What Promotes Engagement and Attendance?

*Insights from Students, Parents and Educators*

Attendance Awareness Campaign 2022 — Webinar 2 of 4
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
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:
   - **Dr. Shadae Harris**, Chief Engagement Officer, Richmond Public Schools, VA
   - **Gloria Corral**, President and CEO, Parent Institute for Quality Education, San Diego, CA
   - **Raven Harris**, Assistant Principal, MacArthur Middle School, Anne Arundel County Public Schools, MD
   - **Kei’mon Royster**, 8th grade student, Anne Arundel County Public Schools, MD

IV. Closing Reflections
   * Kwesi Rollins, Vice President for Leadership & Engagement, IEL
Theme for 2022!

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/
Attendace Awareness Campaign 2022
Webinar Series

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

Webinar 1 (recorded)
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 (today!)
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

Note: Each session is accompanied by a discussion guide that can be used for webinar parties.
2022 Theme: Stay Connected, Keep Learning!

Selected Key Messages

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

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

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

❖ 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/
Thank You to Our Corporate Sponsors for this Webinar!

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

Safe and Civil Schools empowers educators to create safe and supportive school environments that promote student learning and lifelong success.
Our Foundation is YOU!

Donate $10 – or more – to celebrate 10 years of the Attendance Awareness Campaign!
What is chronic absence?

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 a *leading* indicator and a *cause* of educational inequity.
What do we know from national and local data?

✓ Pre-pandemic: 8 million students chronically absent.

✓ Now: chronic absence has more than doubled.

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

- 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

The big categories have not changed even with the pandemic!
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
- Anxiety
- 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)
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- Lack of academic and behavioral support
- Failure to earn credits
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### 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.
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- Attendance only matters in the older grades
- Suspensions don’t count as absence
Take an all-hands-on-deck “team” approach to rebuilding positive conditions for learning in our schools
Offer a multi-tiered approach that begins with prevention

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

Working across silos is essential!

https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/
Reinvest in the foundational building blocks of school that promote engagement

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

Foundational “Whole School” Supports
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.
Four Key Steps

1. Explain Why Attendance Matters

2. Cultivate a Culture of Engagement and Attendance With Students and Families (see new resources for Summer)

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

4. Engage Community Partners (see updated materials)

Find it here: https://www.attendanceworks.org/resources/toolkits/showing-up-matters-for-real/
Take a Year Long Approach

- **Spring**: Nurture Belonging
- **Summer**: Cultivate Engagement
- **Fall**: Create Community
- **All Year**: Ensure Support & Early Intervention
Plan now for the summer and the return to school!

Go to: https://www.attendanceworks.org/resources/year-long-planning/
Recognize that Going to School Reflects When Families Have…

**Hope**
for a better future

**Faith**
that school will help your child succeed

**Voice**
in decisions that affect them and their children

**Access**
to needed support and services
Panelists

Dr. Shadae Harris  
Chief Engagement Officer, Richmond Public Schools, VA

Gloria Corral  
President and CEO, Parent Institute for Quality Education, San Diego, CA

Raven Harris  
Assistant Principal, MacArthur Middle School, Anne Arundel County Public Schools, MD

Kei'mon Royster  
8th grade student, Anne Arundel County Public Schools, MD
Attendance Awareness Campaign Presentation

Presented by: Dr. Shadae Harris, Chief Engagement Officer
Organizational Conditions - Integrated: Chief Engagement Officer

Engagement is built into all levels of the division with a cabinet-level Chief Engagement Officer advising the Superintendent and administration on all aspects of engagement.
PRIORITY 4

DEEP PARTNERSHIP WITH FAMILIES AND COMMUNITY

**ACTION 4.1 COMMUNITY TEAMS**

Launch a “Go Far Together” Team (families, educators, community members) in every school that is inclusive and reflects the diversity of the school’s student and family population.

**ACTION 4.2 HOME VISITS**

Train every teacher on how to respectfully conduct home visits to ensure that every RPS student receives at least one home visit per year.

