



**Attendance
Works**



Team Up for Attendance: *Community Matters!*





Welcome



Ayeola Fortune

Director of Youth Success

United Way Worldwide



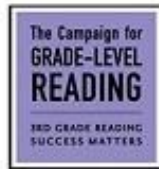


2018 Theme

Team Up for Attendance!



Convening Partners



HEALTHY SCHOOLS
CAMPAIGN





Welcome to New Partners!

Action for Healthy Kids



Alliance for a Healthier Generation





Attendance Awareness Campaign

- I. **A strategic messaging and awareness-building campaign** that includes the designation of September as Attendance Awareness Month as the launch of year-long attendance campaigns
- II. **Community-level action and engagement**, especially in conjunction with Attendance Awareness Month
- III. **National and local-level public events**, to occur all year with an emphasis on the month of September, that garner media attention and raise public awareness



2017 By the Numbers

- **616** superintendents signed Call to Action appearing in EdWeek
- **1,700+** new stories
- **8,304** tweets using #schooleveryday creating **17.6 million** impressions
- **8,128** people registered for one of our Attendance Webinars



How are Participants Taking Action?

- ✓ **64% Crunched data**
- ✓ **76% Helped spread the word/encouraged others to get involved**
- ✓ **30% Launched a contest**
- ✓ **34% Used social media**
- ✓ **600+ Superintendents Call to Action**



Welcome



Hedy Chang

Executive Director
Attendance Works

**& Members of the
Attendance Works Team**



Poll Question 1

**What sectors are
represented in today's
audience?**



Poll Question 2

**Does your school, district,
state, or organization
have plans for Attendance
Awareness Month?**



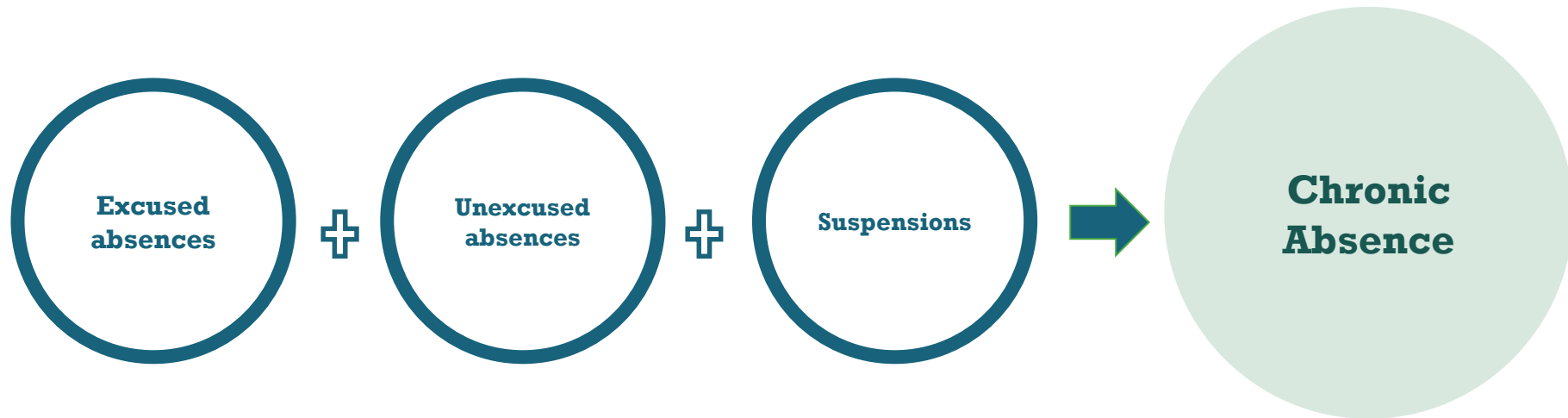
Agenda

1. Review of Key Concepts
2. Framework for Community Partnership
3. Partnership Panel:
 - *Early Childhood Partners*
 - *National Service Partners*
 - *Health Care Partners*
4. Teaching Attendance
5. Announcements and Resources



What is Chronic Absence?

Chronic absence is missing so much school for any reason that a student is academically at risk. Attendance Works recommends defining it as **missing 10% or more of school for any reason.**

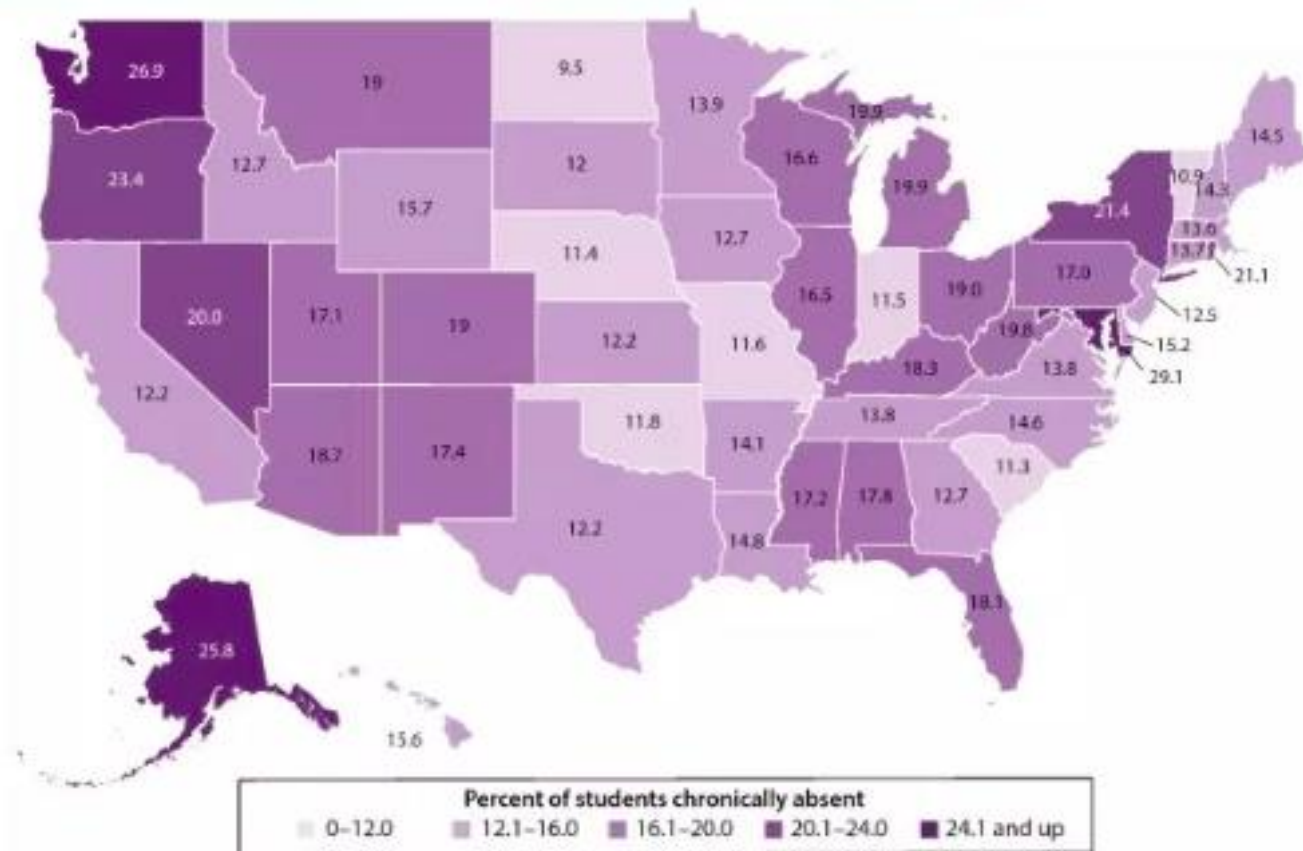


Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

1 of 6 students misses 15 days or more

FIGURE 3.

Percent of Student Chronically Absent by State, 2015–16



Source: Civil Rights Data Collection (CRDC), U.S. Department of Education, 2013–14, 2015–16.

Note: The CRDC defines chronic absenteeism as missing 15 or more days of school in a school year. The District of Columbia has a value of 31.0%.

THE
HAMILTON
PROJECT
BROOKINGS

This Is a Watershed Moment

No Child Left Behind

Success determined by academic standards.

Federal targets and interventions for schools; punitive system of responses.

Accountability and data for student sub-groups.

Each state defines and addresses truancy which typically emphasizes court based, punitive, interventions.

