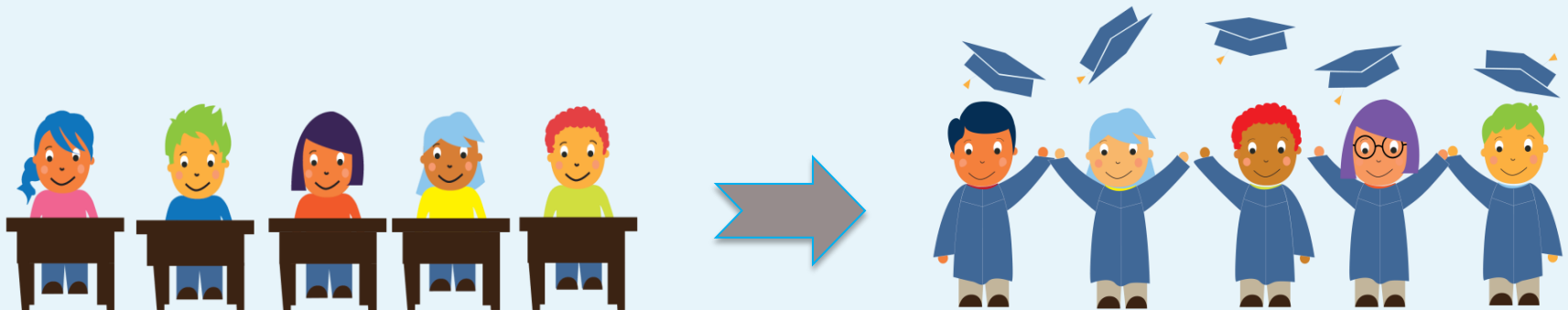


Start Strong:

Address the Attendance Gap in the Early Grades



Welcome!



Marci Young

*Vice President
U.S. Network Impact
(Education, Income & Health)*

United Way Worldwide



The Attendance Awareness Campaign

William Carpluk

Manager

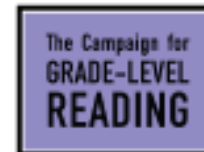
Alliance Engagement

America's Promise Alliance



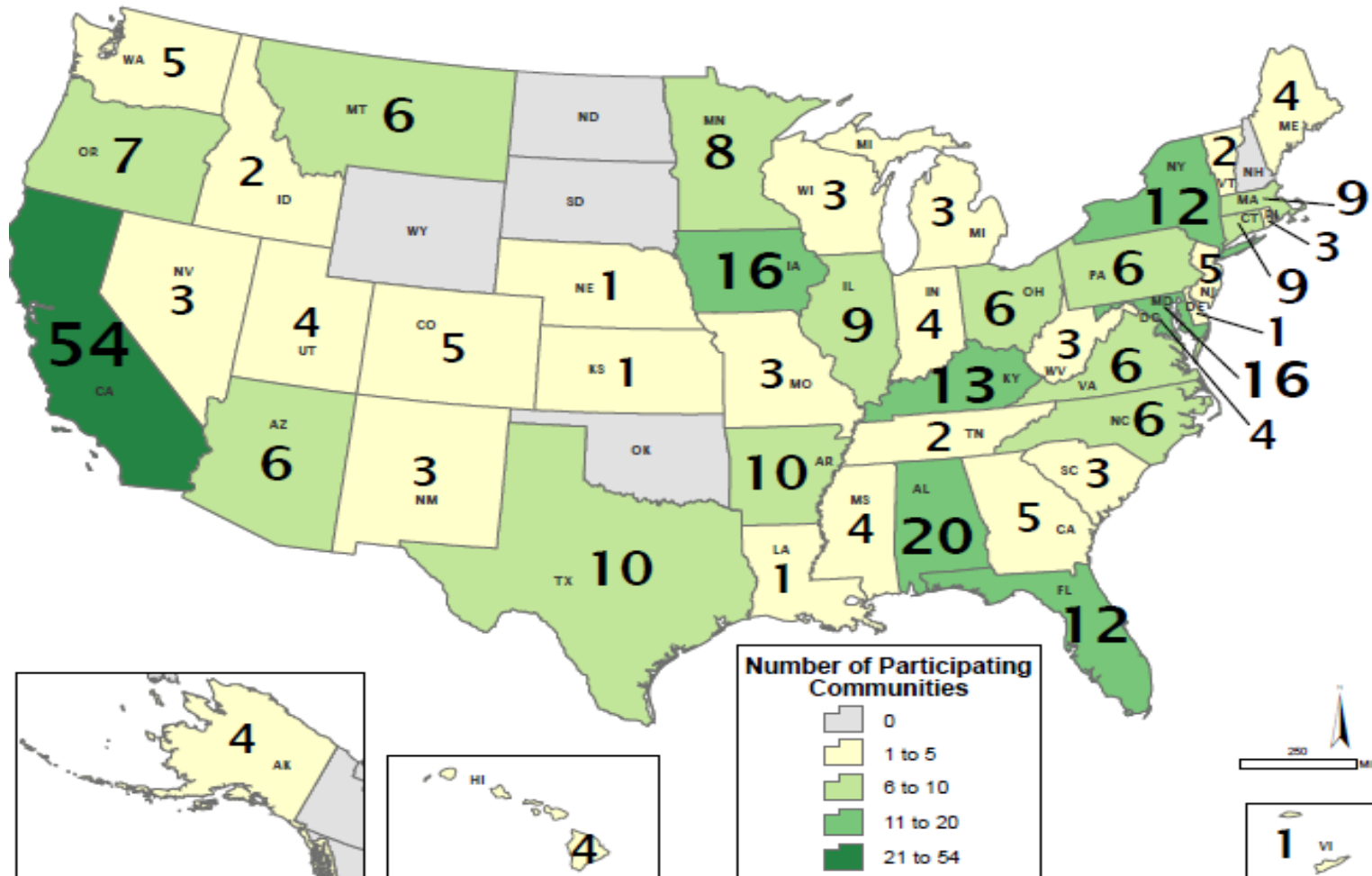


Attendance Awareness Month and Nationwide Campaign 2015



Raising Awareness in 2014: 324 Communities in 45 States

Participation in Attendance Awareness Month



Other 2014 Campaign Highlights



- **645** articles, TV & radio spots, blogs & commentaries
- **Op-eds** in Washington Post, New York Times and Education Week
- **79** proclamations from mayors, governors, school boards, districts
- **6,100** tweets creating **7.6 million** impressions
- **103,000** page views on AW & AAM in September



What are you planning in 2015?

Post your community's plans for Attendance Awareness Month 2015 on our map!



<http://awareness.attendanceworks.org/map/>



Attendance Works



Hedy Chang
Director



Agenda

Overview ~ Hedy Chang

Starting Strong in Chicago

Serah Fatani and Leslie McKinily,
Office of Early Childhood Education

Starting Strong in Baltimore

Bobbi MacDonald and Kate Seidl,
City Neighbors

Resources and Announcements



Attendance is an Essential Ingredient of Academic Success

4 A School Success Framework

Attainment

Over Time

Achievement

Every Year

Attendance

Every Day

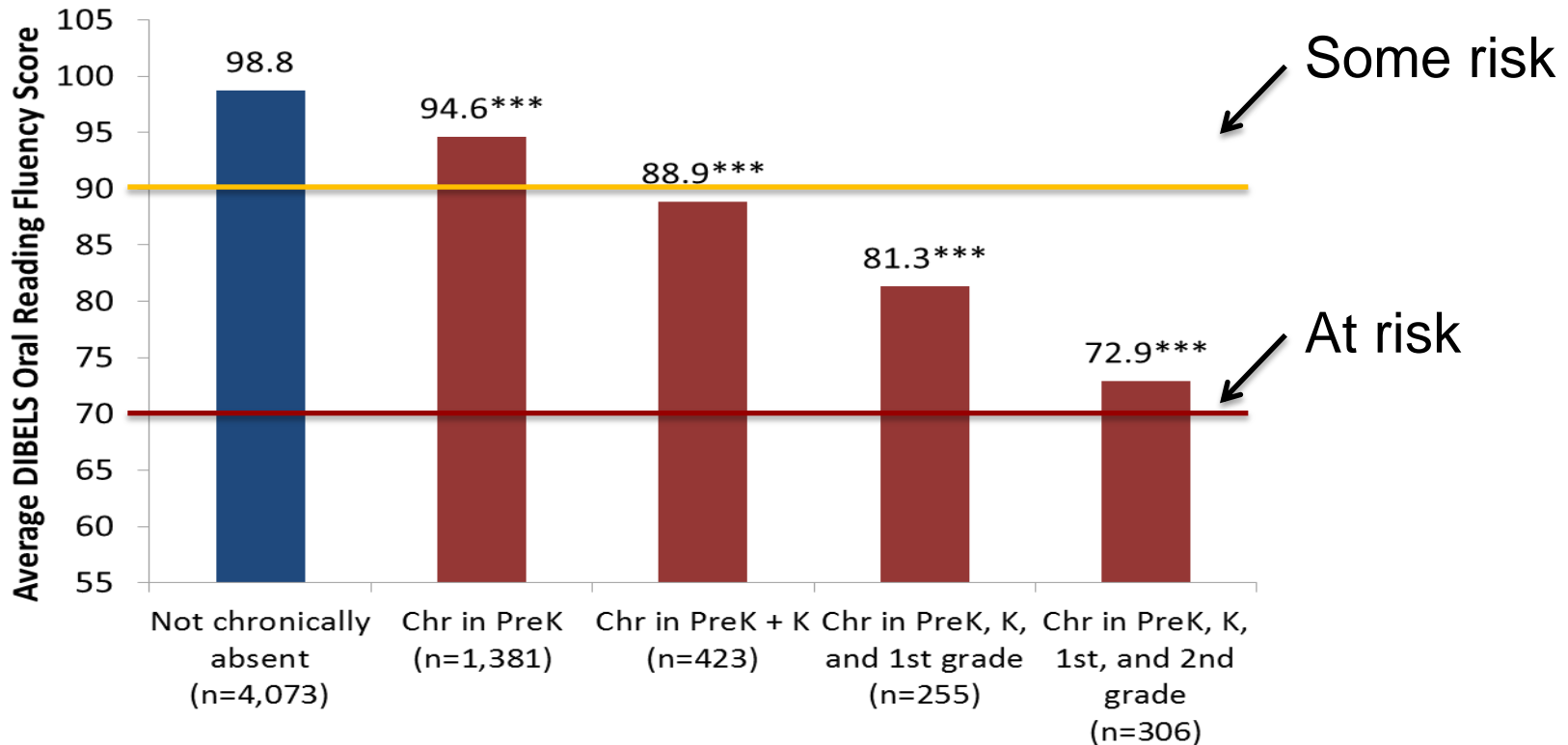
Advocacy

For All

Developed by Annie E. Casey Foundation & America's Promise Alliance
For more info go to <http://www.americaspromise.org/parent-engagement-toolkit>



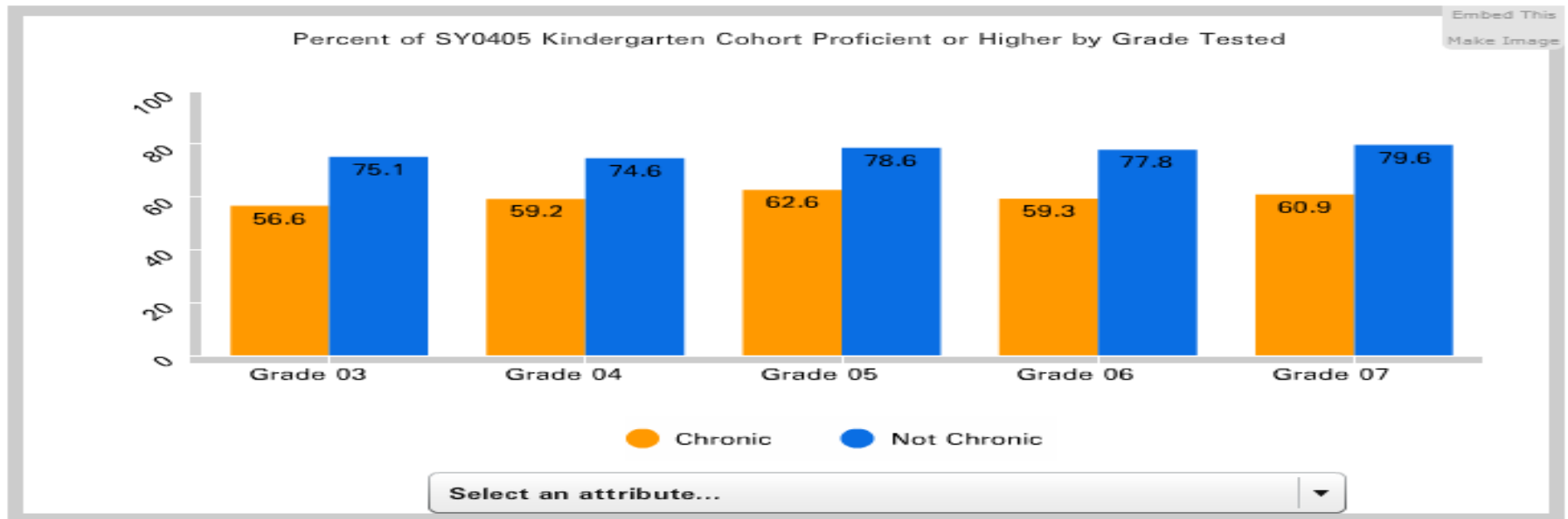
Starting in PreK, More Years of Chronic Absence = Need for Intensive Reading Support By 2nd Grade



