Attendance **Works**

IEL **Institute for Educational Leadership**
Innovation. Equity. Leadership.

Keep Kids Engaged & Showing Up for Learning:
Relationships, Routines and Partnerships

Attendance Awareness Campaign 2022 — Webinar 1 of 4

April 6, 2022

www.attendanceworks.org

Welcome

S. Kwesi Rollins
Vice President for Leadership & Engagement
Institute for Educational Leadership
Chair, Advisory Board, Attendance Works

Hedy N. Chang
Executive Director
Attendance Works

Attendance Works ©

IEL Institute for Educational Leadership
Innovation. Equity. Leadership.

About the Institute for Educational Leadership

IEL acts as a catalyst and capacity builder at the intersection of education, community collaboration and workforce development to effectively promote equity and better opportunities for all children and youth. IEL:

- ✓ identifies and implements innovative strategies particularly where educational, economic and social challenges or gaps exist.

- ✓ has developed, trained and supported thousands of leaders across various networks.

- ✓ works at the local, state and national level, investing in community leaders of all ages, stages and sectors.

To learn more visit: www.iel.org

About Attendance Works

Attendance Works advances student success and closes equity gaps by reducing chronic absence. Operating at the local, state, and national level, Attendance Works:

- ✓ Advances better **policy**
- ✓ Nurtures proven and promising **practice**
- ✓ Promotes meaningful and effective **communication**
- ✓ Catalyzes needed **research**

Since our launch in 2010, we have become the nation's "go-to" resource for improving student attendance. To learn more, visit our website: www.attendanceworks.org

Agenda

I. Welcome
   Pele Le, Events and Operations Programs Associate, IEL

II. Attendance Awareness Campaign and Key Concepts
   Kwesi Rollins, Vice President for Leadership & Engagement, IEL
   Hedy Chang, Executive Director, Attendance Works

III. Panel:
   ❖ **Lorri Hobson**, *Director of Attendance, Cleveland Metropolitan School District*

   ❖ **Christina Sepulveda**, *Vice President, Boys & Girls Clubs of Garden Grove*

   ❖ **Aaron Philip Dworkin**, *Chief Executive Officer, National Summer Learning Association*

IV. Closing Reflections
   Kwesi Rollins, Vice President for Leadership & Engagement, IEL

Attendance Works ©

Stay Connected, Keep Learning!

Convening Partners
AAC 2022!

See the full list of national and state campaign partners here: https://awareness.attendanceworks.org/partners-2/

Attendance Awareness Campaign 2022 Webinar Series

Register here: https://www.attendanceworks.org/resources/webinars/

Note: Each session is accompanied by a discussion guide that can be used for webinar parties.

Webinar 1 *(today!)*
Keep Kids Engaged and Showing Up for Learning: Relationships, Routines and Partnerships, Wednesday, April 6, 2022: 12pm-1:30pm PT / 3pm-4:30pm ET

Webinar 2
What Promotes Engagement and Attendance? Insights from Students, Parents and Educators, Wednesday, May 25, 2022: 12pm -1:30pm PT / 3pm-4:30pm ET

Webinar 3
Ensuring a Healthy and Restorative Start to School *(working title),* Wednesday, August 3, 2022: 12pm-1:30pm PT / 3pm-4:30pm ET

Webinar 4
What Works to Sustain Engagement and Attendance *(working title),* Wednesday, September 28, 2022: 12pm-1:30pm PT / 3pm- 4:30pm ET

Attendance Works ©

2022 Theme: Stay Connected, Keep Learning!

Key Messages

1. Chronic absence reflects and contributes to educational inequity.

2. Building strong, trusting relationships that promote a feeling of belonging is fundamental to improving student attendance and engagement.

3. Students are more likely to attend school if they feel safe, connected and supported.

2022 Theme: Stay Connected, Keep Learning!

Key Messages

4. **A positive, problem-solving approach driven by data will improve attendance.**

5. **Keeping students, families and school staff physically and emotionally healthy supports attendance.**

6. **When the whole community collaborates with families and schools, we can overcome barriers to attendance and engagement.**

See: https://awareness.attendanceworks.org/resources/toolkit-2022/what-are-the-key-messages/

Attendance Works ©

Thank You to Our Corporate Sponsor for this Webinar!

RaaWee K12
ATTENDANCE IMPROVEMENT

RaaWee K12 provides a highly robust collaboration platform where school districts implement best practices for tracking students' attendance and managing interventions.

Support Attendance Works

Our Foundation is YOU!

Donate $10 – or more – to celebrate 10 years of the Attendance Awareness Campaign!

DONATE

Photo by Allison Shelley for EDUimages

What is chronic absence?

Chronic absence is missing so much school for any reason that a student is academically at risk. Chronic absence is defined as **missing 10 percent or more of school for any reason.**

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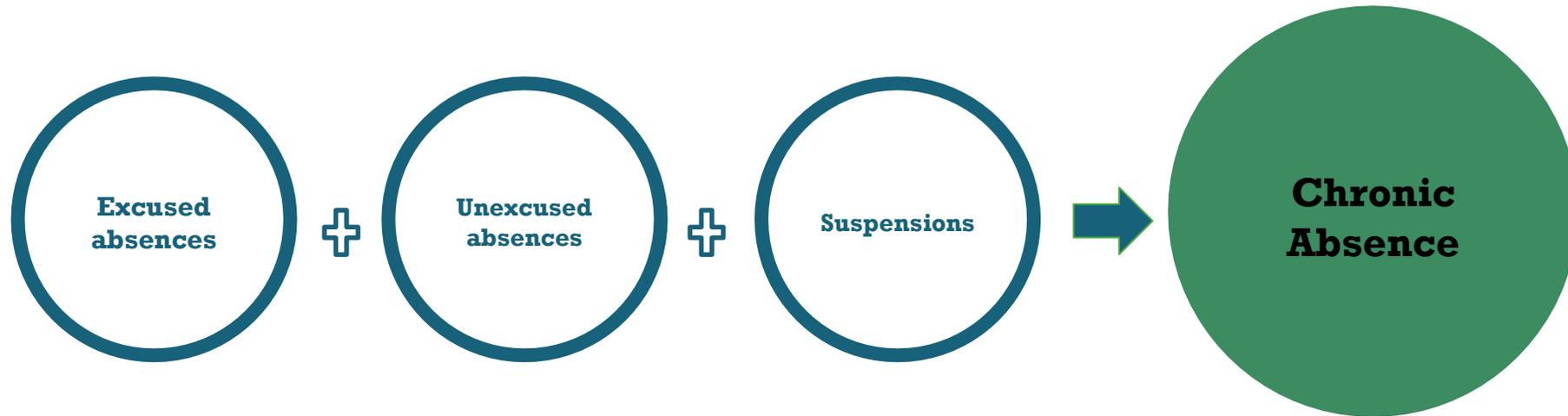
Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

Attendance Works ©

Improving Attendance Matters

High School

Middle School

3rd Grade

PK-1st Grade

Chronic Absence

3rd Grade

Inability to read on grade level

Middle School

Lower achievement

High School

More likely to drop out of high school

Attendance Works ©
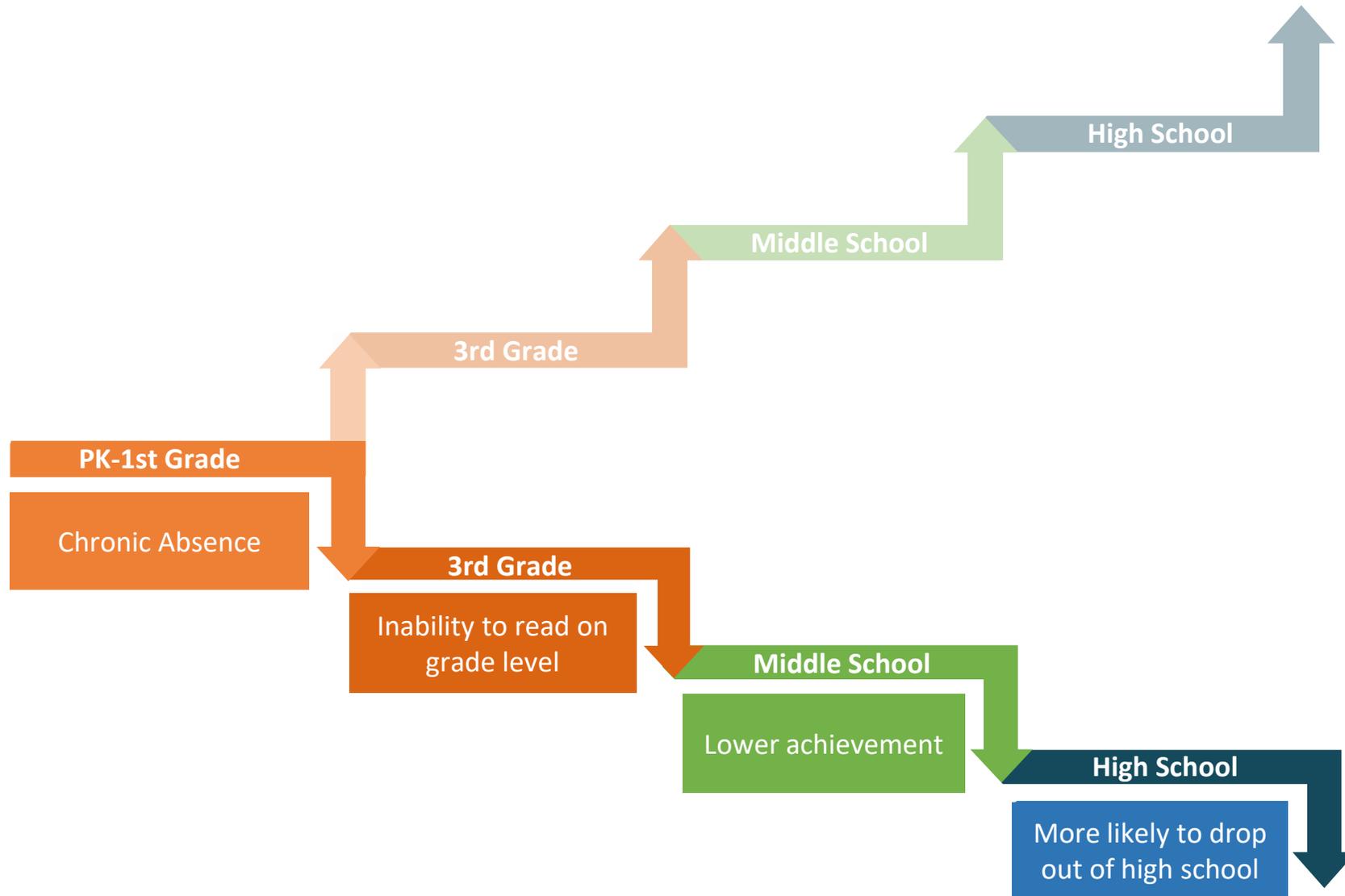
What do we know from national and local data?