Every Student Succeeds Act

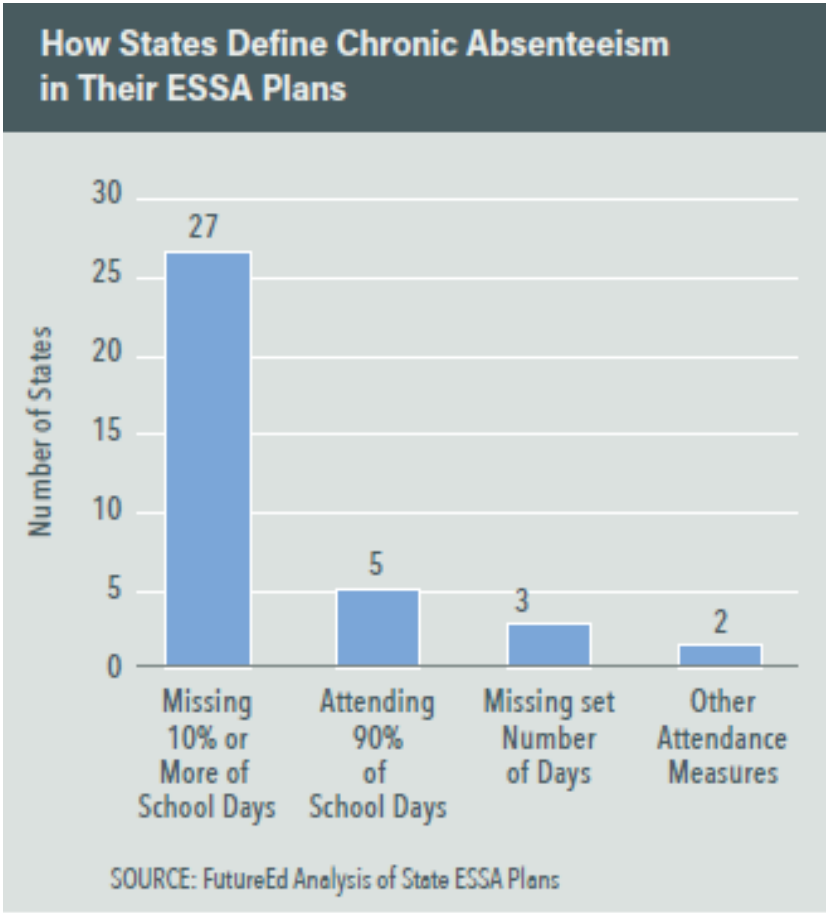
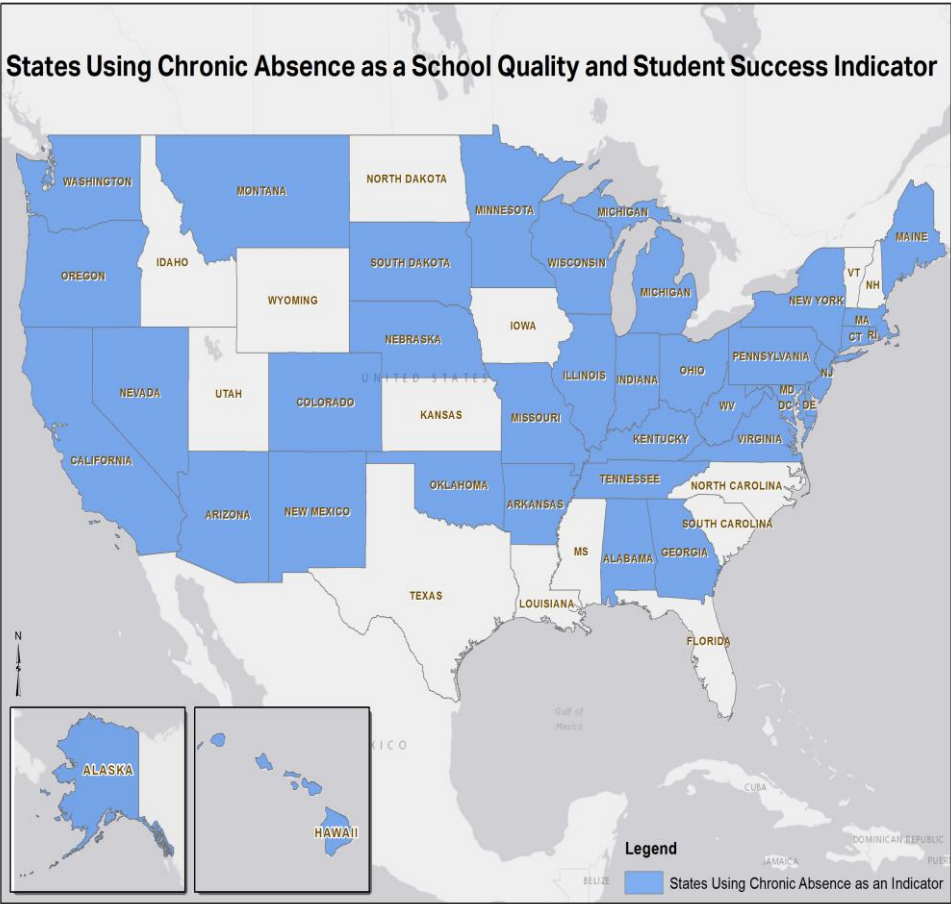
Success determined by academic & nonacademic standards.

States set goals; supportive framework.

Accountability and data for student sub-groups.

Chronic absence is a required reporting & optional school quality metric. It emphasizes prevention and early intervention.

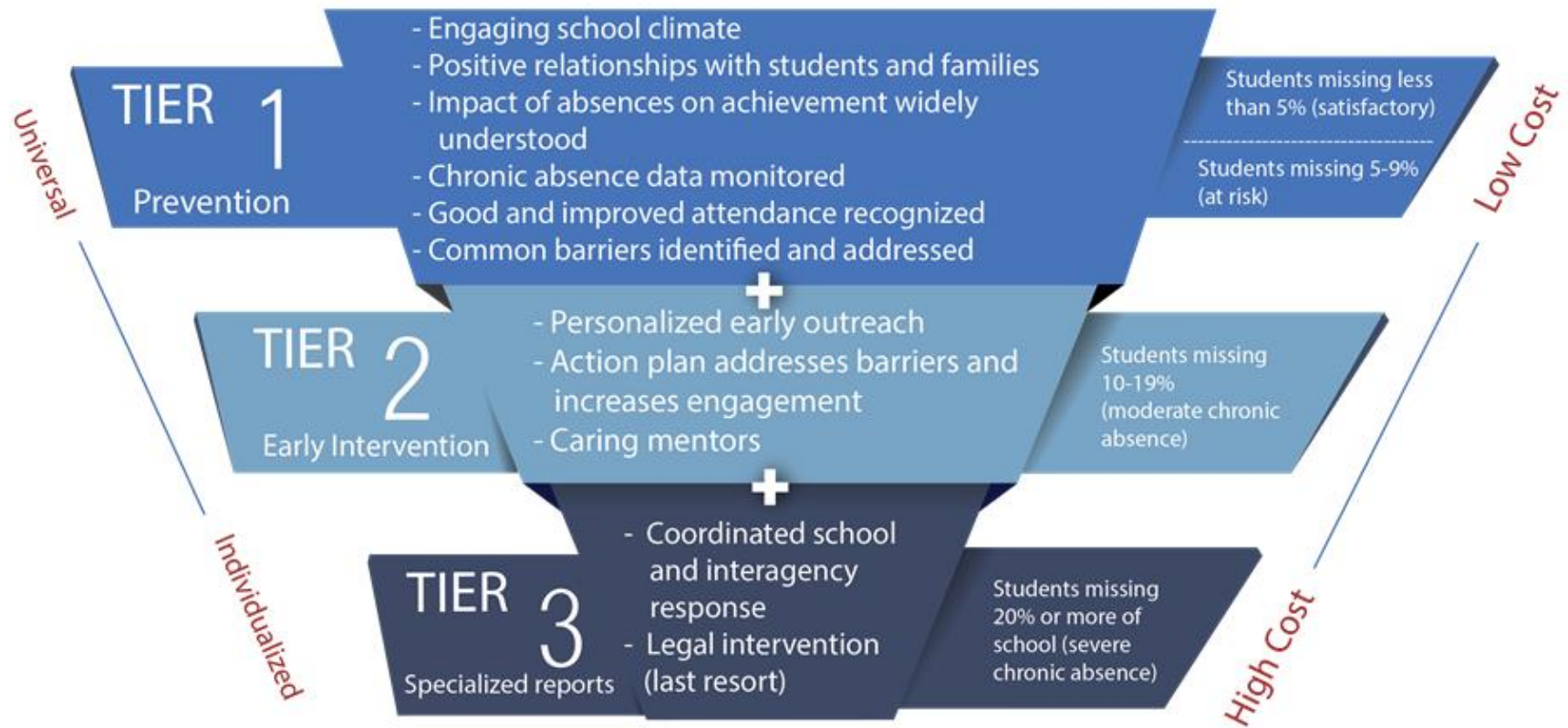
36 States and District of Columbia adopted chronic absence as a metric in their ESSA plan



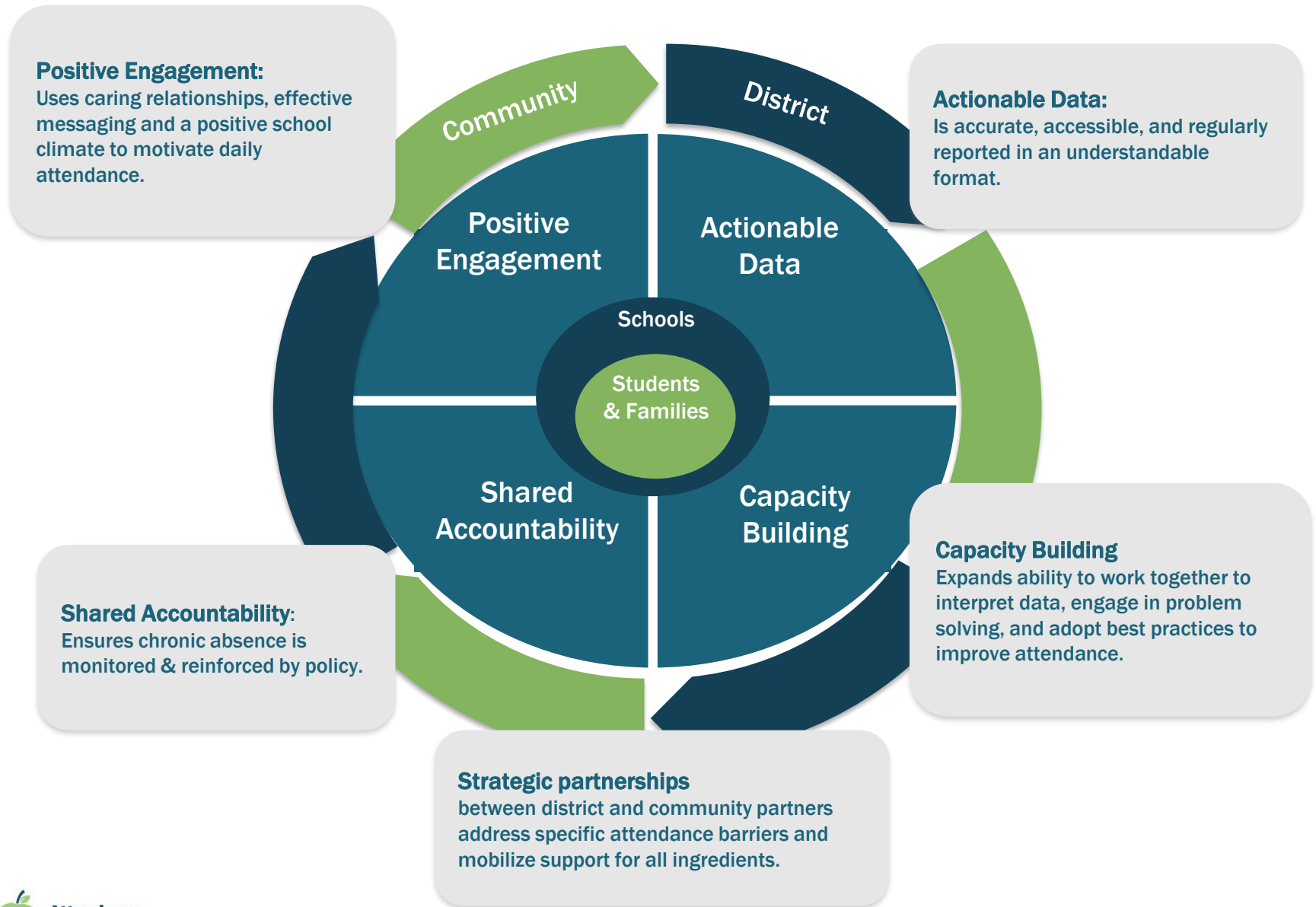
Who's In: Chronic Absenteeism Under the Every Student Succeeds Act
Future Ed, Georgetown University, September 2017.



