adult Responsibility	17.0	23.6
Personal Stress	41.8	22.9
School Climate	32.2	9.9
Value of School	38.8	10.0
School Stress	34.8	9.2
Safety/Conflict	21.2	7.3
Housing/Material Instability	13.6	6.7
Legal System Involvement	15.6	3.3
Suspension	10.5	2.3

## Accurately Recalled/Reported Absences



## Perceptions of Absences: Compared to Peers

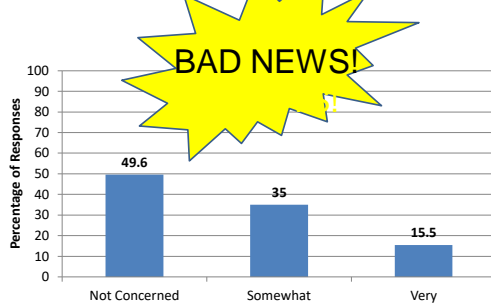


## Perception of Typical Numbers of

Average Absences	Percentage
0-5 days	27.6
6-10 days	41.2
11-15 days	19.0
16-20 days	5.9
21+ days	6.3

**69% of parents perceived average absence rates to be consistent with "good" attendance**

## Parent Level of Concern Related to Absence



## Supports to Improve Attendance - Students 4525 Responses

Top Responses	
Supports	Instances Mentioned
Level of Difficulty/ Strictness (Less homework, more fair rules, lenient dress code)	501
Illness Prevention	467
Engaging Environment (More interesting/ fun, more hands-on)	462
Improved Climate/Relationships (Nicer peers/adults, less drama, less bullying)	400
School schedule (Later start time, shorter classes, more time to pass between classes)	359
Academic Support (Tutoring, better teachers, help from teachers)	289
Unsure (I don't know, not sure)	288

## Supports to Improve Attendance -Parents 457 Responses

Top Responses	
Supports	Instances Mentioned
Illness Prevention	98
Transportation (Rides, not having to walk, more reliable transportation in bad weather)	88
Parent/Family Support (Parent persistence in bringing child to school, parent utilizing after-school hours for children's medical appointments, etc)	14
School schedule (Provide before- or after- school care, start school later)	12
Unsure (I don't know, not sure)	180



**MCSD EXAMPLE**

## MCSD Reasons for Absence Summary

### Results

#### Overall Summary

The data provided are based on 280 student middle and high school student responses. The table below provides an overview of the percentage of all students who responded that rated items in each category as "sometimes" or "usually" the reason(s) they missed school. **Health Related** reasons were the most commonly reported reasons, followed by **Transportation**, **Personal Stress**, and **Value of School**. On the following pages more detailed information is provided for each of the categories.

Overall Responses	
Reason	Percentage
Personal Stress	48.6
Safety/Conflict	29.4
School Climate	34.6
School Stress	36.8
Adult Responsibility	18.9
Health Related	90.7
Housing/Material Instability	10.7
Legal System Involvement	18.6
Suspension	10.0
Transportation	61.4
Preferred Activity Outside of School	42.5
Value of School	44.3

## MCSD Student Perception of Absences

#### Perceptions of Absences

In order to be eligible to participate in the survey, students had to have missed 18 or more (10%) days of school during the 2015/2016 school year. The Absences Last Year table provides a summary of student perceptions of the number of school days they missed during the 2015/2016 school year. A little less than half (46.4%) of students accurately recalled and/or reported absences consistent with chronic absenteeism. This may suggest an intervention opportunity to increase student awareness of absences and implications associated with chronic absenteeism.

Reported Number of Absences Last Year	Percentage
0-5 days	11.1
6-10 days	20.0
11-15 days	22.5
16-20 days	13.9
21+ days	32.5

## MCSD Student Perceptions of Absences Compared to Others

#### Absences Compared to Others

In an attempt to better understand student perceptions about the frequency of their absences, students were asked to report if they perceived they had the same, fewer or greater number of absences relative to other students. A little less than one-half of students (45%) perceived their absence rate to be the same as or less than peers. This rate may indicate a skewed perception of what is considered typical absence rates and indicate an intervention opportunity for correcting misconceptions and building awareness of good attendance patterns.

Absence Rate Compared to Peers	Percentage
Absence Rate Less than Peers	19.6
Absence Rate the Same as Peers	25.4
Absence Rate More than peers	55.0

## MCSD Student Ideas for Attendance Supports

#### Supports

Students were asked to provide ideas for what they thought would help them attend school more regularly. The top reported support to improve attendance was Illness Prevention, closely followed by School Schedule (Later start time, shorter classes, more time to pass between classes).