**ACTION 4.3 WELCOME CENTER**

Double the capacity of the “Welcome Center” to ensure that every immigrant family in RPS has access to high-quality guidance on how to navigate RPS and how to connect with City social services.

**ACTION 4.4 MENTORSHIP**

Launch a City-wide program to offer mentorship opportunities to RPS young men of color, leveraging partnerships with the faith, business, non-profit, and civil rights communities.

**ACTION 4.5 CUSTOMER SERVICE**

Provide customer service training for all school front office staff.

**ACTION 4.6 FAMILY ACADEMY**

Launch a “Family Academy” that provides training for parents and caregivers on topics such as special education processes, student advocacy, and adult literacy.

**ACTION 4.7 RICHMOND HISTORY**

Partner with local historical organizations as well as Richmond residents of all backgrounds to develop a set of student and staff learning experiences, including a credit-bearing high school course, on the unvarnished history of Richmond.

**ACTION 4.8 OUT-OF-SCHOOL TIME**

Collaborate with the City of Richmond on its efforts to increase out-of-school-time opportunities for RPS students.
Embracing & Honoring Richmond’s History

In order to discuss the present, we must first look at the past and how Richmond’s history has made an indelible mark on where we are today.

The construction of the Richmond-Petersburg Turnpike, caused destruction and displacement of black families in the thriving Jackson Ward neighborhood. The effects of this project, bisecting the “Harlem of the South,” and other blatant acts of the dismantling of black communities are still being felt today.

Sixth Mount Zion Church escaped demolition as the Richmond-Petersburg Turnpike was built. A campaign from the church and community saved the historic house of worship, illustrating the resilience and strength of Richmond residents.

Some change did come in 1954 when Jim Crow laws were overturned as a result of the Brown vs. Board of Education court ruling. Laws weren’t totally eliminated until the Civil Rights Act of 1964.
The Office of Engagement has grown to a staff of over 50 employees, with 23 Family Liaisons embedded in community hubs and focusing on building relationships in neighborhoods across the City.

Meet the Coordinators

Darryl Williams
dwilli15@rvaschools.net
East End Hub Coordinator
1. Bellevue
2. George Mason
3. Franklin Military
4. Chimborazo
5. Woodville
6. Fairfield
7. MLK
8. Armstrong

Chasity Rodriguez
crodrig2@rvaschools.net
Southside Hub Coordinator
1. George Wythe
2. Westover Hills
3. Elizabeth D Redd
4. Miles Jerome Jones
5. Lucille Brown
6. Swansboro
7. Patrick Henry
8. Huguenot
9. River City
10. GH Reid
11. Southampton
12. JB Fisher
13. Blackwell
14. Oak Grove-Bellemeade
15. Broad Rock
16. Boulogne
17. Cardinal
18. JL Francis

Nannette Bailey
nbailey2@rvaschools.net
West End/Northside Hub Coordinator
1. John Marshall
2. Tech Center
3. Henderson
4. Ginter Park
5. Overby
6. Barack Obama
7. Holton
8. Richmond Alternative
9. Carver
10. John B Cary
11. Bixoard
12. William Fox
13. Albert Hill
14. Mary Munford
15. TJ
16. Open
17. RCHS
Asset Based: Neighborhood Centered Model

Investing in developing relationships with neighborhood experts already embedded in our communities. Each Family Liaison has a neighborhood that they are deeply immersing themselves in. The Liaisons learn about the strengths, resources, and leaders in their neighborhood to better support families living there.
Collaborative

Changing from compliance to support and service.

### Family Support Meeting Template

**[School Name]**

**Office of Engagement Core Values**

**Date**

**Time**

**Purpose:** The goal of the Family Support Meeting is to ensure that Social Workers and Family Liaisons work collaboratively to address attendance needs at the school.

**This week will be successful if:**

1. Successful contact is made with families at the 5-day unexcused mark to confirm absences or develop collaborative attendance goals. [Required Family Liaison goal]
2. The social worker and Family Liaison develop strategies to address the needs of families at the 8-day mark for unexcused absences. [Required Family Liaison goal]
3. Other,... [Family Liaison will write a specific goal based on their school/caseload in this area.]