- ✓ **Pre-pandemic: 8 million students chronically absent.**

- ✓ **Now: chronic absence has likely tripled.**

- ✓ **Exacerbating existing educational inequities.**

- ✓ **Higher than ever, especially in early elementary and high school.**

- ✓ **More students experiencing extreme levels of absenteeism.**

- ✓ **The risk is greatest for students with more remote learning.**

Last year, chronic absence 2x higher for remote learners

Chronic Absence Patterns and Prediction During Covid-19:
Insights from Connecticut

Attendance Works

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

"Connecticut is uniquely positioned to analyze how patterns of chronic absence differ across learning modes, grades, and student groups"

Report discusses key findings from analysis of Connecticut's attendance data

Encourages other states to adopt policies and implement data collection efforts similar to Connecticut's

Chronic absence by learning mode across grades in Connecticut for 2020–21

Learning Mode

Predominantly remote

Hybrid

Predominantly in person

2019–20 school year
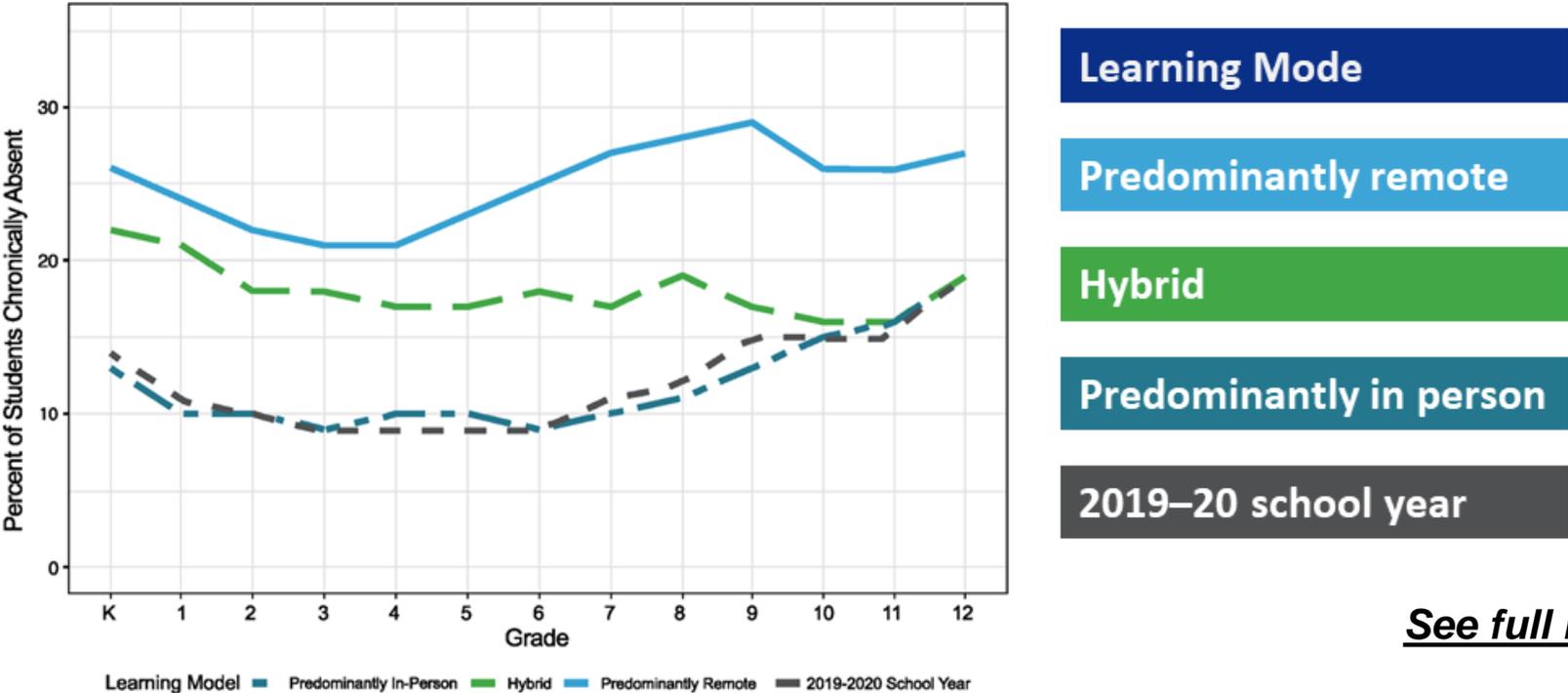
See full report

Black and Latino/Hispanic students disproportionately affected

*Patterns of chronic absence by learning mode and grade differed by racial and ethnic groups*
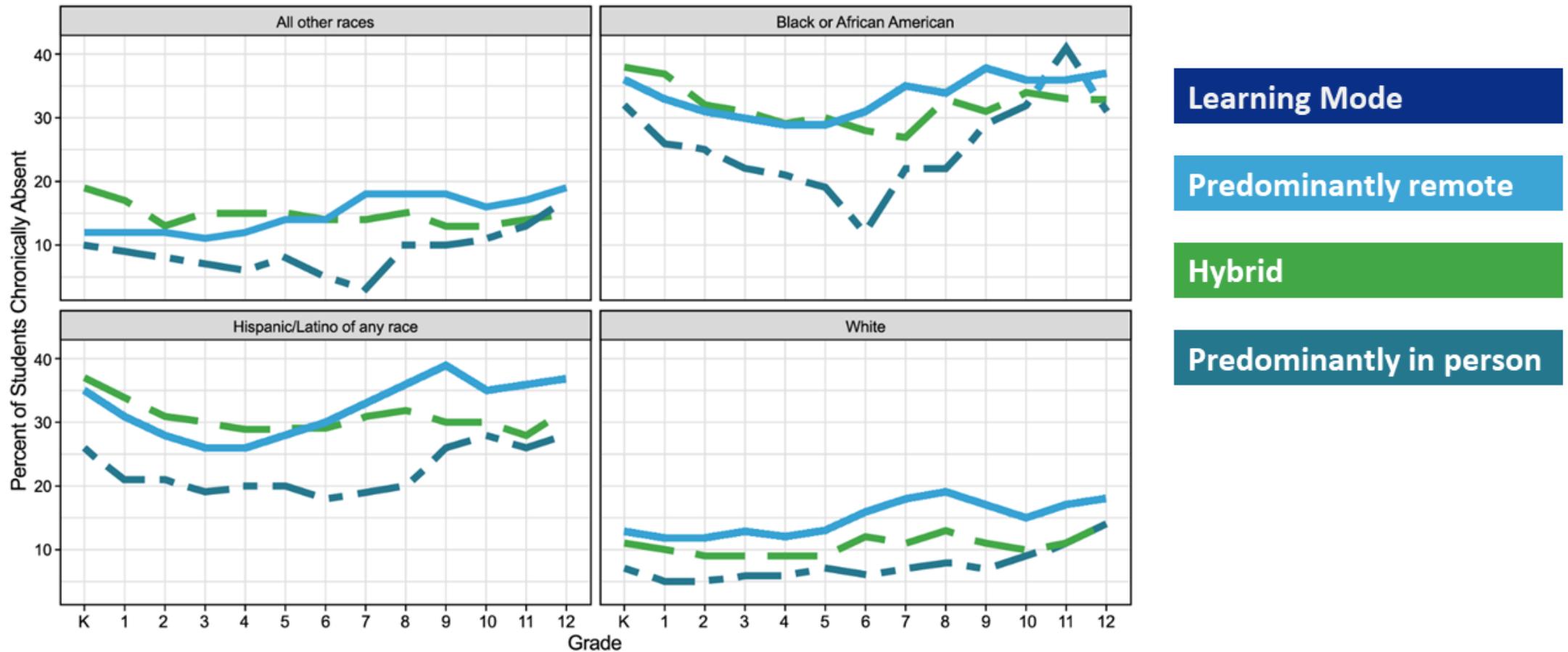
Chronic absence +3x, affluent recovering, low-income worsening