* Indicates that scores are significantly different from scores of students who are never chronically absent, at $p < .05$ level; ** $p < .01$; *** $p < .001$

Insights from Rhode Island on Kindergarten Absenteeism

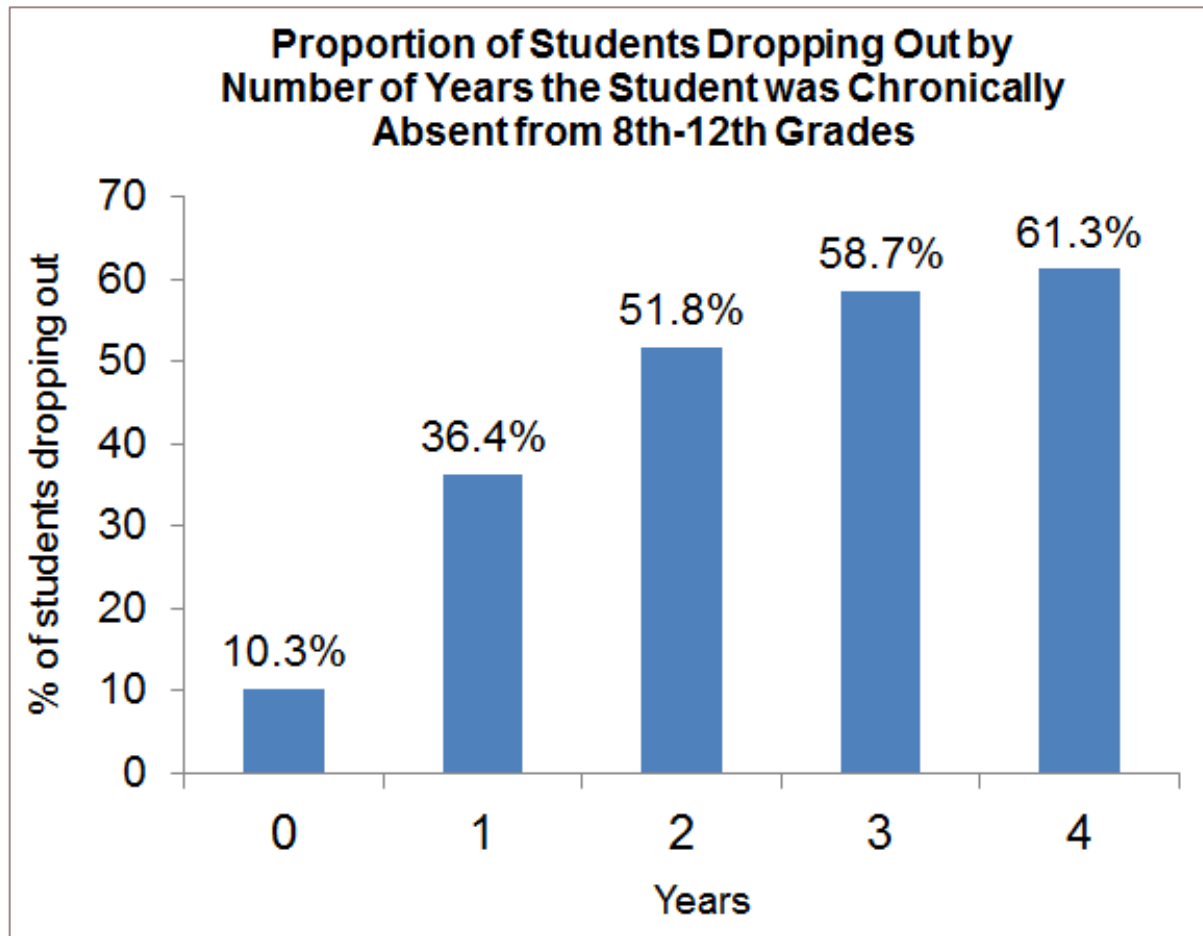
(Source: Rhode Island Data HUB)



Compared with kindergartners who attend regularly, those chronically absent

- Scored 20% lower in reading and math in subsequent grades; gap grows
- 2X as likely to be retained in grade.
- 2X likely to be suspended by the end of 7th grade.
- Likely to continue being chronically absent.

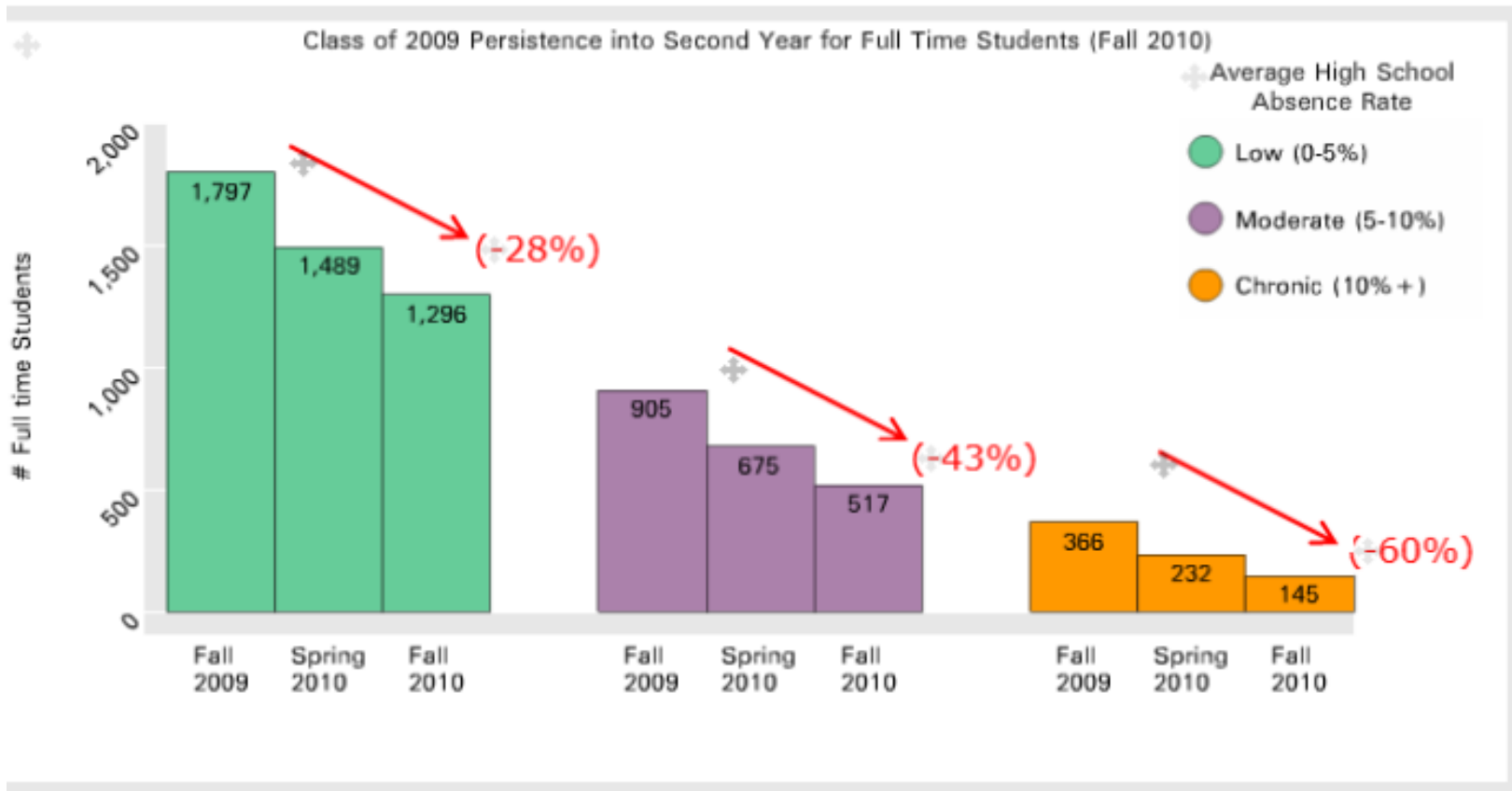
The Effects of Chronic Absence on Dropout Rates are Cumulative



With every year of chronic absenteeism, a higher percentage of students dropped out of school.

Chronic Absence in High School Predicts Lower College Persistence

In Rhode Island, only 11% of chronically absent high school students persisted into a 2nd year of college vs. 51% of those with low absences.



Map the Attendance Gap

AAM Theme for 2015 and 2016

- 1) Use data to identify where the gaps are the greatest** (including recognize how truancy & ADA mask an early gap).
- 2) Unpack what contributes to the gap and detect promising and proven solutions** (with a special emphasis on systemic barriers and solutions, especially related to health, that affect chronic early absence)
- 3) Avoid the blame game** (point out the systemic attendance barriers faced by low-income students and students from communities of color)



Map the Attendance Gap

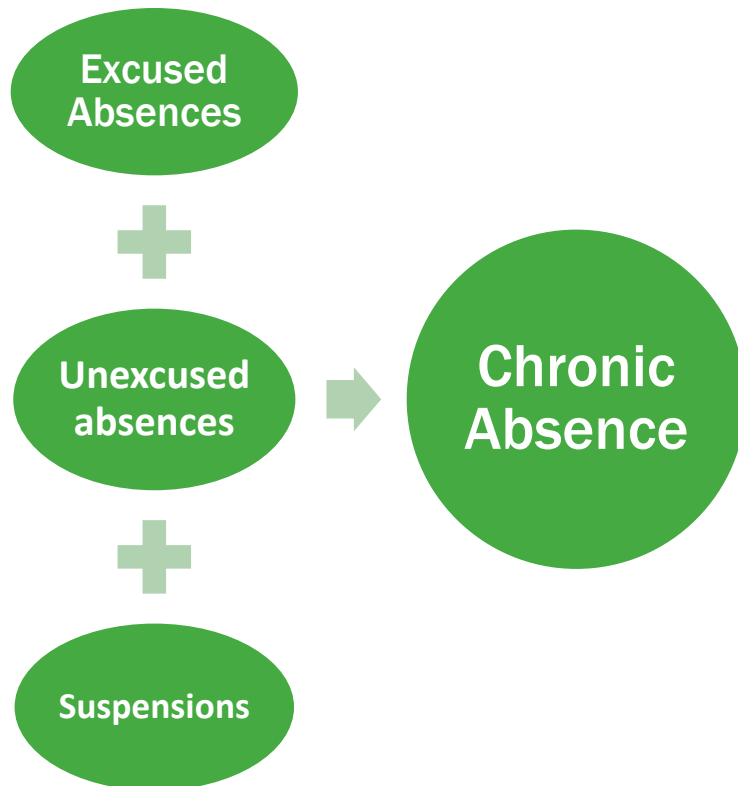
AAM Theme for 2015 and 2016

- 4) **Show how early attendance gaps fuel later achievement gaps** (especially raise awareness that even excused absences can add up to too much time lost in classroom instruction and an unequal opportunity to learn).
- 5) **Leverage bright spots** (to demonstrate chronic absence is a solvable problem especially if schools and communities work with families to address barriers to attendance as well as build a habit of attendance even when they face tough obstacles to getting to class)



Use Chronic Absence to Map Your Attendance Gap

Attendance Works recommends defining chronic absence as **missing 10% or more of school for any reason.**

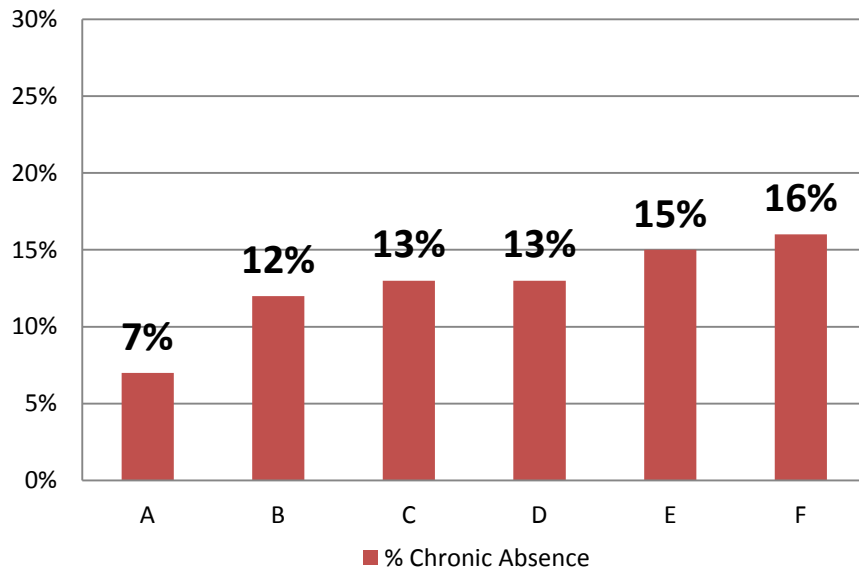


Chronic absence is different from truancy (unexcused absences only) or average daily attendance (how many students show up to school each day).