<table>
<thead>
<tr>
<th>1. Key Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 5-Day Plan Issues and Highlights</td>
</tr>
<tr>
<td>b. Data Overview</td>
</tr>
</tbody>
</table>

**Detail the total number of students in your caseload. Differentiate between cases that are closed and those that are in-progress.**

**Supports Needed**

Insert details for students on your caseload that need additional support. This can include the need for strategizing appropriate resources and referrals, discussing relevant connections to other school-related issues, and cases that need to be referred to the social worker based on the level of support needed. This is NOT a listing of all of your students.

**b. Strategies for Addressing 8-Day Absences**

Review data on students approaching the 10-day unexcused absence threshold and discuss strategies to assist those students. Use the 5-day plans on file for guidance and document the results of the discussion.

**c. Community Resources Overview**

Discuss and highlight any resources at the school or community that may be useful for families. Remember the resources listed in the [Family Success Plan Toolkit](#).
Reimagining the Family Liaison Role
Capabilities, Skills and Knowledge

Embedding meaningful training and professional development.
Daily Attendance Process: Moving from Compliance to Support

Teachers are our frontline! They record daily attendance in ASPEN and are the first people to connect with families to check on students who are absent. Attendance at its core about engagement and how we can meaningfully engage with our families.

School Response as Absences increase:

<table>
<thead>
<tr>
<th>Days Absent</th>
<th>What is happening?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 Days</td>
<td>● Teachers reach out to families and check on students who are absent</td>
</tr>
<tr>
<td>3 Days</td>
<td>● Teachers refer students to the Communities in Schools (CIS) Coordinator or school staff, if additional support is needed</td>
</tr>
<tr>
<td>5 Days</td>
<td>● Family Liaisons meet with the parent/guardian to co-develop a Family Success Plan with specific actions steps to improve attendance.</td>
</tr>
</tbody>
</table>
Daily Attendance Process

Cognition / Shift in Beliefs: Attendance Through Engagement

School Response as Absences increase:

<table>
<thead>
<tr>
<th>Days Absent</th>
<th>What is happening?</th>
</tr>
</thead>
</table>
| 8 Days      | • Family Liaisons, Social Workers and CIS coordinator meet weekly to discuss interventions for students struggling with attendance  
              • Attendance Clerk/SISOP send letter to home with student attendance record and highlight the importance of regular attendance |
| 10 Days     | • Social Worker leads 10-Day Family Success Plan Meeting to provide more in-depth support and identify root cause of absences |
| 15 Days     | • Social Worker monitors students and explores additional needed community resources |
| 15+ Days    | **Intensive Intervention for students with significant attendance struggles**  
              • Parents + Attendance = Student Success / PASS Docket (Elementary)  
              • Child in Need of Supervision (CHINS) (Middle/High) |
Building School Capacity

**Division-Wide Attendance Team (DAT)...**

...hold 90 min deep data dive and strategy sessions with each school

...visited 21 schools since end of January, with 30 day follow up visits for progress check

...identify how the division can best support each school’s unique needs

**Strategic Meeting Outcomes:**

1. Administration confident and clear on next steps to improve attendance
2. CA and ADA Goals for the Month and SY
3. SAST roles and expectations fully defined
4. Specific actions for each team member
5. Increase use of data management tools
6. Stronger sense of partnership between schools and division
Data Resource - School’s Attendance Dashboard

The School Attendance Dashboard is designed to give school teams insight into their attendance trends.

What data insight does the School Attendance Dashboard provide?

