What Promotes Engagement and Attendance?
Insights from Students, Parents and Educators

Attendance Awareness Campaign 2022 —— Webinar 2 of 4

May 25, 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

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

IEL
Institute for
Educational
Leadership

Innovation. Equity. Leadership.

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!

Attendance 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

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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.

Support Attendance Works

Photo by Allison Shelley for EDUimages

Our Foundation is YOU!

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

DONATE

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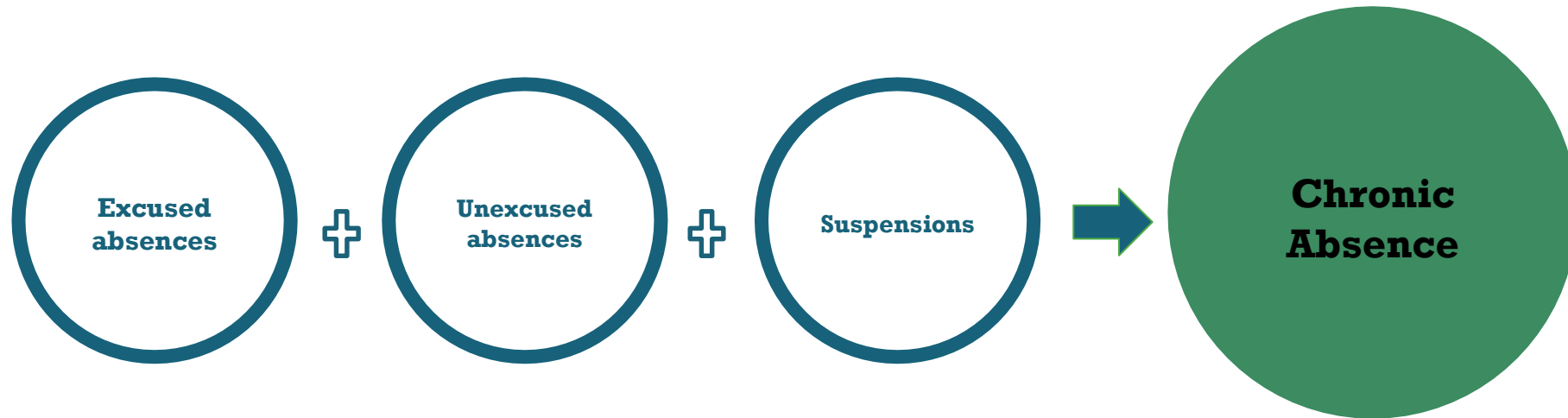
Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

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Chronic absence is a *leading* indicator and a *cause* of educational inequity

✓ **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.**

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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**
- **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)**
- 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
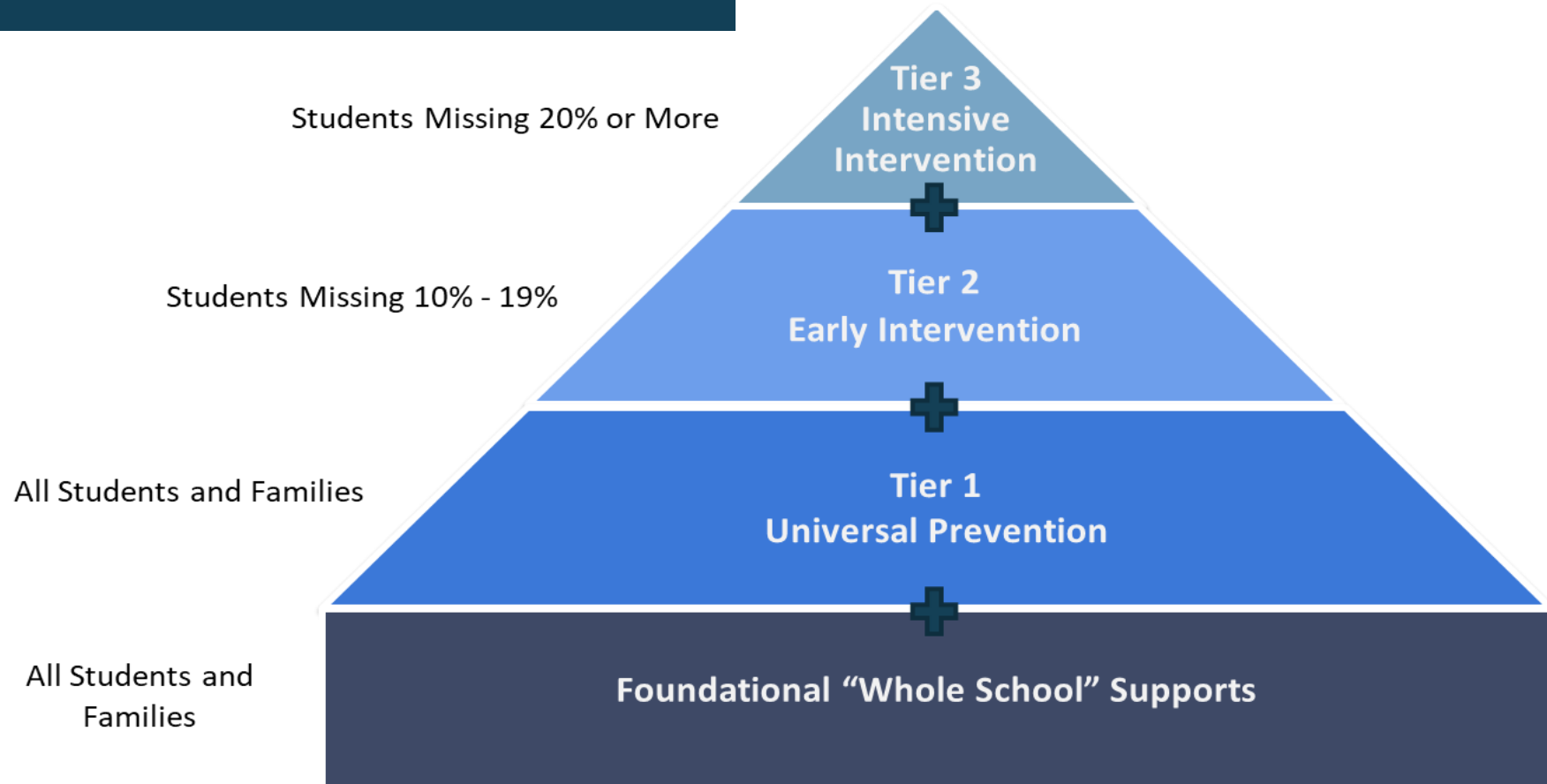- Suspensions don't count as absence