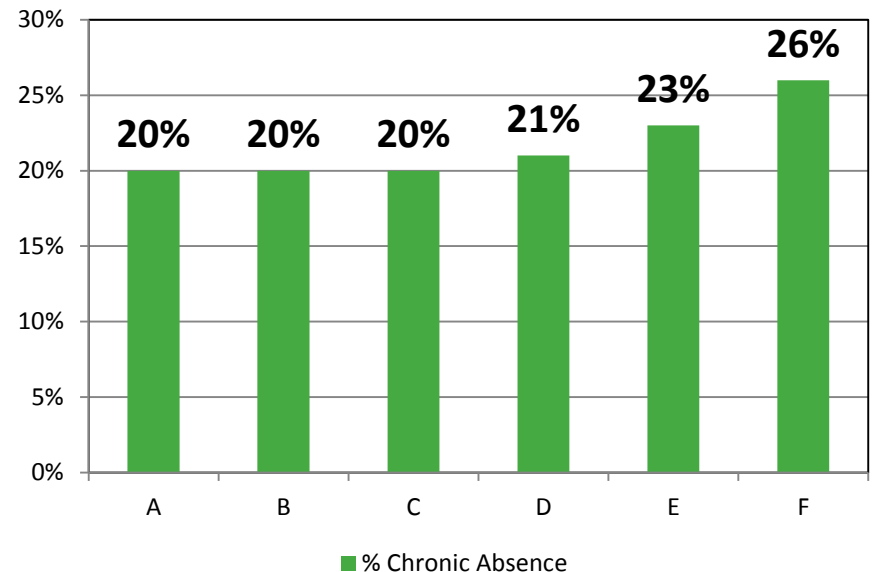
High Levels of Average Daily Attendance (ADA) Can Mask Chronic Absence

90% and even 95% ≠ A

Chronic Absence For 6 Elementary Schools in Oakland, CA with 95% ADA in 2012



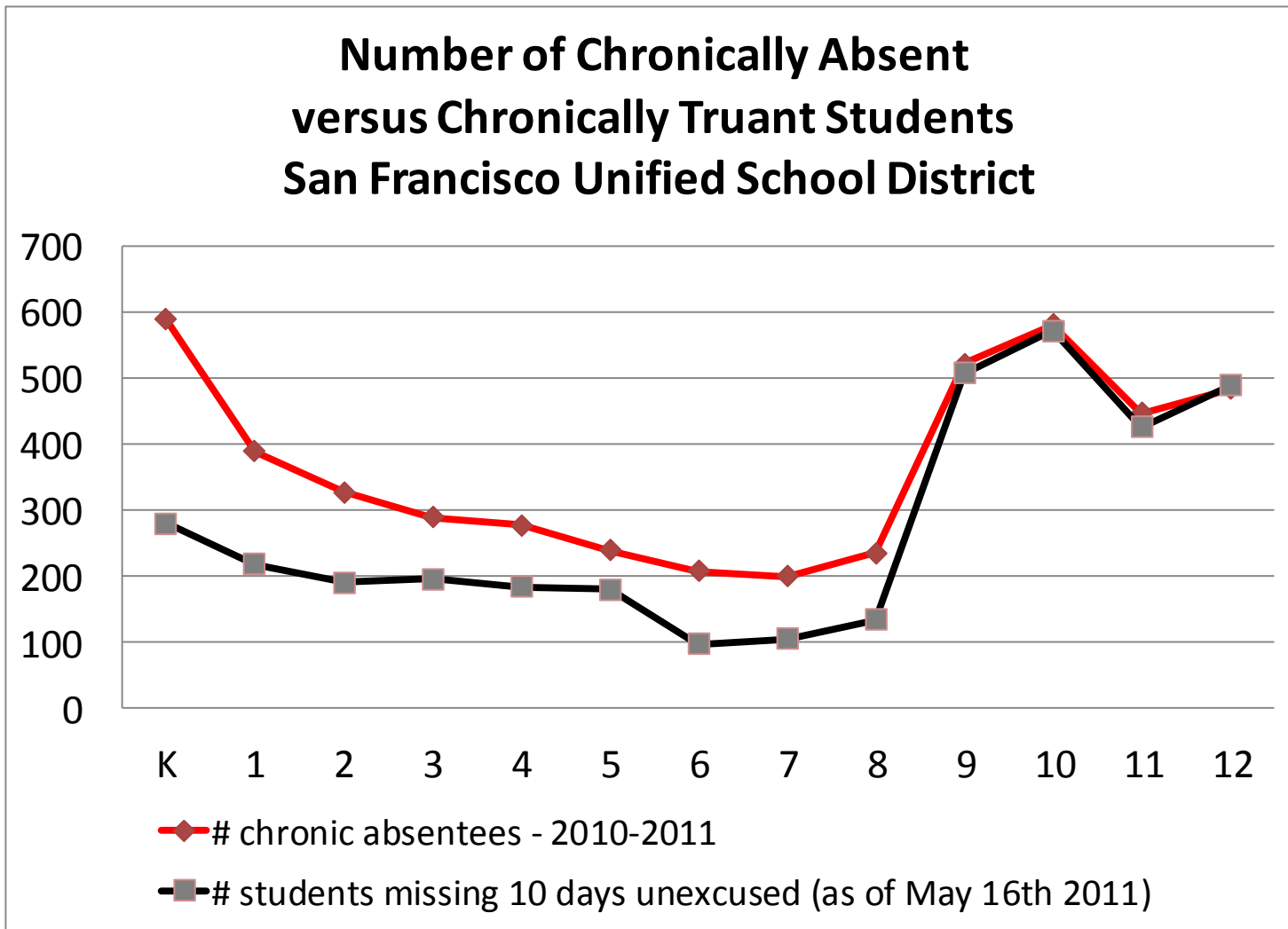
Chronic Absence for 6 Schools in New York City with 90% ADA in 2011-12



98% ADA = little chronic absence
95% ADA = don't know
93% ADA = significant chronic absence



Looking at Chronic Absence Helps Identify an Early Attendance Gap



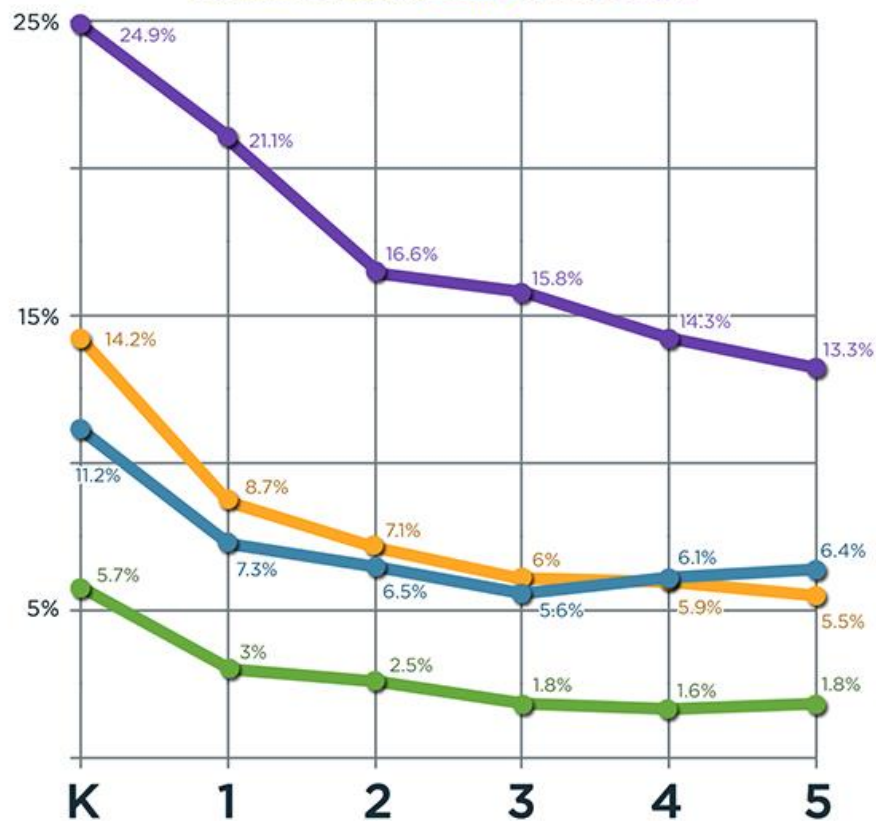


Disadvantaged Youth Suffer Greater Disparities

Chronic Absence Rates

Broken Down by Race and Grade

African-American | Latino | White | Asian



Almost **90%** of students with severe attendance problems are **low-income.**

Find Out Why Students Are Chronically Absent

Myths

Absences are only a problem if they are unexcused

Sporadic versus consecutive absences aren't a problem

Attendance only matters in the older grades

Barriers

Chronic disease

Lack of access to health or dental care

Poor Transportation

Trauma

No safe path to school

Aversion

Child struggling academically

Lack of engaging instruction

Poor school climate and ineffective school discipline

Parents had negative school experience

AW Recommended Site-Level Strategies for Debunking Myths and Identifying Barriers

A. Recognize Good and Improved Attendance

B. Engage Students and Parents

E. Develop Programmatic Response to Barriers (as needed)

D. Provide Personalized Early Outreach

C. Monitor Attendance Data and Practice



Improving attendance requires adoption of a tiered approach that begins with prevention

TIER 3

Students who missed 20% or more of the prior school year (severe chronic absence)

- Intensive case management with coordination of public agency and legal response as needed

High
Cost

TIER 2

Students exhibiting chronic absence (missing 10%)

- Provide personalized early outreach
- Meet with student/family to develop plan
- Offer attendance Mentor/Buddy or Walk to School Companion

TIER 1

All students

- Recognize good and improved attendance
- Educate & engage students and families
 - Monitor attendance data
- Clarify attendance expectations and goals
- Establish positive and engaging school climate