1. Chronic Absenteeism - students missing 10% or more days
   ○ We are ultimately held accountable for this data.
2. Average Daily Attendance (ADA) - average days attended over average membership
   ○ This gives insight into daily attendance trends. Our internal goal is 95% ADA.
# Data Resource - School Attendance Tracker

## How do schools use the attendance trackers?

1. Gain insight on individual student attendance trends  
   - I.e. excused, unexcused, absences last 30 days, consecutive absences, 5 & 10 day plan status
2. School attendance team make outreach through the ‘form link’
3. Outreach comments are centralized and accessible  
   - This gives us the ability to observe trends in attendance barriers.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>DoB</th>
<th>Grades</th>
<th>Excused</th>
<th>Unexcused</th>
<th>Total</th>
<th>Absence in 30 Days</th>
<th>Consecutive Absences</th>
<th>5 Day Plan</th>
<th>10 Day Plan</th>
<th>Form Link</th>
<th>Number of Comments</th>
<th>Most Recent Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>4</td>
<td>91</td>
<td>22</td>
<td>28</td>
<td>50</td>
<td>1</td>
<td></td>
<td>10/18/2022 - Completed</td>
<td>11/18/2022 - Completed</td>
<td>Form Link 17</td>
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<td>2</td>
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<td>3</td>
<td>4</td>
<td>10</td>
<td>1</td>
<td></td>
<td>11/18/2022 - Completed</td>
<td>11/18/2022 - Completed</td>
<td>Form Link 1</td>
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<tr>
<td>4</td>
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<td>5</td>
<td>1</td>
<td>9</td>
<td>1</td>
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<td>11/18/2022 - Completed</td>
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<td>0</td>
<td></td>
<td>11/18/2022 - Completed</td>
<td>11/18/2022 - Completed</td>
<td>Form Link 1</td>
<td></td>
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<tr>
<td>4</td>
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<td>21</td>
<td>31</td>
<td>10</td>
<td>52</td>
<td>0</td>
<td></td>
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<td>11/18/2022 - Completed</td>
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<td>Form Link 1</td>
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</tbody>
</table>
Data Resource - Outreach Dashboard

Outreach Dashboard Overview:
1. All attendance outreach data is aggregated to this dashboard.
2. Division & school leaders are able to gain insight towards outreach efforts.
3. This allows teams to set measurable goals for home visits, phone calls, etc.

*The Outreach Dashboard allows us to quantify the impact of successful attendance outreach.*

All attendance trackers are connected to this dashboard.
## Division Impact of Response Strategy

<table>
<thead>
<tr>
<th>Measured Impact</th>
<th>Result in Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outreach Attempts</strong> - In the last two months, we have doubled our outreach</td>
<td><strong>25.9% Current Chronic Abs Rate</strong></td>
</tr>
<tr>
<td>attempts in the division to 25,000 total attempts, 9,095 unique students</td>
<td><strong>-10.4% improvement from January (36%)</strong></td>
</tr>
<tr>
<td>contacted, and 390 unique employees making outreach.</td>
<td></td>
</tr>
<tr>
<td><strong>Home Visits</strong> - 2,112 visits had been made this year, 1,584 unique students</td>
<td></td>
</tr>
<tr>
<td>visited, and 100 unique employees making home visits.</td>
<td><strong>92% Average Daily Attendance in</strong></td>
</tr>
<tr>
<td><strong>Family Liaisons</strong> - Our 33 family liaisons have made 8,259 total outreach</td>
<td><strong>February &amp; March</strong></td>
</tr>
<tr>
<td>attempts, 5,303 unique students contacted, and 1034 home visits made.</td>
<td><strong>+5% improvement from January (87%)</strong></td>
</tr>
<tr>
<td><strong>N. Mills (FL example)</strong> - 1048 total contact attempts, 231 home visits and</td>
<td></td>
</tr>
<tr>
<td>432 unique students contacted</td>
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</tbody>
</table>
# Chronic Absenteeism Five-Year Trend

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<tbody>
<tr>
<td><strong>Division</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>African-American/Black</td>
<td>22.5%</td>
<td>18.4%</td>
<td>22.7%</td>
<td>24.2%</td>
<td>40%</td>
<td>31.4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>13.2%</td>
<td>12.5%</td>
<td>14.2%</td>
<td>13.7%</td>
<td>25.9%</td>
<td>19.5%</td>
</tr>
<tr>
<td>White</td>
<td>7.2%</td>
<td>5.7%</td>
<td>7.2%</td>
<td>4.4%</td>
<td>17.4%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>22.5%</td>
<td>18.7%</td>
<td>23%</td>
<td>24.1%</td>
<td>41.7%</td>
<td>33.2%</td>
</tr>
<tr>
<td>English Learner</td>
<td>11.0%</td>
<td>11.0%</td>
<td>13.0%</td>
<td>13.0%</td>
<td>24.6%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>26.1%</td>
<td>21.9%</td>
<td>25.4%</td>
<td>24.8%</td>
<td>39.2%</td>
<td>31.6%</td>
</tr>
</tbody>
</table>