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
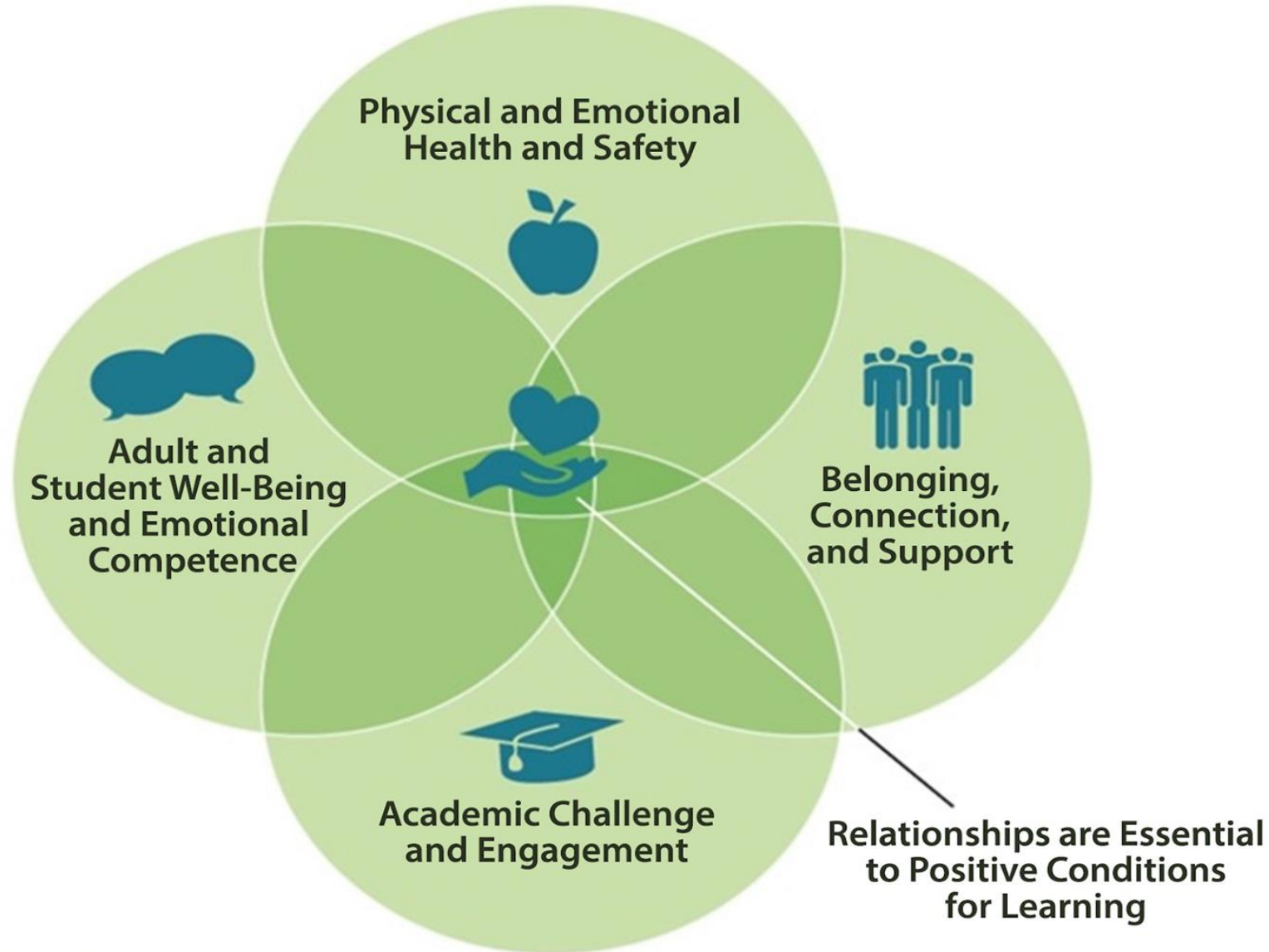
Offer a multi-tiered approach that begins with prevention

Working across silos is essential!