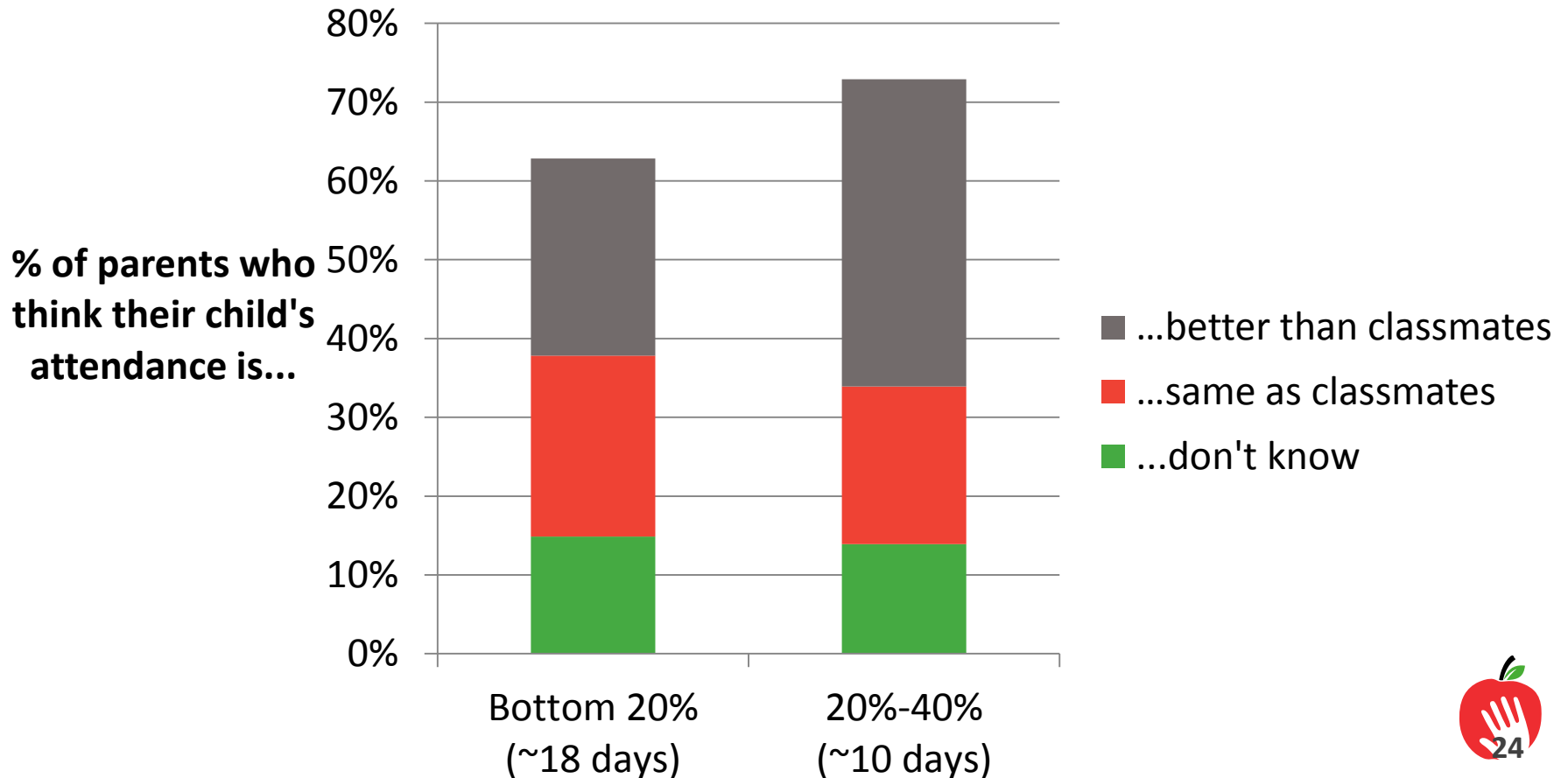
Low
Cost



Pilot Survey by Todd Rogers

(Harvard University)

Vast majority of parents, even of students with excessive absences, believe their child's attendance is same as classmates, better than classmates, or just don't know



Harvard research study found comparison reduced absence by 5-10% for all students, regardless of severity of absenteeism

ABSENCES MATTER AND YOU CAN HELP

[DATE]

Dear Parent/Guardian of [Todd Rogers],

[Todd] has missed more school than [his] classmates.

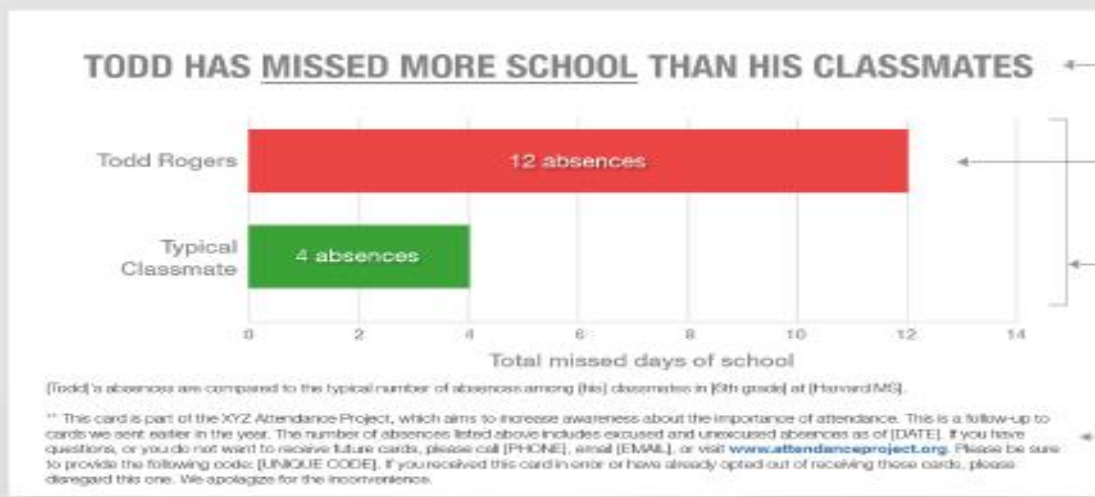
[Todd] was absent [6] day(s) so far this school year.

Students fall behind when they miss school - whether students are absent for excused or unexcused reasons.

You can have a big effect on [Todd]'s absences this semester - and we appreciate your help.

Sincerely,
Superintendent
School District

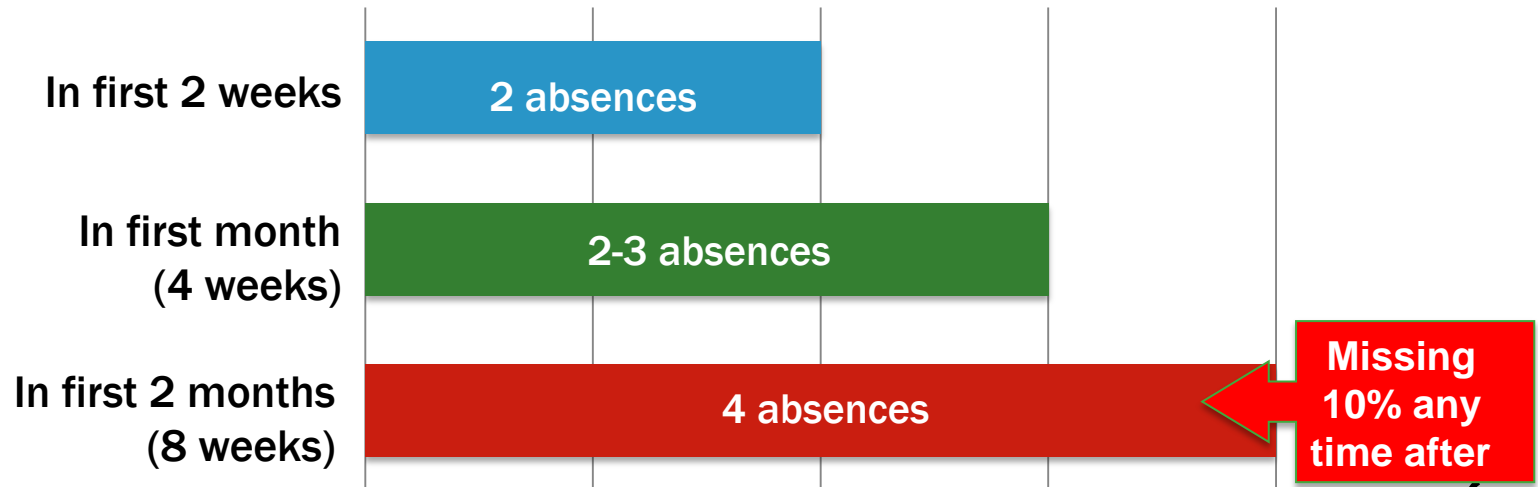
- Parental Efficacy ✓
- Social Comparison ✓
- Re-calibrate parental under-estimate ✓
- Correct mistaken belief about excused > unexcused ✓
- Parental efficacy ✓
- On the same team, gratitude ✓
- <50 words for low literacy individuals ✓



- Social comparison in writing for low numeracy individuals ✓
- Red bar signifies "needs improvement" ✓
- Horizontal graphs with vertical gray axis lines tested as clearest to low numeracy individuals ✓
- Public website for more information and to opt-out of further mail ✓

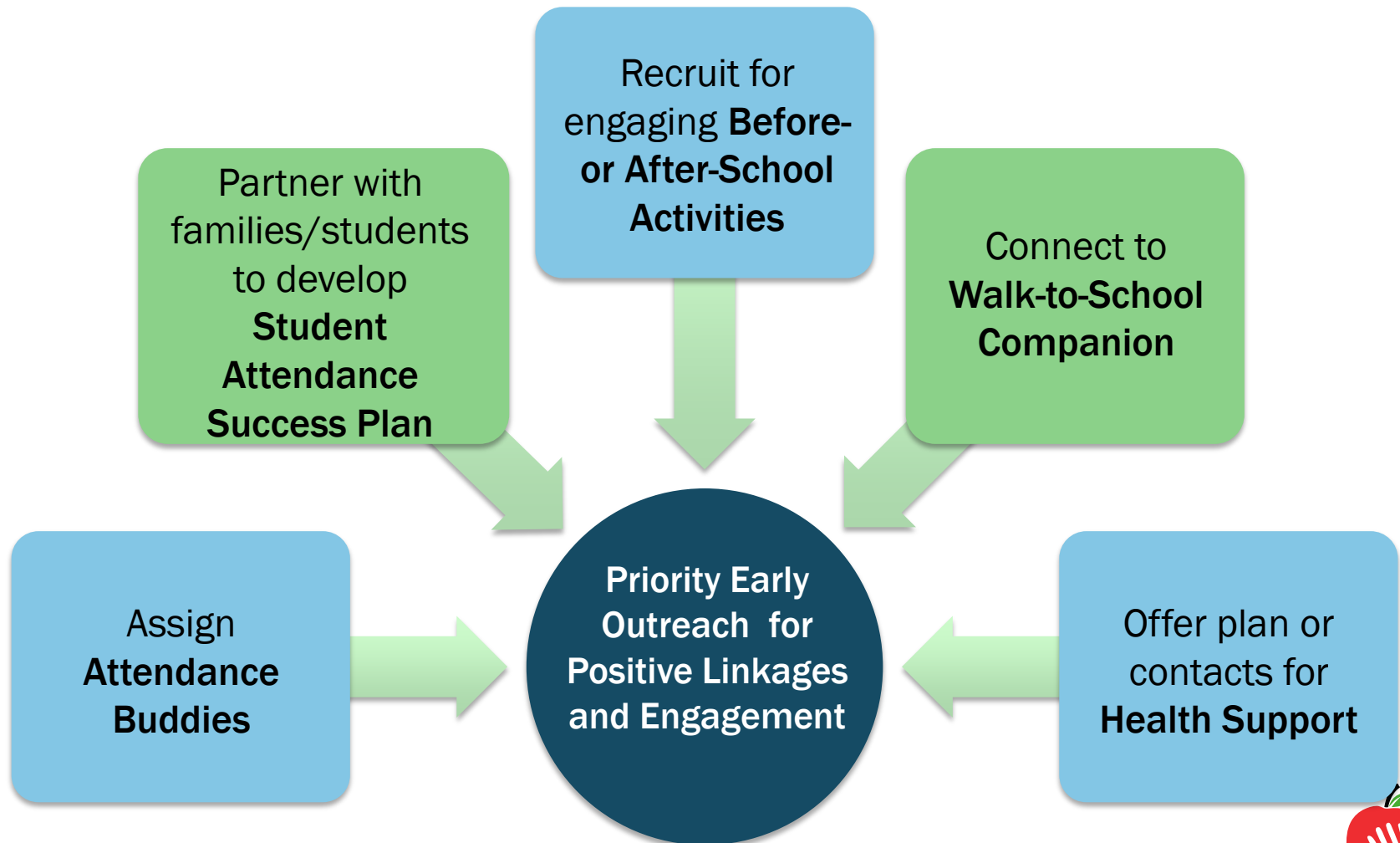
Criteria for Identifying Priority Students for Tier 2 Supports

- ❑ Chronic absence (missed 10% or more of school) in the prior year, assuming data is available.
- ❑ And/or starting in the beginning of the school year, student has:

