



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Tuancy Reduction (2SHB1170, 2017 Session)

1. **Purpose:**

Proviso funds OSPI staffing capacity to support districts and schools in: 1) understanding and implementing requirements in BECCA Compulsory Attendance law; and 2) developing best practice to increase attendance and reduce chronic absenteeism.

2. **Description of services provided:**

Staff developed and led presentations and professional development, provided technical assistance, developed resources, and led awareness-raising activities to support the purpose described above.

During FY21, the following work was prioritized under this proviso:

- Facilitated a monthly statewide attendance & truancy network which provided a space for districts and schools to connect with their peers, share what's working, and explore problems of practice with their peers
- Led stakeholder discussions to inform policy and rule development.
- Led the agency's work on OSPI request legislation (ESHB 1113)
- Led the process of both emergency rulemaking and establishing permanent absence rules in response to COVID-19
- Developed guidance and communication to districts and staff working on attendance regarding law and policy changes
- Contracted, facilitated, and coordinated trainings from experts to address tiered approaches to attendance and communication/engagement skills to employ with families in crisis
- Provided technical assistance to districts and schools on attendance and truancy policy and practice through email, phone, guidance and regular office hours
- Refined OSPI CEDARS truancy data collection and reporting
- Engaged with districts and internal stakeholders on assessing systemic barriers to keeping students enrolled for the purposes of sustaining reengagement efforts
- Funded one \$20,000 grant to Unleash the Brilliance as part of the Building Bridges grant for community organizations who are supporting students to reengage in school

3. **Criteria for receiving services and/or grants:**
 A community organization primarily serving youth of color and working to support students to re-engage in school.

Beneficiaries in 2020-21 School Year:

Number of School Districts: All
Number of Schools: 0
Number of Students: 0
Number of Educators: 0
Other: Community Organization 1

Number of OSPI staff associated with this funding (FTEs): 0.9

Number of contractors/other staff associated with this funding: 0.0

FY21 Funding: State Appropriation: \$178,000
Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY21) \$178,000

4. **Are federal or other funds contingent on state funding?**

No
 Yes, please explain.

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY21	\$178,000	\$141,781
FY20	\$178,000	\$169,616
FY19	\$178,000	\$164,537
FY18	\$186,000	\$78,192

6. **Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

1

7. **Programmatic changes since inception (if any):**

N/A

8. **Evaluations of program/major findings:**

N/A

9. **Major challenges faced by the program:**
Broadly, we see districts challenged to implement certain requirements in the law without additional funding and staff capacity, particularly in the context of COVID-19, and the impact that remote learning and hybrid instruction had on staff capacity. Providing interventions earlier (e.g., parent conferences or administering the Washington Assessment of Risks and Needs of Students (WARNS) or other screener between 2–7 unexcused absences) even though they are best practice, prove to be ongoing challenges to districts.
10. **Future opportunities:**
At the current funding level, OSPI will be able to maintain the current level of support for districts. There continues to be opportunity to resource school and district capacity to engage in tiered supports, including early intervention and community truancy boards and other coordinated means of intervention to promote increased engagement in school. There is still ample opportunity for more training and support of community engagement boards (CEBs) and other coordinated means of intervention, as these critical interventions and support are not yet fully implemented in all communities. Through another funding source, staff initiated an update of the CTB resources previously developed by PSESD, the new update will include an online bank of modules, that will be accessible across the state. More broadly, there is continued work to support multi-tiered systems of support for attendance that include supports, outreach, engagement, and interventions prior to filing a petition and referring a student to a CEB or other coordinated means of intervention. We also see an opportunity to shift the approach and the thinking that attendance is a compliance measure, instead of a valuable early warning indicator and cue for support.
11. **Statutory and/or budget language:**
ESSB 5092 Sec. 1501 (4)(h)(iii) - \$178,000 of the general fund—state appropriation for fiscal year 2020 and \$178,000 of the general fund—state appropriation for fiscal year 2021 are provided solely for implementation of chapter 291, Laws of 2017 (truancy reduction efforts).
12. **Other relevant information:**
N/A
13. **Schools/districts receiving assistance:**
[See OSPI's Grantee List](#)
14. **Program Contact Information:**
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