Top 5 Responses	
Supports	Instances Mentioned
Illness Prevention	28
School Schedule (Later start time, shorter classes, more time to pass between classes)	26
Level of Difficulty/Strictness (Less homework, more fair rules, lenient dress code)	17
Improved Climate/Relationships (Nicer peers/adults, less drama, less bullying)	13
Academic Support (Tutoring, better teachers, help from teachers)	12

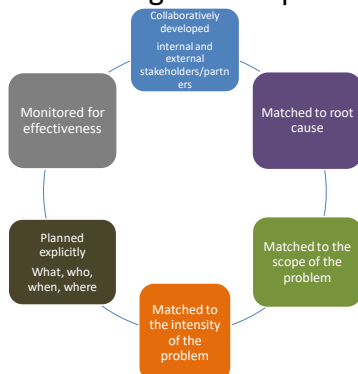
## Reflection

- What questions do you have about analyzing the problem?
  - Determining root causes
    - Tools/methods



## INTERVENTION DESIGN & IMPLEMENTATION

### Intervention Design and Implementation



### Develop Action Plans

- Establish goal
  - E.g. Students will improve attendance to XX% by the end of school year
  - E.g. Students will reduce chronic absenteeism by X% or to X% by \_\_\_\_\_
  - E.g. Students will reduce number of absences to X per quarter or X per semester/year
- Determine strategies based on identified reasons. Specify:
  - **What** will be done,
  - **When** will it happen
  - **Who** will be doing the “what”
  - **How often** will the “what” happen
  - **How long** will the “what” happen
- Determine any necessary resources
  - Materials, PD, Personnel
- Determine methods to check implementation
  - What are the “look fors” to know if the “what” is happening as intended
- Monitor progress
  - How often will you monitor
  - How will you know if it is working



## MCSD EXAMPLE

## MCSD: Intervention Design and Implementation



### District Action Plan

- Build capacity of all administrators related to attendance/chronic absenteeism
- Establish district-wide attendance/chronic absenteeism goal
- Establish consistent messaging/awareness procedures for students and parents
- Use attendance/chronic absenteeism data as accountability metric
- Build community partnerships to support attendance

### School Action Plans

- Establish teams to monitor and address attendance
- Implement messaging/awareness procedures
- Develop interventions matched to student needs

#	Action Step	Assigned to:	Starting Date:	Due Date:	Rationale/Research
1	Establish a District Attendance Team to determine what attendance and absenteeism elements will be tracked and develop draft goals.	Director of Alternative Education and District Attendance Team Members	May 2017	May 2017 – June 2017	Establishing district and school attendance goals and sharing with all stakeholders (staff, students, families, community partners) is a best practice.
2	District and School leadership teams will examine the data provided in the Chronic Absenteeism (RCA) Report Measure to identify common student barriers at both the school and district levels.	Executive Leadership Team, Director of Alternative Education and Principals	May 2017	May 2017 – June 2017	Using the data provided in the reports to identify common student barriers is a first step towards improving attendance and reducing chronic absenteeism in your school.
3	District and School leadership teams will identify and develop interventions to address student needs based on the Chronic Absenteeism (RCA) Report Measure and what resources are currently available in schools and the district.	Executive Leadership Team, Director of Alternative Education, and Principals, school leadership teams	May 2017	May 2017 – August 2017	Accurately matching interventions to student need is essential to efficiently utilize resources and improve outcomes.
4	MCSD implemented social-emotional curriculum district wide Second Step (K-5) and Project Wisdom (9-12) starting in 2014. All district schools provide this curriculum to all students.	DAPPS committee	August 2015	Complete	Implement a social-emotional curriculum and supports district and school-wide.
5	Share the results of the Needs Assessment conducted in March on attendance interventions with district and school leaders and district attendance team.	Director of Alternative Education, Principals, and District Attendance Team	May 2017	May 2017	Using the data from the NA helps both the district and schools identify what attendance interventions currently exist to support student needs. Also, what attendance interventions do not exist at district schools.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Status/Recommendations
1	Announce that September is School Attendance Awareness Month. "Be There Attendance Matters" will be our theme which ties directly with our MCSD "Believe" behavior expectations.	School Board, Superintendent, and the Director of Alternative Education	Sept. 2017	Sept. 2017	Based on the MCSD RCA survey results engaging in frequent communication regarding attendance in multiple ways to all stakeholders (school marquee, posters, letters, banners, announcements, etc. was recommended.
2	Public Service Announcements will be sent via radio, Connect Ed calls, parent portal, and letters to all stakeholders creating an awareness of the importance of school attendance and implications associated with chronic absenteeism. This will be done in multiple languages.	Superintendent, PIO, Director of Alternative Education, and Principals	Sept. 1, 2017	Sept. 1, 2017	Based on the MCSD RCA survey results engaging in frequent communication regarding attendance in multiple ways to all stakeholders (school marquee, posters, letters, banners, announcements, etc. was recommended.
3	Ensure schools have established EWS attendance teams (attendance assistant, counselor, administrator, MTSS personnel, and teachers) to monitor attendance daily and period by period attendance. Team sheets will be sent to schools for Principals or designee to complete.	Director of Alternative Education, Principals and Attendance Team Leader	Sept. 2017	Sept. 15, 2017	A critical element in reducing both absenteeism and chronic absenteeism is establishing school and district level EWS teams to monitor attendance.