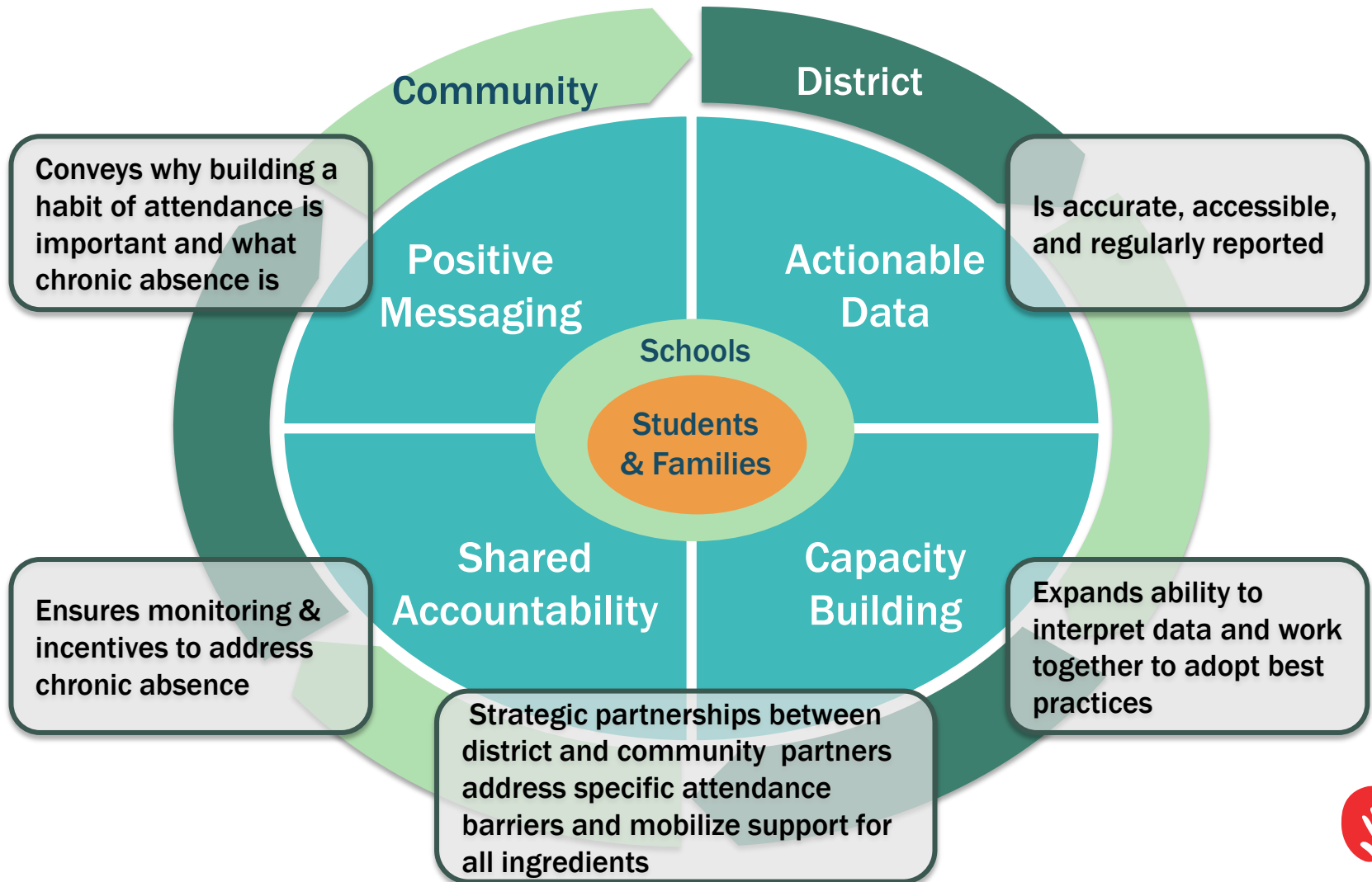


Possible Tier 2 Interventions

(See *Power of Positive Connections Toolkit*)



Ingredients for System-wide Success & Sustainability

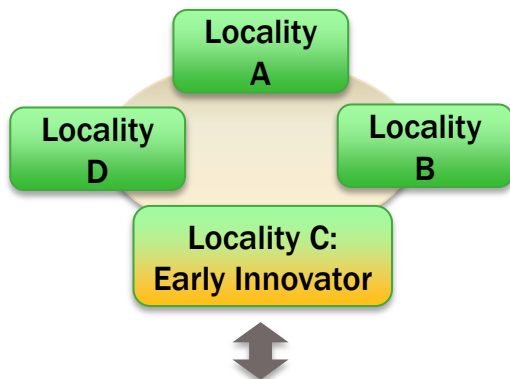


Scaling Up: Proposed Local-to-State Pathway

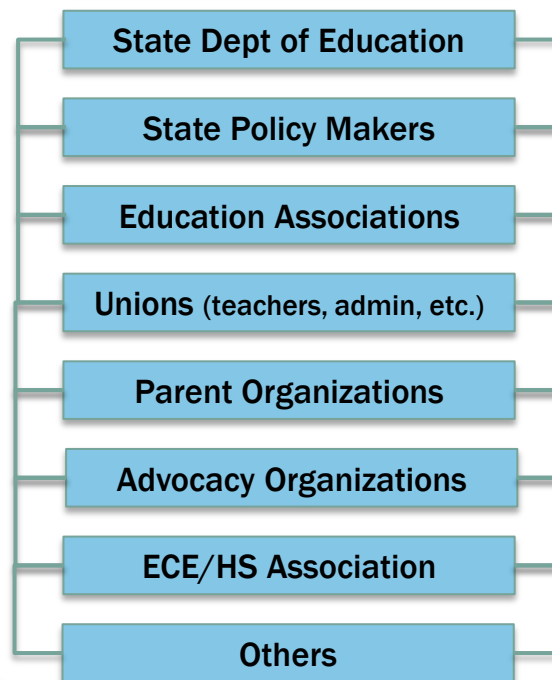
Advance local practice through peer learning

Inform state organizations with insights from local practice

Spread work state-wide through TA and policy



Peer opportunities to compare data, share & learn about best practices, and identify and problem-solve common challenges



Ongoing peer learning, TA, administrative guidance, regulations, and legislation promote best practices & systemic change

Your Community's Participation

Poll Questions:

- 1. Is your community planning to participate in Attendance Awareness Month 2015?**
- 2. In which grade do you see the highest level of absenteeism in your school or district?**

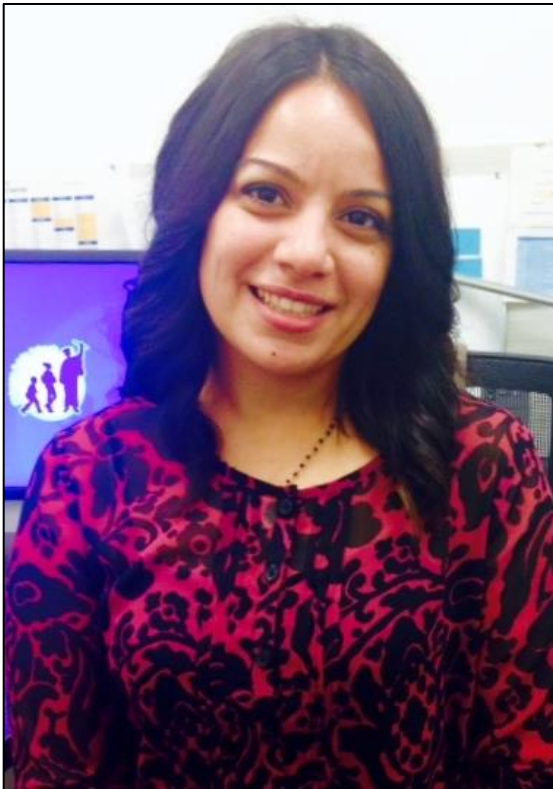


Attendance Works

Cecelia Leong
Associate Director



Chicago Public Schools



Serah S. Fatani
Director of Program Evaluation
& Assessment
Office of Early Childhood Education



Leslie McKinily
Director of Preschool Programs

Supporting Good and Improved Attendance

Serah S. Fatani

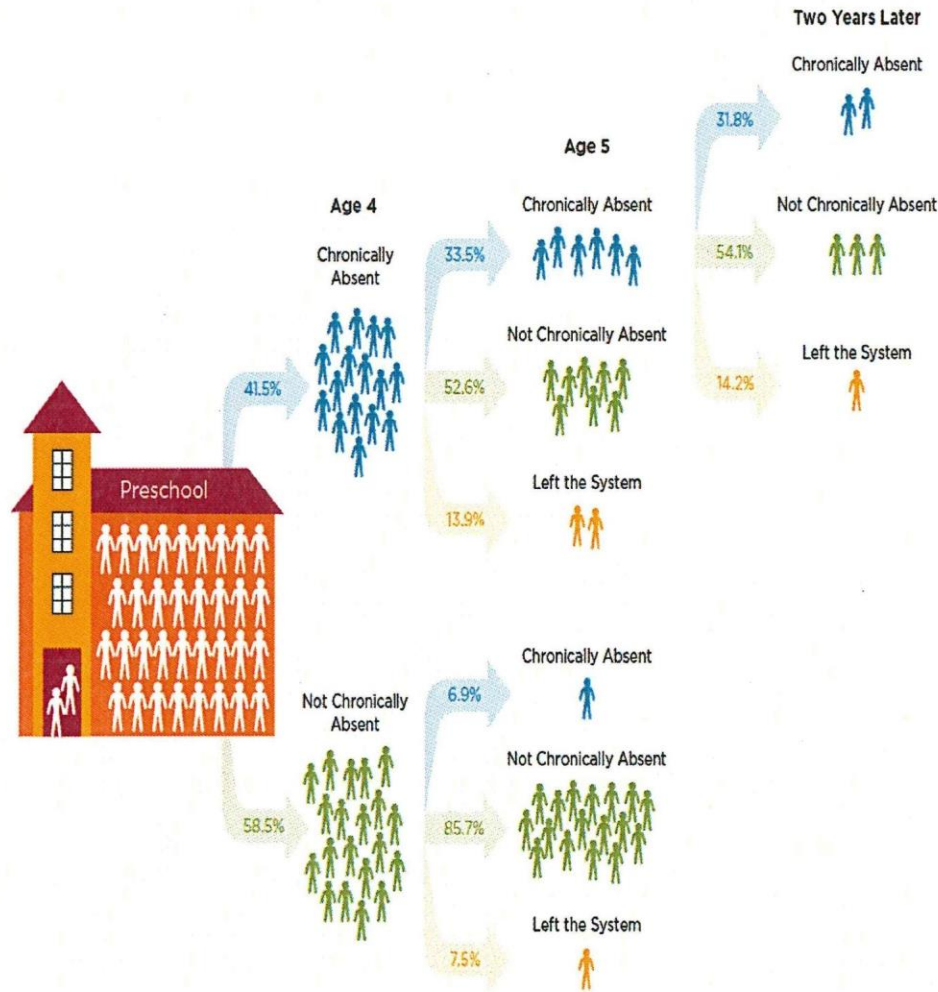
Leslie McKinily

Office of Early Childhood Education

Chicago Public Schools

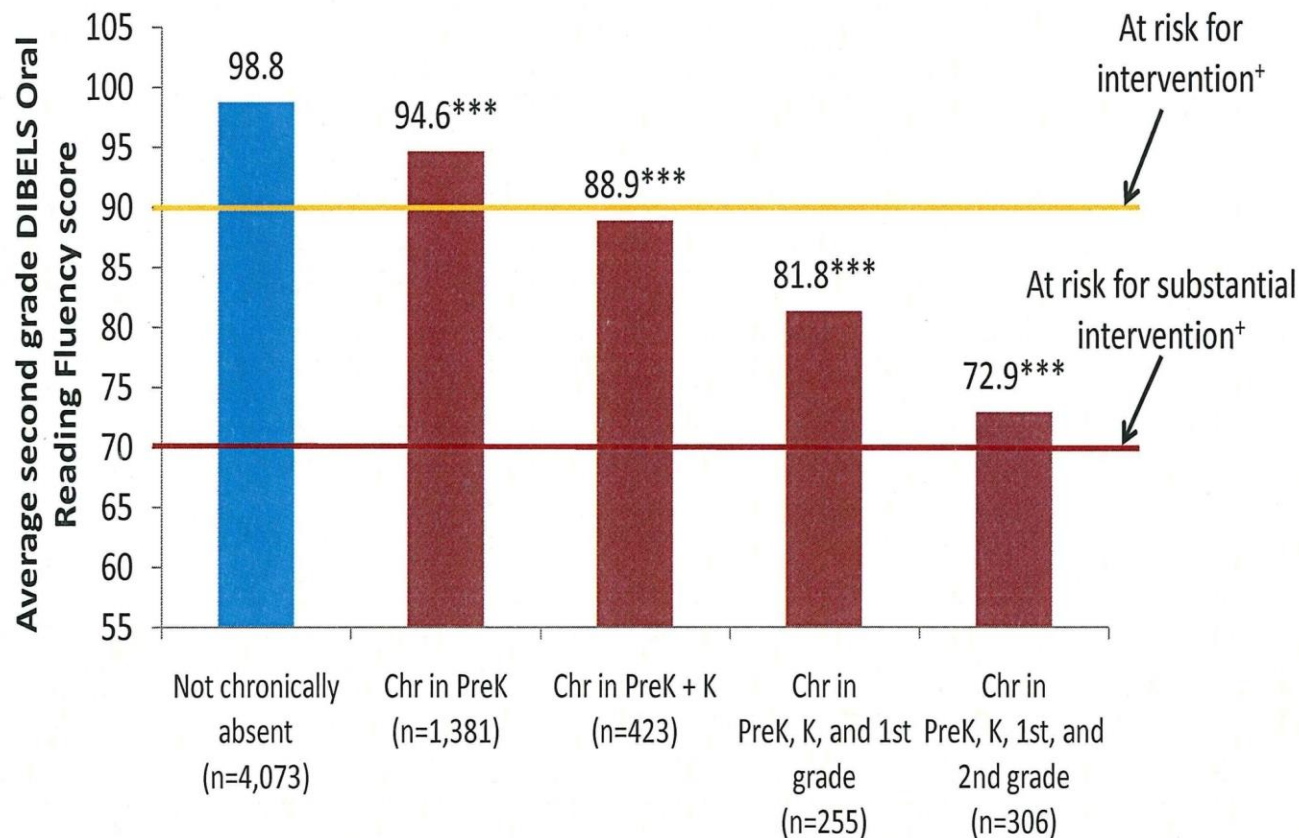


Roughly 1/3 of chronically absent 4-year-olds continue to be chronically absent in kindergarten; of those more than 30 percent continue to be in second grade



