

Nurture Dreams:

*Ensure Students Feel Safe, Supported,
Connected and Engaged*





Welcome



Ayeola Fortune

*Senior Director,
Impact and Global Results*

United Way Worldwide



Convening Partners





**Welcome to our
New State Partner!**



NORTH CAROLINA ASSOCIATION FOR PUBLIC CHARTER SCHOOLS



United Way's Focus on Attendance

- Attendance a core strategy for our work in child and youth success, UWSWPA featured on this webinar is one example
- Sometimes stand alone, but often part of broader, multi-faceted efforts to improve educational outcomes
- UW are boundary spanners, have strong community-based relationships/partnerships, so are well positioned to lead and/or connect efforts
- Connect with your local United Way to understand how they specifically are working on education

Thank You to Our Corporate Sponsors for Attendance Awareness Campaign 2019!



Partner (\$10,000)



Partner (\$10,000)



Partner (\$10,000)



2018 by the Numbers

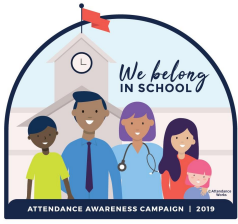
- **673** Superintendents signed the **Call to Action**
- **5,500+** news stories
- **7,110** tweets using **#schooleveryday** creating **19.6 million** impressions
- **6,306** people registered for one of our webinars



Announcing 2019 Theme

We Belong in School!





2019 Theme: We Belong in School!

Key Messages:

1. Good attendance helps students do well in school and eventually in the workplace.
2. Students are at risk academically if they are chronically absent (missing 2 days per month or 10 percent of the school year)
3. Prevent absences whenever possible
4. Students are more likely to attend school if they feel safe (emotionally + physically), connected, supported, and believe they can learn and achieve.
5. Relationship building is fundamental to any strategy for improving student attendance.



2019 Theme: We Belong in School!

Key Messages:

6. Chronic absence is a problem we can solve when the whole community collaborates with families and schools.
7. The key to success is avoiding laying blame and taking a proactive, positive, data driven, problem-solving approach.
8. Families, educators and community partners need to monitor how many days a student misses school.
9. Reducing chronic absence helps create more equitable academic outcomes, especially for children who live in poverty, experience discrimination and have disabilities.
10. States can lead the way and encourage districts and schools to take action to improve student attendance.



Welcome



Hedy Chang

Executive Director
Attendance Works

**& Members of the
Attendance Works Team**



Agenda

I. Welcome and Overview

II. Presenters

- **Marie Groark**, Executive Director, Get Schooled
- **Damon Bethea**, Mentoring Project Director, United Way of Southwestern Pennsylvania
- **Merceda Gomez**, Literacy Academic Coach, Allegheny Traditional Academy 6-8, Pittsburgh Public Schools
- **Fiorella Cabrejos**, Principal, Fordham Leadership Academy, New York City
- **Shilpa Reddy**, Community School Director, Fordham Leadership Academy, New York City

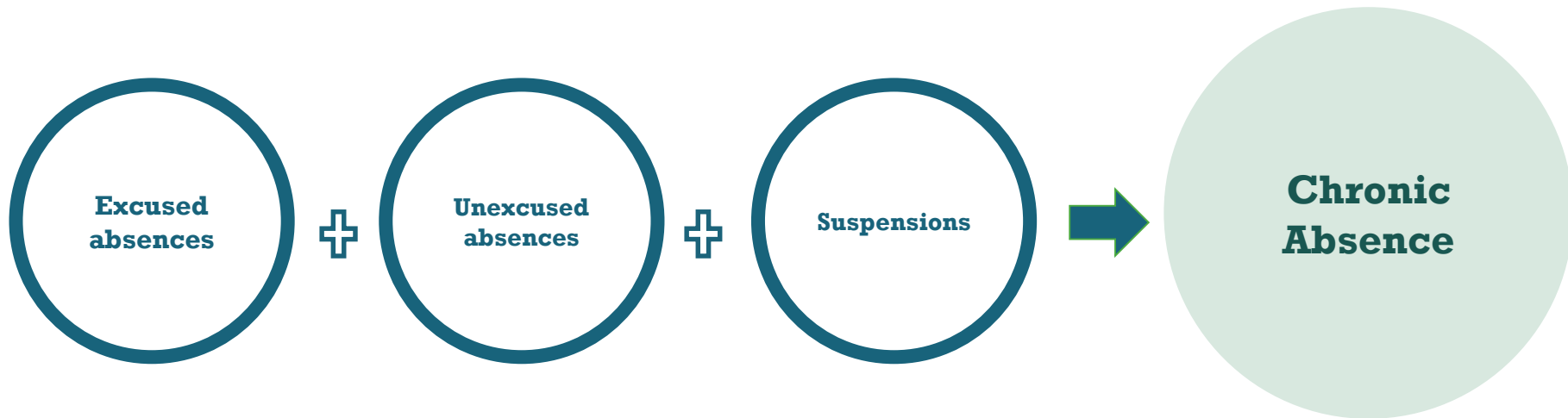
III. Questions from the Audience

IV. Announcements



Defining Chronic Absence to Support Preventing and Early Intervention

Chronic absence is missing so much school for any reason that a student is academically at risk. To ensure it acts as an early warning sign, 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).



Chronic absence is easily masked if we only monitor missing consecutive days

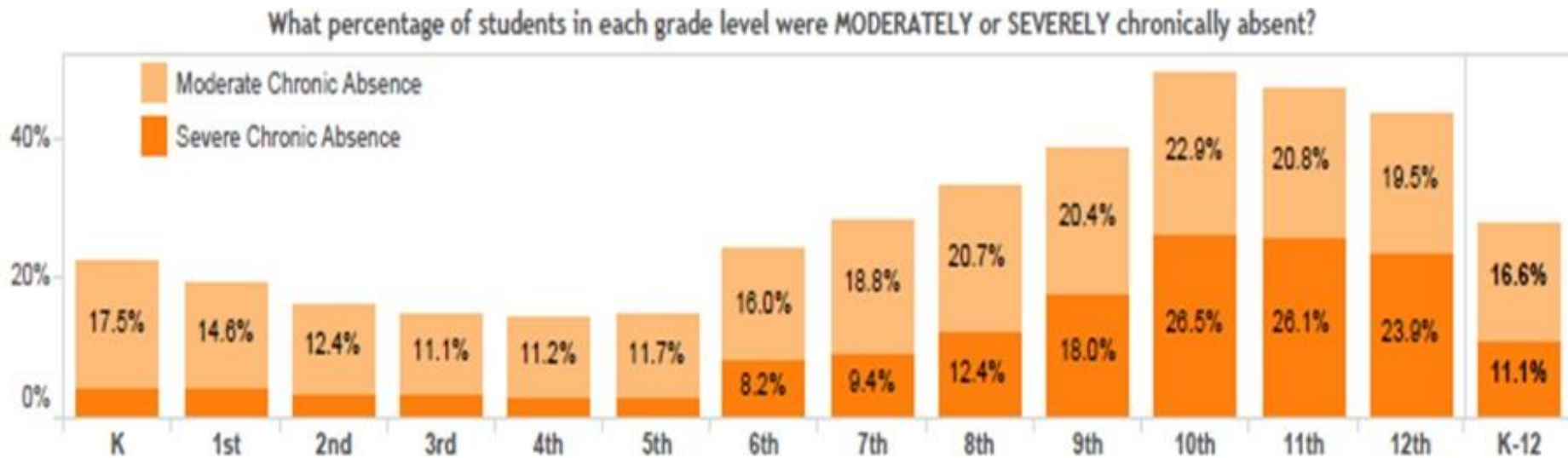
September					October					November					December					January				
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February					March					April					May					June				
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Chronic Absence = 18+ days of absence = **As few as 2 days a month**



Chronic Absence Rates Typically Rise in Middle and High School





Student Attendance is Strongly Associated with Academic Success

Chronic Absence = Warning Sign of Academic Risk

PK-1st Grade:

Students who attend regularly in the early grades perform better on measures of academic and social and emotional capacities.

3rd Grade:

Students who attend school regularly are more likely to be able to read proficiently by the end of 3rd grade.