Invest in Prevention and Early Intervention



Take a Data Driven Systemic Approach





Reflects New Paradigm on Attendance

Truancy

- Counts unexcused absences
- Emphasizes individual compliance with school rules
- Uses legal, typically more punitive solutions

Chronic Absence

- Counts all absences
- Emphasizes academic impact of missed days
- Uses prevention and problem solving strategies



Tailor Response to Scale and Intensity of the Challenge

- **At the District Level:** is there a need for a community-wide response or targeted efforts in a sub-set of schools?
- **At the School Level:** how many students are chronically absent?
- **If it's 30 or less,** a student support team can lead the effort.
- **If it's closer to 50 or more,** teachers will need to play a critical role.
- **If it's over 100,** community partners will likely be needed to provide additional person power

Source: Everyone Graduates Center



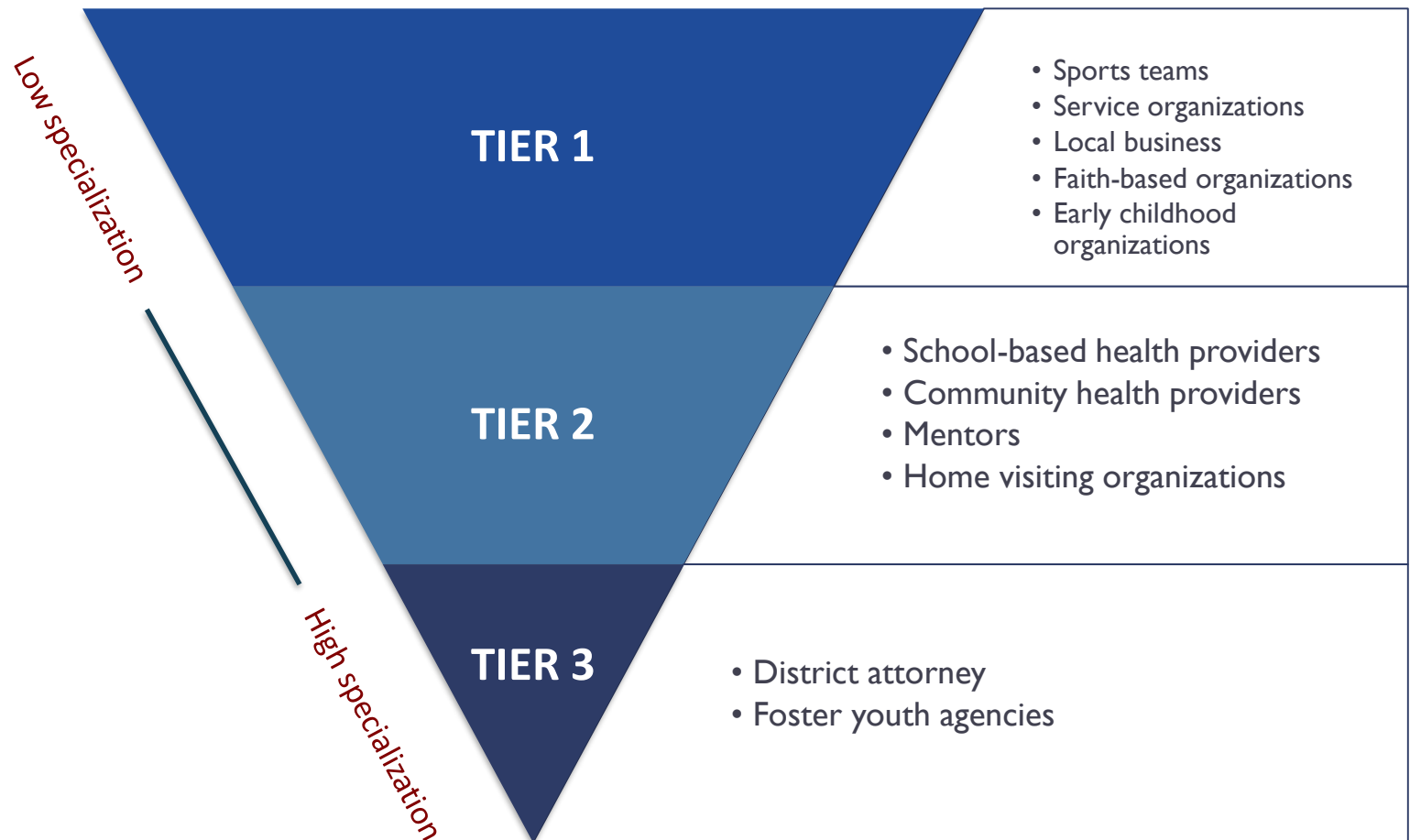
Possible Partners for Change

The greater the size of the challenge, the more partners are needed. Many different types of partners can be enlisted, but local government and public agencies are especially important.

- **Businesses**
- **Community Schools Initiatives**
- **Family Support Organizations**
- **Early Childhood Providers**
- **Faith Based Organizations.**
- **Health Providers**
- **Housing Agencies**
- **Hunger Relief Organizations**
- **Institutes of Higher Education**
- **Local Government**
- **National Service/ Volunteers/Mentors**
- **Out of School Time providers**
- **Social Emotional Learning Providers**
- **Social Services**
- **Population-Specific Service or Civic Organizations**
- **Philanthropy (including foundations and United Ways)**



Partnership Across Tiers of Intervention

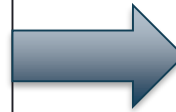




Critical Role of Conveners

Possible Conveners:

- ✓ Superintendents
- ✓ Mayors
- ✓ Funders
- ✓ Existing community coalitions



Key Functions:

- ✓ Clarify the vision and purpose of the collaborative effort
- ✓ Identify and engage stakeholders and leaders to invite to the table
- ✓ Secure stakeholder buy-in
- ✓ Establish clear roles for stakeholders