Note: Population includes students who were in preschool at age 4 in 2008-09; n=15,713

Multiple years of chronic absenteeism puts students at risk of needing academic intervention before 3rd grade



• Indicates that scores are significantly different from scores of students who are never chronically absent, at $p < .05$ level; ** $p < .01$; *** $p < .001$

• * As outlined in the DIBELS 6th Edition Assessment and Scoring Guide (Good & Kaminski, 2002). Some risk indicates the need for additional intervention. At risk indicates the need for substantial interventions.

Data Systems

Dashboard

Welcome Maga

- Overview
- HS Monitor
- ES Monitor**
- Alt. Monitor
- Assessments
- Achievement
- Safe Climate
- School Profile
- Data Quality
- Reports

ES Monitor

School Cohort	School	Grade	Gender	Ethnicity	IEP	ELL
Network 1	[All Schools]	Preschool - 3 year olds	[All]	[All]	No	[All]
Network 2	ALBANY PARK	Preschool - 4 year olds				
Network 3	BATEMAN	[All Grades]				
Network 4	BEARD	Kindergarten				

Please note that you can use the filters above to change and analyze the data shown in the charts below. Filters are either multi or single select. For multi-select filters please remember to click apply changes to see your results.

To view definitions of the metrics on this page, please visit [Dashboard Definitions](#).

# Schools	# Students	High Risk	Eng % D/F Week 10	Math % D/F Week 10	Sci % D/F Week 10	SS % D/F Week 10	Attendance	Misconducts	Drop Rate	Pot. Drop
33	1,990	0	0%	0%	0%	0%	92.93%	0	3.2%	1.45%



Data System: Student Level Tracking



Attendance (YTD) Details									
School Cohort	School	Grade	Gender	Ethnicity	IEP	ELL			
Network 1	BATEMAN	Preschool - 3 year olds	[All]	[All]	No	[All]			
Network 2	[All Schools]	Preschool - 4 year olds							
Network 3	ALBANY PARK	[All Grades]							
Network 4	BEARD	Kindergarten							
Grade	PE	Year	2013-2014						
Total of 39 row(s) with 5000 Row Limit									
Student Name	Student ID	School	Grade Level Current	Homeroom	Grade	Year	Attendance Pct		
Alvarez, Jason	50001234	BATEMAN	PE	A126AM	PE	2013-2014	100.00%		
Brown, Kathy	50001234	BATEMAN	PE	A126AM	PE	2013-2014	100.00%		
Gomez, David	50001234	BATEMAN	PE	A119PM	PE	2013-2014	94.44%		
Houston, Sarah	50001234	BATEMAN	PE	A126AM	PE	2013-2014	88.89%		
McKay, Rosa	50001234	BATEMAN	PE	A126PM	PE	2013-2014	83.33%		
Nelson, Jessica	50001234	BATEMAN	PE	A102PM	PE	2013-2014	98.15%		
Perez, Oscar	50001234	BATEMAN	PE	--	PE	2013-2014	69.23%		
Smith, William	50001234	BATEMAN	PE	A126AM	PE	2013-2014	92.59%		
Thomas, Maria	50001234	BATEMAN	PE	A119PM	PE	2013-2014	96.30%		
Valdez, Angel	50001234	BATEMAN	PE	--	PE	2013-2014	86.67%		
Warner, Robert	50001234	BATEMAN	PE	A119PM	PE	2013-2014	94.44%		

Supporting Attendance



CHICAGO:
READY TO LEARN!
Birth Through 2nd Grade

Supporting Good and Improved Attendance

Chicago: Ready to Learn Preschool Programs
Office of Early Childhood Education
2014-2015

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Supporting Attendance



CHICAGO:
READY TO LEARN!
Birth Through 2nd Grade

Help Your Child Succeed in School: Build the Habit of Good Attendance in Preschool*

Did You Know?

Missing 18 school days (10% of school year) can make it harder to learn to read

Missing school can cause your child to fall behind in reading, speaking and writing

Being late to school can lead to missing important learning activities



Good Attendance Helps Children To:



Know how important school is

Feel good about themselves and their routine

Do well in high school, college, and at work

What You Can Do:

Set a regular bed time and morning routine

Find out what day and time your child's school starts

Call school if child is absent.

Make back-up plans for getting to school if something comes up

The Attendance Traffic Light



CHRONIC ABSENCE
18 or more days

WARNING SIGNS
10 to 17 days

GOOD ATTENDANCE
9 or fewer absences



CHICAGO:
READY TO LEARN!
Birth Through 2nd Grade

When—and *When Not*—to Send Your Child to School*

How do you decide?

Use this checklist to determine if your child should stay home from school or not:



Send me to school if...

- I have a runny nose or just a little cough, but no other symptoms.
- I haven't taken any fever reducing medicine for 24 hours and I haven't had a fever in that time.
- I haven't thrown up or had any diarrhea for 24 hours.



Keep me at home if...

- I have a fever higher than 99.6 degrees F.
- I'm throwing up or have diarrhea.
- My eyes are pink and crusty.
- I have a cough that keeps me awake.
- I have a sore throat.



Call the doctor if...

- I have a fever higher than 99.6 F longer than 2 days.
- I've been throwing up or have diarrhea longer than 2 days.
- I've had the sniffles for more than a week and they aren't getting better.
- I still have asthma symptoms after using my regular asthma medication (call 911 if I'm having trouble breathing after using an inhaler).

Don't forget to send in a note when your child returns to school explaining the absence!

*Adapted from Baltimore City Public Schools

Supporting Attendance

We Missed You!

Today _____ we:

Learned about	Played	Tomorrow we will

Please call _____ to let us know how you are doing.

Hope to see you back tomorrow! 😊

Supporting Schools



Universal Strategies for Building a Culture of Attendance & Identifying Barriers

A. Recognize Good and Improved Attendance

B. Engage Students and Parents

E. Develop Programmatic Response to Barriers (as needed)

D. Provide Personalized Early Outreach

C. Monitor Attendance Data and Practice



Framing the conversation to build a relationship of trust

1

Learn

Learn about the student's family and their experience in your school or classroom. Ask how the school year is going socially and academically.

2

Share

Share positive things you've observed about the student. Share your own vision for student learning & development, including helping put students on a pathway to success by encouraging a habit of good attendance.

3

Inform

Review attendance report with parents. Tailor your conversation to student's level of absenteeism and inform parents of possible impacts of missing school. Connect attendance back to parents' hopes and dreams for their child.

4

Discuss

Discuss the challenges parents face in getting their children to school, as well as strengths they can build upon. For chronically absent students, try to understand the barriers that are keeping their children from school.

5

Arrive at
a Plan

Think through strategies with parents for addressing absences and help them develop an attendance improvement plan. Offer referrals to services as needed and ask if there are other ways you can help.



Tailoring the conversation to students' situations

Consider an additional family meeting on attendance

Satisfactory Attendance

Congratulate parents on making attendance a priority and encourage them to keep it up. Ask them what they're doing that's enabling them to be so successful.

At-Risk

Let parents know that you are concerned about attendance because their child is beginning to head off track, and it is easy for absences to add up.

Chronically Absent

If student is right around 10% or a little above
Let parents know their child may be academically at risk because they have missed so much school. Discuss underlying causes and how you can help.

If student is severely chronically absent (e.g. > 20 %)
The type of challenges these families face may differ from those with more moderate absence problems. Be prepared to touch on difficult topics, be supportive, and be ready to connect to community resources.

ATTENDANCE

in the early grades

Many of our youngest students miss 10 percent of the school year—about 18 days a year or just two days every month. Chronic absenteeism in kindergarten, and even preK, can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year. Do you know how many young children are chronically absent in your school or community?

Who Is Affected

Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.

1 in 10 kids

in kindergarten and 1st grade are chronically absent. In some schools, it's as high as 1 in 4.¹



2 in 10
low-income kids

miss too much school. They're also more likely to suffer academically.¹



2.5 in 10
homeless kids

are chronically absent.²



4 in 10
transient kids

miss too much school when families move.²

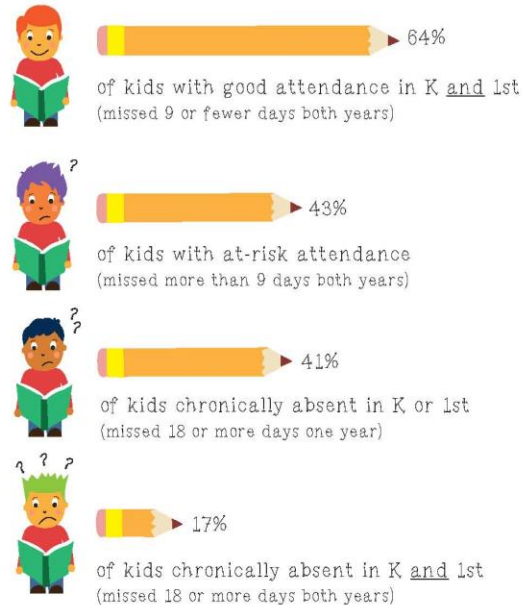


Why It Matters

If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

Who Can Read on Grade Level After 3rd Grade?³



What We Can Do



Engage Families

Many parents and students don't realize how quickly early absences can add up to academic trouble. Community members and teachers can educate families and build a culture of attendance through early outreach, incentives and attention to data.



Fix Transportation

The lack of a reliable car, or simply missing the school bus, can mean some students don't make it to class. Schools, transit agencies and community partners can organize car pools, supply bus passes or find other ways to get kids to school.



Address Health Needs

Health concerns, particularly asthma and dental problems, are among the leading reasons students miss school in the early grades. Schools and medical professionals can work together to give children and families health care and advice.



Track the Right Data

Schools too often overlook chronic absence because they track average attendance or unexcused absences, not how many kids miss too many days for any reason. Attendance Works has free data-tracking tools.

These are a few steps that communities and schools can take. How do you think you can help?

¹ Chang, Hedy; Romero, Mariajose, Present, *Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty: NY: NY, September 2008.

² *Chronic Absence in Utah*, Utah Education Policy Center at the University of Utah, 2012.

³ *Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes*, Applied Survey Research, May 2011.

*Contact us:
oece@cps.edu
Thank you!*



What can you do in your classroom?

A. Promote good attendance habits by:

- Greeting students warmly in the morning as attendance is taken
- Engaging the students in tracking their own attendance
- Offering incentives for good or improved attendance

B. Make data work for you:

Identify patterns of poor attendance for a child, groups of students, for particular days of the week or holidays.