*Only reflects attendance until March 13, 2020 (date of closure due to pandemic)

**Fully virtual year
Parent Institute for Quality Education (PIQE)

36 Counties
128 School Districts
381 Schools

spanning 13 States

721K parents completed program

2.1M students impacted

16 languages

www.PIQE.org | @PIQEUSA
California Telephone Survey Demographics

94% IDENTIFY AS FEMALE
   Spring 2022    n = 539

72% HAVE STUDENTS IDENTIFIED AS ENGLISH LANGUAGE LEARNERS
   Spring 2022    n = 539

90% SPEAK SPANISH
   Spring 2022    n = 539

52% HAVE A MIDDLE OR ELEMENTARY SCHOOL EDUCATION
   Spring 2022    n = 539

48% REPORT AN ANNUAL HOUSEHOLD INCOME BELOW $29,000
   Spring 2022    n = 539
Survey Results: Communication

DO YOU HAVE ACCESS TO EMAIL ADDRESS

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2020</td>
<td>77</td>
<td>33</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>Spring 2022</td>
<td>77</td>
<td>23</td>
</tr>
</tbody>
</table>

- Spring 2020: n = 1910
- Fall 2020: n = 1323
- Spring 2022: n = 539
Survey Results: Technology

Do you have access to technology that does not belong to the school

49% Do not

Spring 2022  n = 539
Survey Results: Quarantining

58% STUDENTS EXPERIENCED QUARANTINING THIS ACADEMIC YEAR

Spring 2022  n = 539

16% OF THESE STUDENTS REPORTED THAT THEIR STUDENTS DID NOT HAVE ACCESS TO LEARNING OPPORTUNITIES

Spring 2022  n = 539
Survey Results: Concerns

49% of families reported that they were either Moderately or Extremely concerned about their student’s Academic learning.
Keep Learning California provides tools and resources both families and educators can use to help keep children learning and ensure the equity gap in education doesn’t widen.

www.KeepLearningCA.org
Survey Results: Support

39% and 38% of families reported not having access to mental health support and Social Emotional Support.

Percentage of parents that do not have access to the following resources:
- Mental Health Support: 39%
- Social and Emotional Support: 38%
- Medical Care: 13%
- Covid Testing: 12%
- Vaccines: 9%
- Mask: 7%

Spring 2022  n = 539
MACARTHUR MIDDLE SCHOOL

Ms. Raven Harris, Assistant Principal, MacArthur Middle School, Anne Arundel County Public Schools, MD

Kei’mon Royster, 8th grade student, Anne Arundel County Public Schools, MD
- Located on base at Fort George Meade, MD
- Serves around 1000 students
  - Grades 6-8
  - Students live on base and off base
  - About 50% African American, 20% White, 15% Hispanic
  - About 50% male and female
- IB MYP School
- SIP - culturally responsive teaching
  - Building community
  - Increasing test scores
What We Have Done for Attendance

As a Building:

● Attendance Challenge - based on student voice
● Principals Cabinet
● Student, Staff, and Family Surveys
● Attendance Meetings - 2x a month
● Working with PTSA

As a Cluster:

● Identified root causes
● Shared ideas - tracking and communication - taking action
● Community Partners/ Resources
Attendance Challenges

- COVID
- Transportation
- Being on base
- Mental Health
- Community Concerns
Key Resource: Attendance Awareness Website

- 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

PROMOTE THE CAMPAIGN

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
Feedback

Please let us know how we can improve:

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

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

http://www.attendanceworks.org/resources/webinars/
And special appreciation to our philanthropic partners!

Heising-Simons Foundation
And individual donors