% of parents with children in grades K-12 indicating their child could be chronically absent in November 2021

■ Pre-pandemic (% of parents reporting their student used to miss 15+ days in a full year)

■ Spring 21 (% of parents reporting their student has missed 15+ days in 20-21 school year)

■ Fall 21 (% of parents reporting their student has missed 4+ days in 21-22 school year so far)

(#) Increase from pre-pandemic to Fall 21

	Overall	Less than $24,999	$25,000 to $49,999	$50,000 to $74,999	$75,000 to $99,999	$100,000 to $149,999	$150,000+
Increase	2.7x	2.3x	2.7x	3.1x	3.4x	2.9x	1.8x
Pre-pandemic	8	12	9	7	6	6	8
Spring 21	18	23	19	15	16	18	18
Fall 21	22	28	25	21	20	17	14
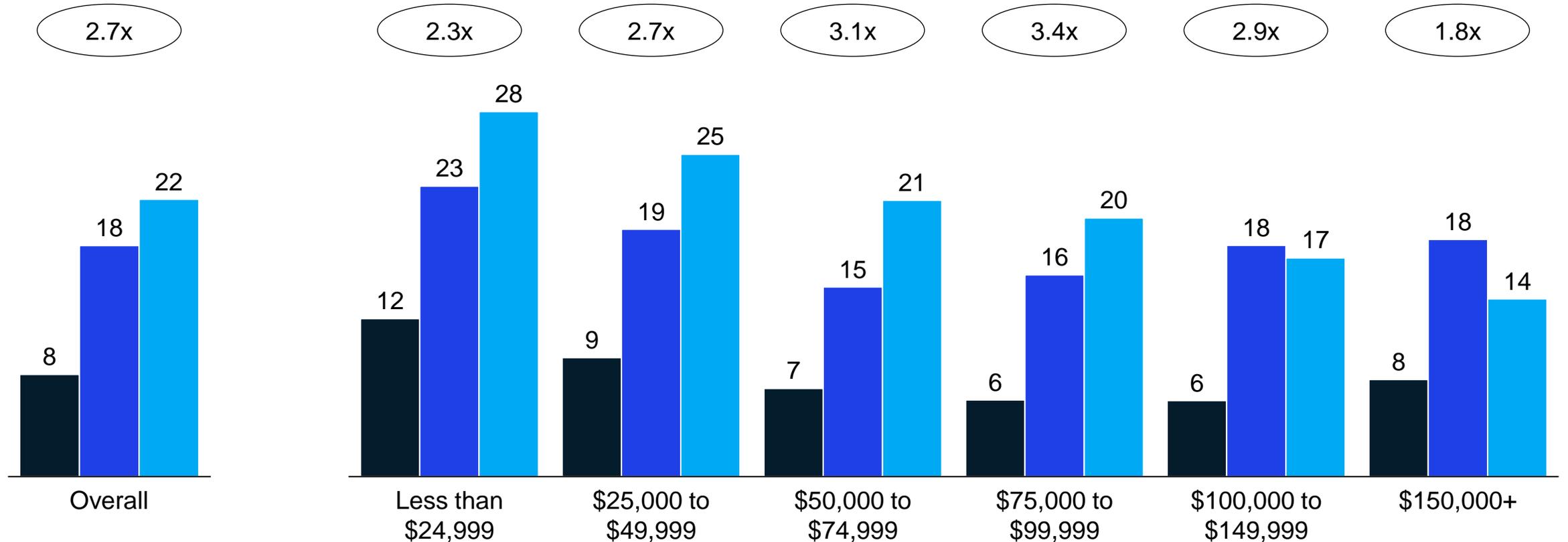
What Can We Do?

We can build and expand upon what we know works using lessons learned from the pandemic!

Ground Solutions in an understanding of the factors that cause chronic absence

The big categories have not changed even with the pandemic!

| Barriers | Aversion | Disengagement | Misconceptions |

Notice how the pandemic has worsened or created new challenges!

Barriers

- **Chronic and acute illness**
- **Family responsibilities or home situation**
- **Trauma**
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- **Lack of predictable schedules for learning**
- **Lack of access to tech**
- Etc. and many more!

Aversion

- Struggling academically and/or behaviorally
- **Unwelcoming school climate**
- Social and peer challenges
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Parents had negative educational experiences

Disengagement

- Lack of challenging, culturally responsive instruction
- Bored
- **No meaningful relationships to adults in the school (especially given staff shortages)**
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- **Drawn to low-wage job vs being in high school**

Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- **Lose track and underestimate TOTAL absences.**
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions don't count as absence

Attendance Works ©

Take an all-hands-on-deck "team" approach to rebuilding positive conditions for learning in our schools

Physical and Emotional Health and Safety

Adult and Student Well-Being and Emotional Competence

Belonging, Connection, and Support

Academic Challenge and Engagement

Relationships are Essential to Positive Conditions for Learning
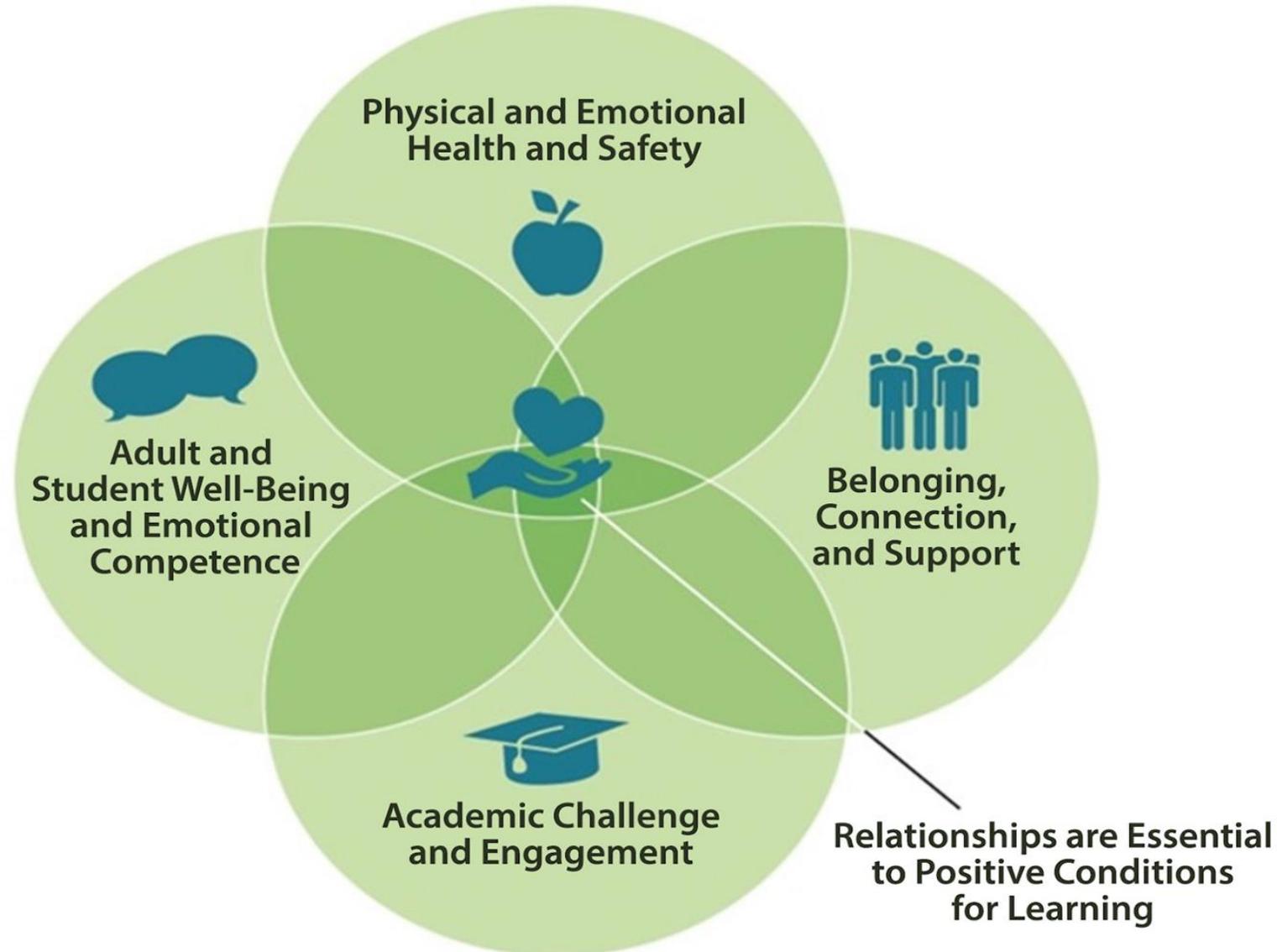
Offer a multi-tiered approach that begins with prevention

Working across silos is essential!