C. Engage community partners to address attendance challenges



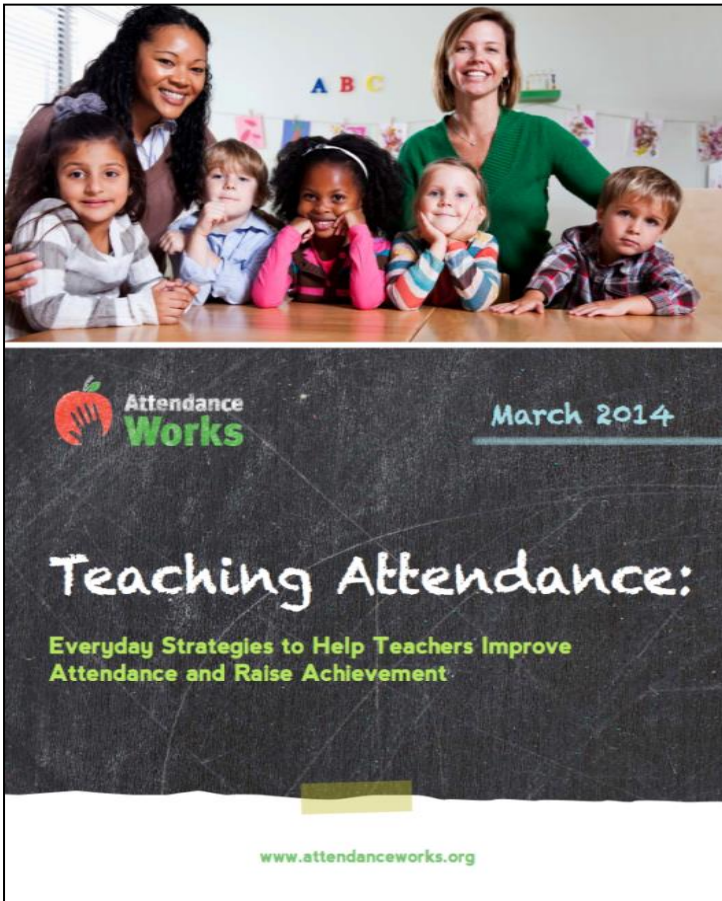
Sample Scenario: Aaron

Aaron has missed 12 days of school in the past semester. He missed an entire week of school in November. So did his 3 siblings.

Aaron is also frequently late to school. When his teacher asked him if he was sick, he said no — his parents decided to leave for vacation a little early before school let out so they could have more time visiting his grandparents.

Aaron is looking forward to Christmas and has confided that the family will be leaving before school is out.

Teaching Attendance



Our teacher toolkit includes:


- Ways to emphasize attendance from Day One
- Guidance for Using Parent-Teacher conferences to talk about attendance
- Ideas for promoting a culture of attendance in your classroom

<http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/03/AWTeacherToolkitFINAL.pdf>

Attendance Works: Parent Communication Resources

- One-page infographic: <http://awareness.attendanceworks.org/resources/promotional-materials/infographic/>

- Parent flyers: <http://www.attendanceworks.org/tools/for-parents/>



ATTENDANCE in the early grades


Many of our youngest students miss 10 percent of the school year—about 18 days a year or just two days every month. Chronic absenteeism in kindergarten, and even pre-K, can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year. Do you know how many young children are chronically absent in your school or community?

www.attendanceworks.org

Who Is Affected

Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.


1 in 10 kids in kindergarten and 1st grade are chronically absent in some schools; it's as high as 1 in 4.



2 in 10 low-income kids miss too much school. They're also more likely to suffer academically.¹

2.5 in 10 homeless kids are chronically absent.²

4 in 10 transient kids miss too much school when families move.³




Why It Matters

If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

Who Can Read on Grade Level After 3rd Grade?*



Attendance Group	Percentage of Kids Who Can Read on Grade Level After 3rd Grade
64% of kids with good attendance in K and 1st (missed 9 or fewer days both years)	64%
43% of kids with at-risk attendance (missed more than 9 days both years)	43%
41% of kids chronically absent in K or 1st (missed 18 or more days one year)	41%
17% of kids chronically absent in K and 1st (missed 18 or more days both years)	17%

What We Can Do

Engage Families

Many parents and students don't realize how quickly early absences can add up to academic trouble. Community members and teachers can educate families and build a culture of attendance through early outreach, incentives and attention to data.

Fix Transportation

The lack of a reliable car, or simply missing the school bus, can mean some students don't make it to class. Schools, transit agencies and community partners can organize car pools, supply bus passes or find other ways to get kids to school.

Address Health Needs

Health concerns, particularly asthma and dental problems, are among the leading reasons students miss school in the early grades. Schools and medical professionals can work together to give children and families health care and advice.

Track the Right Data

Schools too often overlook chronic absence because they track average attendance or unexcused absences, not how many kids miss too many days for any reason. Attendance Works has free data-tracking tools.

There are a few steps that communities and schools can take. How do you think you can help?



Help Your Child Succeed in School: Build the Habit of Good Attendance Early
School success goes hand in hand with good attendance!

- #### DID YOU KNOW?
- Starting in kindergarten, too many absences can cause children to fall behind in school.
 - Missing 10 percent (or about 18 days) can make it harder to learn to read.
 - Students can still fall behind if they miss just a day or two days every few weeks.
 - Being late to school may lead to poor attendance.
 - Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.
- Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

- #### WHAT YOU CAN DO
- Set a regular bed time and morning routine.
 - Lay out clothes and pack backpacks the night before.
 - Find out what day school starts and make sure your child has the required shots.
 - Introduce your child to her teachers and classmates before school starts to help her transition.
 - Don't let your child stay home unless he's truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
 - If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
 - Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
 - Avoid medical appointments and extended trips when school is in session.



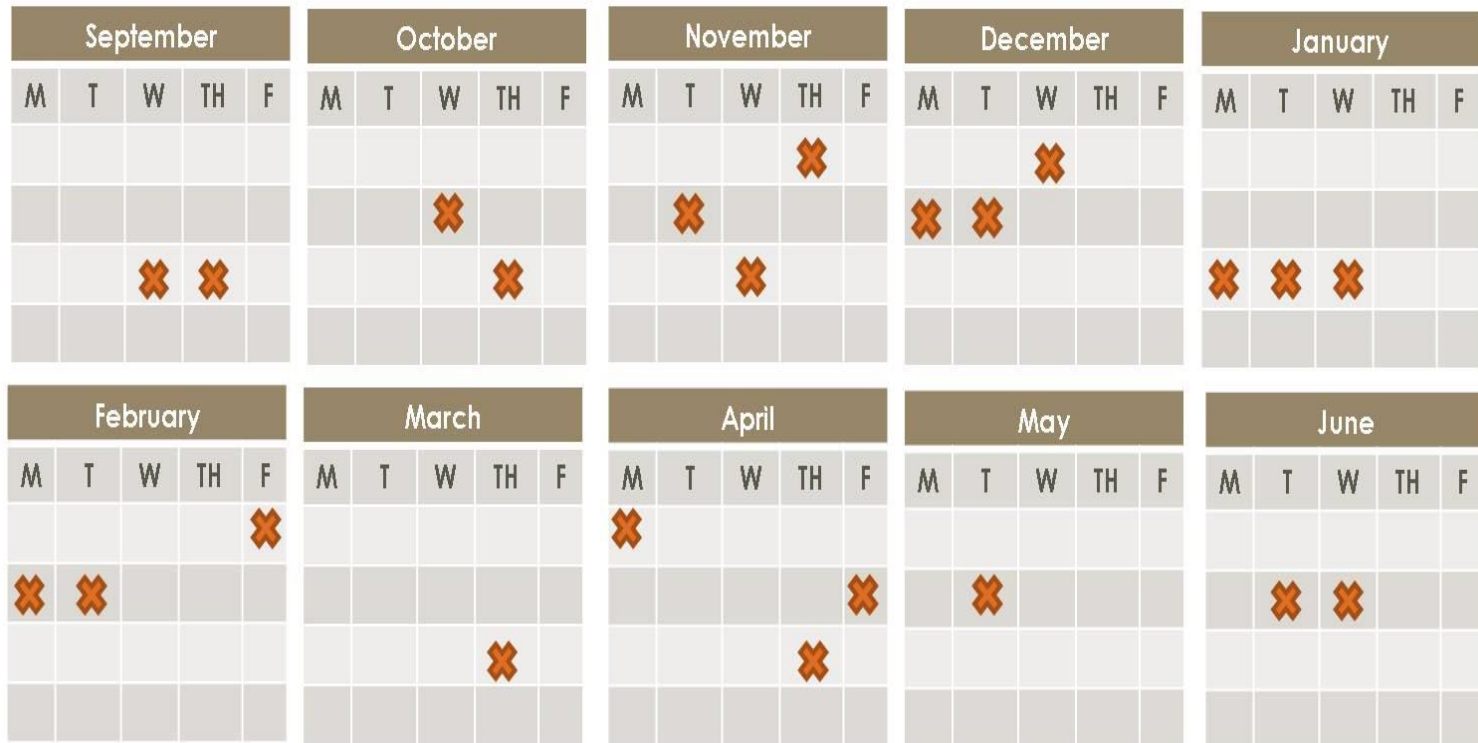
Note: These numbers assume a 180-day school year.

For more on school readiness, visit attendanceworks.org and reachoutandread.org



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Absences add up: chronic absenteeism often occurs without consecutive absences



Chronic Absenteeism = 18 days of absence = 2 days a month

Questions?



City Neighbors, Baltimore



Bobbi MacDonald
Executive Director
City Neighbors Foundation



Kate Seidl
Reading Specialist & Librarian
City Neighbors Charter School





If you could have the Best School You Can Imagine, What Would it Be?



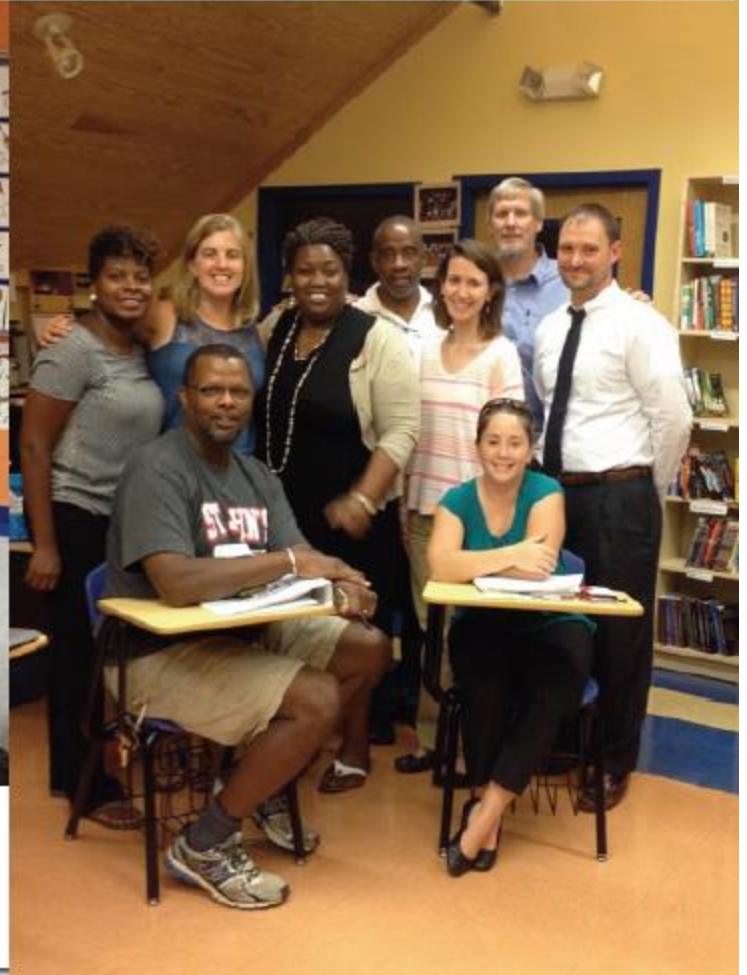
How do we get great results with children?

- Create schools where it matters who you are, how you think, and what you care about.
- KNOWN. LOVED. INSPIRED.
- School Environment
- Teaching and Learning



- ✓ Our **attendance rate** of 97% surpasses the City.
- ✓ Our **attendance rate for students with disabilities** is equal to the general education population.
- ✓ Our **chronic absence rate** is less than 1%, with no distinction between general education and special education students.

FAMILY and COMMUNITY in schools.



TRADITIONS AND RITUALS



Teaching and Learning Project Based



Teaching and Learning

Arts Integrated



Reggio Emilia Inspired: School Environment



Documentation:
showing what
we value



Play Based

In this series these boys were receiving intervention services in oral language and literacy. They were recreating and retelling the children's book Not A Box, imagining all the things a box could be. The boys have developmental issues in these areas.