Today's Panel



Latoya Smith

School Leader
Tulsa CAP
Tulsa, OK



Alex Molina

Director of
City Year Providence
Providence, RI



Janay Lewis

Corps Member
City Year Providence
Providence, RI



Mandy Allison

Associate Professor
University of Colorado
Denver, CO

Reducing Chronic Absenteeism at Eugene Field

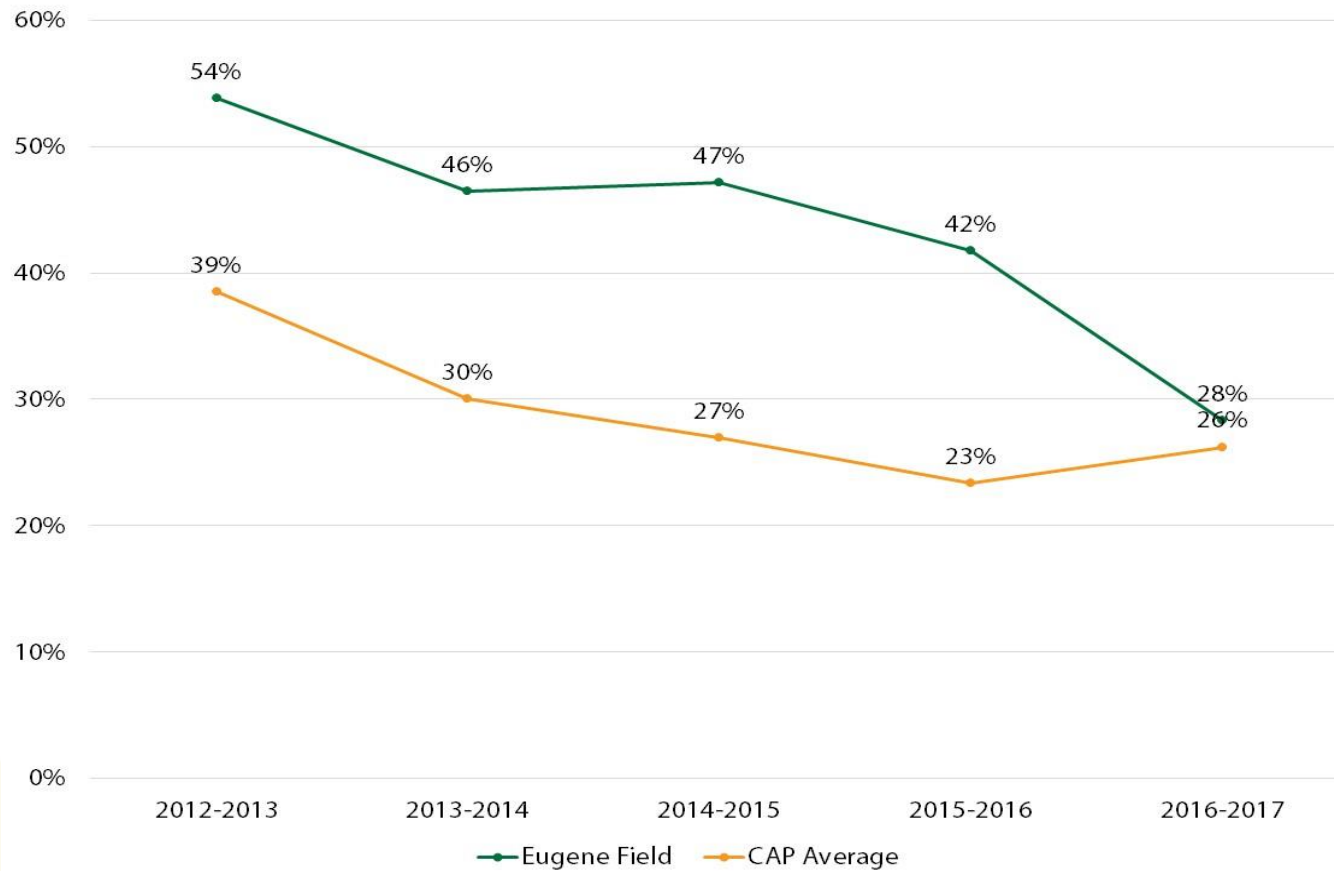
An Improvement Science Approach

CAP Tulsa

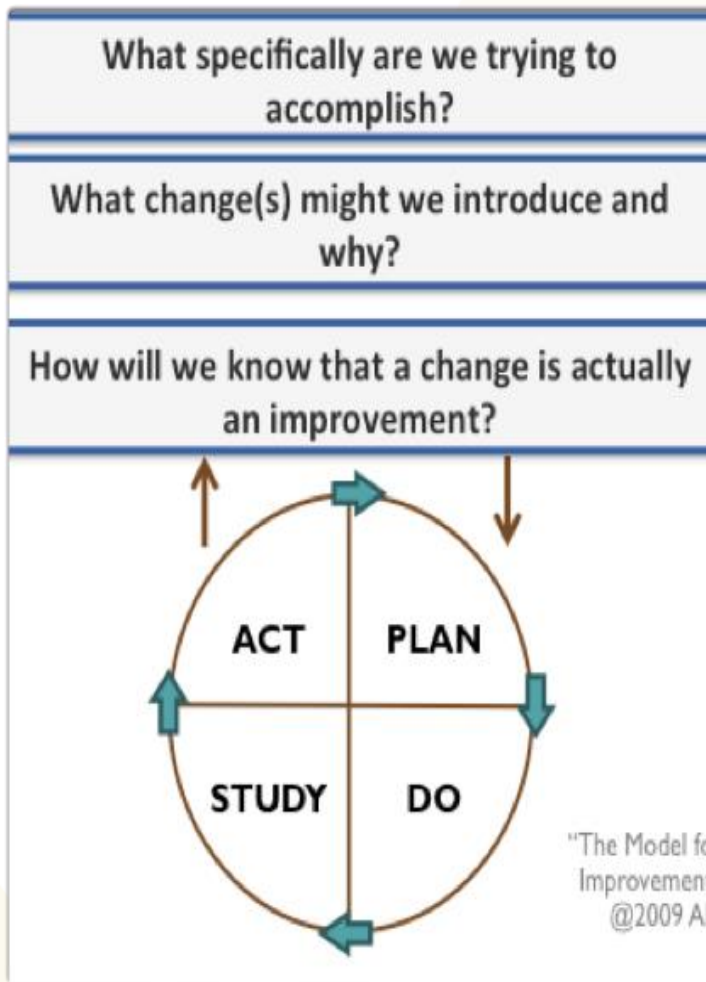
- **Mission:** Help low-income families grow up to achieve economic success.
- **Approach:** A two-generational method that includes both high quality early childhood education as well as family services and support.

Eugene Field Chronic Absenteeism

Chronic Absenteeism by Year

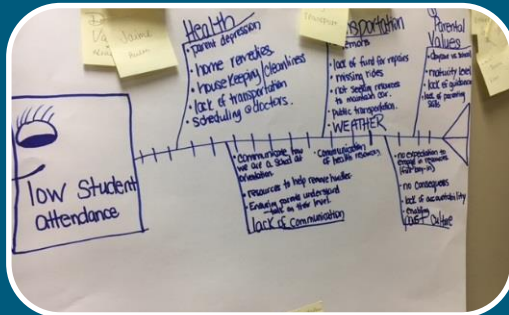


Eugene Field Chronic Absenteeism



Co-design an intervention pilot with Eugene Field leadership targeted on decreasing chronic absenteeism built after fully understanding our data, collecting parent and staff qualitative feedback, current processes, and approaches used by others.

Causal System Analysis



Fishbone

Visually represent examination of the problem



Data Review

Look at variation



Empathy Research

Make the work user centered

Understanding the current system and why its producing undesirable outcomes

Change Idea to Pilot

Strategic Goal: Co-design an intervention pilot with Eugene Field leadership targeted on decreasing chronic absenteeism

How?

We will reduce chronic absenteeism at Eugene Field by identifying families and children more likely to be chronically absent early in the school year by developing an EWS and delivering very intentional and focused contact to identified families.

Reduce the Chronic Absenteeism monthly average at Eugene Field during the months of Nov-January from 29% to 23%

System for identifying families more likely to be chronically absent earlier in the school year is developed.

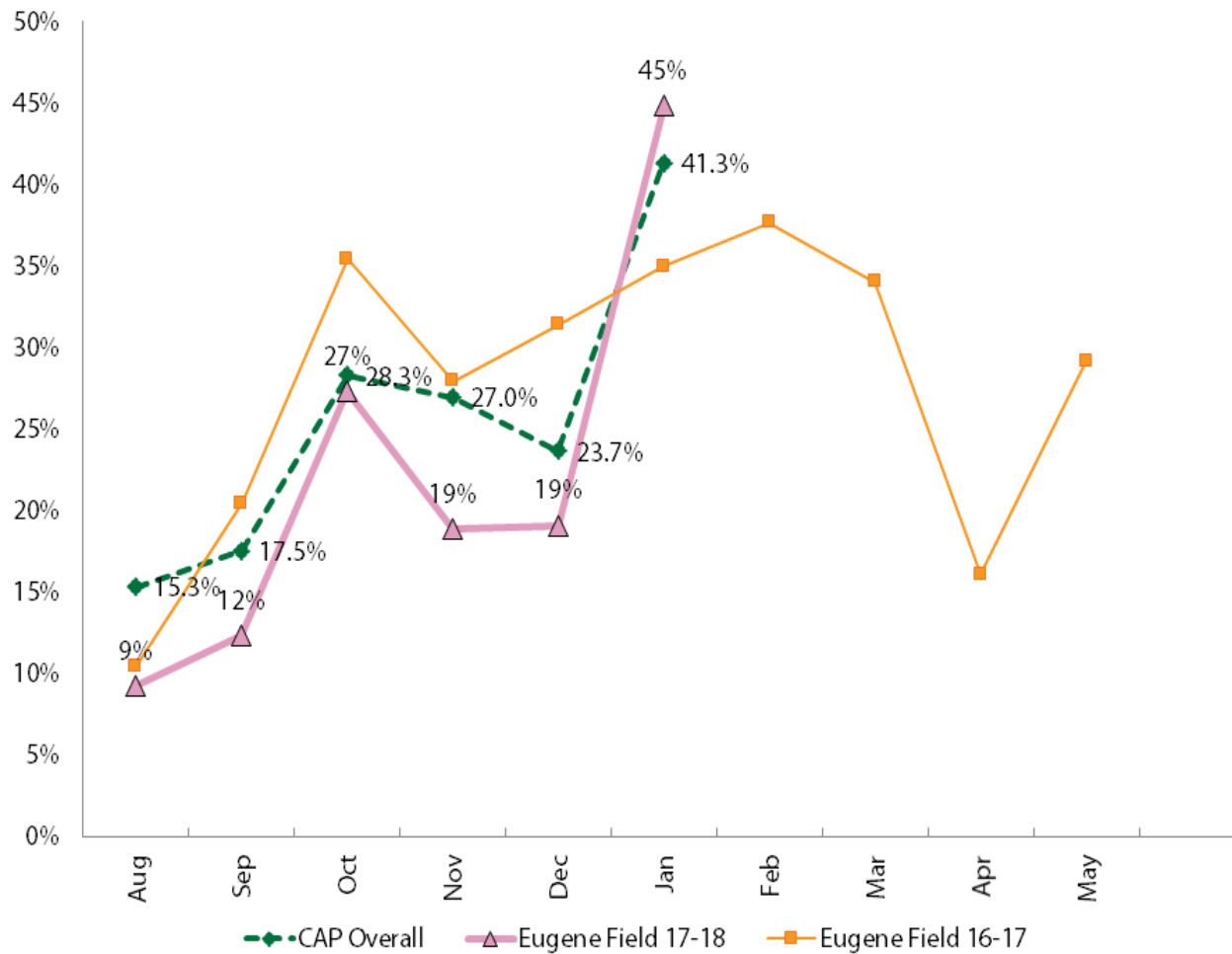
Data collected during enrollment is used to develop a prediction model with early warning indicators to identify families more likely to be chronically absent.