Middle School Success:

Students who attend school regularly are more likely to have passing grades in middle school

High School Completion:

Students who attend school regularly are more likely to graduate from high school

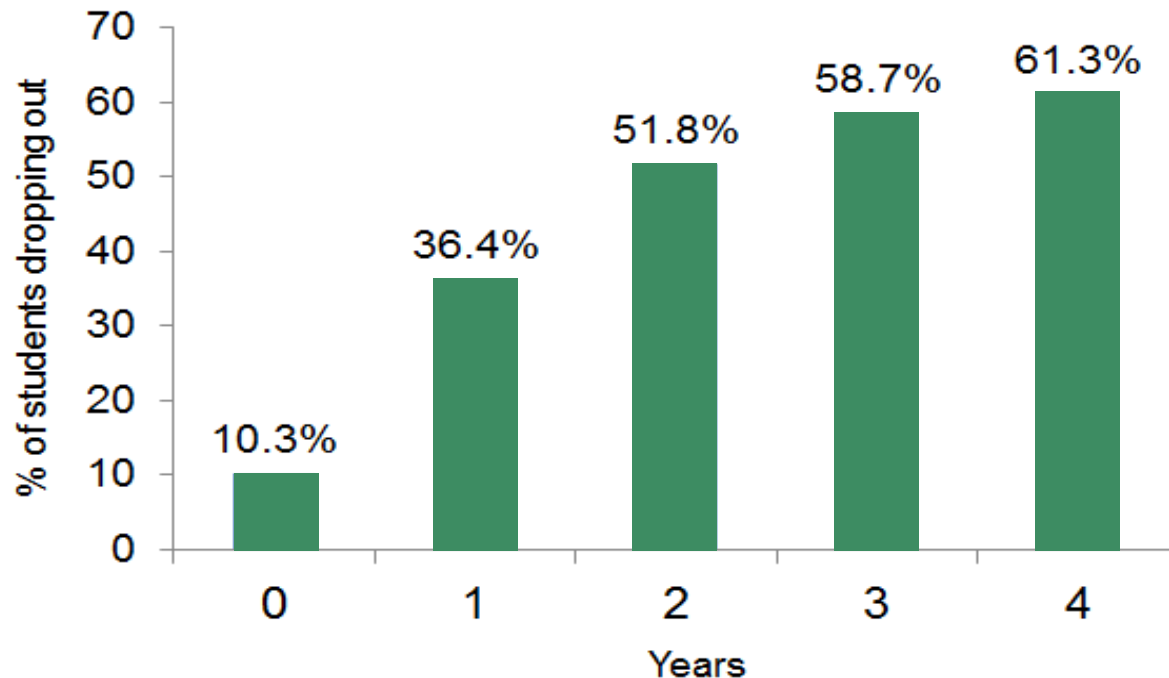
College Completion:

Students who attend school regularly in high school are more likely to persist in college and graduate



The Effects of Chronic Absence on Dropout Rates are Cumulative

Proportion of Students Dropping Out by Number of Years the Student was Chronically Absent from 8th-12th Grades



<http://www.utahdataalliance.org/downloads/ChronicAbsenteeismResearchBrief.pdf>

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.

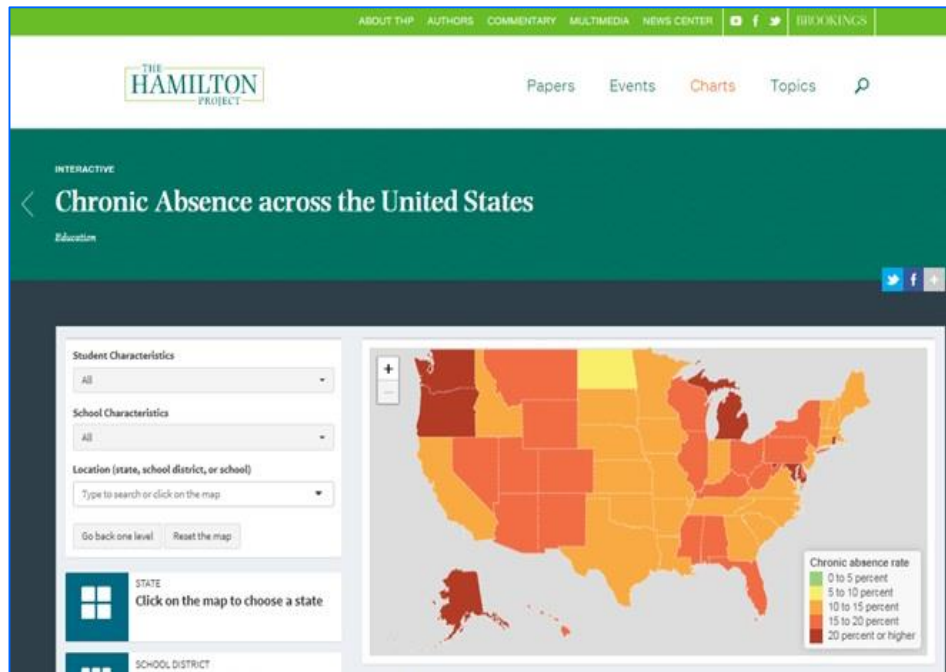
States set goals; supportive framework.

Accountability and data for student sub-groups.

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



Chronic Absence Data is now available nationwide

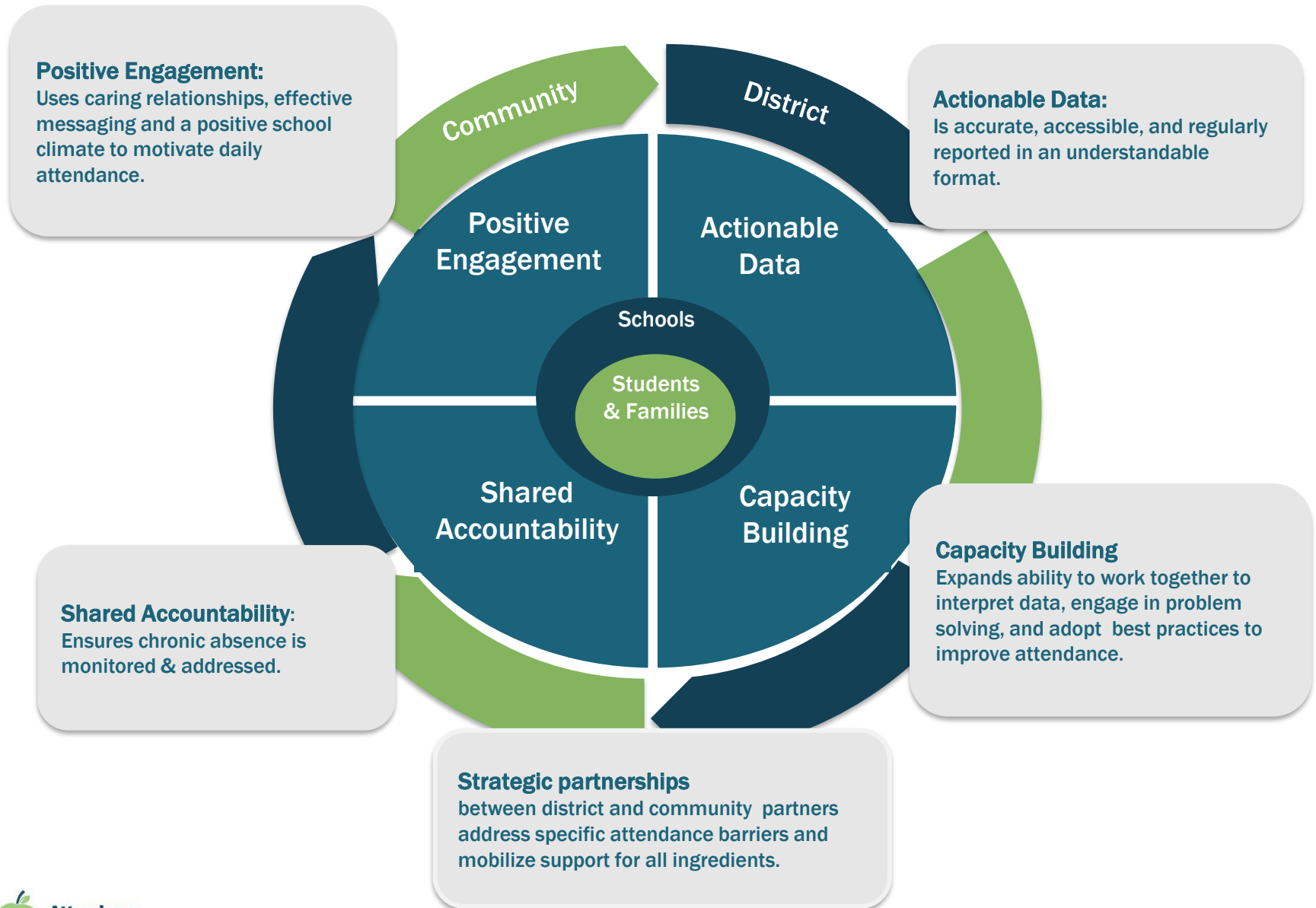


Chronic Absence is Widespread and Concentrated:

- ❖ In SY 2015-16, **nearly 8 million students were chronically absent**, an increase of more than 800,000 students since SY 2013-14.
- ❖ More than half of the chronically absent students were found in 4% of districts.
- ❖ In 8 states and the District of Columbia, more than 20 percent of students were chronically absent.

http://www.hamiltonproject.org/charts/chronic_absence_across_the_united_states

Take a Data Driven Systemic Approach





Improving Outcomes Requires Helping Districts Support School-Level Change



- School sites are crucial units of change
- The field of education is increasingly recognizing that focusing on instruction is not enough. What is needed is a whole child approach supported by schools, families, community and public agency partners.
- Building the capacity of school leaders and school staff to leverage chronic absence for improving outcomes is essential.
- Districts are key to equipping schools.