## Reflection

- Reactions to MCSD action plans?
  - Buy-in
  - Feasibility
- What questions do you have about developing intervention/action plans?



## RESPONSE TO INSTRUCTION/INTERVENTION

### Monitoring for Intervention Effectiveness

Monitoring of aggregate, groups and individuals is essential to determine intervention effectiveness\*:

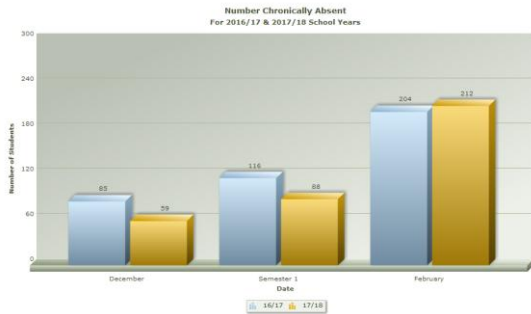
- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <b>Individual/group level</b> <ul style="list-style-type: none"> <li>– Reduction in number of absences</li> <li>– Reduction in severity of absences               <ul style="list-style-type: none"> <li>• Fewer days absent at a time</li> </ul> </li> <li>– Presence of protective factors               <ul style="list-style-type: none"> <li>• Grades, GPA, credits, affiliations, etc.</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>School/district level</b> <ul style="list-style-type: none"> <li>– Numbers and percentage of chronically absent students               <ul style="list-style-type: none"> <li>• Overall</li> <li>• Feeder pattern</li> <li>• Grade level</li> <li>• Sub-group</li> <li>• Intervention grouping</li> </ul> </li> <li>– Changes from time period to time period in numbers and percentage of chronically absent               <ul style="list-style-type: none"> <li>• Monthly</li> <li>• Quarterly</li> <li>• Annually</li> </ul> </li> </ul> </li> </ul> |
|--|--|

\*Assuming fidelity of intervention implementation



## MCSD EXAMPLE

## Data Monitoring



## Reflection

- What reaction do you have to the data?
- What hypotheses do you have (i.e. what questions would you like answered)?
- What might be next steps?



## Questions



## RESOURCES



## Tools for Self-Reflection

### School-Level

- <http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/09/School-Self-Assessment-Tool-revised-August-2014.pdf>

### District-Level

- <http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/04/Community-Self-Assessment-1-pager-April-15-Revised-2013-.pdf>

**Does Attendance Really Count in Our Community?**  
A Self-Assessment  
© 2013 Attendance Works

Question	1	2	3	4	5
1. Do you have a policy or procedure for tracking attendance?					
2. Do you have a policy or procedure for tracking attendance?					
3. Do you have a policy or procedure for tracking attendance?					
4. Do you have a policy or procedure for tracking attendance?					
5. Do you have a policy or procedure for tracking attendance?					
6. Do you have a policy or procedure for tracking attendance?					
7. Do you have a policy or procedure for tracking attendance?					
8. Do you have a policy or procedure for tracking attendance?					
9. Do you have a policy or procedure for tracking attendance?					
10. Do you have a policy or procedure for tracking attendance?					

Share your responses to this self-assessment, which can be used to help you identify areas for improvement.

## Tools for Analyzing Your Data

- <http://www.attendanceworks.org/tools/tools-for-calculating-chronic-absence/>
- <http://www.attendanceworks.org/wordpress/wp-content/uploads/2012/01/DATT-and-SATT-flyer-8.16.16Final.pdf>



## Tools for Analyzing Your Data

### RCA Survey

<http://www.floridarti.usf.edu/resources/topic/chronic-absenteeism/index.html>

### RCA Report

<http://floridarti.usf.edu/resources/format/pdf/NationalAggregateRCAReportFinal.pdf>

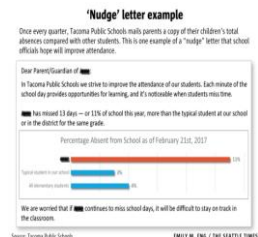
**Reasons for Chronic Absenteeism (RCA)**

The form includes a table for recording responses to various questions about reasons for chronic absenteeism.