Families predicted to be chronically absent receive more intentional and frequent check-ins from multiple points of contact within the school.

We believe that families predicted to be chronically absent will benefit from the more intentional and frequent check-ins they will receive as a result of being identified earlier in the school year, which will reduce chronic absenteeism at Eugene Field.

Why?

Eugene Field Chronic Absenteeism



Ongoing Measures

- Parent forums
- Principal share
- Parent socials
- Community Outreach



City Year Providence at Roger Williams Middle School

Alex Molina, Managing Director of Impact
amolina@cityyear.org

Janay Lewis, Second Year Corps Member
jlewis3@cityyear.org



NATIONAL STRATEGIC PARTNERS



BainCapital

COMCAST
NBCUNIVERSAL

[CSX]

Deloitte.



NEW YORK LIFE
FOUNDATION



PEPSICO
FOUNDATION

RED
NOSE
DAY

NATIONAL PARTNERS

aramark

Bank of America



BNY MELLON



Celanese
FOUNDATION



Microsoft

Santander

CITY YEAR'S HOLISTIC APPROACH



**ADDITIONAL
CAPACITY IN THE
CLASSROOM**



**EXTENDED-DAY
ACTIVITIES**



**ONE-ON-ONE AND
SMALL GROUP
ACADEMIC AND SOCIAL-
EMOTIONAL SUPPORT**



**WHOLE SCHOOL
ACTIVITIES THAT IMPROVE
LEARNING, ENGAGE
FAMILIES AND INSPIRE
CIVIC ENGAGEMENT**



**USE OF DATA TO
MONITOR STUDENT
PROGRESS**



**SMALL GROUP SOCIAL-
EMOTIONAL SKILL
BUILDING SESSIONS**



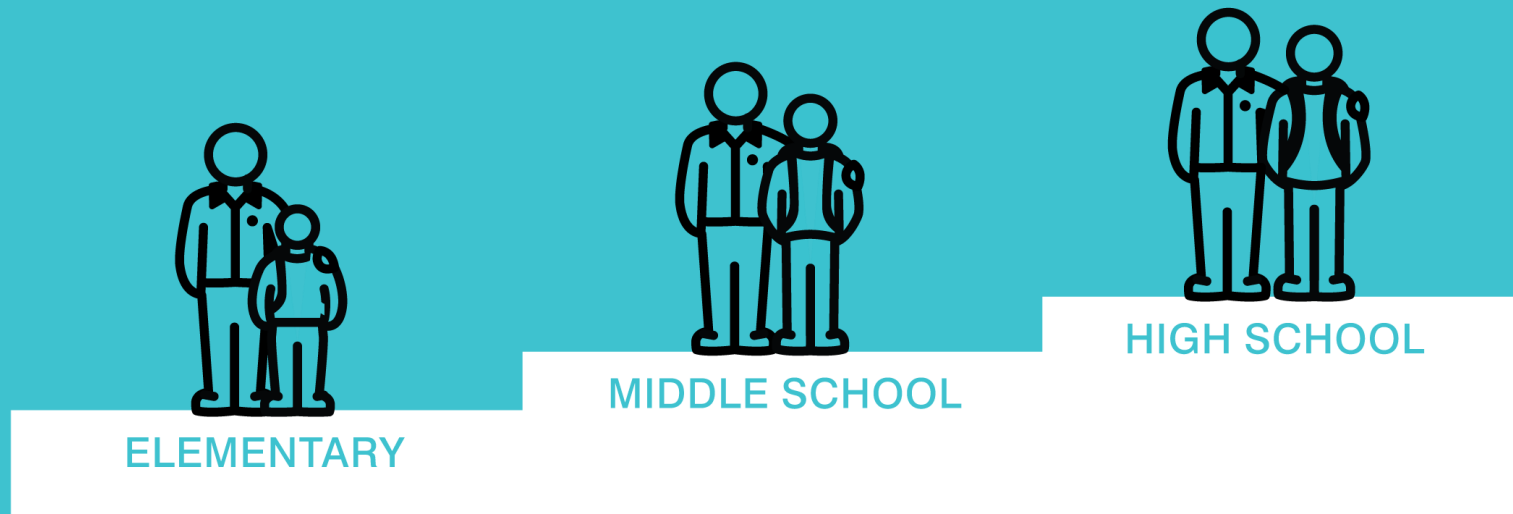
STUDENTS

"GROW UP WITH CITY YEAR"

Many things will change in a student's academic career, but City Year will always be there, forging relationships built on trust and consistency, as an integral part of a student's experience.

A student who makes it to 10th grade on track and on time is three times more likely to graduate than a student who falls behind.

— Johns Hopkins University study



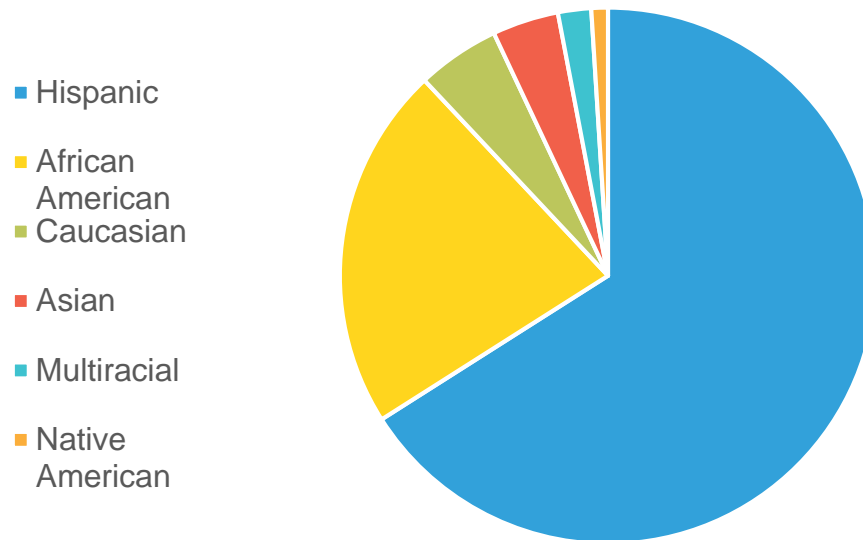
Providing multiple years of support through critical transition years

CITY YEAR'S WORK IS TEAM-BASED

- 8 to 12 City Year AmeriCorps members in one school
- City Year teams are diverse: 56% people of color, 77% college grads, 54% are Pell Grant eligible
- Serve as “near peer” mentors and receive professional development throughout service year

Roger Williams Middle School

- Located on the south side of Providence
- Approximately 857 students
- 95% of student body are students of color



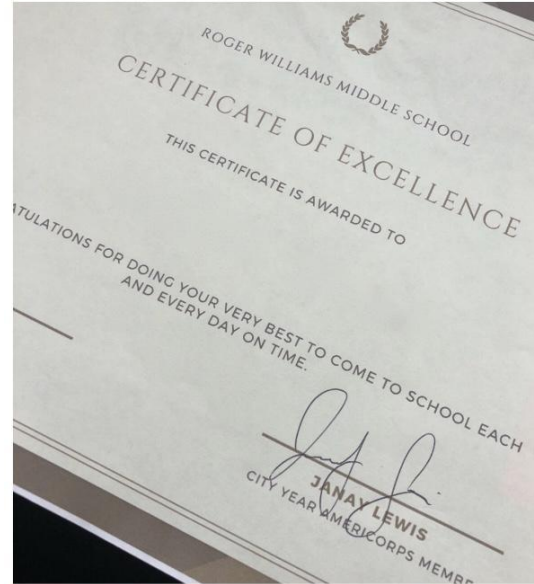
- 90% average daily attendance
- 37% chronically absent

Janay Lewis, 2nd Year AmeriCorps Member

- Full-time tutor, mentor, role model to students in sixth grade math class.
- Leads afterschool programming.
- Serves as team's Attendance Coordinator.



How City Year helps improve Attendance.



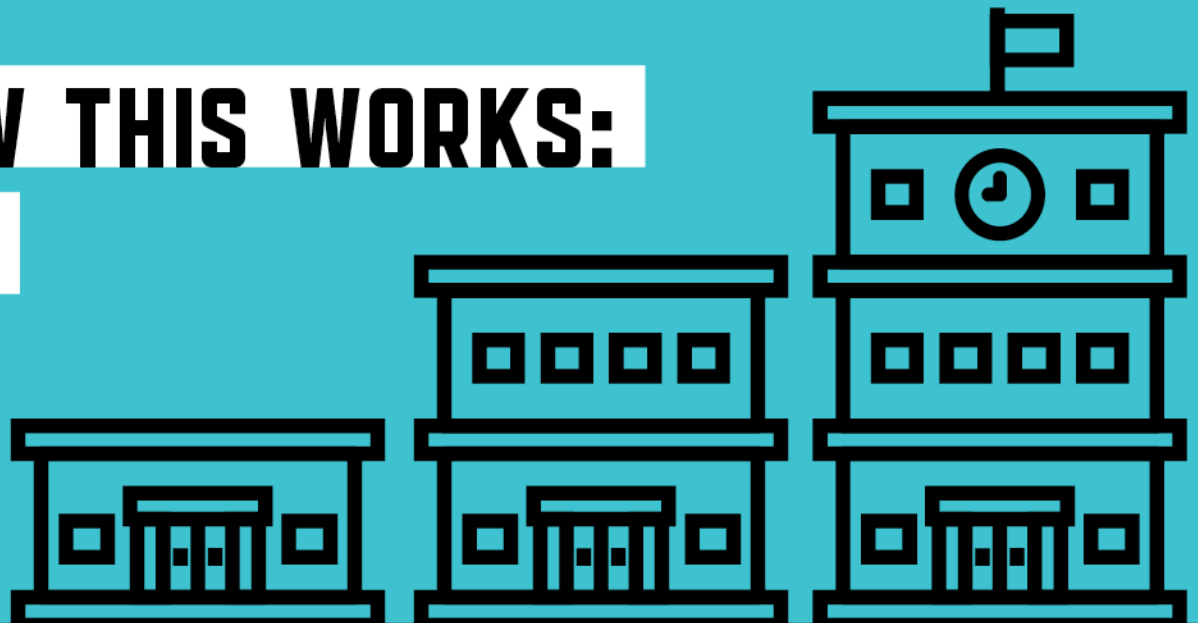
My Brother's Keeper

Student Name	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Adrian, A.							
Adrian, B.							
Adrian, C.							
Adrian, D.							
Adrian, E.							
Adrian, F.							
Adrian, G.							
Adrian, H.							
Adrian, I.							
Adrian, J.							
Adrian, K.							
Adrian, L.							
Adrian, M.							
Adrian, N.							
Adrian, O.							
Adrian, P.							
Adrian, Q.							
Adrian, R.							
Adrian, S.							
Adrian, T.							
Adrian, U.							
Adrian, V.							
Adrian, W.							
Adrian, X.							
Adrian, Y.							
Adrian, Z.							