Students Missing 20% or More

Students Missing 10% - 19%

All Students and Families

Tier 3
Intensive Intervention

Tier 2
Early Intervention

Tier 1
Universal Prevention

All Students and Families

Foundational "Whole School" Supports

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

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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

Showing Up Matters for R.E.A.L.
A Toolkit for Communicating with Students and Families
April 2022

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.

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

A Toolkit for Communicating with Students and Families

April 2022

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

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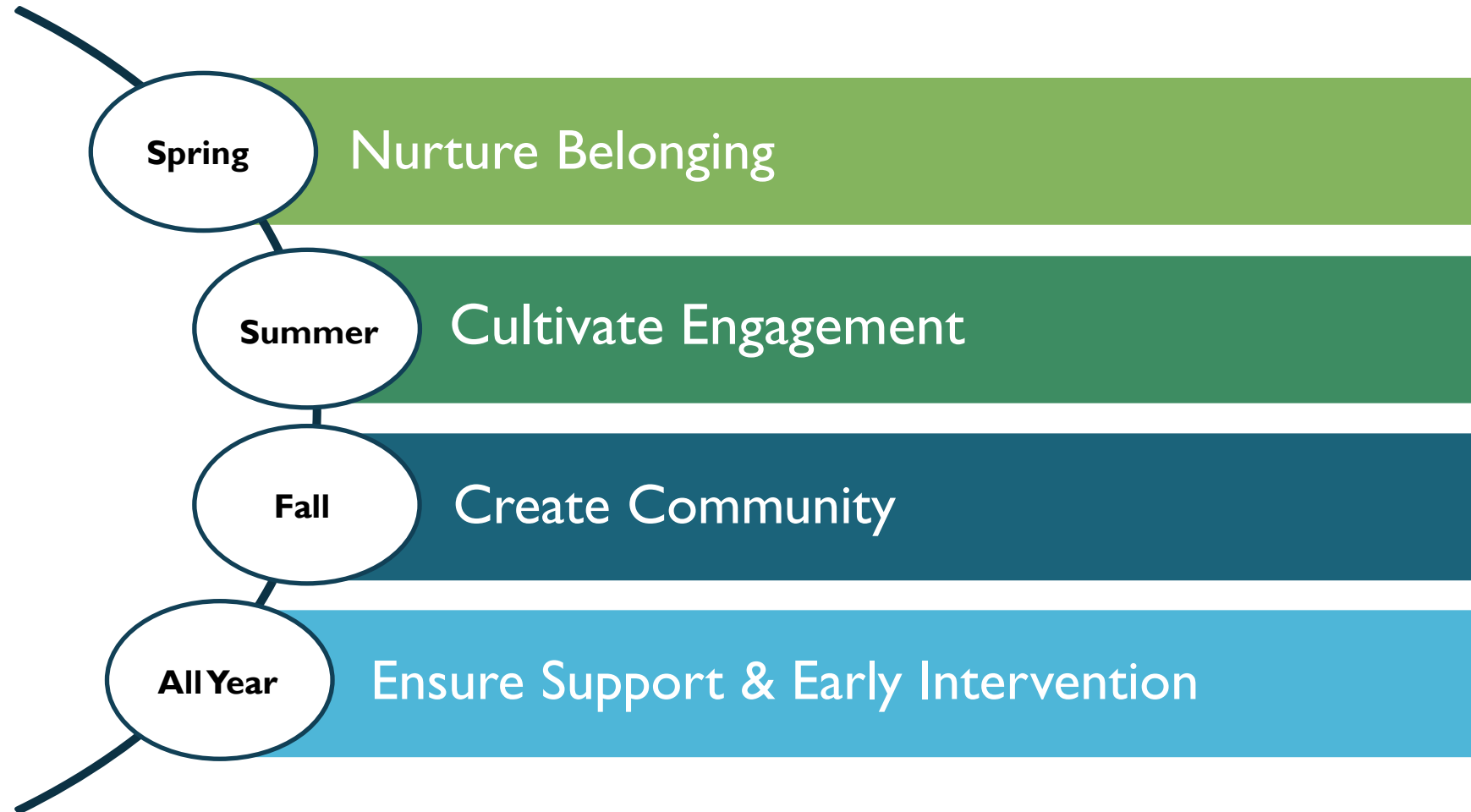
Plan now for the summer and the return to school!