Solutions Require Understanding What Factors Contribute to Chronic Absence

High and extreme levels of chronic absence are an alert that additional investment is needed to unpack and address common causes of missing school.

Barriers

- Illness, both chronic and acute
- Lack of health, mental health, vision, or dental care
- Family responsibilities
- Trauma
- Unsafe path to/from school
- Poor transportation
- Housing and food insecurity
- Frequent school changes
- Involvement with child welfare or juvenile justice systems
- Inequitable access to resources due to bias & discrimination

Negative School Experiences

- Struggling academically and behaviorally
- Ineffective or harmful interventions
- Bored
- Social challenges
- Bullying
- Suspensions and expulsions
- Harsh, biased disciplinary practices especially for students of color
- Negative attitudes of parents due to their own school experience
- Undiagnosed disability
- Lack of appropriate accommodations for disability

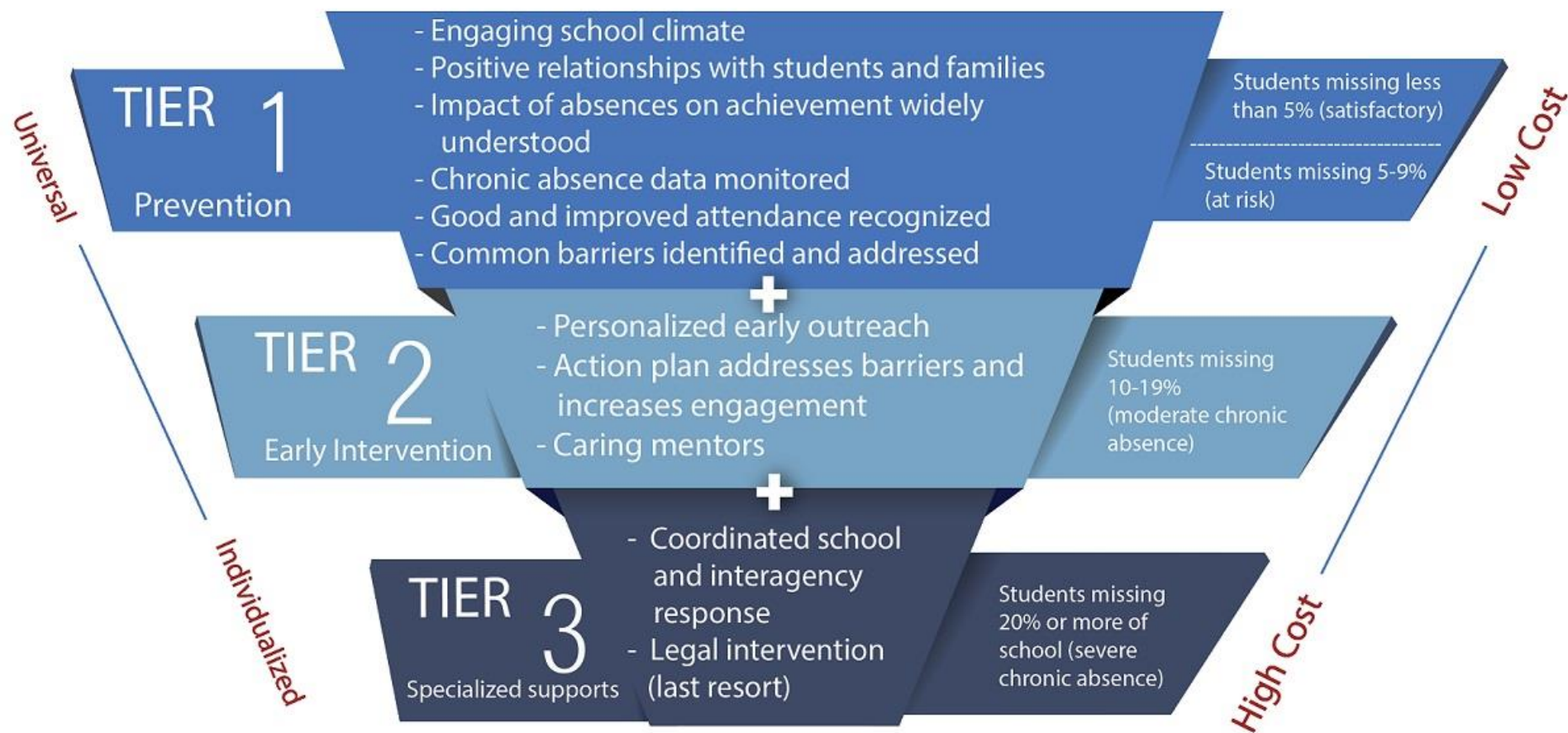
Lack of Engagement

- Lack of or inequitable access to challenging, culturally responsive, engaging instruction & enrichment
- Lack of academic, emotional and behavioral support
- No meaningful or negative relationships to adults in the school
- Stronger ties with peers out of school than in school
- Unwelcoming school climate
- Failure to earn credits/ no future plans
- Many teacher absences or long-term substitutes

Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions are not relevant

Invest in Prevention and Early Intervention



High and extreme levels of chronic absence are an alert that additional support is needed to address chronic absence.



Changing outcomes requires adopting a NEW attendance paradigm

From: Truancy

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



To: Chronic Absence

- Counts all absences
- Emphasizes academic impact of missed days
- Uses preventive problem-solving, trauma-sensitive strategies
- Cultivates family & student engagement



Poll Question

**In your community, what
is the top reason older
students miss school?**

What Do We Know About Teens & Attendance?