HOW WE KNOW THIS WORKS:

OUR IMPACT



A national external evaluation demonstrates that there is a “City Year effect” in driving whole school improvement up to:

2X MORE LIKELY
to improve on
state English
assessments

3X MORE LIKELY
to improve
proficiency rates
in math



Schools partnering with City Year also gained the equivalent of ~
ONE MONTH OF ADDITIONAL ENGLISH AND MATH LEARNING,
compared with schools that did not partner with City Year.

The Role of Pediatricians in Addressing Chronic Absence

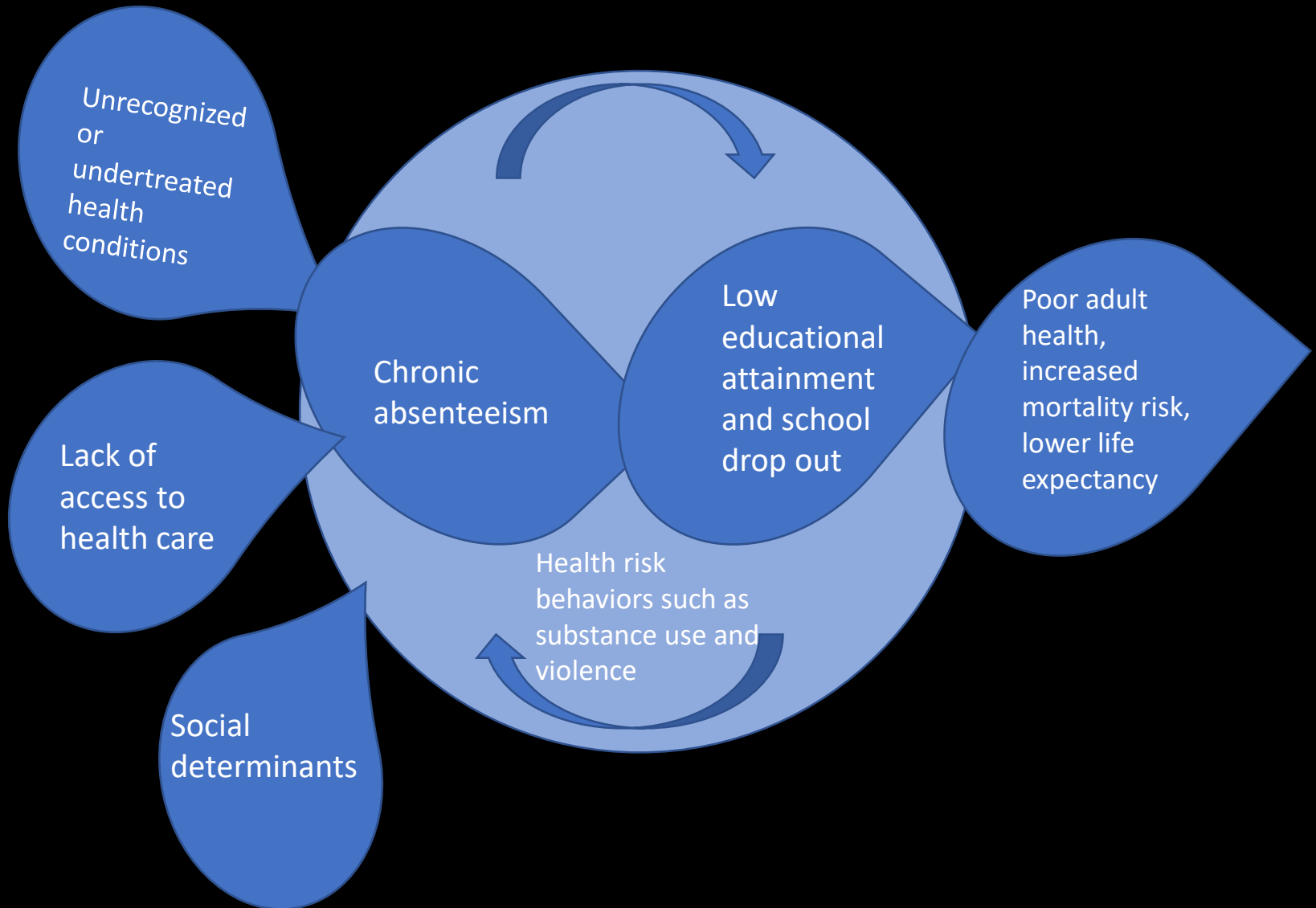
Mandy A Allison, MD, MSPH
Associate Professor, Pediatrics
Adult and Child Consortium for Health Outcomes Research and Delivery
Science (ACCORDS)
University of Colorado School of Medicine and Children's Hospital Colorado

Why should health care providers for children care about school attendance?

- Our shared goal is for children to THRIVE!
- Our job is to promote positive development and physical and mental health of children.
- School attendance and school performance are key markers of development and well-being.
- Chronic absenteeism can be a sign of:
 - *Unrecognized or undertreated* physical or mental/behavioral health conditions
 - Lack of access to health care
 - Social determinants such as poverty, unstable housing conditions, exposure to violence, and poor parental health that are affecting the child's health



Why is it important to address school attendance?



What is the role of health care providers in improving attendance?

Office-based:

- Ask about school attendance.
- Promote regular school attendance on the office website, in the waiting-room, during individual visits with patients and their families.
- Identify and treat physical and mental/behavioral health causes of absenteeism.
- Assist families in documenting and interpreting their children's health needs or disability for an IEP, 504 plan, and/or health plan.
- Talk to the school nurse.
- Learn about and connect families with resources in the community that can improve the well-being of the entire family.
- Offer extended office hours and encourage follow up appointments outside of regular school hours.
- Avoid writing excuses for school absences when the absence was inappropriate or you weren't involved in caring for the student during the absence.

What is the role of health care providers in improving attendance?

Population-based:

- Advocate for policies and interventions known to promote school attendance—for example, advocate for funding to ensure adequate numbers of school support personnel.
- Collaborate with community leaders to promote school attendance.
- Support school districts' efforts to improve children's and families' access to health insurance and medical services.
- Serve as a health consultant in a school setting.
- Encourage and support data sharing to better understand patterns and causes of chronic absenteeism in your community.

Ideas for collaboration

- American Academy of Pediatrics
 - Council on School Health: <https://www.aap.org/en-us/about-the-aap/Councils/Council-on-School-Health/Pages/COSH.aspx>
 - State Chapters: <https://www.aap.org/en-us/about-the-aap/chapters-and-districts/Pages/Chapter-Websites.aspx>
- National Association of School Nurses
 - <https://www.nasn.org/home>
 - Affiliates (usually state level school nurse organizations): <https://www.nasn.org/about-nasn/affiliates>
- School-Based Health Alliance
 - <http://www.sbh4all.org/>
 - State Affiliates: <http://www.sbh4all.org/>



Questions from the Audience





Announcements



Annie Reed

Director of Special Projects

Attendance Works



Teaching Attendance Curriculum



Cecelia Leong

Associate Director for Programs

Attendance Works

What is Teaching Attendance?





Attendance Works Learning

The mission of Attendance Works is to advance student success and reduce equity gaps by reducing chronic absence. Here you will find learning you can apply in the classroom.

Click on the course below and start learning today!



Module 1 - Why We Teach Attendance?



Module 2: Creating a Culture of Attendance (Primary and Secondary)



Module 3: Using Data for Intervention and Support (Primary and Secondary)

<http://www.attendanceworks.org/resources/teaching-attendance-curriculum/>



Purpose of the Teaching Attendance Curriculum

- ★ Give school leaders a quick way to equip teachers and school staff with evidence-based strategies to improve attendance
- ★ Rally school staff to act as the first line of prevention and early intervention
- ★ Inspire better attendance practices that are positive, proactive and problem-solving



Three Online Learning Modules:

1. Why We Teach Attendance
2. Creating a Culture of Attendance
(Primary and Secondary versions)




3. Using Data for Intervention and Support
(Primary and Secondary versions)

Adding Early Intervention Strategies




<http://www.attendanceworks.org/resources/teaching-attendance-curriculum/>

Monitoring Chronic Absence Data




Assessing Classroom Attendance




You've chosen to identify the level of chronic absence in your classroom.
What data will you look for?