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
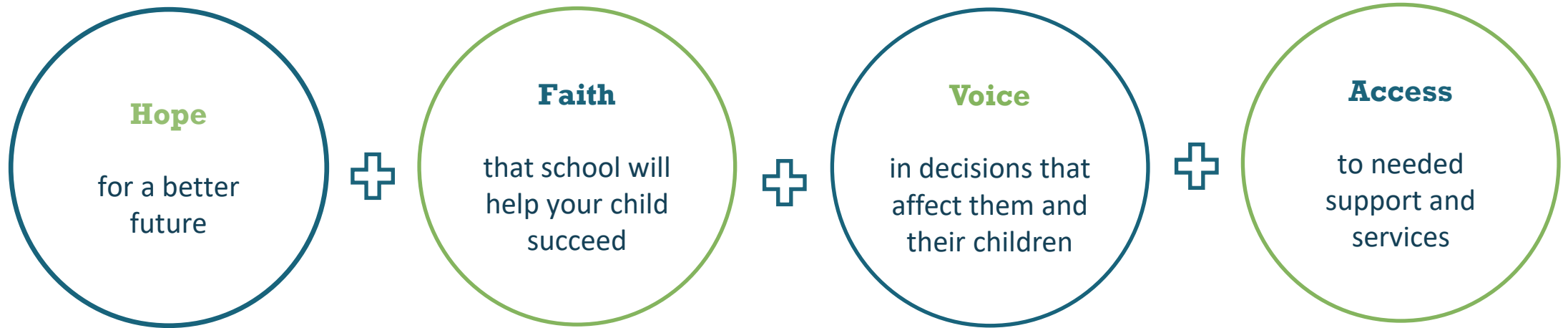
Panelists

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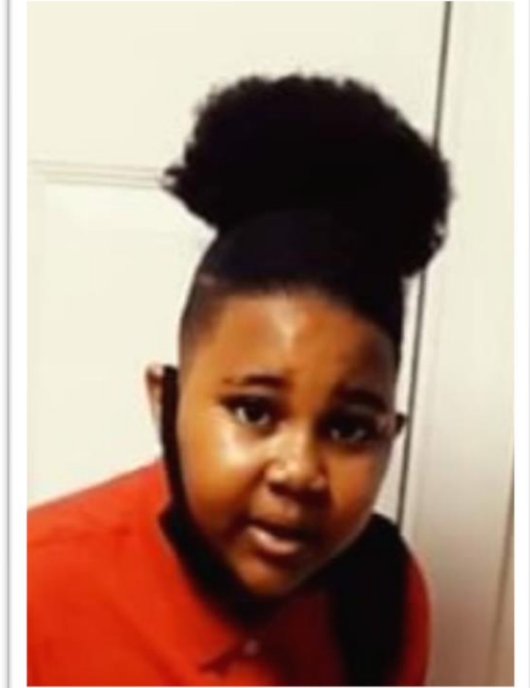
Kei'mon Royster
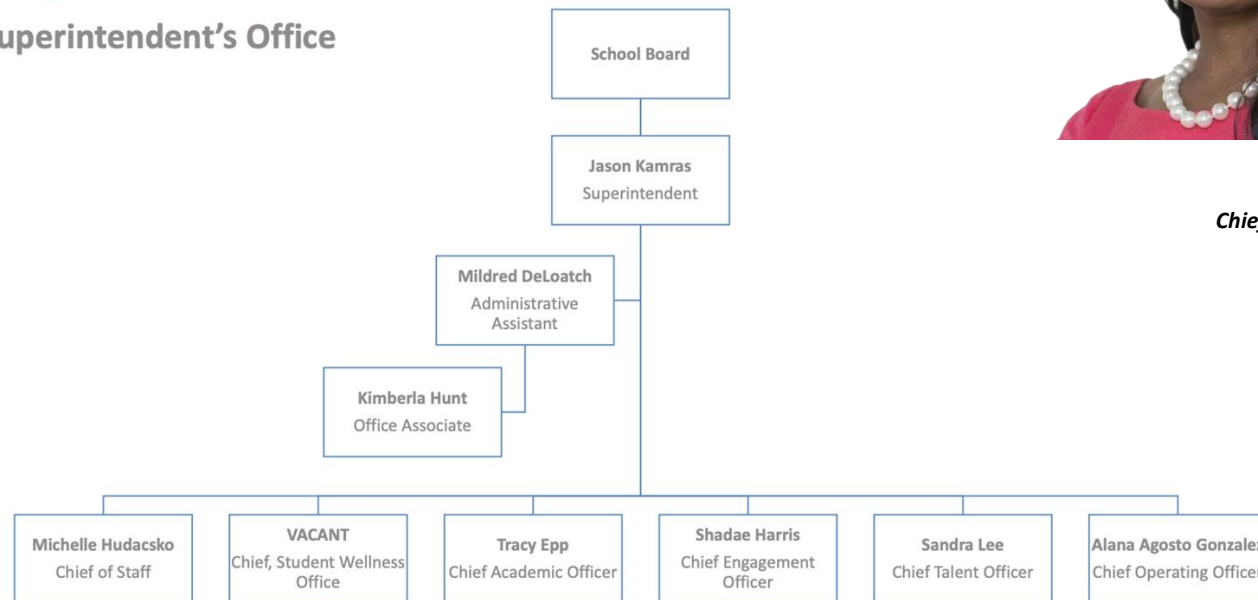*8th grade student, Anne
Arundel County Public
Schools, MD*

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.