Students Missing 20% or More

Students Missing 10% - 19%

All Students and Families

All Students and Families

Tier 3
Intensive Intervention

Tier 2
Early Intervention

Tier 1
Universal Prevention

Foundational "Whole School" Supports

https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/

Attendance Works ©

www.attendanceworks.org

23

Reinvest in the foundational building blocks of school that promote engagement.

Healthy learning environments	Enrichment activities and clubs	Positive relationships	Active family and student engagement
Access to tech equipment and connectivity	Challenging and Engaging Curriculum	Traditions and celebrations	Support for families to facilitate learning at home
Welcoming, safe school climate	Advisories or Morning Meetings to Build Community	Learning Supports	Access to Food and Other Basic Needs

Foundational "Whole School" Supports

Attendance Works ©

Leverage technology to deepen and scale universal attendance supports.

❖ Make the case that showing up everyday matters

❖ Clear, concise and consistent communication about schedules and expectations

❖ Predictable daily/weekly routines related to attendance

❖ Take daily attendance accurately with care

❖ Personalized communication to families when students are absent

❖ Recognition of good and improved attendance

❖ Access to wellness checks and connectivity assessments

❖ Regular monitoring of attendance data

For example - use automated texting with students and families to send timely personalized notes!

Showing Up Matters for R.E.A.L.

It is an opportunity to:

✓ **Build Routines**

Daily attendance routines can reduce stress and create a sense of safety and security especially after chaotic transitions.

✓ **Increase Engagement**

Being in school helps build relationships with peers and school staff that nurture engagement.

✓ **Provide Access to resources**

Schools provide access to meals, health and mental health services, tutoring, mentoring, technology, extracurriculars (sports, clubs, music, etc.), afterschool and summer programs.

✓ **Support Learning**

Showing up to school regularly helps students become proficient in reading and math and graduate from high school.

Showing Up Matters for R.E.A.L.
A Messaging Toolkit

Four Key Steps

1. **Explain Why Attendance Matters**

2. **Cultivate a Culture of Engagement and Attendance With Students and Families**

3. **Use Data to Determine Need for Intervention and Additional Support**

4. **Engage Community Partners**

Find it here:

https://www.attendanceworks.org/resources/toolkits/showing-up-matters-for-real/

Expand Tier 2. Draw upon community partners and the power of peer support

Expanded learning opportunities

Personalized outreach / home visits

Attendance goals and supports added to IEP

Assign caring mentors / tutors

Personalized Intervention Strategies

Small group supports
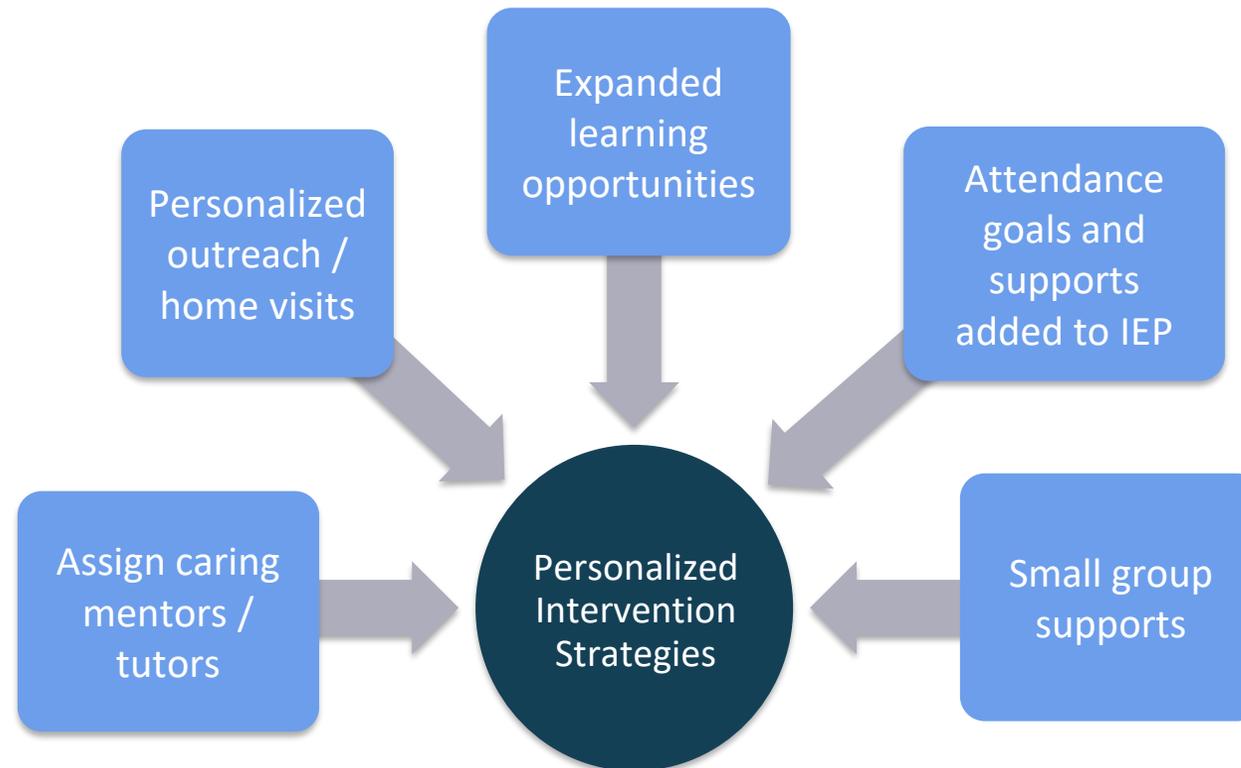
Attendance Works ©

Leverage Covid relief funds to take a systemic approach that builds upon assets
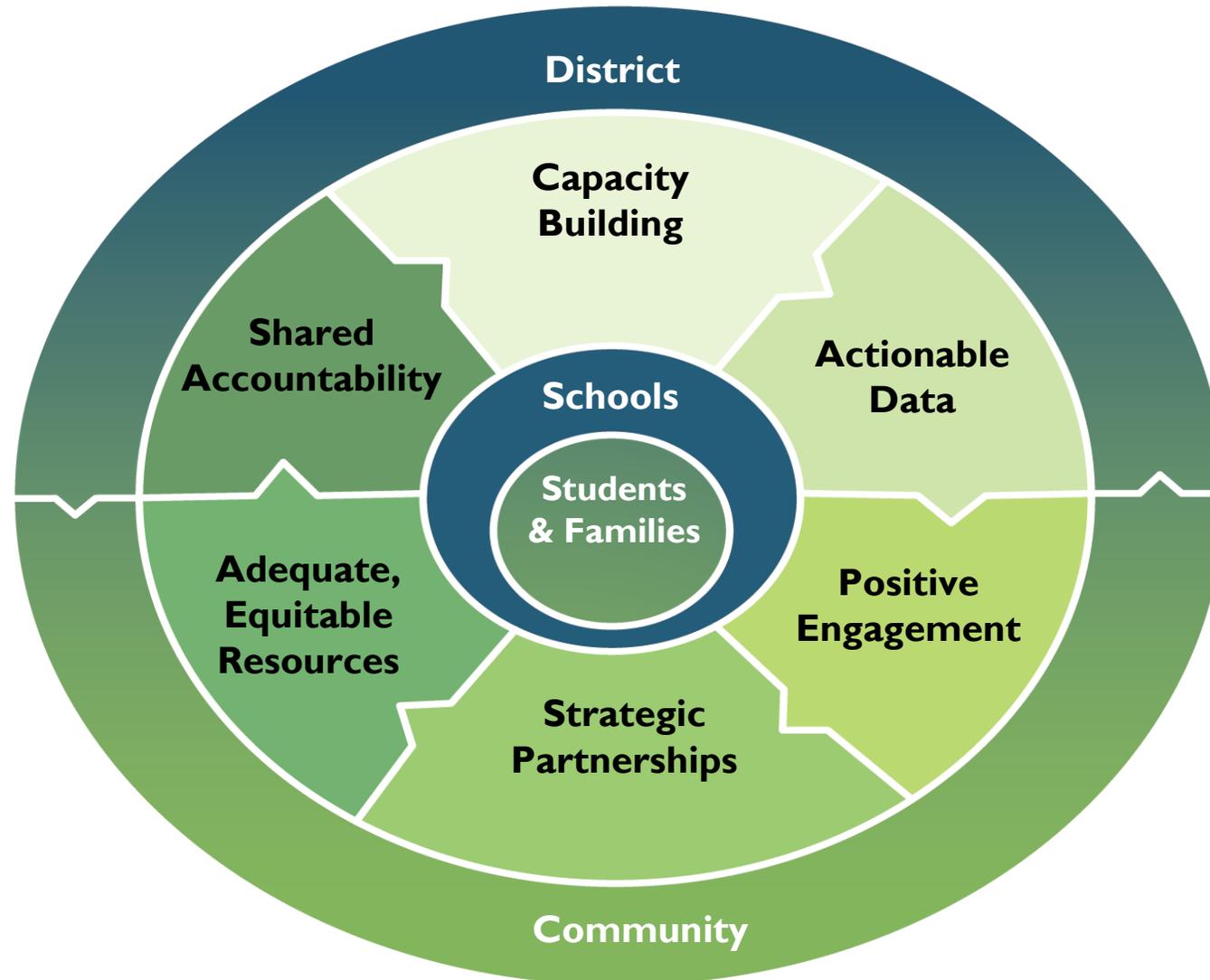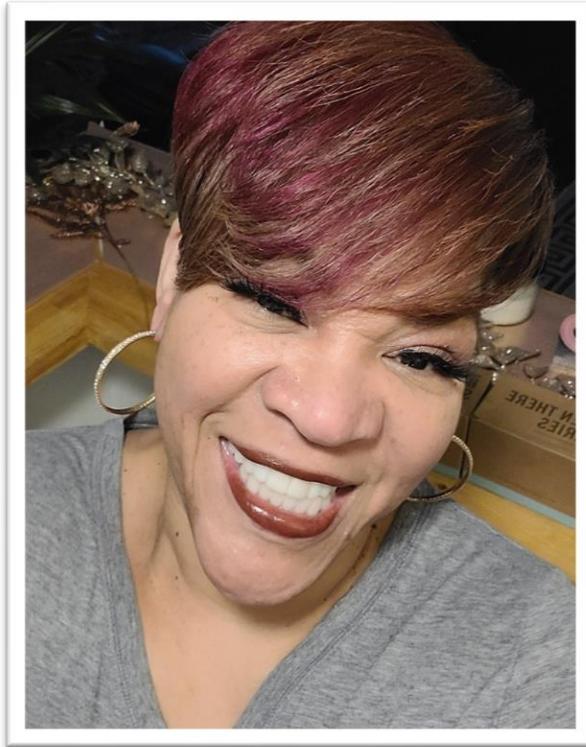
District