Number of
unexcused
absences (truancy)




Total number of
all absences



OCTOBER	Enter: T = Tardy, U = Unexcused, E = Excused, S = Suspension																															THIS MONTH				YTD
	M	Tu	W	T	F	M	Tu	W	T	F	M	Tu	W	T	F	M	Tu	W	T	F	M	Tu	W	T	U	E	S	ABSENCES								
STUDENT NAME	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31													
Sebastian Acosta											E												E		0	0	2	0		4						
Chloe Davenport					T																				1	0	0	0		1						
Emma Foster					E					E	E								E						0	0	4	0		5						
Jackson Hill																									0	0	0	0		0						
Kevin Johnson									T								U								1	1	0	0		2						
Sun Liuxian				T						U	U									S	S				1	2	0	2		3						
Julian Lopez					T				E	E	T				T			T		T	T				6	0	2	0		4						
Isamu Nakamura					T																				1	0	0	0		1						
Lalique Perkins								U										T							1	1	0	0		2						
Carmalita Ricco			E																	E					0	0	2	0		4						
Isabella Rodriguez					T			E							E				E						1	0	3	0		5						
Olivia Temple	T					T									T										3	0	0	0		1						
Jenny Williams											E											E			0	0	2	0		4						
																									15	4	15	2		36						


<http://www.attendanceworks.org/resources/teaching-attendance-curriculum/>

Analyzing Root Causes

 ATTENDANCE WORKS

What's Behind these Absences?

Transportation


 While reviewing attendance records, you note that one student, Dawud, has missed six days during the first two months of this school year. When you check with his family, you learn that he does not have a reliable means of transportation to school. What category of attendance issue describes this behavior? *Select one.*

☒ Barriers

☐ Negative School Experiences


☐ Lack of Engagement

☐ Misconceptions



<http://www.attendanceworks.org/resources/teaching-attendance-curriculum/>


Matching Interventions to Root Causes


 **Interventions, Support, and Resources**

Here's the situation: You have used data to assess the absence levels of your virtual students and examined some common root causes for absences.

Now you'll look at the kinds of support students and families need and the resources that are available in the school and community.

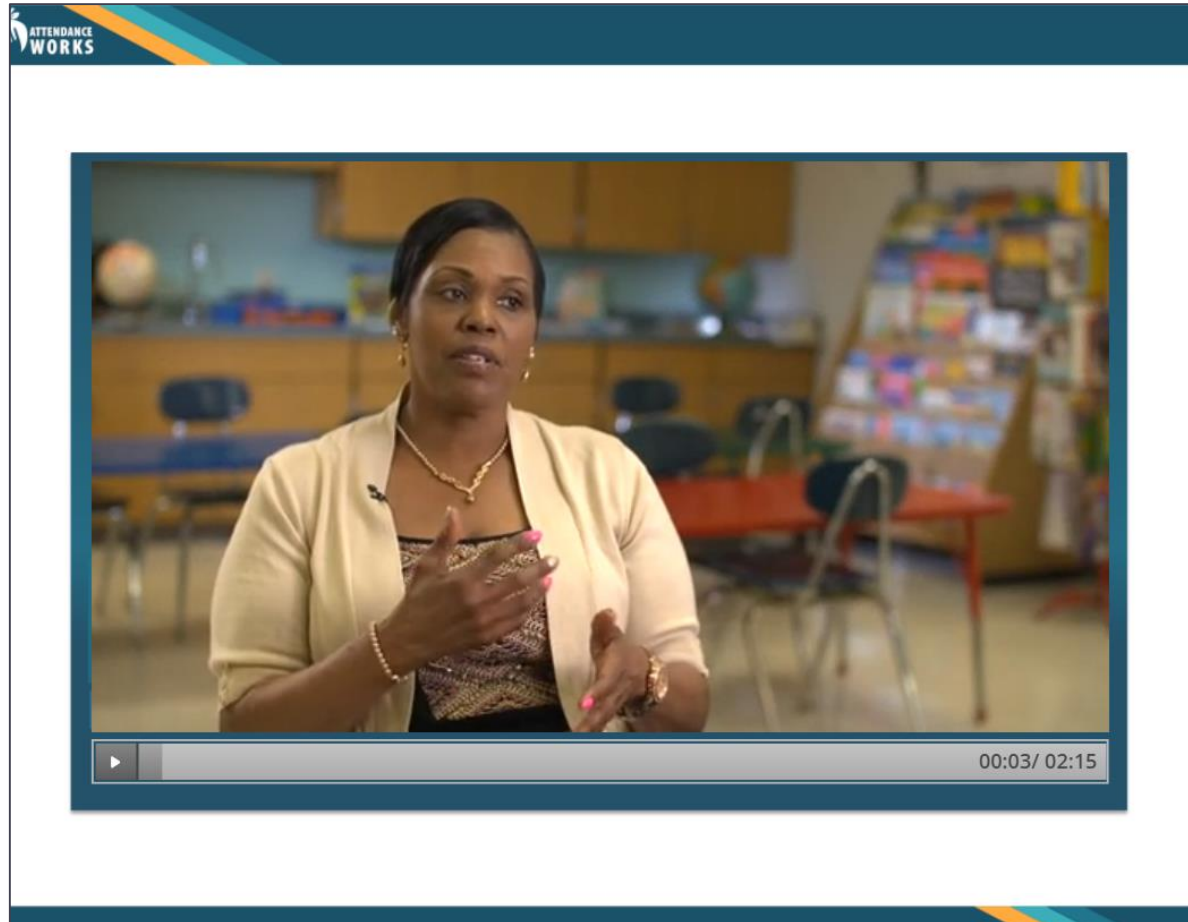
There may be more out there than you realize!

Continue Scenario 



<http://www.attendanceworks.org/resources/teaching-attendance-curriculum/>

Connecting with Students and Families



<http://www.attendanceworks.org/resources/teaching-attendance-curriculum/>



How to Register for Teaching Attendance

- To learn more, go to:

<http://www.attendanceworks.org/resources/teaching-attendance-curriculum/>

- Click the self-registration button
- You will receive a confirmation email with an invitation to take the modules
- Enjoy!

The Impact of Mentoring on Attendance

Making the Grade: Combating Chronic Absenteeism

Four Boston Public Schools are using a targeted approach to keep kids in class

Officials: Mentoring program has strong impact on student success

Cleveland Schools Push Attendance and Mentorship

School 5 principal reduces absenteeism by 76-percent

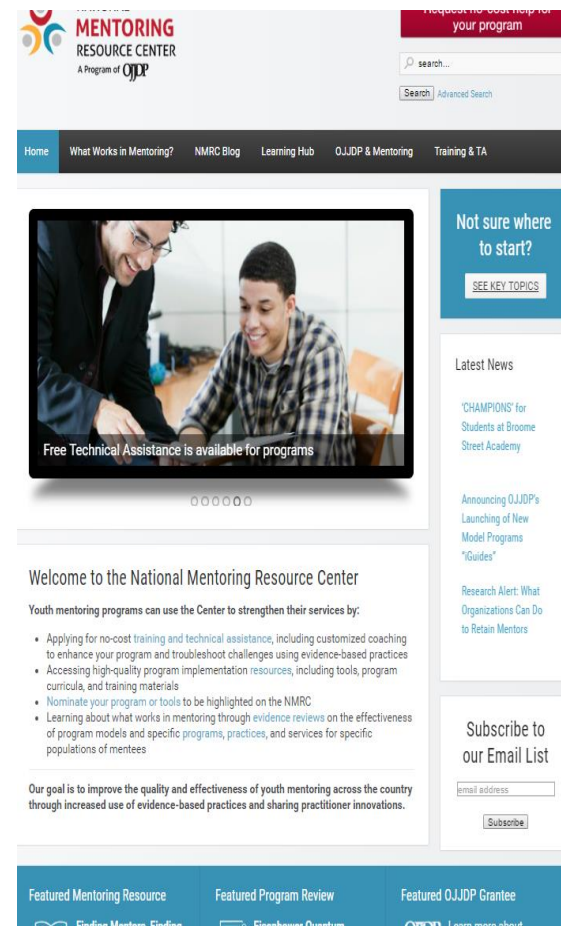
Kansas City Public School Leaders to launch new mentoring initiative

First of its kind, reaching 7,500 students



OJJDP National Mentoring Resource Center

- Visit www.nationalmentoringresourcecenter.org
- Funded by OJJDP, the NMRC disseminates information about “What Works” in mentoring through evidence reviews on the effectiveness of program models and specific programs, practices, and services for specific populations of mentees
- Disseminates high-quality program implementation resources, including tools, program curricula, and training materials
- Provides FREE technical assistance to youth mentoring programs to help them more deeply incorporate evidence-based practice into their work.
- Sign up for the monthly e-newsletter [here](#)



Learn more about Success Mentors

- [National Success Mentors Initiative Webpage](#)
- [Meeting the Challenge of Combatting Chronic Absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School Attendance and Its Implications for Other Cities](#), Balfanz & Byrnes, 2013, Everyone Graduates Center & Johns Hopkins University
- [MBK Success Mentors Implementation Guide](#)
- [Relationships Matter: A Toolkit for Launching an Elementary Success Mentor Attendance Initiative](#) (created by Attendance Works with support from MENTOR & others)
- NSAESC Webinar: [Strengthening Your EWS Strategy through Relationships](#)

Get Support to Start a Program

- Connect with your local MENTOR affiliate by visiting <https://www.mentoring.org/our-work/our-affiliates/>
- Access the [Elements of Effective Practice for Mentoring](#) and the [Checklist for Developing and Launching a Success Mentors Program](#)
- Review the [Starting a Youth Mentoring Program](#) E-Learning Module
- [Access more Success Mentors Resources & Tools](#) from MENTOR
 - Training curricula for mentors and program coordinators, including trauma-informed mentoring
- Review NSAESC Webinars:
 - [Strengthening Your EWS Strategy through Relationships](#)
 - [Managing an Effective School-Integrated Mentoring Program](#)
 - Access all webinars [here](#).
- Access no-cost training and technical assistance [here](#).