Dr. Shadae T. Harris
Chief Engagement Officer

RPS RICHMOND PUBLIC SCHOOLS

Superintendent's Office

School Board

Jason Kamras
Superintendent

Mildred DeLoatch
Administrative Assistant

Kimberla Hunt
Office Associate

Michelle Hudacsko Chief of Staff	**VACANT** Chief, Student Wellness Office	**Tracy Epp** Chief Academic Officer	**Shadae Harris** Chief Engagement Officer	**Sandra Lee** Chief Talent Officer	**Alana Agosto Gonzalez** Chief Operating Officer

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.

Community Hub Strategy

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. Boushall
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 School/ASPIRE
9. Carver
10. John B Cary
11. Binford
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

Collaborative

Changing from compliance to support and service.

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:

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

Family Success Plan

Daily Attendance Process

Cognition / Shift in Beliefs: Attendance Through Engagement

School Response as Absences increase:

Days Absent	What is happening?
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

School Planning & Action Sheet

School Name: Fairfield

Attendance Targets & Goals

Chronic Absenteeism: ~35% → 25%
    How many students? 64
ADA: 88% → 95%
    How many students? 14

SAST Team Member	Data / Action Item
Social Worker	Go through column H & I and identify or make any changes to your caseload.
Family Liaison	Go through column H & I and identify or make any changes to your caseload.
CIS	Go through column H & I and identify or make any changes to your caseload.
Principal	Professional development on Engagement Series. Reducing chronic absenteeism and increase daily attendance through engagement strategies using the attendance tracker Set weekly outreach goals
AP	Weekly check of the dashboards. Responsible for and leads the SAST meetings.
Counselor	Go through column H & I and identify or make any changes to your caseload.
Resource officer	Mentorship with possible students and families
Teachers	Participate in engagement PD. Begin using the form Continue to build relationships with families

What do we want to be true by March 1st?
- Increase ADA to 95% in the month of Feb
- Reduce the number of Chronic Absent Students by 15
- Set weekly outreach goals by Feb 5th and use that to determine

Division Action Steps
- Create a 1 pager on effective engagement strategies and how to use the attendance tracker COB today
- Cheat sheet on how to navigate data dashboards
- Create a PD series
- Resources guide on possible interventions
- Identify resources funds

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

1. School attendance team make outreach through the 'form link'

2. Outreach comments are centralized and accessible

   ○ *This gives us the ability to observe trends in attendance barriers.*

First Name	Last Name	DoB	Grade	Excused	Unexcused	Total	Absences in Last 30 Days	Consecutive Absences	5 Day Plan	10 Day Plan	Form Link	Number of Comments	Most Recent Comment
			1	4	32	36	9	1	11/18/2021 - Completed	11/18/2021 - Completed	Form Link	17	1/27/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [____] - ssw sent text to parent reminding to send student to school tomorrow (early release day)
			2	1	3	4	0	0			Form Link	1	1/11/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [____] On 1.6.22 CIS spoke with mom who reported that she did not know school was open and thus student and siblings were absent. Discussed chrome book distribution and encouraged mom to send students to school on 1.7.22 unless she received text from CIS indicating school was closed. On 1.7.22 CIS spoke with mom to inform her school was open.
			4	2	3	5	1	0			Form Link	4	2/11/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [____] - On 2.11 Mom called CIS to inform that student is absent today due to doctor's appoint. Encouraged mom to bring students to school after appointment if possible.
			3	0	3	3	0	0			Form Link	3	2/17/22 - Alternative Contact (phone, text, email, etc.) - No Contact Made - [____] - Left message to inform about great behavior and good classroom productivity
			5	2	5	7	2	0	1/25/2022 - Completed		Form Link	2	2/11/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [____] - On 2.11 Mom called CIS to inform that student is absent today due to doctor's appoint. Encouraged mom to bring students to school after appointment if possible.
			K	0	4	4	0	0			Form Link	1	1/11/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [____] - On 1.6.22 CIS spoke with mom who reported that she did not know school was open and thus student and siblings were absent. Discussed chrome book distribution and encouraged mom to send students to school on 1.7.22 unless she received text from CIS indicating school was closed. On 1.7.22 CIS spoke with mom to inform her school was open.
			4	10	21	31	10	0	10/18/2021 - Completed	11/12/2021 - Completed	Form Link	14	3/3/22 - Alternative Contact (phone, text, email, etc.) - No Contact Made - [____] - On 3.3 CIS texted mom daily morning greeting encouraging student's attendance. Mom did not respond to text. Student was tardy but present.
			4	3	3	6	4	0			Form Link	2	3/9/22 - SAST Meeting Note (Only used during SAST Meeting) - No Contact Made - [____] - Discussed student during SAST - student may be out of zone - living inTownhomes across from Armstrong.
			K	3	0	3	3	0			Form Link	5	2/22/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [____] - Admin. Office Associate-Student's mother called to inform staff that he had a really bad nose bleed last night, and he was up really late so he did not get any sleep. Mother stated student would not be in school today due to his lack of sleep. Student should be returning the following day.
			3	2	2	4	2	0			Form Link	1	2/3/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [____] - Staff talked with mother about student not feeling well today (2/3/22) when she woke up for school. Mother stated that she would be taking her to the doctor to get her checked out and tested for Covid. Staff asked that mother send a note when student returned to school upon feeling better.