Get Schooled



Marie Groark

Executive Director

Get Schooled



Attendance Works **x** Get Schooled

2019 Student Survey Results



Get Schooled Overview



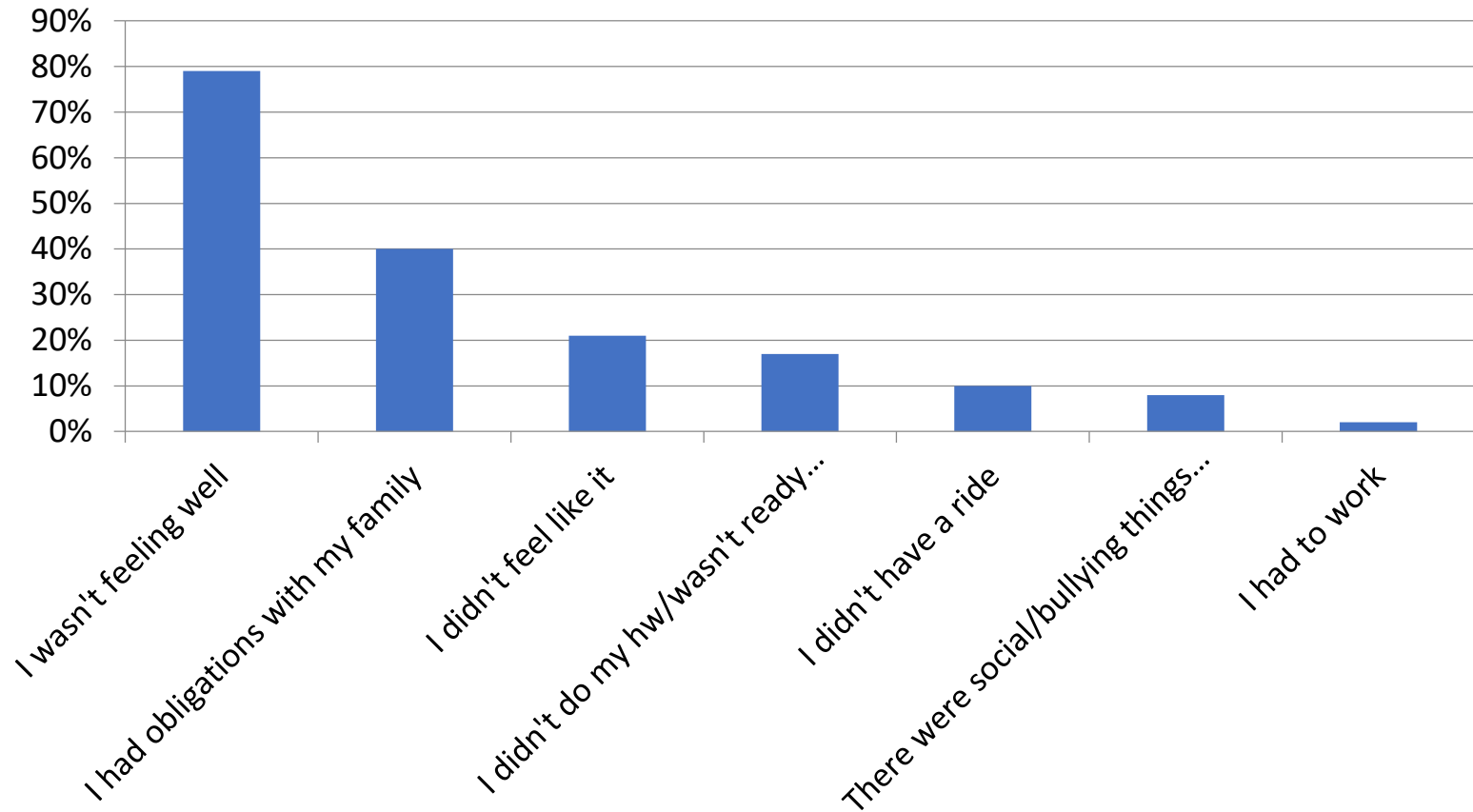
- Founded nearly ten years ago with a mission to **empower and engage young people** and to give them the tools and inspiration to get the education they need to succeed.
- A digital platform, gamification and a recipe we call '**sizzle and substance**' to inspire and engage students.
- Has become a community of more **than one million young people** - from age 14 - 24.
- Designed **for the needs of the underserved**, but serves any student who wants to join. The community spans all fifty states and is majority African-American, Latino and low-income.
- We were named a 2017 ***Fast Company Most Innovative Company*** for its use of gamification to encourage young people to stay engaged with meaningful content and community.

GET SCHOOLED ATTENDANCE-RELATED SURVEYS

1. **Summer 2015** surveyed about 1,000 high school students and asked them why they missed school and what might encourage them to miss less school
2. **Spring 2019** surveyed 500 high school students and asked them if they skip school more in the Spring and, if so, why

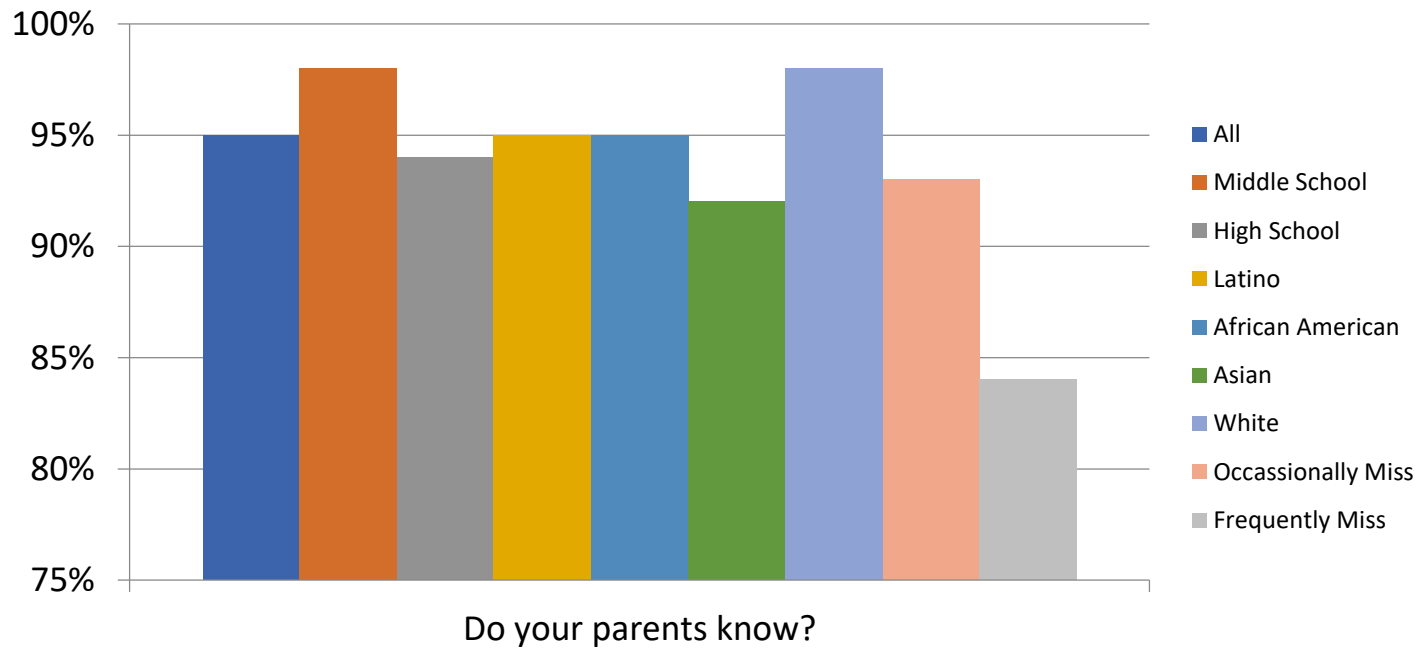
Reasons for Missing School

Not feeling well is far and away the number one reason for missing school, with family obligations a distance second.



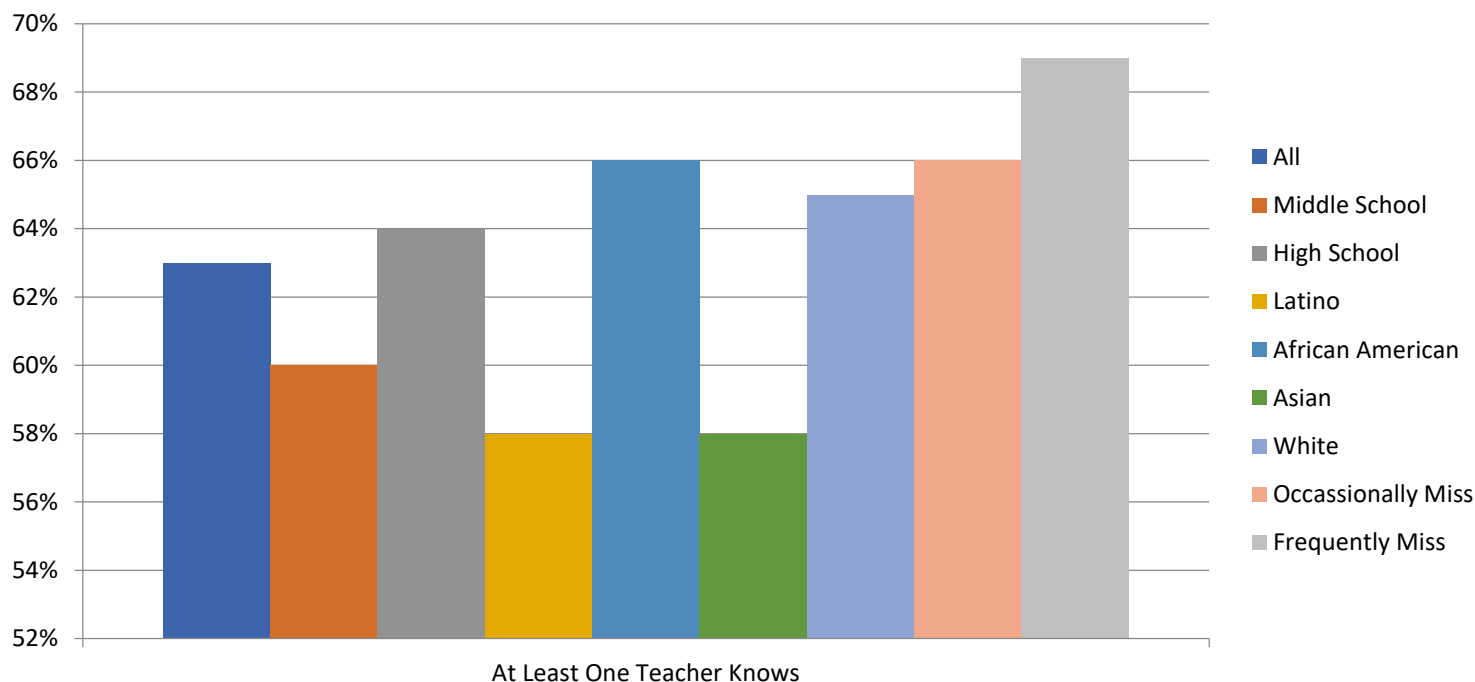
Do Your Parents Know?