Capacity Building

Shared Accountability

Actionable Data

Schools

Students & Families

Adequate, Equitable Resources

Positive Engagement

Strategic Partnerships

Community

Attendance Works ©

Panelists

Lorri Hobson
Director of Attendance
Cleveland Metropolitan
School District

Christina Sepulveda,
Vice President, Boys & Girls
Clubs of Garden Grove
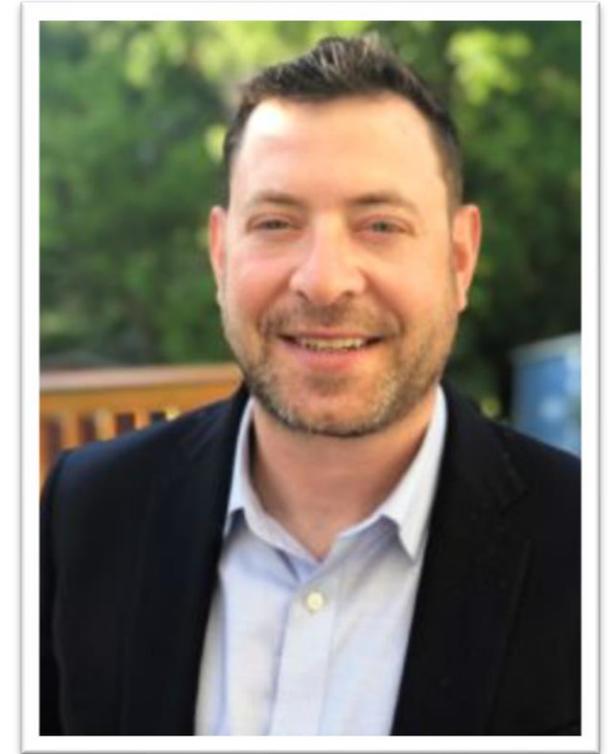
Aaron Philip Dworkin
Chief Executive Officer
National Summer Learning Association

Fast Fact about CMSD

Enrollment: 35,696
62 PreK-8 Schools
31 High Schools
2 K-8 Schools
1 PreK-6
2 Remote School Options (K-8, 9-12)
1 Online Building (K-12)

Demographics
63.9%   Black or African-American
17.2%   Hispanic/Latino
14.5%   White
 4.4%   Other

Student Gender:
Female: 48.6%
Male: 51.4%

Students receiving specialized services:
21.2%   Special Education
13.1%   Limited English Proficient
100%   Economically Disadvantaged
 4.2%   Homeless
12.1%   District Mobility Rate

Fast Fact about City of Cleveland

School-age children: 67,109
53 Charter schools
36 Non-Public schools
98 CMSD schools

Demographics
48.7 % Black or African-American
32.2 % White
12.7 % Hispanic/Latino
 6.4 % Other

Gender
48.1% Male
51.9% Female
In Cleveland, 46.1% of children and 48.7% of children under the age of five live below the poverty line

Education
18.0 % Less than high school
31.9 % High School Diploma or Equivalent
23.5 % Some college no degree
8.0 % Associate's degree
11.3 % Bachelor's degree
7.3 % Graduate or professional degree

THE **CMSD** get **MORE**
EXPERIENCE

34

2013-2021
Chronic Absence and On Track Attendance

Percent Chronically Absent

- 42.2% (2013)
- 40.5% (2014)
- 41.7% (2015)
- 34.8% (2016)
- 30.2% (2017)
- 30.5% (2018)
- 32.2% (2019)
- 29.1% (2020)
- 54.8% (2021)
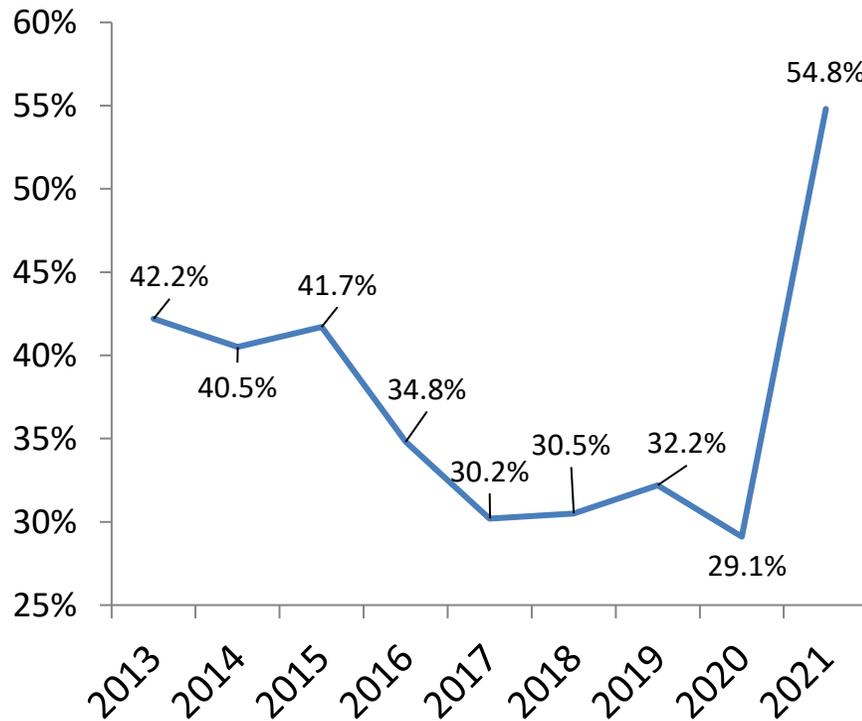
— Percent Chronically Absent

Students missing 10+ days

- 56.1% (2013)
- 56.1% (2014)
- 56.9% (2015)
- 50.4% (2016)
- 43.7% (2017)
- 41.0% (2018)
- 41.4% (2019)
- 44.4% (2020)
- 64.0% (2021)
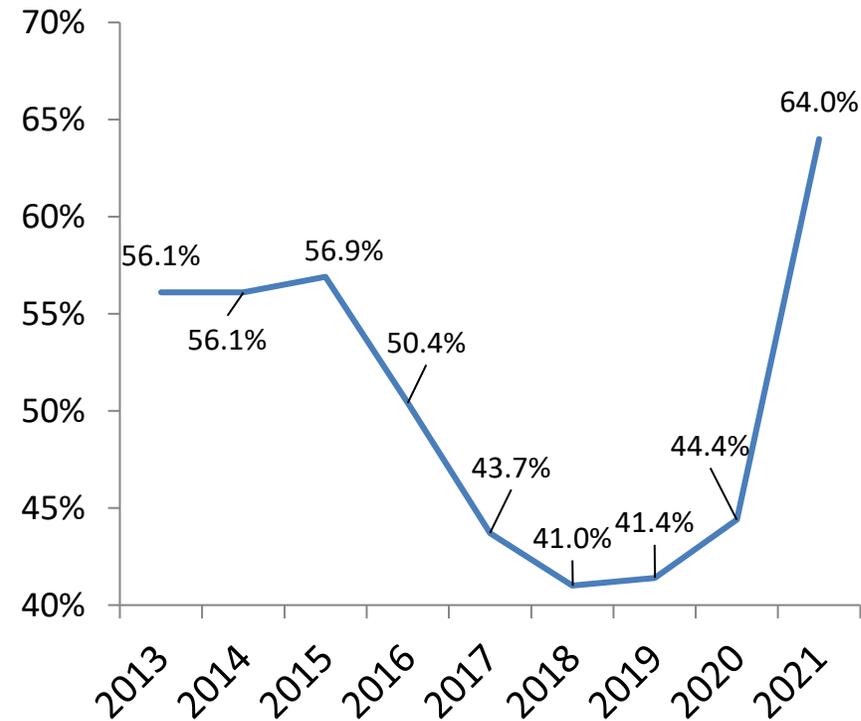
— Students missing 10+ days

