

Poor school attendance has high costs in terms of young people’s academic learning, connection to peers, teachers and schools, health, high school graduation, and future employment. Beginning in the 2012-13 school year, Sacramento City Unified School District, in partnership with the UC Davis Center for Regional Change and Community Link Capital Region, began taking a closer look at chronic absenteeism within the School District. **Chronic absenteeism is defined as missing 10% or more of school, regardless of the reason for the absence.** Through this investigation, critical trends in chronic absenteeism patterns were identified.¹

Understanding the extent of chronic absenteeism is a critical first step to countering it. Based on the study team’s understanding of chronic absenteeism patterns, we began to explore *what prevents chronically absent students from attending school, and what can be done to support their attendance.* Over the course of the 2013-14 school year, Sacramento City Unified School District, again in partnership with UC Davis and Community Link Capital Region, sought to answer these questions by engaging individuals who work closely with chronically absent students (the assessment methodology is described in the final section of the report). The following identifies key findings of the study, including common barriers and critical supports, and provides specific suggestions for re-engaging students who are chronically absent, or at risk of chronic absenteeism.

FINDINGS

Most chronically absent students face multiple obstacles that make it difficult for them to attend school on a regular basis. On average, ten attendance barriers were identified for each chronically absent student. Fortunately, there were also a large number of positive contributors or inspirations to attendance. While some of the reported challenges and inspirations were isolated, a number were cited with sufficient frequency to warrant more systematic interventions.

Attendance Challenge	% of Participants Affected
Student Physical Health	36%
Parent/Caregiver Discretion	31%
Transportation	28%
Academic Issues	27%
Student Mental Health	24%
Relationships	22%
Parent/Caregiver Health	17%
Student Responsibilities Outside of School	17%
School Related Discipline	16%
Lack of Coordination with Other Services	15%
Unfulfilled Basic Needs	13%
Student Safety Concerns	10%
Student Access to Health Care	6%
Cultural Disconnect	2%

Attendance Motivation	% of Participants Affected
People/Relationships	81%
Learning	63%
Compulsory	62%
Stability	56%
Non-academic Programs	47%
Aspirations	46%
Performance	42%

¹ Issue briefs available at regionalchange.ucdavis.edu/ourwork/projects/chronic-absence-in-the-sacramento-unified-school-district.

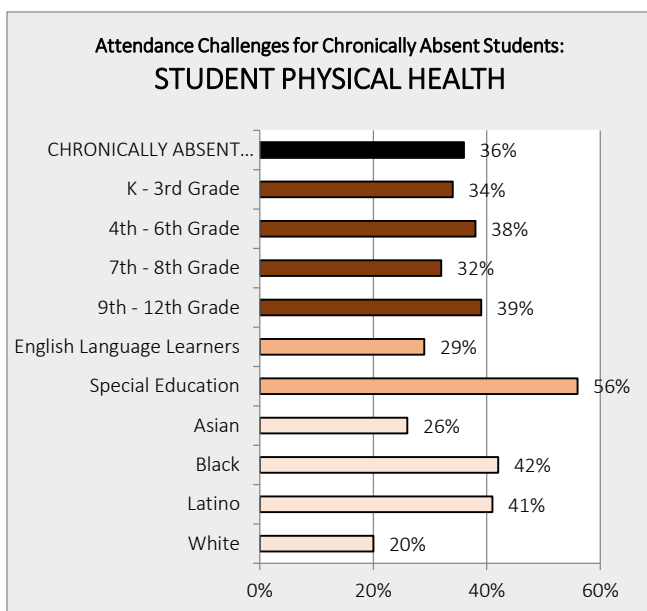
BARRIERS TO ATTENDANCE

Student Physical Health

Student Physical Health was the most frequently identified factor contributing to chronic absenteeism. Physical health played a significant role in missed school for 36% of chronically absent students. Included within the student physical health category were health issues ranging from flu to headaches to asthma to dental care. No single health issue stood out over others, but it does appear that communicable diseases (such as flu and cold) have the largest impact, as opposed to chronic conditions (such as asthma or diabetes).

9th – 12th graders and 4th – 6th graders were the age groups most likely to have physical health play a factor in their chronic absenteeism. **Student physical health was reported as the most common contributor to absenteeism for both 4th – 6th and K - 3rd graders.**

Among student population-types, students in Special Education are the most impacted by physical health. It was reported that more than half of chronically absent students in special education have health issues that



contribute to missed school days, **making health the leading cause of missed days for Special Education students.**

There is a particular **disparity in physical health among different races/ethnicities**. While physical health was reported as a problem for 26% of chronically absent Asian students and 20% of chronically absent White students, it was reported as a problem for 42% of chronically absent Black students and 41% of chronically absent Latino students. **Physical health was the most commonly reported barrier to attendance for Asian, Black, and Latino students.**

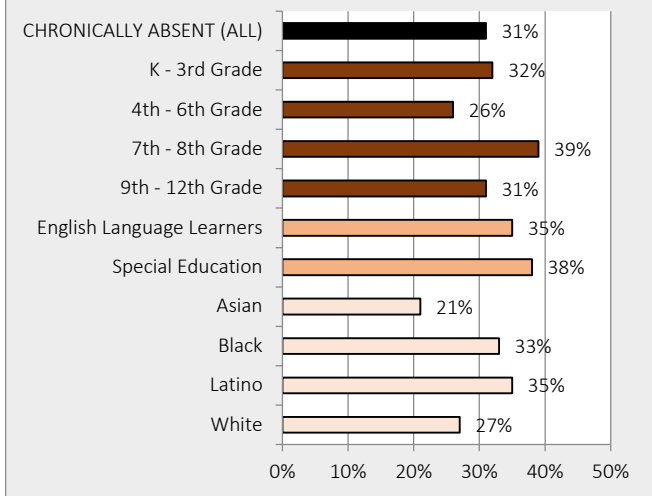
It is important to note that the impact of physical health is even greater when accounting for the parent's physical health. **In addition to student health, it was reported that *parent physical health* is a cause for missed days for about one out of every six chronically absent students.**