Most students say their parents are largely aware of when they miss school – 95% of students report that their parents know they have missed school. The more students miss school, though, the less likely their parents are aware. Of students who frequently miss school, only 84% report their parents know they miss all the time.



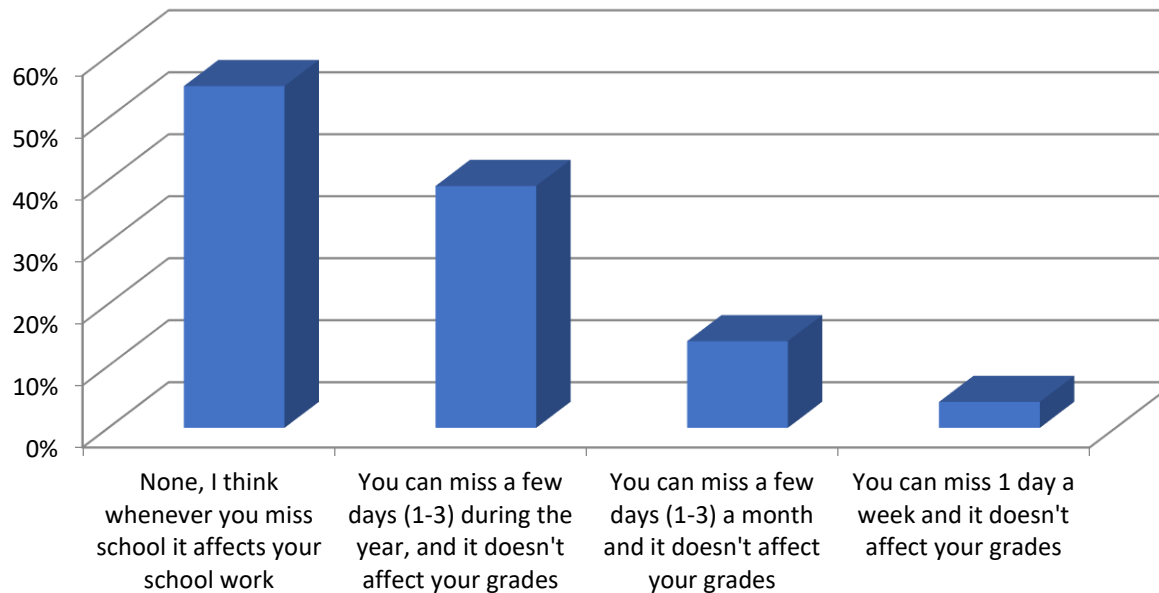
Do Any of Your Teachers Notice?

Among all students, about two-thirds believe that at least one teacher in their school noticed they were absent. Middle school students are slightly less likely than high school students to believe their teachers noticed. Asian students and Latino students are also less likely to believe a teacher noticed their absence. Interestingly, students who frequently miss are most likely to believe a teacher missed them.



How Much Is Too Much?

More than half of students recognize the importance of coming to school every day. But 14% of students believe you can miss a few days of school a month and/or a day of school a week and it won't affect your grades. And that number is remarkably higher among several sub-groups.



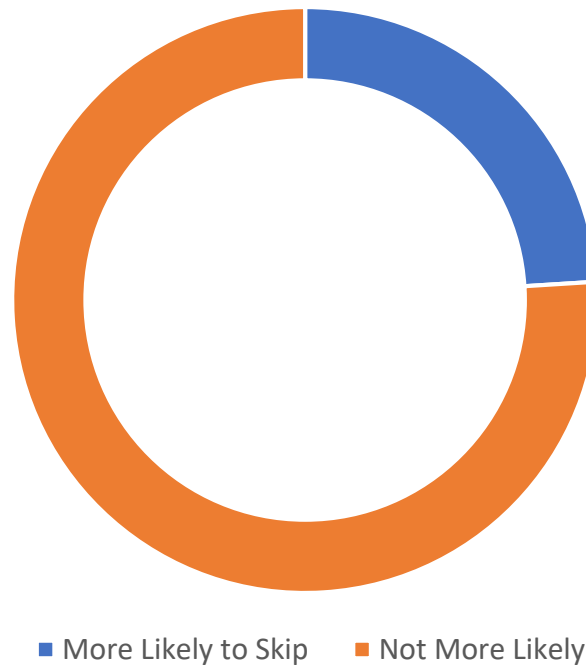
% of Students Who Believe You Can Miss a Few Days Each Month/Week

All	18%
Middle School Students	15%
High School Students	20%
Latino	15%
African American	19%
White	19%
Asian	20%
Occasionally Miss	34%
Frequently Miss	44%

Are You More Likely to Skip School at the End of the Year?

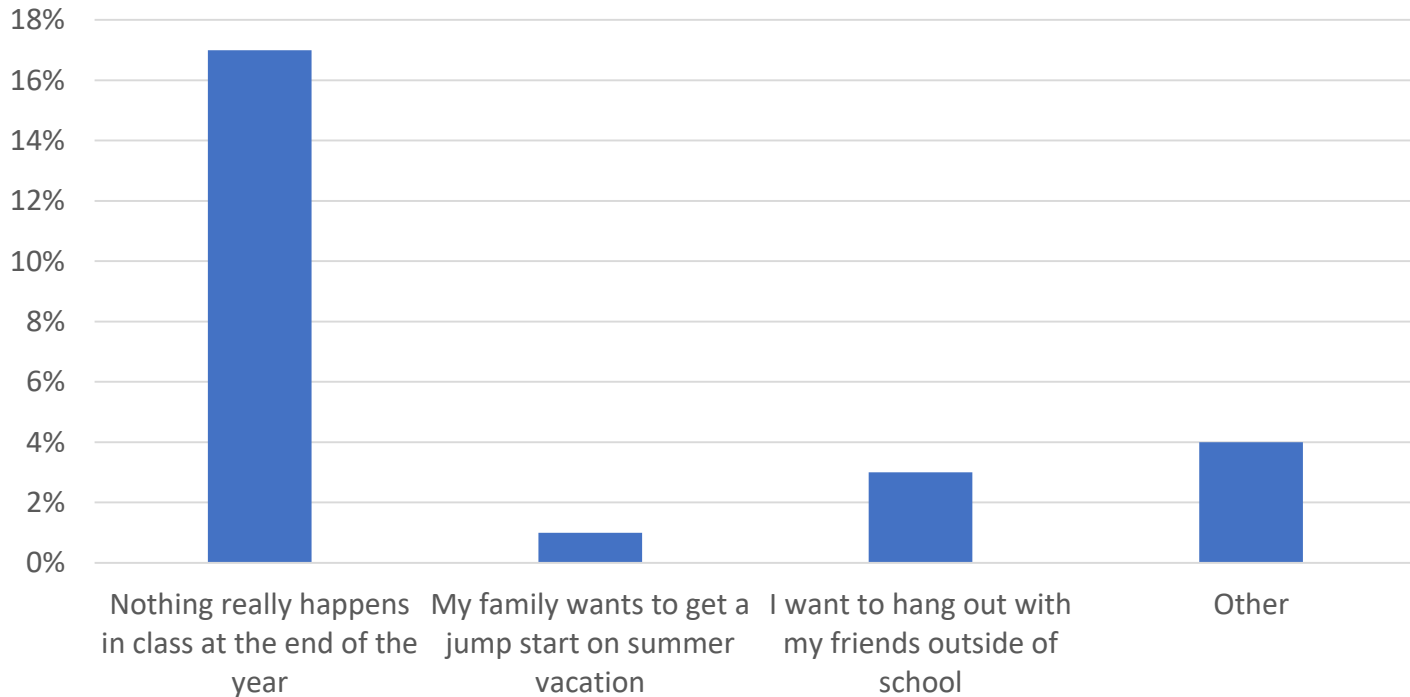
In a survey of high school students in May 2019, nearly one quarter reported that they are more likely to skip school later in the year than they are in the fall.

Students Surveyed N=500



Why Do You Skip More School at the End of the Year?

In a survey of high school students May 2019, nearly one quarter reported that they are more likely to skip school later in the year than they are in the fall.



How Can Get Schooled Help?