2022 Chronic Absence by District
(enrolled 50 days)

Grade	Enrollment	Chronic Absentees	% Chronically Absent
KG	2860	1813	63.4%
1	2283	1389	60.8%
2	2553	1472	57.7%
3	2509	1457	58.1%
4	2502	1365	54.6%
5	2626	1497	57.0%
6	2531	1389	54.9%
7	2527	1432	56.7%
8	2361	1364	57.8%
9	3883	2824	72.7%
10	2900	2082	71.8%
11	2295	1641	71.5%
12	2245	1545	68.8%
CMSD	34075	21270	62.4%

THE CMSD EXPERIENCE ▶ get MORE

Challenge – Why is attendance different this year? (Student Voice)

- **Why do you think attendance is different this year?**
- Pandemic stress (mental/physical)
- Scared of getting COVID
- Not feeling supported (for example - challenges with scheduling, mental health and/or responsibilities)
- Unmotivated
- **Why do you think people are comfortable in getting the vaccine?**
- Keeping other people safe/prevention
- Getting back to normal
- Fear of getting sick
- To play sports

THE **CMSD** EXPERIENCE get **MORE**

Challenge – Why is attendance different this year? (student voice)

Why do you think people are reluctant to get the vaccine?

- Fear
- Lack of information
- Conspiracy theories
- Social media/New influence

What happened to you during COVID shutdown that if your teachers knew it would help them understand you better?

- Kids were lazy and wanted to sleep, lack motivation
- Working a job and being a student at the same time
- Didn't have the materials needed
- Kids couldn't concentrate on school at home, more distractions
- Students find in person work harder than it was on Zoom
- Child/sibling care and teen parenting
- Abuse and domestic violence

Positioning for the Future
School Without Walls

Flexible time, place, technology, & talent anywhere, anytime learning

2021-2022 Investment Areas

- Investing in innovative Learning Accelerator projects which serve as an opportunity to harvest and learn the great innovations from our teachers and other educators
- Launching Diversity, Equity, and Inclusion Training, including a customized module for Cleveland and a post training action planning module

  ✓ Engaging Summer Learning

  ✓ Attendance Clubs

  ✓ Before & After school programs

  ✓ Say Yes Coordinators

  ✓ Parent & Student Ambassadors

  ✓ Student Advisory Council

Community Partners

- **Cleveland Browns Foundation**
  - Arby's
  - Cleveland Ballet
  - Cleveland Playhouse
  - Greater Cleveland Neighborhood Centers Association
  - Horizon Educational Service
  - Phastar
  - University Settlement
  - Friendly Inn
  - Boys and Girls Club of America
  - Bellaire Puritas CDC
  - Esperanza
  - The Centers for Families and Children

GREAT FUTURES START HERE.

BOYS & GIRLS CLUBS
OF GARDEN GROVE

Low Levels Financial Stability — **High Levels Financial Stability**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
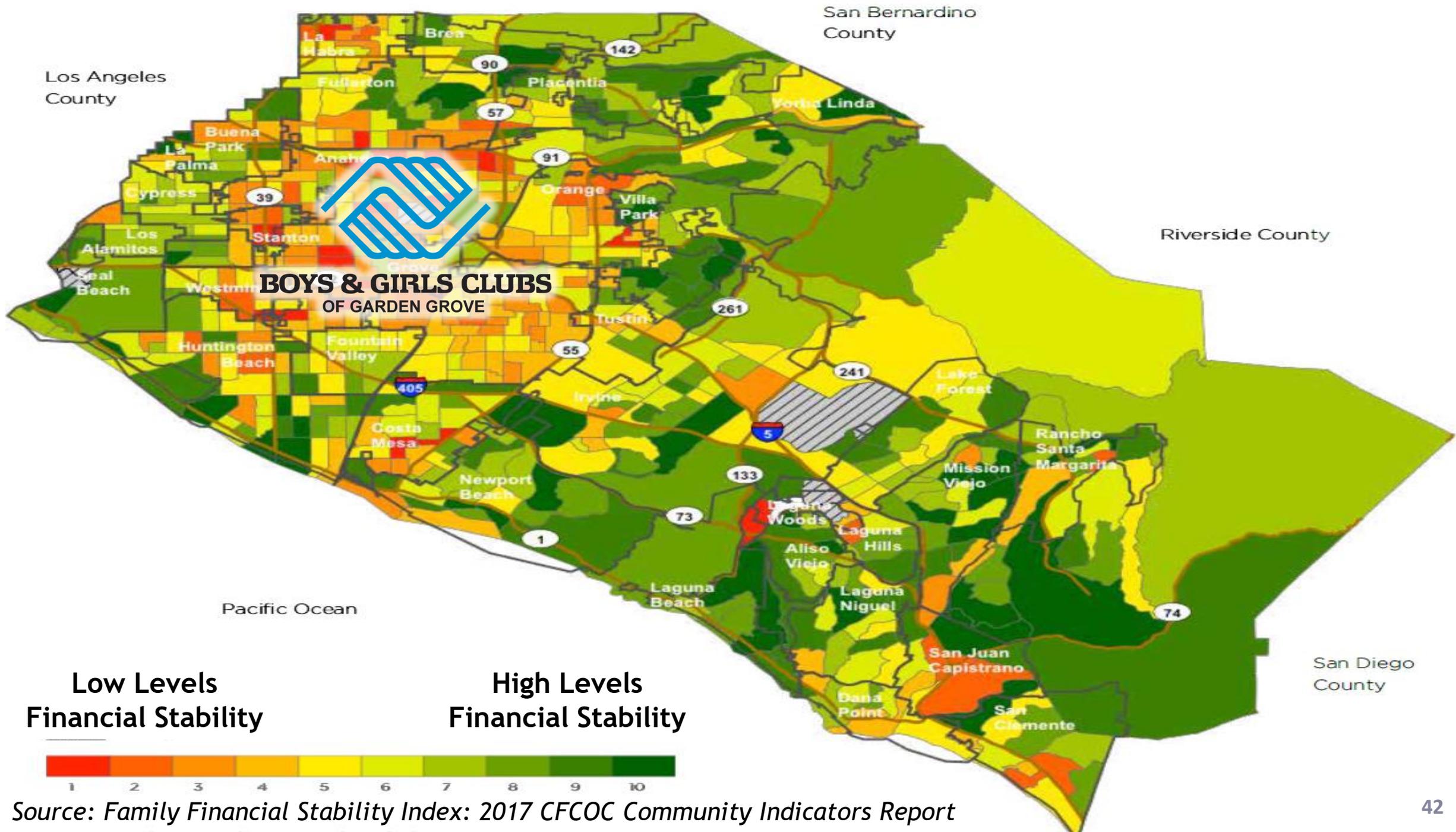
Source: Family Financial Stability Index: 2017 CFCOC Community Indicators Report

2021-22 Metrics

4,300
Members Served Daily
6,000
*Pre pandemic

10,200
Registered Members
13,000
*Pre pandemic

DEMOGRAPHICS

1% 0-5 years old

9% 6-7 years old

35% 8-10 years old

34% 11-13 years old

22% 14-18 years old

Hispanic or Latino		**57%**
Asian		**31%**
Caucasian		**7%**
Other/Multi-Racial		**4%**
African American		**1%**