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

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

Chronic Absenteeism Five-Year Trend

	2017-18	2018-19	2019-20*	2020-21**	2021-22 January 28th	2021-22 March 16th
Division	**19.1%**	**15.7%**	**19.0%**	**19.5%**	**36.3%**	**25.9%**
African-American/Black	22.5%	18.4%	22.7%	24.2%	**40%**	**31.4%**
Hispanic/Latino	13.2%	12.5%	14.2%	13.7%	**25.9%**	**19.5%**
White	7.2%	5.7%	7.2%	4.4%	**17.4%**	**10.8%**
Economically Disadvantaged	22.5%	18.7%	23%	24.1%	**41.7%**	**33.2%**
English Learner	11.0%	11.0%	13.0%	13.0%	**24.6%**	**18.3%**
Students with Disabilities	26.1%	21.9%	25.4%	24.8%	**39.2%**	**31.6%**

*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
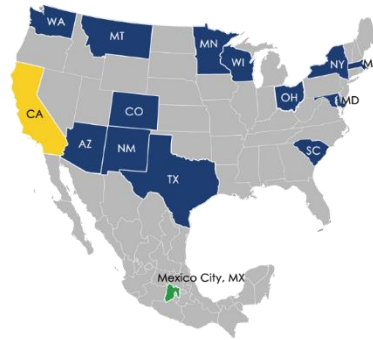
spanning
13 States

16 languages

721K parents
completed program

2.1M students
impacted

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

48%   REPORT AN ANNUAL HOUSEHOLD INCOME BELOW $29,000

Spring 2022   n = 539

52%   HAVE A MIDDLE OR ELEMENTARY SCHOOL EDUCATION

Spring 2022   n = 539

Survey Results: Communication

DO YOU HAVE ACCESS TO EMAIL ADDRESS

Legend: No (light) | Yes (dark)

	Spring 2020 (n = 1910)	Fall 2020 (n = 1323)	Spring 2022 (n = 539)
No	33	20	23
Yes	77	80	77
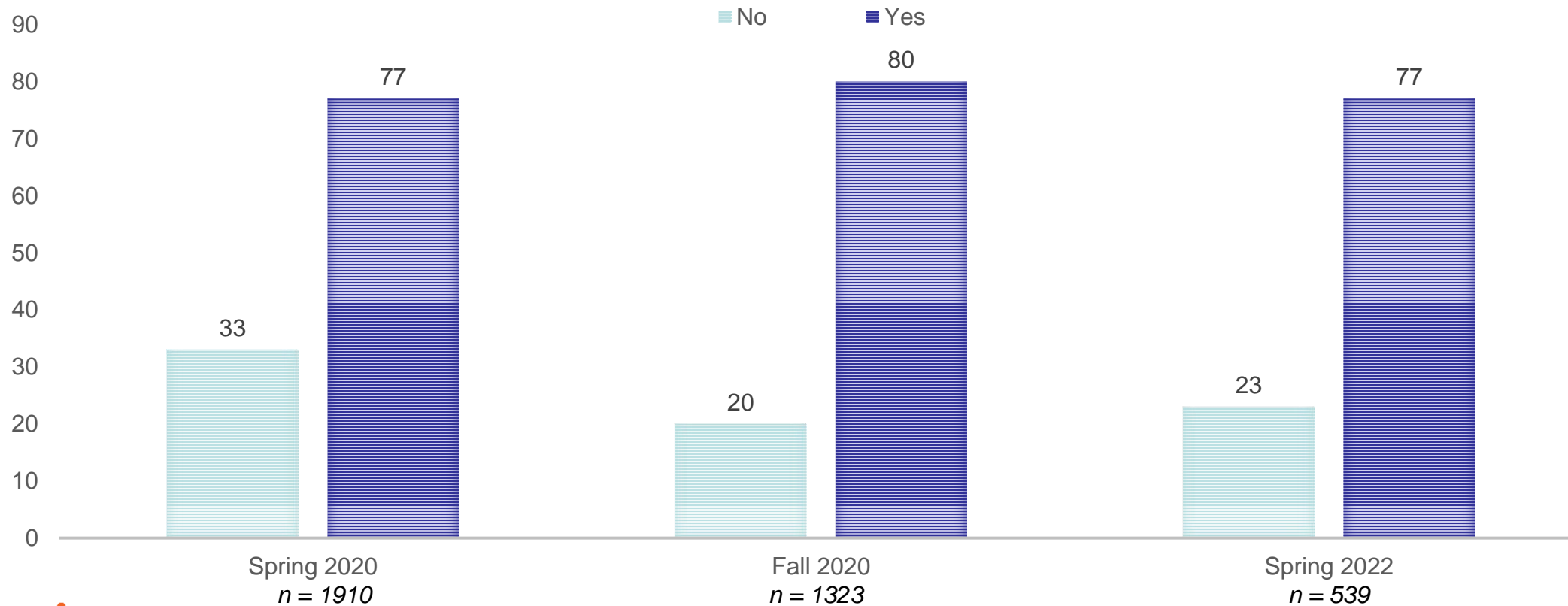
Survey Results: Technology

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.

How concerned are you about the following?