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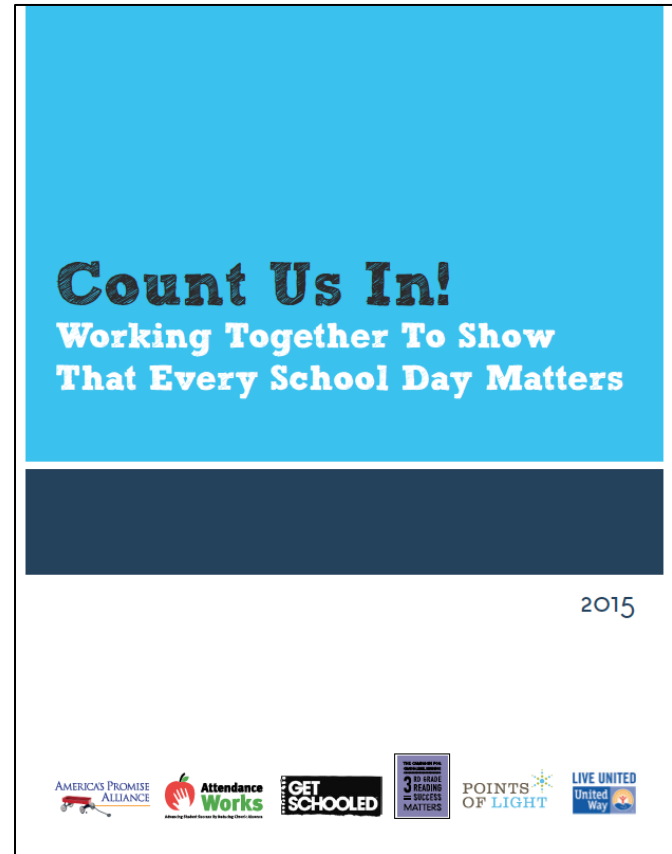
Questions?



Count Us In Toolkit

(your essential resource!)

- Download our free materials and toolkit and share with local districts
- Encourage schools and community partners to join our listserv: 2,300+ members



<http://awareness.attendanceworks.org/resources/toolkit/>



What to Do When

What to Do When: At a Glance



Let's get started!

- Convene coalition
- Recruit partners
- Meet with district
- Enlist health care providers
- Launch poster contests and other marketing campaigns

Early Summer

Getting into specifics

- Distribute talking points
- Enlist elected officials & celebs
- Line up incentives
- Analyze data



Late Summer

It's Go Time

- Tape PSAs
- Begin media outreach
- Print banners & posters
- Plan assemblies and Back-to-School events
- Launch door-knocking campaigns

Back to School!

- Release proclamations
- Host Back-to-School events
- Host press conferences
- Share data
- Spread the word!



Share What You Are Planning

- Post your community's plans for Attendance Awareness Month 2015 on our map
- The map is live as of April 15



<http://awareness.attendanceworks.org/map/>



New Resources



**Help Your Child Succeed in Preschool:
Build the Habit of Good Attendance**
Early School Success goes hand in hand with good attendance!

DID YOU KNOW?

Showing up on time every day is important to your child's success and learning from preschool forward.

- Missing 10 percent of preschool (one or two days every few weeks) can
- Make it harder to develop early reading skills.
 - Make it harder to get ready for kindergarten and first grade.
 - Develop a poor attendance pattern that's hard to break.

High quality preschool programs have many benefits for your child. The routines your child develops in preschool will continue throughout school. You can make the most of preschool by encouraging your child to attend every day!

WHAT YOU CAN DO

Work with your child and his/her teacher to help your child develop strong attendance. Your enthusiasm is a big boost to success.

Talk about it – sing about it – make it an adventure!

- Set a regular bed time and morning routine
- Lay out clothes and pack backpacks the night before
- Share ideas with other parents for getting out the door on time

Before the school year starts:

- Find out what day preschool starts and start the exciting count down!
- Make sure your child has the required shots.
- Attend orientation with your child to meet the teachers and classmates.

Ready – Set GO!

- Develop back-up plans for getting to preschool if something comes up
- Ask family members, neighbors or other parents to lend a hand if you need help dropping off or picking up your child
- Schedule medical appointments and extended trips when preschool is not in session
- If your child seems anxious about going to preschool, talk to the program director, teacher, your doctor or other parents for advice. If the problem persists, make sure the program is a good fit for your child.



Why Attendance Matters in Early Education Programs

Study after study confirms the value of high-quality early childhood education for developing the cognitive, social and emotional skills that children need to succeed in kindergarten. But unless children attend these programs on a regular basis, they are not likely to benefit fully. And unless we pay attention to attendance even among young children, we are missing the opportunity to use early educational experiences to build an essential skill: showing up on time, every day to school. A growing body of research and practitioner experience shows that paying attention to attendance for our youngest children is essential.

Why does attendance matter for young students?

✓ Absenteeism starts early.

- One in 10 kindergarten and first grade students nationwide misses 10% of the school year in excused and unexcused absences.¹ The limited data on preschool attendance show even higher rates of chronic absenteeism. In Washington, D.C. 27% of 3- and 4-year-olds were chronically absent.² In Chicago, 45% of 3-year-olds and more than a third of 4-year-olds missed that much school.³

✓ Early attendance can predict attendance in the later years.

- Chronic absence in preschool and kindergarten can predict who will miss too much school later. In Chicago, children chronically absent in preschool were five times more likely to miss too much kindergarten.⁴ An Oregon study found that children who were chronically absent in kindergarten and first grade had the lowest levels of attendance five years later.⁵ A national study of kindergarten students found that those who attended regularly were more likely to develop the social-emotional skills that helped them persevere in school.⁶

✓ Early attendance can help children learn to read and succeed in school.

- Literacy instruction is frontloaded in the early grades, so if children miss too much school, they lag behind classmates in reading. Tulsa preschoolers who attended regularly showed more growth in literacy skills than those who were frequently absent.⁷ Likewise the Chicago research showed that students who arrived at pre-K with the weakest reading skills and attended regularly saw the biggest gains.⁸ A quarter of the Baltimore students who were chronically absent in preK and kindergarten were retained in a later grade, compared to 9% of those who attended regularly.⁹

✓ Children from low-income families are more likely to be chronically absent and more likely to be affected by the lost instructional time.

- Given the challenges that poverty can create for getting to school, low-income children are four times more likely to be chronically absent.¹⁰ Unfortunately, because they are more likely to depend upon school to learn to read, the adverse impact on literacy development is 75% greater for these children than for their middle class peers.¹¹ For low-income children, early chronic absence correlates with the worst achievement levels in fifth grade.

ATTEND TODAY, ACHIEVE TOMORROW

GOOD SCHOOL ATTENDANCE MEANS...



PRESCHOOLERS

Build skills and develop good habits for showing up on time



ELEMENTARY STUDENTS

Read well by the end of third grade



MIDDLE AND HIGH SCHOOLERS

Stay on track for graduation



COLLEGE STUDENTS

Earn their degrees



WORKERS

Succeed in their jobs

Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that's 18 missed days or 2 days a month—can knock students off track.

“Bookmark” Our Resources for Working with Families

[Insert your logo]

MY CHILD'S ATTENDANCE SUCCESS PLAN

• My child was present ____ days.
• My child was absent ____ days.
• My goal is to improve my child's attendance. I will ensure my child misses no more than ____ for the rest of the year.
(9 or fewer absences = satisfactory attendance and 5 or fewer absences = good attendance)

POSSIBLE STRATEGIES TO REACH MY CHILD'S ATTENDANCE GOALS

- I will keep an attendance chart at home. At the end of the week, I will recognize my child for attending preschool every day with _____
(i.e. a visit to the park, a new book, a break from doing chores, a special treat)
- I will make sure my child is in bed by ____ p.m. and the alarm clock is set for ____ a.m.
- If my child complains of a stomachache or headache, and medical concerns have been ruled out, I will send him/her to preschool anyway and call _____ so that he/she can check in with my child during the day.
- If my child has a cold but no fever (less than 100 degrees), I will send him/her to preschool anyway. If I don't have a thermometer, I will purchase or borrow one.
- I will find a relative, friend or neighbor who can take my child to preschool if I can't make it.
- If my child is absent, I will contact his/her teacher to find out what he/she missed.
- I will set up medical and dental appointments for weekdays after 3:30 p.m.

To improve my child's attendance, I commit to the following:


1. _____
2. _____
3. _____

We will review progress to meet this goal in two months.

Family Signature: _____ Date: _____

Teacher: _____


<http://www.attendanceworks.org/tools/for-parents/>



Attend Today
Achieve
Tomorrow

DID YOU KNOW...

Starting in preschool, too many absences can cause children to fall behind.



Attendance Works
Advancing Student Success By Reducing Chronic Absence

Save the Date! 2015 Webinar Series

All webinars will be held from 2-3:30 Eastern Time

- [April 15, 2015](#), Ready, Set, Go! Launching Attendance Awareness Month 2015
- [May 13, 2015](#), Start Strong: Address the Attendance Gap in the Early Grades
- [August 12, 2015](#), Finish Strong: Close the Attendance Gap in High School
- [September 9, 2015](#), Map the Attendance Gap: Use Data to Target Action

<http://www.attendanceworks.org/peer-learning-resources/>



Spread the Word!

- Host a webinar party to watch the webinars and use the Discussion Guides to digest how you can apply what you learned for your community.
- Write, talk, blog, tweet about Attendance Awareness Month 2015

[#schooleveryday](#)



Summer Learning Day is Friday, June 19th!



*Help us reach 700,000 kids!
Pledge to **#KeepKidsLearning** this summer
at SummerLearningDayMap.org
starting May 1.*



Mentoring Effect & Attendance Week is September 14-20, 2015

Did you know that students who meet regularly with their mentors are:

- **52% less likely** than their peers to skip a day of school?
- **37% less likely** than their peers to skip a class?
- **36% more likely** to aspire to enroll in and graduate from college?

MENTOR will release a promotional toolkit with sample social media messages and statistics to help amplify the message that quality mentoring can be instrumental to attendance and academic success. **Stay tuned!**

www.mentoring.org



Campaign for Grade-Level Reading Successful Parenting Webinars

FROM SLIPPING & SLIDING TO PRESENT & SOARING:
Engaging Parents to Reduce Chronic Absence & Summer
Learning Loss
June 12, 2015, 1 ET

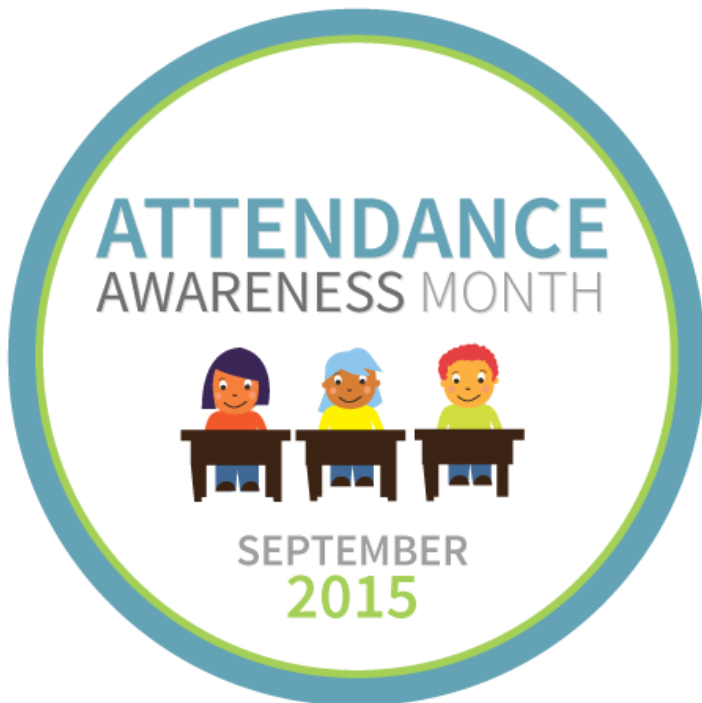
Featured Guests: Hedy Chang, Attendance Works and Sarah
Pitcock, National Summer Learning Association

Register: <https://attendee.gotowebinar.com/register/3147355699049563649>

**Special thanks to all the partners
and our funders!**



Thank You for Attending!



- For more information about Attendance Awareness Month 2015, go to:
<http://awareness.attendanceworks.org/>
- A recording of today's webinar will be posted within 72 hours:
<http://www.attendanceworks.org/peer-learning-resources/>
- Please take a moment to provide feedback about today's webinar:
- <https://www.surveymonkey.com/s/Start-Strong-AAM-2015>