8
Orange County Communities

64
Program Sites in Orange County

494
Trained & Trusted Adult Staff

School Partnerships

- ✓ Attendance Checks

- ✓ 'Student and Parent' Check-Ins

- ✓ Case Management

- ✓ Attendance Review Boards

- ✓ District Attorney Meetings

- ✓ Attend Court Hearings

- ✓ Counseling & Crisis Support

- ✓ Homeless Services

- ✓ Parent Education

COMMUNITY. CARE. CONNECTION.
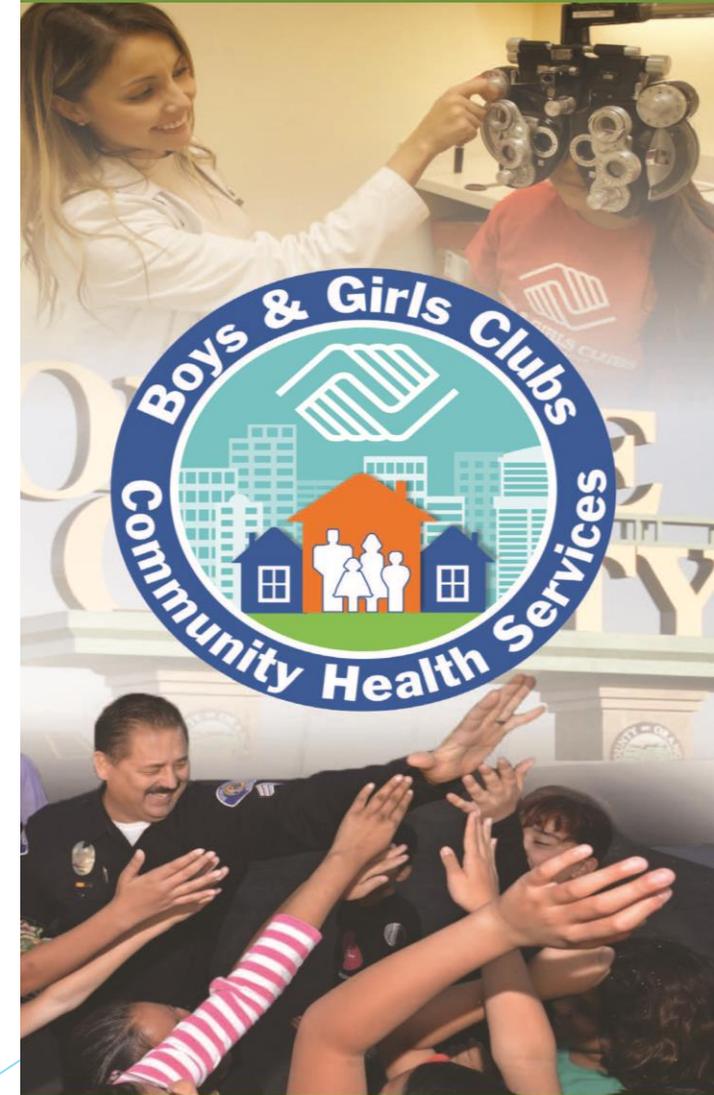
Data as a Guide

- ✓ Trends

- ✓ Feedback

- ✓ Tiered intervention levels

- ✓ Impetus for our MSW program

- ✓ Shift to Elementary Services

- ✓ Individualized school level/district support

- ✓ Continuous Quality Improvement

- ✓ Developing New Partnerships

Key Challenges for Youth

- ✓ Mental Health (Anxiety, depression)

- ✓ Homelessness

- ✓ Transportation

- ✓ School Climate (lack of friends, bullying, no school connection)

- ✓ Health related

- ✓ Substance use/gang involvement

Strategies to Overcome Challenges

- ✓ Expanded Learning

- ✓ Family Engagement

- ✓ Accessible Community-based Programs

- ✓ Summer Engagement/Bridge Programs

- ✓ Restorative Approach

Partnerships

- ✓ Let the data guide you to who needs to be at the table
- ✓ Find mutually beneficial relationships
- ✓ Share space and resources
- ✓ Invite partners on campus to serve families
- ✓ Families as partners and peer supports
- ✓ Share data! Remove barriers

Christina Sepulveda

Boys & Girls Clubs of Garden Grove

csepulveda@bgcgg.org

NSLA's Vision and Reach

Vision

To ensure all young people in America, regardless of background and income, can afford and access a high-quality summer learning experience every year.

We serve and support more than 15,000 leaders from

- School Districts and State Education Agencies
- Youth-serving Government Agencies
- Wide-range of Non-profit partners and programs:
- Summer Camps, Nature-based, Travel, STEM, Arts, Sports, Service, College Prep Programs
- Summer Youth Employment and Internships

WHEN WE TALK ABOUT SUMMER LEARNING…

WE'RE REALLY TALKING ABOUT THREE MAIN GOALS:

FIGHTING INEQUITY

CREATING OPPORTUNITY

BUILDING COMMUNITY

Please write in the chat the name of one student helped by programs you support

Start with "The Why" -- NSLA's 4 I's of Summer

Improvement → Provide *both* students and staff opportunities to learn, develop and practice new skills. "No training about kids without kids."

Innovation → Most entrepreneurial time in education. Chance to incubate and try out new ideas before scaling. Many well-known, year-round programs started in summer

Interconnectedness → Chance to break down artificial silos in education. Model and develop multi-sector partnerships which can last all year long.

Impact → Hands on learning is immediate and lasting. Summer is a high ROI life transition point. Nationally, this is a solvable challenge.

Broad Distinctions Between Summer School vs. Summer Learning

Summer School	Summer Learning
• Remedial Education	• New and Accelerated Learning
• Punitive and Boring	• Exciting, Engaging, Experiential
• School building based	• Variety of Settings
• Academic only focus	• Combines Academics, Health, Enrichment, SEL
• Mandatory only for some students	• Voluntary and Open to all
• Adults decide all	• Student Voice, Choice, and Leadership
• Feels no different than school	• Unique and Special Experience & Culture

nsla

Why Plan for Summer Now

COVID-19:
Hard for Everyone,
Worse for Some

COVID-19's Devastating Impact on Learning Loss

- Children fell far behind in school during the first year of the pandemic and have not caught up

- Math and reading levels were all lower than normal

- Shortfalls were largest for Black and Hispanic students and students in schools with high poverty rates

  Source: NWEA

COVID-19's Impact on Mental Health

- American Academy of Pediatrics recently declared a national state of emergency in children's mental health

- Dramatic increases in ER visits for all mental health emergencies

- According to the CDC, suspected suicide attempts by 12-17 year old girls rose by 51% from early 2019-to early 2021

Using Data to Make Decisions

NSLA's *Community Indicators of Effective Summer Learning Systems* identifies six key domains for summer system building:

1. Shared Vision and Citywide Coordination
2. Engaged Leadership
3. Data Management System
4. Continuous Quality Improvement
5. Sustainable Resources
6. Marketing and Communications

We Know What Works: High-Quality Programs

A first-ever study

3,192 rising 4th graders were given the opportunity to attend two summers of programming

49% AFRICAN-AMERICAN
38% HISPANIC
13% OTHER

The study was conducted in five school districts

- BOSTON, MA
- ROCHESTER, NY
- PITTSBURGH, PA
- DALLAS, TX
- DUVAL COUNTY, FL

The study focused on **low-income students:** **86%** qualified for free or reduced price lunch
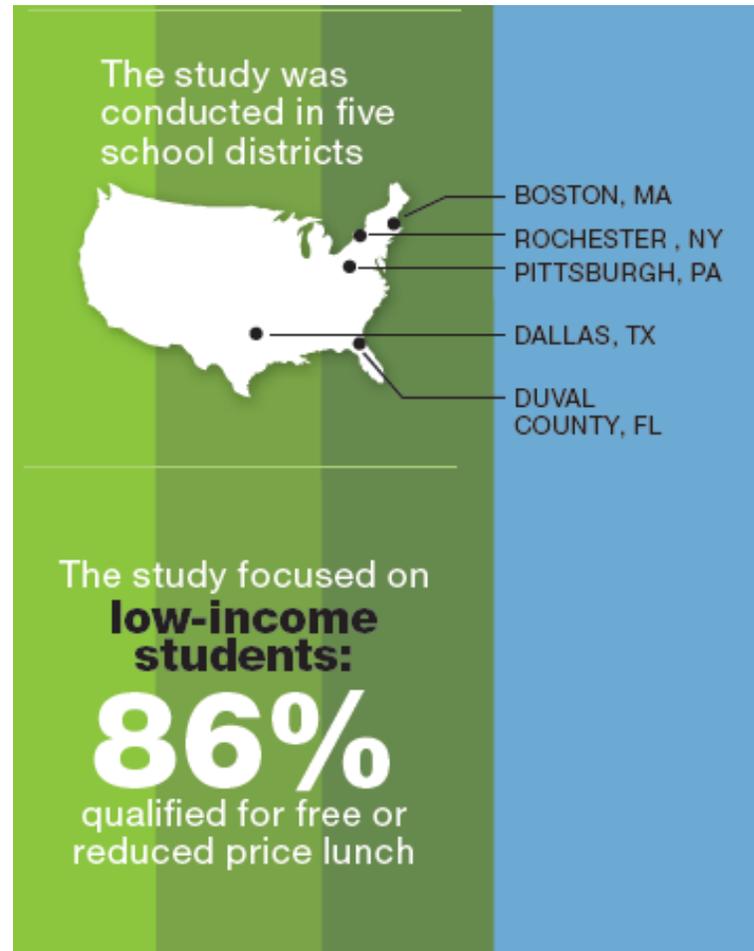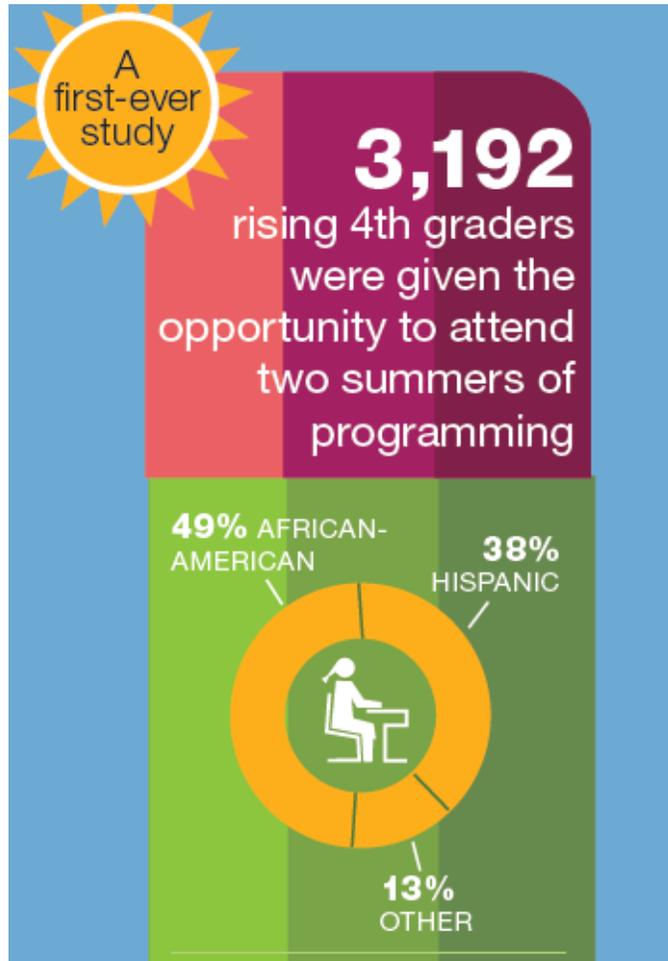
Elements of Success
RAND Research Study