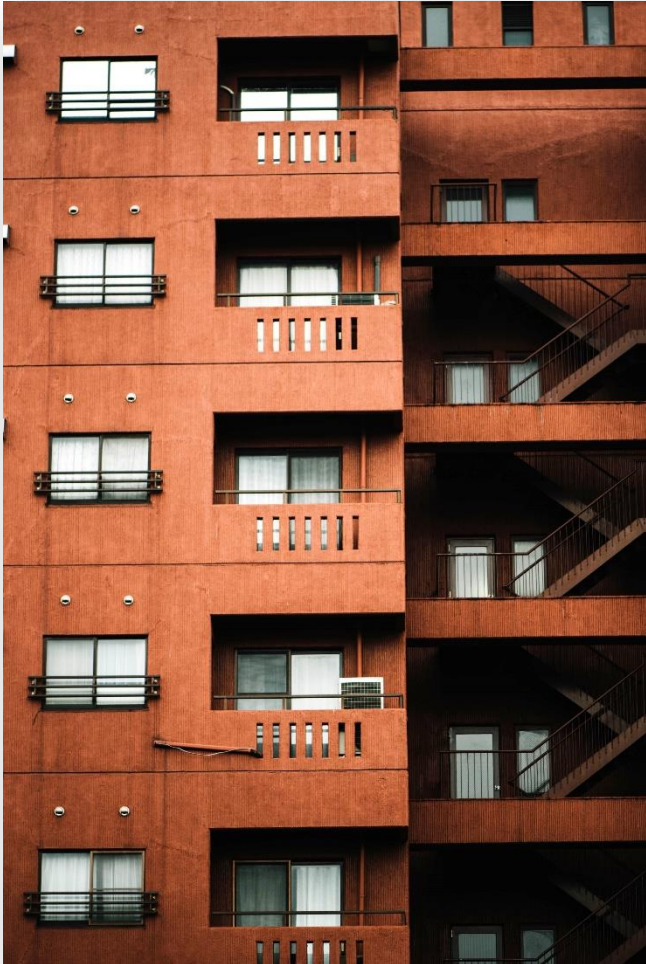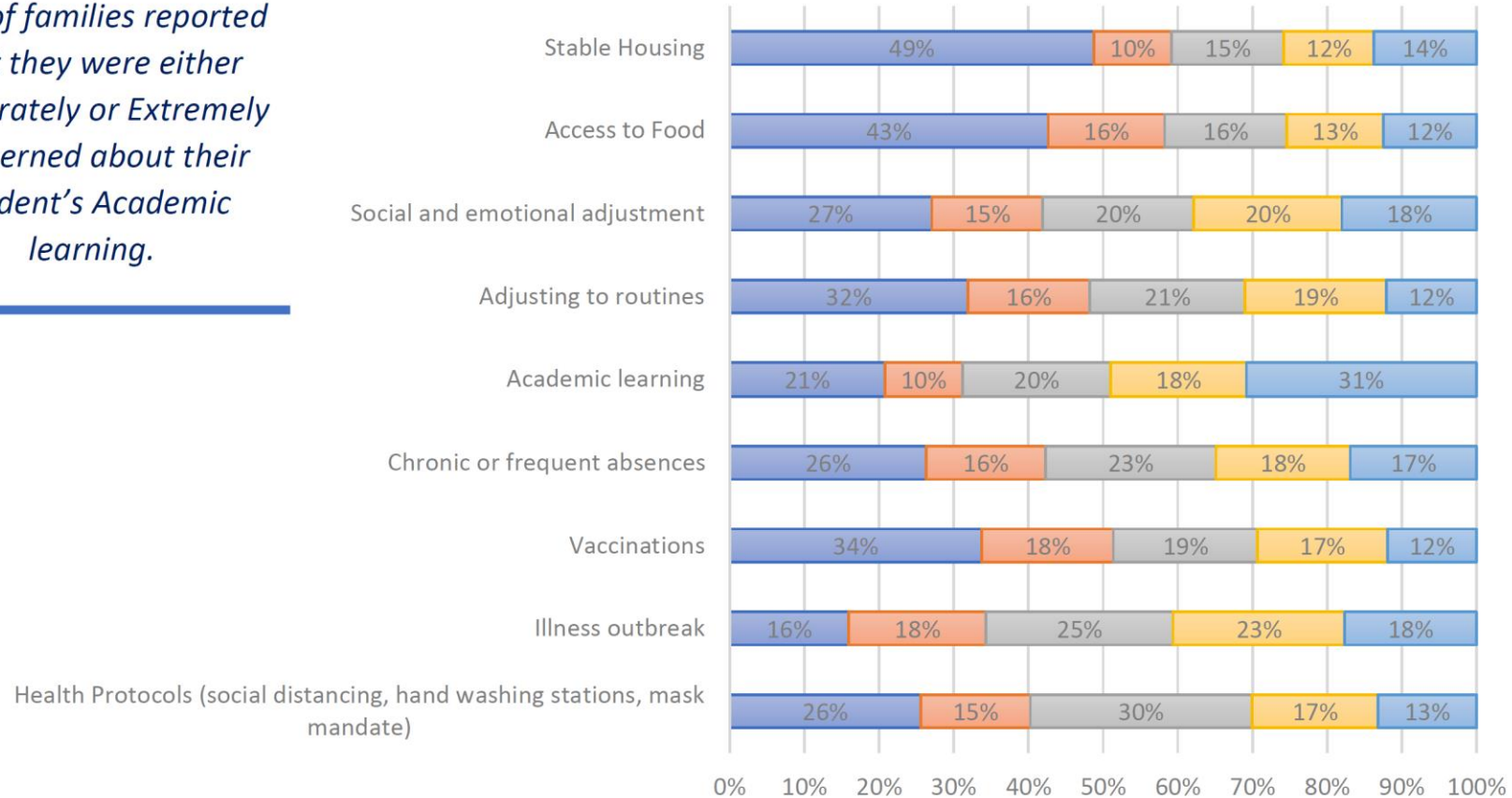|	Not at all concerned	Slightly Concerned	Somewhat Concerned	Moderately Concerned	Extremely Concerned
Stable Housing	49%	10%	15%	12%	14%
Access to Food	43%	16%	16%	13%	12%
Social and emotional adjustment	27%	15%	20%	20%	18%
Adjusting to routines	32%	16%	21%	19%	12%
Academic learning	21%	10%	20%	18%	31%
Chronic or frequent absences	26%	16%	23%	18%	17%
Vaccinations	34%	18%	19%	17%	12%
Illness outbreak	16%	18%	25%	23%	18%
Health Protocols (social distancing, hand washing stations, mask mandate)	26%	15%	30%	17%	13%