Contact Us



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Director of Program & Training
Delivery

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Twitter: @MentorNational

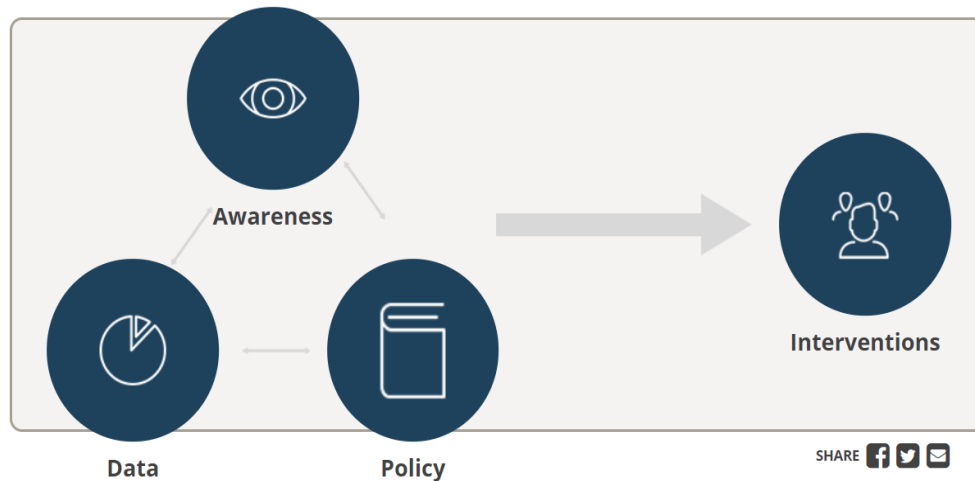
Facebook: /MentorNational

State of Our Cities: Profiles of Education Performance Around the Nation



State of Our Cities provides data, analysis, and case studies for city leaders, the public, and policymakers on the educational performance of over 100 cities across the country.

Spotlight: Chronic Absenteeism



Awareness: Leaders must be acutely aware of the impact on chronic absenteeism and must implement thoughtful and effective data mechanisms and policies that account for every student absence, starting in Pre-K and continuing through high school

Data: Access to reliable, real-time data is essential to understand and address chronic absenteeism

Policy: City and school leaders must understand the policies in place at the state and local level that govern chronic absenteeism

Interventions: With the foundation of awareness of the issue and attention to data and policy in place, city and school district leaders can identify appropriate interventions for schools and students


The spotlight highlights case studies that show how cities including **Baltimore, MD**, **Grand Rapids, MI**, **Paterson, NJ**, and **Tacoma, WA** are tackling chronic absenteeism in their cities. To read more, click [here](#).



Opportunities to Promote AAC 2018!

Share the AAM website:

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

- ✓ Like us on Facebook 
- ✓ Tweet using #schooleveryday 
- ✓ Add a badge to your signature line or materials
- ✓ Write blog post on your website promoting regular attendance and Attendance Awareness Month!





Webinar Schedule for 2018

- ★ **March 28:** Leadership Matters
- ★ **May 8:** Working Together Matters
- ★ **August 15:** Community Matters
- ★ **September 12:** Data Matters

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



Resources Available for 2018

- Download our free promotional materials and online toolkit to share with local districts.
- Count Us In! will be updated with a new focus on state leadership, health, and early childhood education
- Find resources and the Count Us In! toolkit on our microsite:
<http://awareness.attendanceworks.org>

PROMOTE LOCALLY

The screenshot shows the 'Count Us In! Toolkit 2018' microsite. At the top, there's a navigation bar with a pencil icon and the text 'Count Us In! Toolkit 2018' and 'Home / Resources / Count Us In! Toolkit 2018'. Below this, the main content area is divided into two columns. The left column has a heading 'Count Us In! Toolkit 2018' and a list of links: 'How to Use this Toolkit?', 'Why Attendance and Chronic Absence?', 'Who Should Use This Toolkit?', 'What are the Key Messages?', and 'How Can We Deliver the Message?'. The right column has a heading 'Count Us In! Working Together To Show That Every School Day Matters' and a large circular graphic. The graphic contains the text 'ATTENDANCE AWARENESS', 'TEAM UP FOR ATTENDANCE', and 'SEPTEMBER 2018'. To the right of the graphic, there is a paragraph of text: 'Attendance is essential to school success, but too often students, parents and schools do not realize how quickly absences — excused and unexcused — can add up to academic trouble. Chronic absence — missing 10 percent of the school year, or just 2-3 days every month — can translate into third-graders unable to master reading, sixth-graders failing courses and ninth-graders dropping out of high school. Low-income students, who most depend on school for opportunities to learn, are especially harmed when they miss too much instruction.'

What to Do When: At a Glance

Spring

Let's get started!

- Convene coalition
- Recruit partners
- Meet with district
- Enlist health care providers
- Launch poster cont 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!

September!





Updated Action Map with Share Your Story

Share Your Story Map!

Post your activities, events, photos or videos on our Share Your Attendance Story Map. We can't wait to see what you're doing! Fill out our [participation form](#) to submit your story.



- ✓ We're asking schools, communities, districts and organizations to upload a photo, short video or URL to an online video or webpage.
- ✓ Participants see a pin on the Share Your Story Map.
- ✓ Stories might be posted on our website, in our newsletters and on Twitter!

awareness.attendanceworks.org/resources/share-your-story/



Superintendents Call to Action 2018!

**Deadline is
September 3rd!**

- ✓ All Superintendents who sign the Call to Action will appear on the Superintendents Call to Action Map and be listed on our website.
- ✓ Superintendents provide an estimate of district-wide chronic absence rate for 2017-18 school year, and the district-wide chronic absence rate for 2016-17 to appear in the SCTA ad in a September issue of Education Week.



SUPERINTENDENTS CALL TO ACTION MISSING SCHOOL MATTERS!

As many as 7 million students nationwide miss nearly a month of school every year, excused and unexcused absences that erode student achievement. As superintendents, we are launching this new school year with a commitment to:

1. **Prioritize Attendance:** We are making reducing chronic absence a top priority in our districts from the superintendent to the teachers, from the school staff to the families.
2. **Mobilize the Community:** We are making student attendance a broadly owned and widely shared civic priority. That includes engaging families and tapping civic and elected leaders, local businesses, health providers, housing authorities, clergy members and more.
3. **Drive with Data:** We are using data to determine how many and which students are chronically absent in each grade, school and population. And we are intervening to ensure absences don't add up.

The best curriculum and instruction won't work unless students show up for school!

Alabama	Connecticut	Indiana
Elizabeth Davis, Eufaula City Schools Reginald Eggleston, Montgomery Public Schools Angela Mangum, Selma City Schools Martha Peck, Mobile County Schools Jenny Smith, St. Clair County School District Joe Walters, Tuscaloosa City School System	Clare Gist, Tulare City School District Debbie Gold, Byron Union School District Mary Gonsky, Valley Center Platteau Unified School District Kathy Granger, Mountain Empire Unified School District Merrill Grant, Sierra County Office of Education Miguel Guerrero, Lamont Elementary School District Patty Henderson, Lassen County Office of Education Jeff Harris, Del Norte County Schools Patrick Heffner, Julian Union High School District Craig Helmsdeller, Ocean View School District Anthony Hernandez, Tipton Elementary School District Steven Herrington, Sonoma County Office of Education Greg Hirsch, Oakley Union Elementary School District Christopher Hoffman, Elk Grove Unified School District Jim Hogeboom, Nevada Unified School District Cheryl Hunt, Lemoore Union Elementary School District Brian Jacobs, Redwood Unified School District Michelle John, Paradise Unified School District Louise Johnson, Nevada Joint Union High School District	Susan Bell, Windsor Locks Public Schools Mark Bengali, Meriden Public Schools Neil Cavallaro, West Haven Public Schools Patricia Charles, Middletown Public Schools Frances Cross, Thomaston Public Schools Abby Doherty, Norwalk Public Schools Thomas Grant, Waterford Public Schools Michael Granger, Groton Public Schools Jason Hartling, Lebanon Public Schools Alesia Johnson, Bridgeport Public Schools Theresa Kane, East Windsor Public Schools Joseph Mackay, Vernon Public Schools Maryann O'Donnell, Canton Public Schools Kathleen Queller, Waterbury Public Schools Self Proclamation, Danbury Public Schools Nathan Quaresima, East Hartford Public Schools No-Ney, Stonington Public Schools Janet Robinson, Stratford Public Schools Nancy Serna, Consolidated School District of New Britain

Alabama: Amanda Alaric, Portage Township Schools
Lewis Fennell, Indianapolis Public Schools
David Smith, Evansville Vanderburgh School Corporation
Iowa: Thomas Ahart, Des Moines Public Schools
Matt Berninghaus, Center Point-Ursua Community School District
Brad Buck, Cedar Rapids Community School District
Jeff Dicks, Washington Community Schools
Mark Dohmen, North Cedar Community School District
Paul Goumen, Iowa City Community School District
Steve Guffee, Iowa School for the Deaf
Mary Hamilton, Volusia-DeLand Community School District
Kevin Hatfield, West Branch Community School District
Ed Hawks, Underwood Community School District
Chris Hoover, Maquoketa Community School District
Lou Howell, Trepoer Community School District
Kathleen Johnson, The Prairie Peninsula School District



Thank You to our Corporate Sponsors!

- Scholastic – Champion (\$20,000)
- Safe and Civil Schools – Partner (\$10,000)
- French Toast – Partner (\$10,000)



And special appreciation to our philanthropic partners:

**Campaign for Grade-Level Reading
The California Endowment**





Support AAC 2018



<http://www.attendanceworks.org/donate/>



Webinar Recording

We will post a recording of this webinar
within 72 hours:

<http://www.attendanceworks.org/resources/webinars/>



Feedback

Please let us know how we can improve:
https://www.surveymonkey.com/r/community_matters

Thank you!