In discussing student health, student access to health care remains an important consideration. While physical health was reported as a contributing factor for more than one-third of chronically absent student participants, *student access to health care* was noted as a problem for less than one-tenth of the participants. This suggests that preventive measures might be at least as important as access to treatment in order to keep students healthy and effectively managing their health.

Parent/Caregiver Discretion

Parent/Caregiver Discretion was identified as a contributing factor for 31% of chronically absent students. Included in the category of parent/caregiver discretion were issues such as parental understanding of the importance of attendance/school, parent stress, parent work schedule, and family travel. With parent/caregiver discretion being a challenge for nearly one out of three chronically absent students, it is clear

**Attendance Challenges for Chronically Absent Students:
PARENT/CAREGIVER DISCRETION**



that it is not only students who face multiple obstacles, but parents, as well.

Notably, for cases in which parent/caregiver discretion played a role, parent stress was the most commonly reported challenge. For both 7th – 8th graders and K – 3rd graders, parent stress was the most frequently cited challenge within the category of parent discretion. This finding illustrates both the high levels of stress that caregivers experience in households with chronically absent students and the impact of that stress on caregivers’ ability to maintain daily routines.

Within age groupings, parent/caregiver discretion had the largest influence on chronically absent 7th – 8th graders (39%), followed by K – 3rd graders (32%). **Parent/Caregiver Discretion was the most cited reason for missing school among chronically absent 7th and 8th graders.**

Among student population-types, Parent/Caregiver Discretion was commonly reported as a challenge for students in Special Education (38%), as well as for English Language Learners (35%). **Parent/caregiver discretion was the most frequently reported challenge to attendance for chronically absent English Language**

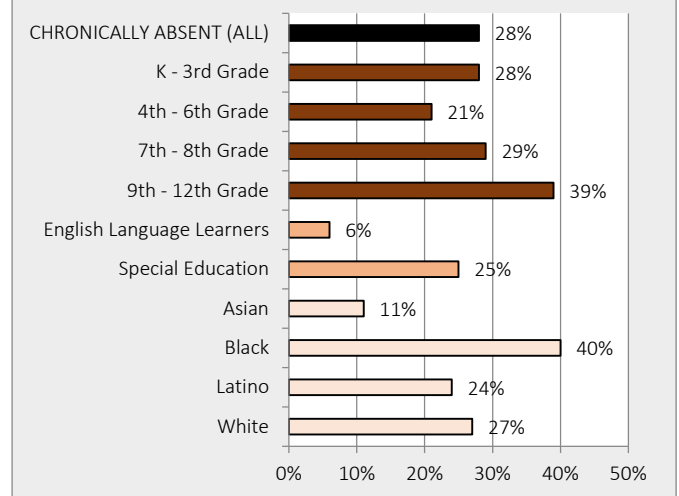
Learners. Similar rates were reported for Black (33%) and Latino (35%) students.

Transportation

Transportation was identified as a contributing factor to missed school by 28% of chronically absent students. Challenges reported in the transportation category include inconvenient access, having to drop students off at multiple school sites, and time. The inconvenient nature of transportation was the most commonly reported challenge within the category. Distance, time, and frequency of service are all transportation issues that discourage students from regular attendance. Of note is that safety on the way to or from school had a lesser reported influence on attendance. Safety was reported as a concern for less than 10% of the chronically absent student population.

9th – 12th graders were by far the most affected by transportation. Transportation was reported as a contributing factor for 39% of chronically absent high school students. This rate may be influenced by several factors, including the lack of “neighborhood” schools at the high school level and an increased level of self-

**Attendance Challenges for Chronically Absent Students:
TRANSPORTATION**



reliance required of high school students to make their own way to school.

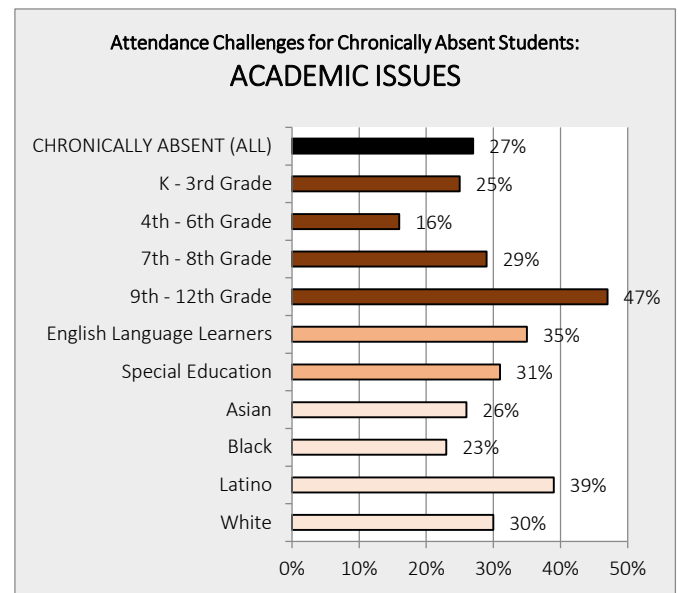
Chronically absent Black students were considerably more likely to have transportation reported as a barrier to attendance. **Black students were about 1.5 times more likely to experience transportation challenges than the overall population**

Academic Issues

Academic issues were identified as causing absenteeism for slightly more than one-fourth of chronically absent student participants. Issues reported in this category included preparedness, boredom, and understanding. Among these issues, *boredom* played the largest role. Boredom was noted as an aversion to attendance for 42% of chronically absent high school students. Perceived relevance and level of challenge of curricula were issues cited that led to academic boredom. The age-group of chronically absent students with the second-highest reported rate of boredom was K-3rd grade. This finding is concerning in that it is the first years of school that set the foundation for ongoing learning and establish students' expectations for the educational environment.