Beginning in mid-September, Get Schooled will have several initiatives that will reinforce key messages and encourage improved attendance. Any school in the country can sign up or participate in these activities:

- **GET SCHOOLED CALCULATOR** – Wonder if your absences are adding up? We have a calculator that can tell you if you're missing too many days.
- **GET SCHOOLED ATTENDANCE CHALLENGE** – Since 2011, Get Schooled has hosted a fall attendance challenge. Hundreds of schools have participated, earning tens of thousands of dollars in grants, and most importantly boosting their school attendance rates!



FOR MORE INFORMATION, CONTACT:

+ Ivana Mladenovic
Sr. Manager Education Programs
Ivana.Mladenovic@getschooled.com



Be A Middle School Mentor



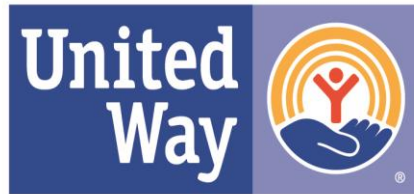
Damon Bethea

Mentoring Project Director
*United Way of Southwestern
Pennsylvania*



Merceda Gomez

Literacy Academic Coach
*Allegheny Traditional Academy 6-8,
Pittsburgh Public Schools*



United Way of
Southwestern Pennsylvania

United Way's be a middle school mentor



BAMSM Background

- BAMSM is an initiative of United Way of Southwestern Pennsylvania, launched in 2009, to match caring adult mentors with middle school students in 21 Allegheny County, PA school buildings who support them to develop future aspirations that propel them toward academic proficiency and ultimately success in careers and life.



United Way of
Southwestern Pennsylvania

Program Goals

- Career Mentoring
- High School Transition Support
- Academic Achievement (including attendance)
- Middle School Supports
- College Exposure



United Way of
Southwestern Pennsylvania

Mentees

- 356 BAMSM mentees in school year 2018-2019
- 75% of mentees are African American
- Nearly 90% of mentees are free & reduced priced lunch eligible
- Typical mentees:
 - “Invisible middle”
 - Need additional supports
 - Referrals from parents, principals, teachers, other school staff



Our Mentors

- Volunteers
- Corporate & Community Leaders
- Retirees
- Entrepreneurs
- Schools
- Educators
- Millennials, Gen Xers, and Boomers



United Way of
Southwestern Pennsylvania

Mentor Requirements

- Sign up online through UWSWPA
- Attend a 3 hour mentor training
- Pass 3 clearances (FBI, PA Child Abuse, and PA State Police)
- Attend a 1 hour interview with school coordinator
- Meet mentee at their school once a week between October and May



United Way of
Southwestern Pennsylvania

Attendance Strategies

- BAMSM partners with UWSWPA's Be There Attendance Campaign
- Mentors talk with mentees about their attendance to schools
- Mentors encouragement regarding school attendance
- Connect with school districts' attendance plans
- Work with the Pittsburgh Promise scholarship



United Way of
Southwestern Pennsylvania

Mentors' Impact

- 85% of mentees reported they are happy with their mentor
- 80% of mentees reported they have learned more about careers & how education can get them there
- 80% of mentees said their mentor helps them to see the importance of school
- 75% of mentees said they have a positive mentoring relationship
- 75% of mentees have identified realistic careers
- **87% of mentees attend school at a rate of 90% or higher throughout the school year**
- 80% of mentees increased or maintained their Math grades during the 2017-18 school year
- 80% of mentees increased or maintained their Reading grades during the 2017-18 school year



United Way of
Southwestern Pennsylvania

What Are Schools Saying?

- Students are attending school more, not just on the days of mentoring
- Parents report their child's desires more to be at school
- Schools appreciate that mentors are talking with their mentees about the importance of being a school daily
- Schools appreciate BAMSM's partnership with Be There



United Way of
Southwestern Pennsylvania

Ms. Merceda Gomez

- Literacy Coach at Allegheny Traditional Academy 6-8 school on Pittsburgh's North Side
- One of BAMSM's Building Champion at Allegheny Traditional Academy 6-8 school
- 25 BAMSM mentoring matches at Allegheny Traditional Academy



United Way of
Southwestern Pennsylvania

Allegheny Traditional Academy 6-8



Location: Pittsburgh's Northshore (Inner city)

School Status: Full Traditional Magnet, Title I, Middle school for students in grades 6th-8th

of Students: 217 (82% African-American, 8% White, 8% Multi Racial, 2% Hispanic)

Staff: 28 (18 teachers)

Mentees in BAMSM: 25 (21 Lunch Bunch, 4 Afterschool)

Benefits of BAMSM

- **Students & Families**

- Increases enthusiasm for school
- Provides an external outlet to deal with school issues

- **School**

- Creates a positive partnership to address individual student needs
- Continuous support for our students and families
- A highlight of our school environment

- **Improving Attendance**

- Aspect of a larger attendance initiative
- Incentive which excites students and motivates them to attend school, especially the day of the program

Implementation & Sustainability

- **Strategic Planning**
- **Communication is Key!**
 - Attendance Check-ins
(mentees and mentors)
 - Support Check-ins
- **Be an Active Lead!**



Fordham Leadership Academy, NYC

Shilpa Reddy

Community School Director
*Fordham Leadership Academy,
New York City*

Fiorella Cabrejos

Principal
*Fordham Leadership Academy,
New York City*





CENTER FOR
SUPPORTIVE
SCHOOLS



Attendance Strategies for High School

Fiorella Cabrejos, Principal & Shilpa Reddy, CSD

Fordham Leadership Academy: OUR VISION

At Fordham Leadership Academy, we cater to the whole child by our unwavering commitment to develop future leaders that are prepared for the challenges of the 21st century via academic excellence and character development.

*Building Leaders one child at a time...
Core Values and Leadership Qualities*

Responsibility
Problem Solving
Communication
Community Impact



FLA At A Glance

Student Demographics

Hispanic: 68%

Black: 25%

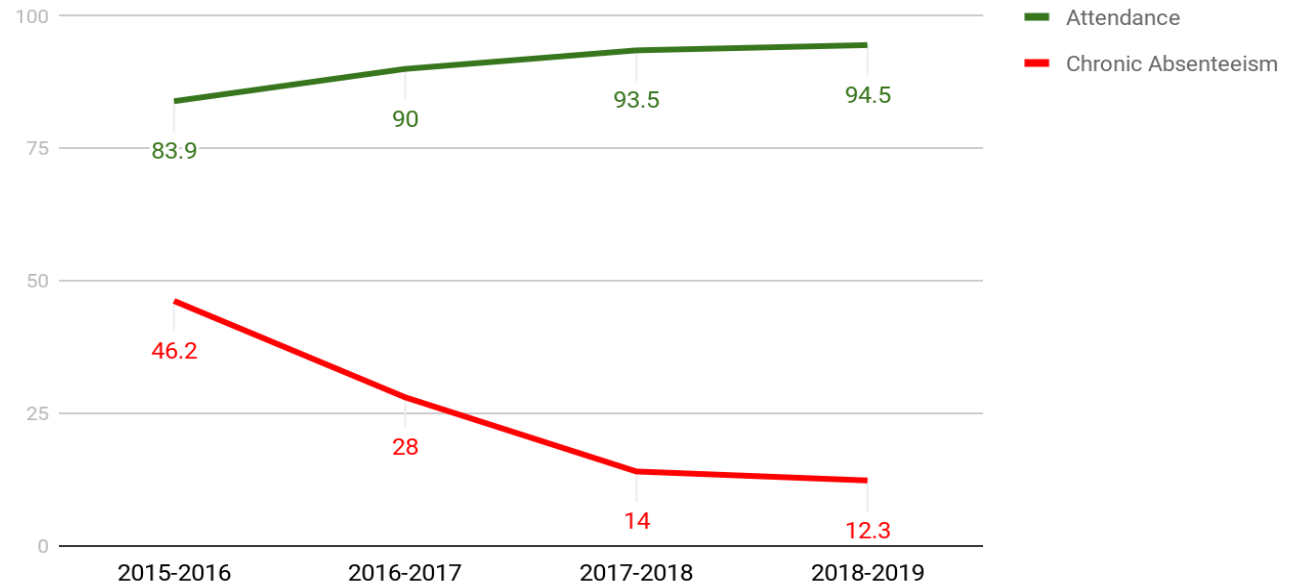
Asian: 3%

White: 3%

English Language Learners: 22%

Students with special needs: 24%

Attendance & Chronic Absenteeism at FLA



Chronic Absenteeism: Strategy 1

Heat Map Organizing



Fordham Leadership (10X438) - Attendance Heat Map SY 17-18

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WEEK OF FEBRUARY 26 - March 6