Meet ESSA Tier 1 standards

5 week minimum

School-based

Academics + enrichment + SEL

RESOURCES TO CHECK OUT

Building Resilience in Youth Through Summer Experiences
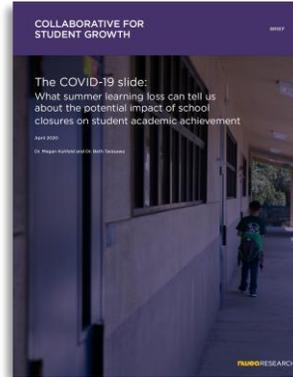
The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement
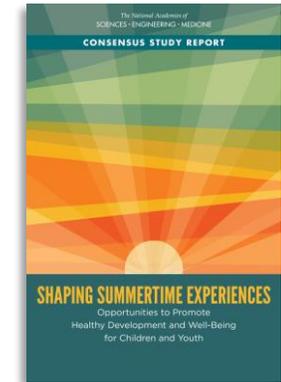
Shaping Summertime Experiences

2022 Summer Learning Toolkit – Michigan

Helping Students in Troubling Times

Shift Programming to Respond to Challenges

<u>Know and Grow Your Student Numbers</u>
- How many students need programs? How many don't have them? Set a goal for how many more you can serve
- Identify a plan to communicate and recruit them. If they're not coming. Who else can help you?
- Coordinate and collect data with others who might already be serving them

<u>Reimagine and Reconfigure Program Models</u>
- Move away from false binary choices (i.e academics vs SEL, Enrichment, Health)
- Expand program models and sense of what's possible to offer
- Focus on Quantity and Quality of Programs and Complimentary Partnerships

<u>Move from Competitive to Collaborative Mindset</u>
- Minimize zero-sum, scarcity mindset
- Break down artificial silos and focus on systematic coordination
- Reach out. Make the first move. Time to be hyper-creative and hyper local.

<u>Focus on the "Fierce Urgency of Now"</u>
- Federal ARP Funding has a time limit
- Students and immediate crisis can't wait for long term strategies
- Ask how many more students can we serve? How can our programs expand?

Discover Summer Program Submission Form: https://bit.ly/3uSq8l0

RESOURCES TO CHECK OUT
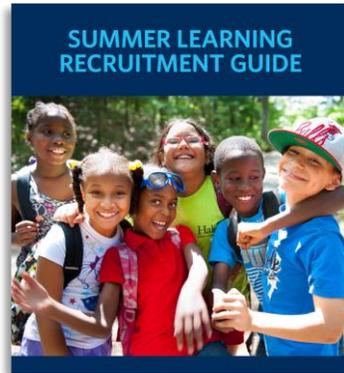
Summer Learning Recruitment Guide
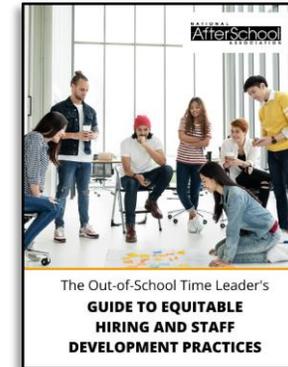
Out-of-School Time (OST) Leader's Guide to Equitable Hiring and Staff Development Practices

InPlay Informational Flyer

Wallace Summer Planning Toolkit

Upcoming Events & Resources

- **DiscoverSummer.org**

- **Consulting https://www.summerlearning.org/training-and-support/**

- **National Summer Learning Week   July 11-15, 2022 https://www.summerlearning.org/summer-learning-week/**

- **Summer Changes Everything National Conference October 24-26, 2022 https://www.summerlearning.org/national-conference/**

- **Professional Summer Learning Communities: https://www.summerlearning.org/plc/**

Professional Summer
Learning Communities

Panelists
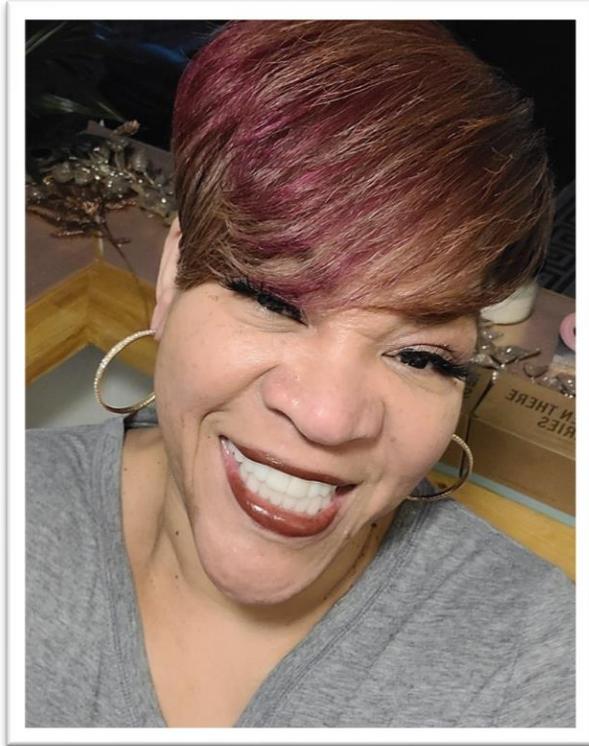
Lorri Hobson
Director of Attendance
Cleveland Metropolitan
School District

Christina Sepulveda,
Vice President, Boys & Girls
Clubs of Garden Grove
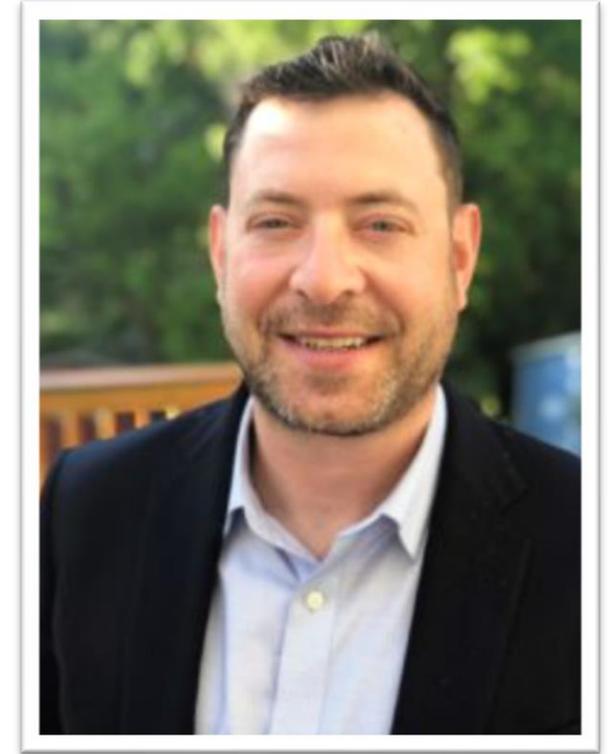
Aaron Philip Dworkin
Chief Executive Officer
National Summer Learning Association

Key Resource:
Attendance Awareness Website

PROMOTE THE CAMPAIGN

✓ **Download our free social media materials and share with local districts**

✓ **Proclaim September Attendance Awareness Month building off our sample proclamation**

✓ **Join our listserv: 34,000+ members**

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

Opportunities to Promote AAC 2022!

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

Stay Connected, Keep Learning!

ATTENDANCE AWARENESS
CAMPAIGN 2022
© Attendance Works

Feedback

Please let us know how we can improve:

https://www.surveymonkey.com/r/AAC-April-2022

Thank you!

Webinar Recording

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

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

Attendance Works ©

And special appreciation to our philanthropic partners!

Heising-Simons Foundation