The percentage of chronically absent students for whom academic issues are a key contributor balloons in 9-12th grade. Nearly half (47%) of chronically absent high school students had academic issues reported as a challenge. **Academic issues were the most commonly cited cause of chronic absenteeism for high school students.**

Latino and White students both had academic issues reported as a contributor to chronic absenteeism at a higher percentage (34% and 30%, respectively) than the overall chronically absent population. Similarly, both English Language Learners (35%) and Special Education students (31%) experienced academic issues at greater rates than the overall chronically absent population.

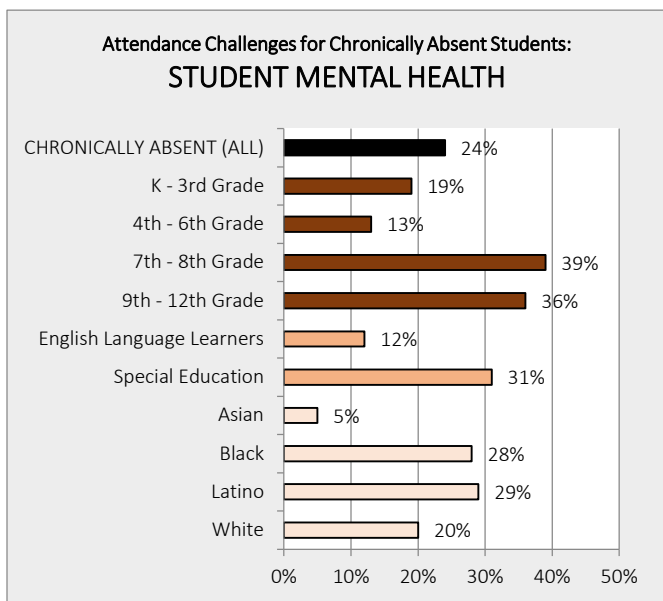


Although below the average for all chronically absent students, **Academic Issues were the most frequently reported contributor to chronic absenteeism among Asian students.**

Student Mental Health

Student mental health issues played a substantial role in chronic absenteeism. Mental health was a factor in about one quarter of all chronically absent cases. Mental health covers a range of issues, such as depression, anxiety, and substance abuse. Responses within the mental health category were spread across all of these issues.

Mental health issues become much more prominent in the later grades, contributing to chronic absenteeism among 39% of participating 7th – 8th graders and 36% of participating high school students. **Mental health was reported as a factor with more frequency among 7th-8th graders than physical health and, in fact, was the most commonly noted difficulty for 7th – 8th graders.** The rates with which mental health was reported as a contributing attendance factor for K – 3rd and 4th – 6th was considerably lower, at 19% and 13%, respectively.



Among races/ethnicities, mental health was reported as a contributing factor for Black and Latino students at rates slightly above the chronically absent student average (28% and 29%, respectively). Conversely, mental health issues were only reported as an attendance barrier for 5% of Asian students.

Mental health was reported as a significant factor for absenteeism for about one-third of Special Education students. This findings highlights the continued need for blending supportive services for students in special education programs.

Relationship Issues

Relationship issues were reported as contributing to missed days for more than one in five chronically absent students. Identified challenges included relationship issues with other students, as well as relationship issues with adults at the school. The divide was fairly even with 18% of students having peer relationships identified as a challenge, and 16% with adult relationships identified as a challenge (with many reporting both). It is important to note, however, that there is a correlation with age. Relationship issues are

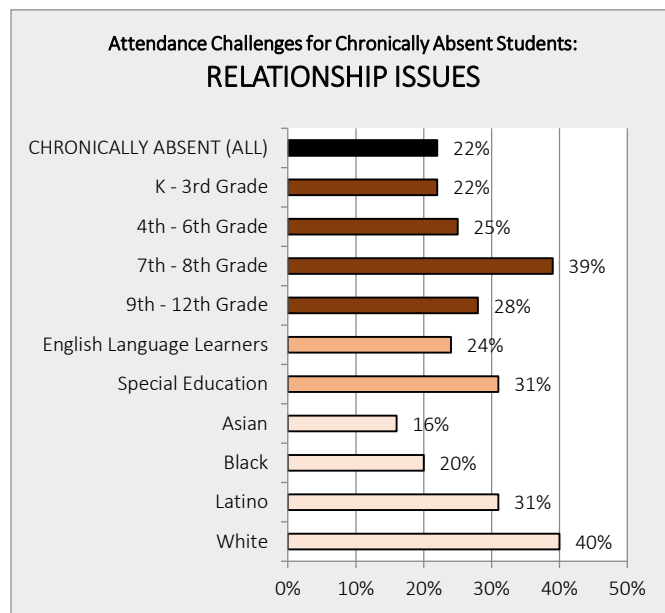
somewhat more likely to be with peers in K – 6th grade, flipping to slightly more likely to be with adults at the school in grades 7 – 12.