Official Class	DOE Risk Group	Attd YtD	Attd YtD as of 02/26 in SY16-17	Change from Last Year	Point Person	Credits Earned: Total	Regents Passed of 5	M	T	W	T	F	S	O	N	D	J	F	Intervention Updates Week of 2/26 - 3/6
U2G	3: Chronically Absent	89.70%	94%	-4%	Gwen (RISE)	14.5	0	4	1	3	2	0	93%	86%	79%	100%	100%	83%	
T4G	3: Chronically Absent	89.70%	84%	6%	CRUZ	39.4	5	4	0	2	3	1	100%	95%	90%	75%	100%	75%	Conference with [redacted] on 3/1/18 RE: Attendance/Lateness.
U3T	3: Chronically Absent	89.70%	98%	-8%	Chevon (TLF)	22.58	3	3	1	1	2	3	93%	100%	90%	88%	86%	75%	
T4G	3: Chronically Absent	89.70%	80%	10%	CRUZ	39.9	3	1	5	0	1	3	100%	91%	95%	88%	71%	92%	Conference with [redacted] on 2/15/18 RE: Attendance/Lateness. She
U2T	3: Chronically Absent	88.70%	89%	0%	Mark (RISE)	19.08	1	3	2	1	2	3	53%	100%	100%	94%	93%	83%	
T4G	3: Chronically Absent	87.60%	84%	4%	Stephanie (R)	39.66	5	3	2	1	3	3	100%	91%	90%	94%	71%	75%	Conference with [redacted] mom on 2/15/18. Another conference s
U3G	3: Chronically Absent	87.60%	98%	-10%	CRUZ	39.16	4	1	3	3	1	4	100%	100%	90%	81%	64%	83%	Conference with [redacted] on 3/1/18 RE: Attendance/Lateness.
U1T	3: Chronically Absent	86.60%	91%	-4%	CRUZ	9.5	1	3	2	2	1	5	93%	81%	95%	63%	93%	100%	I left a message on 2/28/18 RE: Attendance & scheduling a meeting
T4G	3: Chronically Absent	86.60%	90%	-3%	CRUZ	46.32	3	3	2	3	1	4	100%	95%	95%	81%	71%	67%	Conference with [redacted] on 3/1/18 RE: Attendance/Lateness. Dad
U3L	3: Chronically Absent	85.60%	100%	-14%	CRUZ	35.74	0	4	3	3	2	2	100%	91%	100%	44%	93%	83%	[redacted] has been checking in with me daily. I'm wondering why t
U3G	3: Chronically Absent	85.60%	93%	-7%	CRUZ	25.24	0	4	3	0	3	4	87%	100%	95%	63%	86%	75%	I left a message on 3/1/18. [redacted] checked in with me on 3/2/18
T4G	3: Chronically Absent	83.50%	100%	-17%	Mark (RISE)	38.82	2	2	3	3	1	7	100%	95%	68%	75%	86%	75%	Conference with [redacted] & his mom on 3/1/18 RE: Attendance/La
T4G	4: Severely Chronically Absent	79.40%	95%	-16%	CRUZ	38.08	5	4	5	1	6	4	93%	71%	68%	88%	86%	75%	Conference with [redacted] and his dad visited a Transfer School with Mr. Daniels on 2/1
U2L	4: Severely Chronically Absent	78.40%	91%	-12%	Mark (RISE)	15.08	0	7	2	4	2	6	100%	91%	90%	81%	64%	25%	[redacted] and his dad visited a Transfer School with Mr. Daniels on 2/1
U1G	4: Severely Chronically Absent	76.30%			Figueroa	13.58	3	4	5	4	5	4	64%	91%	79%	75%	93%	42%	DISCHARGED
T4L	4: Severely Chronically Absent	72.20%	96%	-24%	CRUZ	62.32	2	6	5	5	5	6	93%	86%	79%	69%	36%	58%	[redacted] checked in with me on 3/5/18. She stated that she was on c
U3T	4: Severely Chronically Absent	71.10%	91%	-20%	Figueroa	28.16	5	8	7	4	6	3	60%	67%	79%	75%	64%	83%	[redacted] has been checking in and is making improvements. (CRUZ)
T4T	4: Severely Chronically Absent	70.10%	80%	-10%	Gwen (RISE)	35.24	1	4	6	5	8	6	93%	71%	68%	69%	79%	33%	[redacted] is working with Mr. Daniels and is in the process of enrolling i
T3G	4: Severely Chronically Absent	64.90%	56%	9%	Stephanie (R)	29.32	3	7	13	6	1	7	80%	52%	47%	81%	50%	92%	[redacted] is working with Mr. Daniels and is in the process of enrolling i
T4T	4: Severely Chronically Absent	44.30%	93%	-49%	Figueroa	44.48	4	10	10	11	11	12	0%	0%	42%	63%	100%	92%	[redacted] has been in the hospital since 2/26/18 & should hopefully be r

+ HORT V/W 5 Term 2 - (SCA/CA): COHORT T/U 5 TERM 2 - (SCA/CA): P2L SHADOW Student Attendance Profile P2L

Chronic Absenteeism: Strategy 2

Attendance Meeting Protocols



FLA Attendance Team Rolling Agenda Template

Attendance Team Meeting Agenda [Date]		
Goals:		
Topic:	Attendees: Facilitators: Note Taker: Timekeeper:	
Meeting objectives:		
Materials:		
Schedule [Meeting Time]		
Time	Minutes	Activity
x:xx - x:xx	x	<u>Framing, Clearing Protocol, Roles</u> Clearing: What is a rose from this week so far? Review Last Week's Action Items: <ul style="list-style-type: none">•
x:xx - x:xx	x	<u>ATS: School-Wide Daily Attendance Data & Summary by Cohort</u> Noticing and Wondering Protocol <ul style="list-style-type: none">• What is the data telling us?<ul style="list-style-type: none">◦ Student Data◦ School Year Cohort Data◦ Week Student Absences Data
x:xx - x:xx	x	<u>ATS Reports:</u> <ul style="list-style-type: none">• RADP (Discharged list for g/x - x/xx): #• RSNS (No show report g/x - x/xx): 1• R4RR-407 List: #<ul style="list-style-type: none">◦ Open 407's: #◦ Closed: #
x:xx - x:xx	x	<u>[Insert New Focus Topic]</u> <ul style="list-style-type: none">•
x:xx - x:xx	x	<u>Chronically Absent/Severely Chronically Absent Student Plan</u> <ul style="list-style-type: none">• Find tab of focus students (chronically absent or severely chronically absent) in heat map

Student Data

ATS : Student Data (Noticing and Wondering)