■ Not at all concerned ■ Slightly Concerned ■ Somewhat Concerned ■ Moderately Concerned ■ Extremely Concerned

Keep Learning California

Spring 2022   n = 539

Attendance Works

Families In Schools
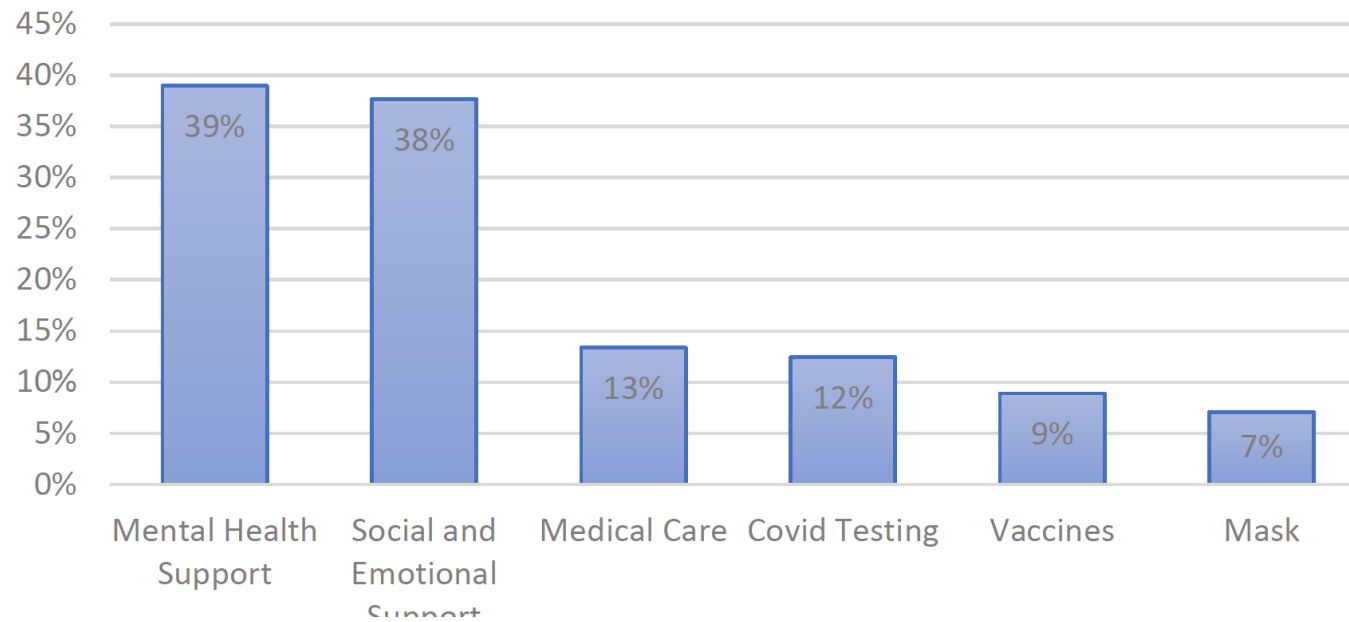
PIQE

49

Keep Learning California

[Keep Learning California](https://www.KeepLearningCA.org) 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

Parcentage of parents that do no have access to the following resources

45%	
40%	
35%	
30%	
25%	
20%	
15%	
10%	
5%	
0%	

39% — Mental Health Support
38% — Social and Emotional Support
13% — Medical Care
12% — Covid Testing
9% — Vaccines
7% — Mask

Spring 2022   n = 539

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

- 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

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
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Feedback

Please let us know how we can improve:

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

Thank you!

Attendance Works ©

Webinar Recording

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

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

And special appreciation to our philanthropic partners!

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