The 7th – 8th grade student population is the most likely age group to have relationships issues contributing to chronic absenteeism. **Impacting four out of every ten chronically absent 7th – 8th grade students, relationship issues have as much of an influence as any other issue for this age range.**

Chronically absent students in Special Education also faced relationship challenges. Relationships with peers and adults were reported as attendance obstacles for 31% of the participants from this population.

Reports of relationship issues vary considerably between races. **For chronically absent White students, relationships were the most frequently identified problem for attendance.** Chronically absent White students were almost twice as likely to have relationships identified as a cause for missing school as the overall chronically absent student population.

Challenges resulting from cultural disconnection, such as mismatch between home and school practices or a



lack of cultural or linguistic representation in the school, were mentioned in less than 2% of study population. Although not heavily reported, it is an issue that should continue to be actively assessed given the diversity of the Sacramento City Unified School District’s student population.

most impacted by responsibilities outside of school, with nearly one-quarter of participants having the outside responsibilities reported as a challenge for attendance.

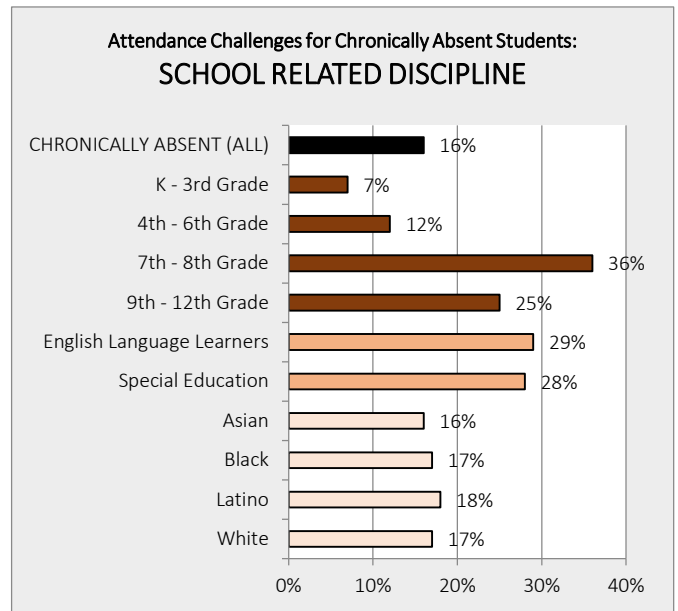
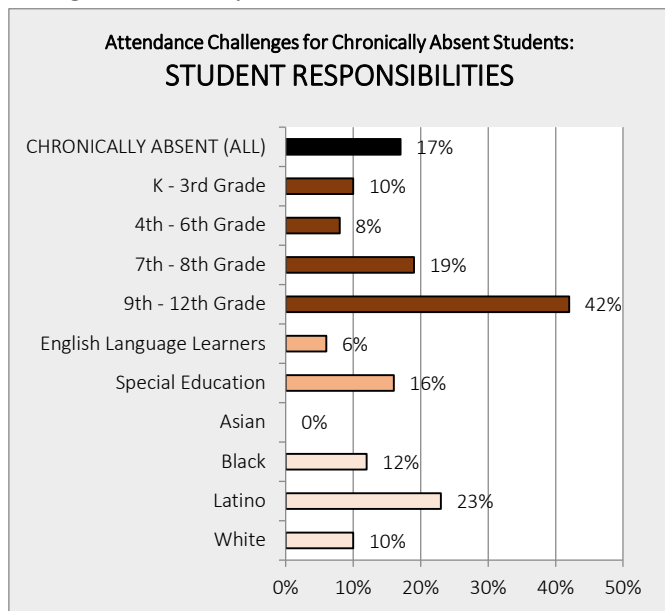
Student Responsibilities Outside of School

Student responsibilities outside of school plays a role in missed school for 17% of the chronically absent student population. Specific issues within this category include family care, household responsibilities, jobs, and non-school sponsored clubs or activities.

Responsibilities outside of school become especially significant issues for attendance beginning in the middle school years. It is a factor for less than 10% of chronically absent elementary school students, nearly 20% of middle school students, and 42% of high school students. High school students are particularly pressed with family care and other household responsibilities. This includes taking care of parents, grandparents, and siblings. Chronically absent Latino students are the

School Related Discipline

The impact of school related discipline on attendance is another issue that becomes much more evident with age. While discipline, such as suspensions or displeasure with the school discipline process, was reported as an issue for 16% of the overall participating chronically absent student population, it was an issue for 36% of chronically absent middle school students and 25% of chronically absent high school students. School related discipline was also noted as a significant problem for about three in ten chronically absent English Language Learners and students in Special Education.

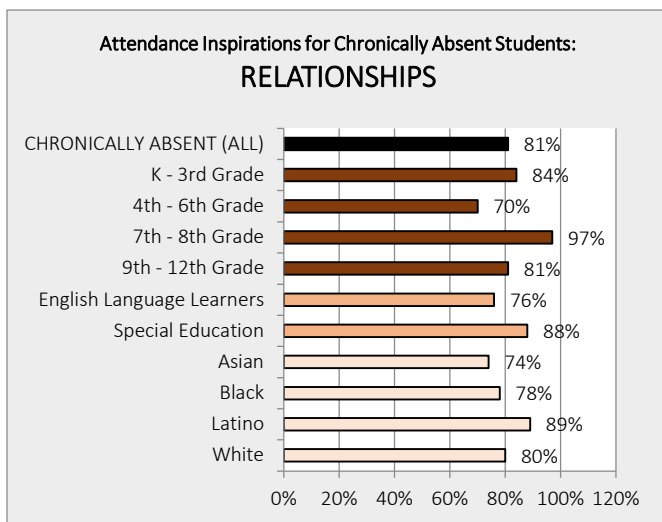


MOTIVATORS FOR ATTENDANCE

Students find inspiration from multiple sources. Just as there is no single cause for absenteeism, there is not a single support or aspect of school that appeals to all students. But there are a number of different features that can make a difference in a student's or family's ability or desire to attend.

Relationships

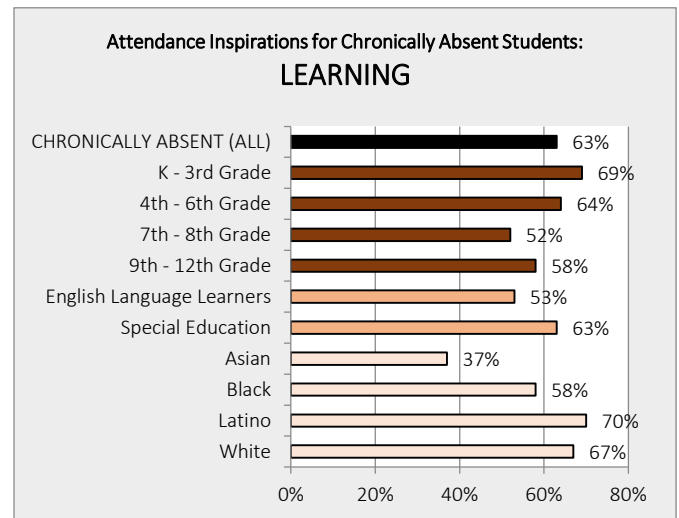
While relationship issues were noted as a challenge for one in five chronically absent students, **relationships were also identified as the top inspiration for attendance. 81% of chronically absent students were found to have been inspired to attend school by the relationships that they have with teachers, friends, mentors, role models, and others.**



People as the motivational factor for attendance was highest among 7th – 8th grade students, with 97% crediting people as the key inspiration for attendance. Chronically absent students in special education and Latino students were also particularly inspired to attend due to their relationships with other people (at 88% and 89%, respectively). The school setting is a very effective social network that can encourage attendance through both peer and adult influence.

Learning

Fortunately, several academic-related issues were highlighted as motivating factors for chronically absent students. First and foremost was the desire to learn. **The opportunity to learn was highlighted as an inspiration for attendance for nearly two-thirds of chronically absent students.** It was noted that students like to learn, often enjoy specific classes, and like to be challenged.

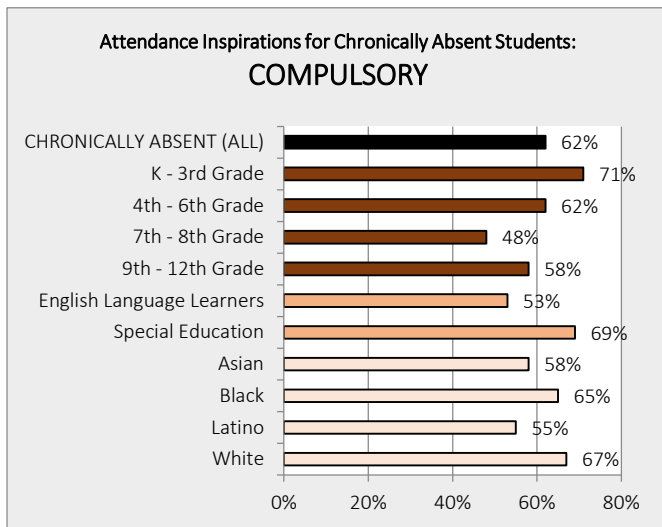


Learning as a motivational factor for attendance was particularly strong in the earlier grades, with almost seven out of every ten K – 6th graders being inspired by learning. Learning was also frequently mentioned as a motivator for attendance for chronically absent Special Education students (63%), Latino students (70%) and White students (67%).

Student performance and non-academic programs were also reported as issues that encourage attendance. These opportunities were reported as motivators for nearly half of the chronically absent students assessed. Issues such as successfully completing assignments and scoring well on tests; being able to participate in clubs or sports; and eating school breakfast or lunch were noted as supports that provide extra incentive to attend school.

Compulsory

Student attendance is clearly influenced by the compulsory nature of education. **The attendance mandate was reported as a motivating factor for nearly two-thirds of chronically absent students.**

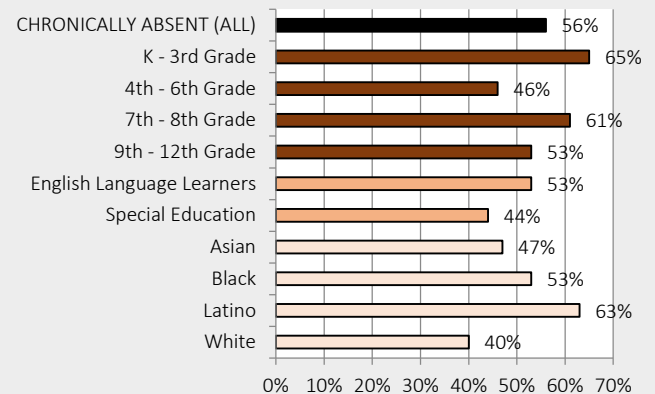


This factor was most relevant for K – 3rd grade students (71%), Special Education students (69%), and White (67%) and Latino (65%) students. It was less of a factor for 7th – 8th graders (48%), English Language Learners (53%), and Black (55%) and Asian (58%) students.

Stability

The ability of schools to offer an environment that supports social and emotional well-being was frequently cited as another motivating factor. **The stability that school provides was identified as an inspiration for attendance by more than half of chronically absent students.** It was reported that students found comfort in the daily routine of school, the safe, consistent environment provided by school, and the fun atmosphere experienced at school. The stability provided by school was most frequently reported to foster attendance among K – 3rd graders (65%) and Latino students (63%).

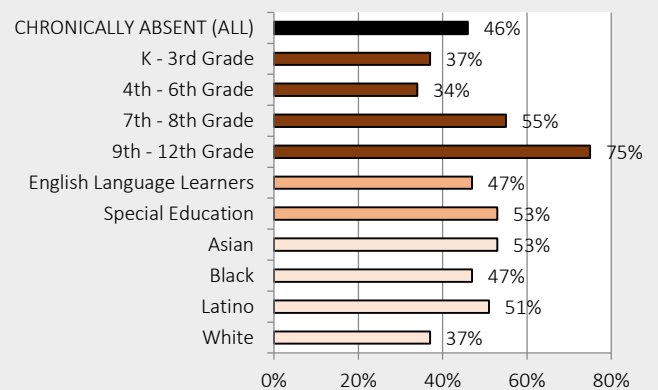
**Attendance Inspirations for Chronically Absent Students:
STABILITY**



Aspirations

Many chronically absent students attend school because they have aspirations that school can help them achieve. **Life aspirations were identified as an inspiration for attendance for nearly half of chronically absent students.** These students wanted to go to college, prepare for a job, or to serve as a role model for a sibling. This finding indicates that despite missing a large amount of school, many chronically absent students recognize the value and importance that education has for future life success.

**Attendance Inspirations for Chronically Absent Students:
ASPIRATIONS**



CONCLUSIONS

There is not a single, simple solution to chronic absenteeism. Given that an average of ten different attendance barriers were noted for each chronically absent student, multiple strategies must be coordinated to effectively reduce chronic absenteeism.

One of the most fundamental strategies that can be implemented is recognition. Reports from YFRC social workers and interns indicate that many students and parents were surprised by the amount of school that had been missed. Further, it was anecdotally reported that student attendance had improved since meeting with the YFRC staff to discuss attendance (among other issues). **The act of recognizing when a student is absent and reaching out to explore why or express concern can realize improved attendance among some chronically absent students.**

Targeted interventions in some specific areas would also have an impact across all chronically absent student populations:

- **Health.** Students need access to care and improved awareness of preventive health options. For students dealing with chronic or recurring health conditions, there must be better health care management to prevent conditions from escalating to a point that the student has to miss school.

Guidance should be issued on conditions that warrant keeping a child home (e.g. contagious conditions). When students do miss school, there must be immediate outreach to let the student and family know that the student's absence was noticed and that the school is looking forward to a healthy return.

In population-level work, the School District should remain actively involved in community health improvement efforts to impact the overall

environmental health conditions in which its students live.

- **Parent engagement.** Parents need to be fully apprised of the ramifications of missed days for their children. Reports from YFRC staff indicate that many days are missed because parents/caregivers are either not insistent on attendance or have their own health or work issues that make it impossible for them to ensure attendance by their child. Persistent, supportive communication to parents must be ongoing, and one-on-one problem solving may be necessary to address barriers.
- **Transportation.** In discussions with YFRC staff, chronically absent students and family member seemed to be more troubled by inconsistent availability of personal transportation than having no transportation (e.g. students were unable to get to school because the family car broke down). For instances in which transportation presents a hurdle, alternative plans for getting to school should be identified so that an episode of transportation adversity does not result in full days or extended periods of time missed.

In addition to the above approaches, middle school and high school students would benefit from additional efforts:

- **7th – 8th grade students are in particular need of social support.** This population of chronically absent students had high rates of reported relationship issues, mental health issues, school related discipline challenges, and reports of parent stress. Programming and supportive services that can help students navigate inter-personal conflict, cope with change, and recognize their strengths could help foster attendance.
- **9th – 12th grade students need flexibility with academic programming and schedule.** Chronically absent student participants and parents reported that learning opportunities that engage students in

meaningful issues, build their capacity to participate in the workforce, and/or involve the arts would foster engagement from chronically absent students by increasing enjoyment and a stronger perception of purpose for their education. There is a desire for academic challenges and academic relevance.

Additionally, 9th – 12th graders would benefit from flexibility. Many chronically absent high school students have assumed a role of family caretaker and try to balance the demands of fulfilling the immediate needs of their family with the long term consequence of missing school. The home-life culture of students frequently does not integrate well with the schedule of the classroom.

As strategies are implemented, it must be recognized that there are going to be few one-size-fits-all models. The situation for each chronically absent student is unique, therefore, adjustments and customization of interventions will likely be needed.

Finding ways to incentivize attendance, make school a fun, safe, and supportive environment, and minimize the barriers to attendance will realize the most positive gains. As discussed earlier in this report, chronically absent students want to learn, want to be challenged, and want to have positive relationships with others. These are all activities that can and should be at the heart of the school experience. To the extent possible, promotion of attendance should be achieved by building on and integrating into existing programs.

ASSESSMENT METHODOLOGY

To collect information on barriers and motivators for school attendance, insight can be gained from students, from students' families, from professionals who work with and are very familiar with the student, or a combination, thereof. For this study, the primary collection point of information was professionals who work with chronically absent students. Youth and Family Resource Center (YFRC) social workers and social work interns served as the key contributors. The Parent-Teacher Home Visitation Project (PTHVP) had also been targeted as a collection point, however, capacity limitations prevented active participation.

The YFRC social workers and interns used an assessment tool (Attachment A) designed to capture a relatively comprehensive listing of issues that contribute to chronically absent students' absenteeism, as well as issues that serve to inspire attendance in those students. Community Link trained YFRC and PTHVP staff on the purpose of the project and use of the data collection tool. Once trained, YFRC and PTHVP staff were provided with a list of chronically absent students to be surveyed, as generated by SCUSD's Student Support Services Department.

YFRC social workers/interns completed the assessment at the point in time they felt confident that accurate responses could be recorded. YFRC social workers/interns responded to Question 1 (*What makes it hard for the student to regularly attend school?*) and Question 2 (*Even though the student is having difficulty getting to school, what inspires attendance for the student?*) of the instrument based on their interpretations of information that the student shared over time. In other words, the instrument was not administered as a survey or questionnaire directly to the students, but rather through conversational observations.

To answer Question 3 (*What supports and/or resources would help support the student's school attendance?*) the social workers/interns recorded the student's and caregiver's ideas, as well as their own. The assessment was completed by the social worker/intern and entered into the YFRC database by the social worker/intern. If the assessment was completed in paper form, the social worker/intern placed the completed form in a sealed envelope upon completion in order to help assure confidentiality. These envelopes were submitted to SCUSD Student Support Services staff to facilitate data entry.

In total, 196 chronically absent students from 17 schools were assessed (thirteen elementary schools, two middle schools, two high schools). The population represented a diverse sample of chronically absent students.

Study Population	Number
K – 3rd Grade	68
4th – 6th Grade	61
7th – 8th Grade	31
9th – 12th Grade	36
English Language Learners	17
Special Education	32
Asian	19
Black	60
Latino	80
White	30

Community Link examined the compiled data for response themes by grade levels, race/ethnicity, English Language Learners, and Special Education populations. Insight was also sought on the homeless and foster youth populations, however sample sizes for these populations were too small to draw any conclusions.

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Attachment A

Assessment of Factors Impacting Attendance for Chronically Absent Students

Survey for Youth and Family Resource Centers and Parent/Teacher Home Visitation Project

The following assessment will be administered by trained Youth and Family Resource Center (YFRC) social workers or interns and Parent-Teacher Home Visitation Project (PTHVP) teachers. The assessment will be administered to selected students who are known to be chronically absent. The listing of students to be surveyed will be provided to YFRC and PTHV staff by the SCUSD Integrated Support Services staff.

YFRC social workers/interns will complete the assessment at whatever point in time they feel confident that an accurate response can be recorded. YFRC social workers/interns will respond to Question 1 (*What makes it hard for the student to regularly attend school?*) and Question 2 (*Even though the student is having difficulty getting to school, what inspires attendance for the student?*) based on their interpretations of the information that has been shared over time by the student being assessed. To answer Question 3 (*What supports and/or resources would help support the student's school attendance?*) the social workers/interns will record the student's and caregiver's ideas, as well as their own. The assessment will be completed by the social worker/intern and entered into the YFRC database by the social worker/intern. If the assessment is completed in paper form, the social worker/intern will place the completed form in a sealed envelope upon completion. This step will be taken to help assure confidentiality. Envelopes will be submitted to designated SCUSD Integrated Support Services staff to facilitate data entry.

PTHVP teachers will complete the assessment after the home visit(s) is completed. PTHVP teachers will respond to Question 1 (*What makes it hard for the student to regularly attend school?*) and Question 2 (*Even though the student is having difficulty getting to school, what inspires attendance for the student?*) based on their interpretations of the interactions they have had with the student being assessed. To answer Question 3 (*What supports and/or resources would help support the student's school attendance?*) the teacher will record the student's and caregiver's ideas, as well as their own. The assessment will be completed by the teacher and placed in a sealed envelope. Envelopes will be submitted to the school's administrative office and collected by PTHVP staff on a semi-monthly basis. PTHVP staff will deliver completed materials to Lawrence Shweky, Coordinator, SCUSD Integrated Support Services.

Student Identification Number:	
School	
Person Completing Survey:	
Date Survey Completed:	

STUDENT INFORMATION

Elementary

- Bret Harte
- Earl Warren
- Elder Creek
- Ethel Phillips
- Keith B. Kenny
- Pacific
- Oak Ridge

Current School

Middle School

- Rosa Parks
- Will C. Wood

High School

- CK McClatchy
- Hiram Johnson

Grade Level

- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

Gender Identity

- Boy
- Girl
- Transgender

Ethnicity

- American Indian/Alaskan Native
- Asian
- Black
- Latino
- Native Hawaiian/Pacific Islander
- White
- Two or more races

English Language Learner

- No
- Yes

Special Education

- No
- Yes

Homeless

- No
- Yes

Foster Youth

- No
- Yes

1) What makes it hard for the student to regularly attend school?

MARK ALL THAT APPLY. LEAVE BLANK IF NOT APPLICABLE.	
DISCRETION	<p>Parent/caregiver discretion, including...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family travel or vacation <input type="checkbox"/> Parent/Caregiver knowledge or understanding of the importance of attendance <input type="checkbox"/> Parent/Caregiver work demands or schedule <input type="checkbox"/> Stress <input type="checkbox"/> Other (please list): _____
AVERSION	<p>Academic issues, including...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Boredom (too easy/hard, irrelevant) <input type="checkbox"/> Concerns regarding being underprepared <input type="checkbox"/> Other (please list): _____
	<p>Cultural disconnect issues, including...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child and/or family feeling disrespected based on their cultural, linguistic or religious background <input type="checkbox"/> Lack of representation of student and/or family cultural background in school <input type="checkbox"/> Mismatch between home and school cultural/religious practices <input type="checkbox"/> Other (please list): _____
	<p>Relationship issues, including...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lacks or has difficult relationships with adults at school <input type="checkbox"/> Lacks or has difficult relationships with peers at school <input type="checkbox"/> Other (please list): _____
	<p>Student safety concerns, including...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feels unsafe at school <input type="checkbox"/> Feels unsafe on the way to or from school <input type="checkbox"/> Other (please list): _____
BARRIERS	<p>Lack of coordination with other services and systems, including...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conflicting court dates <input type="checkbox"/> Conflicting medical/health appointments <input type="checkbox"/> Conflicting probation meetings <input type="checkbox"/> Other (please list): _____
	<p>Parent/Caregiver health, including...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dental <input type="checkbox"/> Mental Health <input type="checkbox"/> Physical Health <input type="checkbox"/> Other (please list): _____

1) What makes it hard for the student to regularly attend school?

MARK ALL THAT APPLY. LEAVE BLANK IF NOT APPLICABLE.		
School-related discipline issues, including...	<input type="checkbox"/> Student suspension <input type="checkbox"/> Unhappy with school discipline process	
Student access to physical, mental or dental health care, including...	<input type="checkbox"/> Cultural barriers <input type="checkbox"/> Lack transportation to a provider <input type="checkbox"/> Medication issues <input type="checkbox"/> No insurance <input type="checkbox"/> Trouble finding a provider <input type="checkbox"/> Underinsured <input type="checkbox"/> Other (please list): _____	
Student mental health issues, including...	<input type="checkbox"/> Anxiety <input type="checkbox"/> Depression <input type="checkbox"/> Substance use/abuse <input type="checkbox"/> Sleep issues <input type="checkbox"/> Other (please list): _____	
BARRIERS, continued	Student physical health, including...	<input type="checkbox"/> Asthma <input type="checkbox"/> Dental <input type="checkbox"/> Flu <input type="checkbox"/> Gastrointestinal (stomach, vomiting, etc.) <input type="checkbox"/> Headaches and migraines <input type="checkbox"/> Injury <input type="checkbox"/> Lice <input type="checkbox"/> Other respiratory infection (cold, bronchitis, etc.) <input type="checkbox"/> Seizures <input type="checkbox"/> Other (please list): _____
	Student responsibilities outside of school, including...	<input type="checkbox"/> Family care (child, elders, etc.) <input type="checkbox"/> Household responsibilities <input type="checkbox"/> Job <input type="checkbox"/> Non-school sponsored clubs/activities <input type="checkbox"/> Other (please list): _____

1) What makes it hard for the student to regularly attend school?

MARK ALL THAT APPLY. LEAVE BLANK IF NOT APPLICABLE.

Transportation challenges,
including...

- Cost
 - Inconvenient or Unavailable
 - Time/Distance
 - Travel to multiple school sites
 - Other (*please list*): _____
-

Unfulfilled basic needs,
including...

- Clothes
 - Food/Hunger
 - Frequent home or school moves
 - Housing
 - Safety at home
 - School uniforms
 - Supplies
 - Other (*please list*): _____
-

1) Even though the student is having difficulty getting to school, what inspires attendance for the student?

MARK ALL THAT APPLY. LEAVE BLANK IF NOT APPLICABLE

Aspirations

- Student wants to be a role model for younger siblings
- Student wants to be ready to get a job
- Student wants to go to college
- Student wants to help family and community
- Student wants to learn what options are available
- Other (*please list*): _____

Mandate

- Attendance is expected by caregivers
- Attendance is expected by teachers/school staff
- Attendance is required
- Importance of attendance is regularly communicated to the student
- Other (*please list*): _____

Learning

- Student enjoys learning
- Student enjoys specific subjects or classes
- Student likes to be challenged
- Other (*please list*): _____

Non-academic programs

- Participation in clubs
- Participation in student government or other student leadership activities
- Participation in the arts
- Playing sports
- School breakfast
- School lunch
- Using the computer center
- Using facilities for physical activity (e.g. gym, fitness room, fields, etc.)
- Using the health center
- Using the library
- Other (*please list*): _____

1) Even though the student is having difficulty getting to school, what inspires attendance for the student?

MARK ALL THAT APPLY. LEAVE BLANK IF NOT APPLICABLE

People

- Family encouragement
- Meeting new people at school
- Offsite programs and partners
- Onsite programs and partners
- Mentor(s)
- Role model(s)
- School staff are supportive
- Seeing friends at school
- Teachers make school interesting
- Other (please list): _____

Performance

- Competition with other students
- Doing well on tests
- Not wanting to fall behind
- Provides an outlet for creativity
- Successfully completing assignments
- Other (please list): _____

Stability

- School is fun
- School is part of a daily routine
- School offers a comfortable and safe environment
- Other (please list): _____

3) What supports and/or resources would help support the student's attendance?

<p>From the student's perspective:</p>	
<p>From the parent/caregiver's perspective:</p>	
<p>From the interviewer's perspective:</p>	