



21st Century Community Learning Center

Chronic Absenteeism

Supplemental Grant Award - Ohio

Program Support Guide

Introduction

The Bipartisan Safer Communities Act (BSCA) was signed into law in January 2022. This legislation expands vital mental health services and provides additional support for states and districts to design and enhance initiatives that will promote safer, more inclusive, and positive school environments for all students, educators, and school staff.

The BSCA includes an appropriation of \$50 million for the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program. The U.S. Department of Education allocated BSCA funds to the Ohio Department of Education (ODE) through a supplemental grant award on July 1, 2022, using the same formula used for the FY 2022 award. Ohio received an allocation of \$1,739,361.00.

Under the BSCA, the supplemental grant award is intended to support “evidence-based practices intended to increase attendance and engagement of students in the middle grades and high school.”

Ohio’s Plan of Action

Ohio’s goal is that all Ohio students attend classes every day ready to learn, yet chronic absenteeism (defined as missing 10 percent or more of the school year for any reason) is a continued challenge. Chronic absenteeism significantly increased in the last few years. Missing too much school has long-term, negative effects on students, such as lower achievement and graduation rates. Quality out of school time programs can play a major role in supporting efforts to decrease chronic absenteeism. The supplemental funds are being awarded to continuing Option Three subrecipients to address chronic absenteeism among Ohio students.

Funding Amount

Continuing grantees (74) in years 2-5 serving middle and high school students will receive an additional allocation of \$23,965.90 each to reduce chronic absenteeism and encourage regular attendance.

Planning

Each grantee shall complete the *Plan of Action on Chronic Absenteeism* worksheet to improve attendance. This worksheet will be submitted via Microsoft Forms by October 20, 2023. Please review the “Additional Guidance” section for guidance on how to build a strong plan. In partnership with the ODE Office of Research, Evaluation & Advanced Analytics and the Office of Whole Child Supports, the 21st CCLC team will review the Plan of Action on Chronic Absenteeism Worksheet and issue approval or request modifications. Once the plan is approved, budget modifications should be made as described in “Supplemental Grant Funding Requirements.”

Supplemental Grant Funding Requirements

While the supplemental funding was distributed separately from the 21st Century continuing allocation, the funds set aside for chronic absenteeism must be used within the timeframe of the 21st Century grant for one year (FY24). This funding is for one year only and will not be permitted for carryover.

Issuing the funds separately allows the treasurer to ensure proper spending towards this initiative. However, the supplemental funding increased the overall FY24 allocation under 21st Century. Once your Plan of Action on Chronic Absenteeism Worksheet is approved (see “Planning”) ensure your treasurer submits a budget



revision in the CCIP. These funds require their own special cost center. The supplemental funding must be incorporated into the overall budget. Once you have completed the budget revision and your final approver has agreed to the changes, change your status to Authorized Representative Approved.

The same terms and conditions as the original grant apply to this supplemental award.

Evaluation

The University of Cincinnati Evaluation Service Center will assist with measuring chronic absenteeism outcomes based on already established state and federal performance measures. There is nothing new you need to collect. As a reminder, the state and federal measures are:

21st Century Performance Measures (Ohio) – measures designed by the U.S. Department of Education for all state 21st Century programs.

Objective 2: Ohio’s 21st CCLC programs will deliver high-quality programs with evidence-based educational and developmental services that positively affect student outcomes in school attendance, academic performance, and behavior.

Government Performance Reporting Act (USDE) – measures designed by the U.S. Department of Education for all state 21st Century programs.

GPRA #3: Percentage of students in grades 1-12 who had a school day attendance rate at or below 90% in the prior school year who demonstrated improved attendance in the current school year.

Calendar of Events & Deliverables

Action Items	Lead Office	Date	Who should attend/participate?
Virtual Training <ul style="list-style-type: none"> • Definition of Chronic Absenteeism • Evidence-based tiered strategies to reduce chronic absenteeism • Trends in chronic absenteeism – Pre and Post Pandemic 	Office of Whole Child Supports	August 31, 2023 9:00 am – 11:00 am	All continuing grantees - Program Managers REQUIRED
Evaluation and Data Collection Learning Session – virtual <ul style="list-style-type: none"> • Why are we looking at chronic absenteeism? <ol style="list-style-type: none"> a. The importance of early intervention and prevention b. State data around chronic absenteeism • Trends in chronic absenteeism – Pre- and Post-Pandemic 	Center for Out-of-School Time Advancement Future Forward ~ 21 st Century Team University of Cincinnati	October 5, 2023	All new and continuing grantees REQUIRED
Plan of Action – Use of Funds <i>Submitted via Microsoft Forms</i>	Future Forward Ohio - 21 st Century Team	October 20, 2023	All continuing Option 3 grantees REQUIRED
Plan Notifications (approval/denial) <i>Plan notifications distributed via email to Program Manager</i>	Future Forward Ohio – 21 st Century Team	October 21- November 6, 2023	N/A REQUIRED
Out-of-School Time Annual Conference <ul style="list-style-type: none"> • Chronic Absenteeism Track offered for all participants 	Office of Whole Child Supports	January 23 – 25, 2024	All 21 st Century and Summer Learning and Afterschool grantees



	Future Forward Ohio – 21 st Century Team		REQUIRED
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Additional Guidance

Attendance interventions matter. We know that when students attend school and gain meaningful support afterschool, they're more likely to succeed. Improved attendance rates directly connect to better academics and graduation rates.

These supplemental funds shall ONLY be used to support middle and/or high school students with improving attendance in school, afterschool, and summer programming. Support should be determined after a careful assessment of student and family needs focusing on barriers to regular attendance. Effective and meaningful planning include input from school personnel and families.

In preparation for completing the Plan of Action on Chronic Absenteeism Worksheet organizations should follow the planning approach outlined below:

- Review the data for your school(s) found on the [Student Recovery Dashboard](#). Note that a high-level view of chronic absenteeism overtime can be found on the first page of the dashboard; the Absenteeism tile on the left allows you to disaggregate to look at student groups and grade levels. What does data tell us about chronic absenteeism? What are the trends over time? Are certain student groups more impacted?
- Analyze the root cause of attendance issues. [Root Causes](#) by Attendance Works is one tool that might be helpful in thinking about the variety of causes.
 - Connect with students and families to better understand barriers to attendance.
 - Connect with school personnel and community organizations to better understand barriers to attendance.
- Identify feasible solutions to the challenges identified. Interventions used to address chronic absenteeism must align with the reason(s) for absenteeism.
 - Consult with students, families, school personnel, and community organization on strategies that have been effective previously.
 - Consult existing resources:
 - [Ohio's Resource Guide to Reduce Chronic Absenteeism – Getting Ohio's Students to School Every Day](#). The purpose of the resource guide is to assist in strategically planning and implementing prevention and interventions to reduce absenteeism.
 - [Ohio's Attendance Guide](#) is a great resource for out-of-school time program staff.
 - [Attendance Playbook](#) from FutureEd and Attendance Works shares the evidence behind different attendance strategies.
 - Based on root causes identified for students being chronically absent, examples of aligned interventions could include:
 - A mentoring program
 - A tutoring program
 - Family programming and events (i.e., Breakfast for all, joint learning opportunities in the evening)
 - Enhancing quality and engagement-level of the afterschool tutoring program
 - Increasing transportation availability
 - Relational home visits
 - Restorative practices