## Tools for Messaging: Attendance Works & Nudge Letters

<http://awareness.attendanceworks.org/resources/count-us-toolkit-2017/>

<http://www.seattletimes.com/education-lab/absent-students-schools-attendance-nudge-letters/>





## Strategies to Support Students- By Reason

### Health

- Mobile medical/dental
- Collaboration with health department
- School nurses
  - Flu shots
  - Hand-washing
  - Health support plans
- Collaboration with local physicians/dentists
- Parent and student education
  - <http://absencesaddup.org/reasons-why-kids-miss-school/child-often-sick/>
- Self Assessments
  - <http://www.attendanceworks.org/wp-content/uploads/2017/09/School-Health-Center-Self-Assessment-Tool-Revised-2-25-2011t.pdf>

### Transportation

- Sweeper buses
- Bus passes
- Car pools
  - If miss bus or car problems
- Umbrellas/rain/cold weather gear
- Partnerships with community supports (Housing Authority, Faith-Based Partners)
- Attendance plans/contracts
  - <http://www.attendanceworks.org/resources/student-attendance-success-plans/>

## Strategies to Support Students- By Reason

### Affective/Personal Stress

- Mentors
  - Check & Connect
  - <http://www.mentoring.org/program-resources/elements-of-effective-practice-for-mentoring/>
  - <http://new.every1graduates.org/wp-content/uploads/2016/08/2016-17SuccessMentorImplementationGuide.pdf>
  - <http://new.every1graduates.org/national-success-mentors-initiative-tools/>
- Counseling/support groups- Anxiety
  - Coping Cat ( ages 7-13)
  - CAT Project (ages 14-17)
- Counseling/support groups- Depression
  - <https://research.kochr.org/Research/Research-Areas/Mental-Health/Youth-Depression-Programs/Downloads>
- Partnership with community mental health providers

### School Climate/School Stress

- Strong PBIS implementation
- Social-emotional curriculum
  - <https://casel.org/guide/>
- Anti-bullying curriculums
- Restorative justice
  - <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>
- Club/Sport participation
- Tutoring/academic interventions

## Strategies to Support Students- By Reason

### Preferred Activity Outside of School: On-Time Wake Up

- Automated/Robo-calls
- Remind App
- Alarm on cell phone/ alarm clocks
- Buddy calls
- Bed-time routines/curfew

### Value of School

- Family engagement and education around attendance
- Engaging instructional practices
  - ESR's



### Housing/Material Instability

- Laundromat vouchers/cards
- Washer/dryers at school
- Clothes closet
- Extra materials
- Connection with outside agencies
  - Boys and Girls Club
  - Food Pantries
  - Communities in Schools
    - <http://www.cisfl.org/>

### Adult Responsibilities

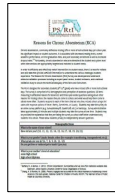
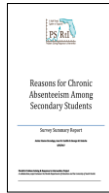
- Connection with outside agencies
- Family support plans
- District/school child care facilities
- Nurse Family Partnership
  - <http://www.nursefamilypartnership.org/locations/Florida/find-a-local-agency>

## Presentation Materials

<http://www.floridarti.usf.edu/resources/presentations/index.html>

RCA Survey & RCA(s) Reports

- [http://www.floridarti.usf.edu/resources/topic/chronic\\_absenteeism/index.html](http://www.floridarti.usf.edu/resources/topic/chronic_absenteeism/index.html)



## Contact Information

- Amber Brundage  
– [abrundage@mail.usf.edu](mailto:abrundage@mail.usf.edu)
- Jose Castillo  
– [jmcastil@usf.edu](mailto:jmcastil@usf.edu)
- Mike Henriquez  
– [Mike.Henriquez@keysschools.com](mailto:Mike.Henriquez@keysschools.com)

Facebook: flpsrti

Twitter: @flpsrti



## Additional Readings & Resources

Attendance Works: <http://www.attendanceworks.org/>

Balfanz, R., & Byrnes, V. (2012). *Chronic Absenteeism: Summarizing what we know from nationally available data*. Baltimore: Johns Hopkins University Center for Social Organization of Schools.

Black, A. T., Seder, R. C., & Kekahio, W. (2014). *Review of research on student nonenrollment and chronic absenteeism: A report for the Pacific Region* (REL 2015–054). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

California Ad Council: <https://oag.ca.gov/truancy/toolkit>

Chang, H., & Romero, M. (2008). *Present, engaged and accounted for the critical importance of addressing chronic absence in the early grades*. National Center for Children in Poverty (NCCP): The Mailman School of Public Health at Columbia University.

DeVellis, R. F. (2012). *Scale development: Theory and applications* (3rd Ed.). Thousand Oaks, CA: Sage.

Kearney, C. A., & Silverman, W. K. (1993). Measuring the function of school refusal behavior: The School Refusal Assessment Scale. *Journal of Clinical Child Psychology*, 22, 85–96.

National Student Success Center: <http://www.nationalstudentsuccesscenter.org/>

U.S. Department of Education, Office of Civil Rights. (2016). *2013-2014 Civil rights data collection: A first look*. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf>