Rochester City Schools
New York State
Families In Transition–FIT Program
Wholistic Approach

**Building Relationships**

- Repairing Harm
- Addressing Needs
- Eliminating Barriers
- Creating a Pueblo/Village Community/Connections
- Building a Bridge to Resources
Rochester City School District
One of the Big 5 in NYS

Location-Rochester, New York,
Upstate/1-hour from Niagara Falls
5.5 hours from NYC

District Size-23,000 Total Students
MV Students Identified in
2020-21 School Year, 950
2021-22 School Year, 1600
2022-23 School Year, 2200
2023-24 School Year, 2468 (to date)

Associate Director, 2 Social Workers,
Bilingual Home-School Assistant and
Secretary
In our ARP grant we wanted to target student identification and re-engagement; both would address non-attendance and chronic absenteeism:

- Three-four years pre-covid, our district identified over 3,000 MV students a year.
- During the covid pandemic our numbers decreased into the 900s.
- As we transitioned back to in-person learning we were challenged as many others to get back to our regular rituals and routines.
- We knew we would need to re-educate and affirm the practices we had in place to identify MV students (training, collaboration with student placement, schools and the community, advocacy, etc.).
- We needed to be creative and resourceful, we needed to do outreach in the community and find our students.
ARP Spending & Initiatives

• Background & Continuity

• When we apply for grants, we sit at the table with the grant writers, sharing what our students and families need. Often, we have to advocate and be their voice in multiple platforms, but especially when it comes to programmatic and direct service decisions. This is how we have been successful in getting spending approval.

• Via ARP we have had the opportunity to hire an Outreach team of a Social Worker & Attendance Assistant

• We also have been able to hire 9 Extended Day/Year Social Workers to assist in the identification and re-engagement of our students.
ARP Outreach Social Worker & Attendance Assistant Team

*Identify students using attendance data-20% Chronic Absenteeism, Grades 6-8

Outreach - Hit the pavement! Build relationships/contacts at Rec Centers, Libraries, Youth Shelters, McDonald’s...identify a contact

Assessment - What is most impacting non-attendance? Is it the student’s mental health, student/family safety, housing, employment, etc. address these needs as we reach out to the student’s school.

Re-engagement - Plan the student’s return to school with school staff and student placement if needed, identify a staff person (administrator, social worker, counselor, etc.) to support the transition back to school.

Wrap-Around - What other supports are needed to eliminate barriers and improve student attendance? Who do we need to partner with?

Follow-up - The support we provided is not a one-shot deal. We follow students as long as needed to support their well-being, stability and school attendance.

Creating a Pueblo/Village - Students desperately need caregivers in multiple settings, schools, agencies, etc., Especially, unaccompanied youth.
McKinney-Vento Funding

Case Management
Drop-in Support
Agency Referrals (DHS, CFY, SPOA, etc.) Resources
Assistance with Temporary/Permanent Housing
Skill Development/Trades and Employment
Mental Health/Medical Referrals
Other support, bus passes/gas cards, food, work permits, basic needs, etc.

Camp Arise
Extended Day/Year Support (ARP)
Title I Funding

Student/Family Crisis Support & Counseling
Advocacy
Immigrant & Refugee Students/Families
Unaccompanied Youth
Outreach
School Collaboration
District Collaboration
Community Collaboration
MV Education & Training
Staff/Agency Consultation
Temporary Surrogate
Sustainability Beyond ARP

1. Possibly utilize Title I & McKinney-Vento Funds to sustain the Outreach SW position

2. Pick 1 day a week or biweekly to continue the outreach work with remaining staff

3. Utilize interns to carry-on outreach work

4. Combination of 2 & 3
Questions & Answers

FIT Secretary
Gladys.Williams@rcsdk12.org

FIT Bilingual Home School Assistant
Elda.LopezSantana@rcsdk12.org

FIT Outreach Social Worker
Paola.Machuca@rcsdk12.org

RCSD McKinney-Vento Liaison
Program Social Worker
Chrisandra.Mareus@rcsdk12.org

RCSD Associate Director & McKinney-Vento Liaison
Elizabeth.Reyes@rcsdk12.org
Thank you again, so much, for being willing to join our webinar on May 1st, 3:00 pm -4:00 pm EST on Reducing Chronic Absenteeism With ARP-HCY Funds. We have a little over 500 Registrants at the moment who are looking forward to hearing from you!

You should have received a presenter link via Zoom, so please let me know if you did not receive it. I will join 5 minutes early to get set up and answer any last-minute questions or concerns.

Here's the agenda for the webinar:

• Our SHC team will do a welcome for the first 3-5 minutes
• Our SHC team will provide an overview of allowable uses for about 10 minutes
• Our SHC team will facilitate a discussion with you, using the questions below for about 15-20 minutes
• Our SHC team will moderate a Q&A with you both for about 20 minutes with questions from the chat or Q&A panel
• Our SHC team will do a closing for about 5 minutes

Here are the discussion questions:

• Please tell us about your district - location, size, number of identified students (SY 22-23).
• How did you determine that using ARP-HCY funds to reduce chronic absenteeism would best meet the needs you’ve seen among your students experiencing homelessness?
• How are you using ARP-HCY funds to reduce chronic absenteeism? What can you share about the process of getting spending approved?
• What other funding sources are available to you, and how have you been able to utilize those sources to support students experiencing homelessness?
• How have you thought about sustainability beyond ARP-HCY? What would you need?