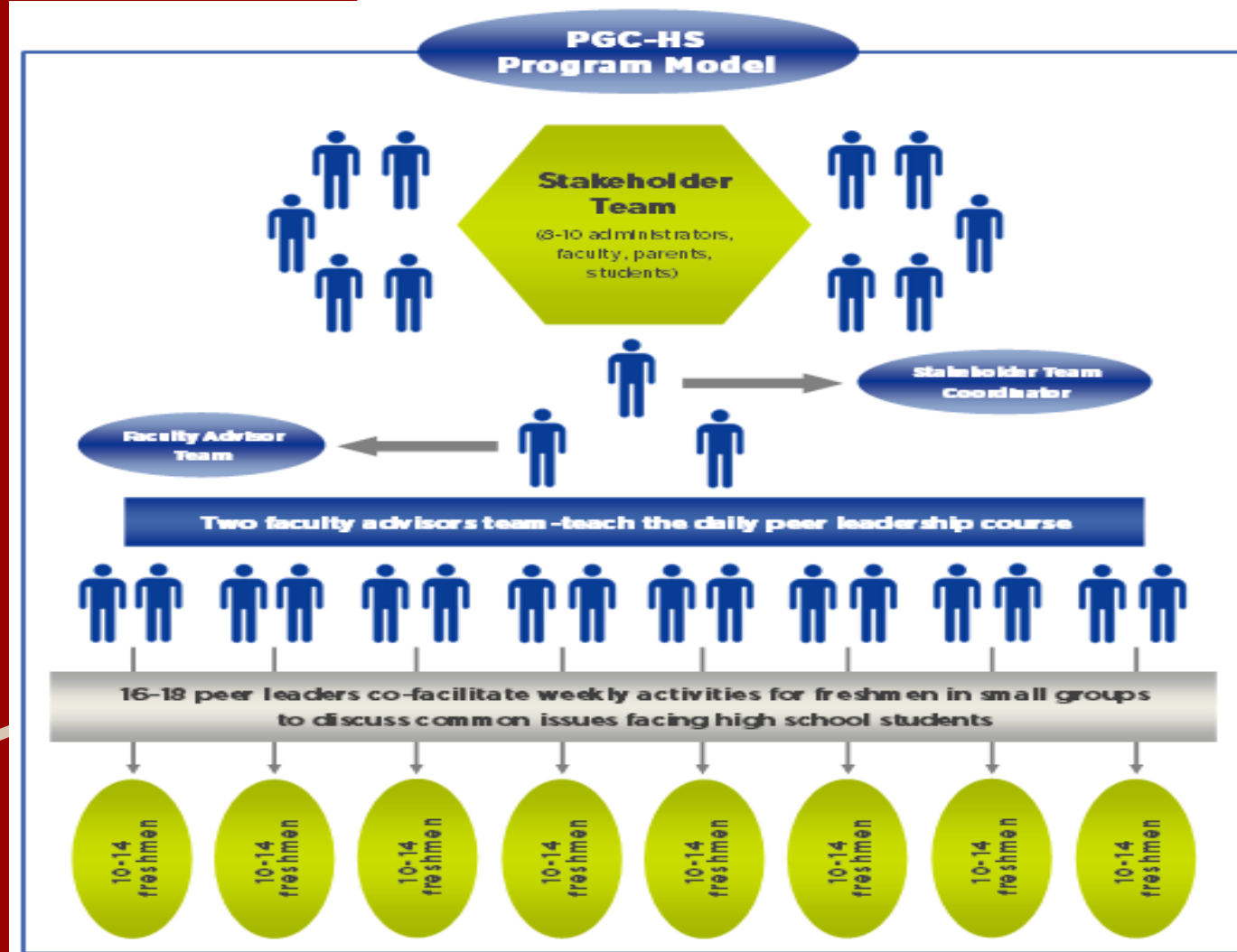
Week Range	Daily Percentage	Week Percentage	Target Goal
Recap September – June SY: 201x-1x	(M) – x (Tu) – x (W) – x (Th) – x (F) – x	#%	#%
September 9/xx – 9/xx	(M) – x (Tu) – x (W) – x (Th) – x (F) – x	#%	#%
October 10/xx – 10/xx	(M) – x (Tu) – x (W) – x (Th) – x (F) – x	#%	#%
November 11/xx – 11/xx	(M) – x (Tu) – x (W) – x (Th) – x (F) – x	#%	#%
December 12/xx – 12/xx	(M) – x (Tu) – x (W) – x (Th) – x (F) – x	#%	#%
[Current Month] Weekly Attendance			
January 1/xx – 1/xx	(M) – x (Tu) – x (W) – x (Th) – x (F) – x	#%	#%
January 1/xx – 1/xx	(M) – x (Tu) – x (W) – x (Th) – x (F) – x	#%	#%
Year to Date Sept xx - Dec xx	(M) – x (Tu) – x (W) – x (Th) – x (F) – x	#%	#%

FLA Attendance Team Rolling Agenda Template

New Vision: School Year Summary by Cohort

School Year [current SY]		
Cohort	# of Students	% Attendance
2018	#	#%
2019	#	#%
2020	#	#%
2021	#	#%
School Year [previous SY]		
Cohort	# of Students	% Attendance
2018	#	#%
2019	#	#%
2020	#	#%
2021	#	#%

Chronic Absenteeism: Strategy 3 Peer Group Connection (PGC)



**Connected,
Supported, and
Engaged from
Day 1...**

- Incoming 9th Grade Open House in June
- Summer Bridge
- Guidance counselor check-ins over the summer



Impact of PGC: Attendance

From 2018 Westat study of PGC-HS in 32 schools over 2 years:

- 9th grade students and peer leaders who participated in PGC attended school more than non-participants.
- Increased attendance rates were sustained a full year after students completed PGC.
- Read the report, “In School and On-Track to Graduate”

https://static1.squarespace.com/static/59930928f9a61e13c4567092/t/5c0ea07c575d1fd01789036e/1544462503207/ATT_Westat_Reports_2018-12-10.pdf

6.1
more
days



Baltimore/NYC

6.2
more
days



North Carolina

7.8
more
days



Baltimore/NYC

2.4
more
days



North Carolina

How PGC Impacts Attendance

- **Power of peer influence:** Peer leaders are expected to be present in school and lead by example.
- **Connectedness to school:** Students understand that it matters to someone if they are present.
- **Explicit emphasis on theme of *Showing Up* throughout the PGC curriculum:** Curriculum includes engaging, peer-led activities that help students think about why showing up to school and attending class matters and affects graduation, and what it means to give school your full attention and get something meaningful from the experience by being present and staying focused.
- Read more here: <https://www.attendanceworks.org/teen-mentors-inspire-their-peers-to-show-up/>
- For information, contact: info@supportiveschools.org





Panel Discussion



Damon Bethea

Mentoring Project
Director
UW of Southwestern PA



Merceda Gomez

Literacy Academic Coach
*Allegheny Traditional
Academy 6-8,
Pittsburgh Schools*



Shilpa Reddy

Community
School Director
*Fordham Leadership
Academy, NYC*

**Fiorella
Cabrejos**

Principal
*Fordham Leadership
Academy, NYC*



Panel Discussion

Sometimes we see very high levels for particular groups of students whether they are immigrants or from a particular racial / ethnic group.

In your experience, what are the reasons behind those high rates?



Questions from the Audience





Announcements



Cecelia Leong

Director for Programs

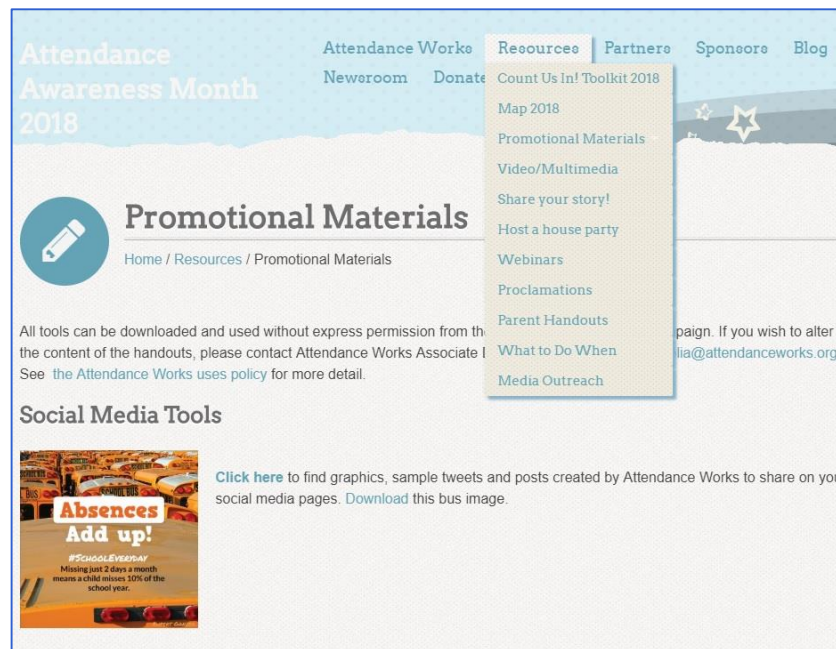
Attendance Works



Key Resource: Attendance Awareness Website

- ✓ Download our free materials and our online **Count Us In!** toolkit and share with local districts.
- ✓ Encourage schools and community partners to join our listserv: **18,000+** members.

PROMOTE LOCALLY



Sign up for Updates: www.awareness.attendanceworks.org



Opportunities to Promote AAC 2019!

Share the Attendance Awareness website:

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

- ✓ Like us on Facebook 
- ✓ Tweet using #schooleveryday @attendanceworks 

- ✓ Add a badge to your signature line or materials
(Spanish versions are available, too!)

<https://awareness.attendanceworks.org/resources/promotional-materials/2019-badges/>



- ✓ Write a blog post on your website promoting regular attendance and the Attendance Awareness Campaign!



2019 Webinar Series

- ★ **March 21:** Lay a Foundation for Success: Engage Families to Address Early Chronic Absence
- ★ **May 16:** Nurture Dreams: Ensure Students Feel Safe, Supported, Connected and Engaged
- ★ **August 8:** Open Doors: Create a Healthy School Climate
- ★ **September 10:** A Place Where We Belong: Improving Conditions for Learning

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

And special appreciation to our philanthropic partners:

**The Campaign for Grade-Level Reading
The California Endowment
The Jonathan Logan Family Foundation**





Support AAC 2019



<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/nurture-dreams-2019>

Thank you!