Relationships All Year Round: Nurturing Showing Up

Attendance Awareness Campaign 2023 – 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
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](http://www.attendanceworks.org)
I. Welcome

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

III. Panel:
  ❖ Yolie Flores, CEO & President, Families In Schools
  ❖ Shadae Harris, Chief Engagement Officer, Richmond Public Schools
  ❖ Phyllis Jordan, Associate Director, FutureEd, Georgetown University McCourt
     School of Public Policy
  ❖ Aldo Ramirez, Associate Superintendent, Educational Services, Salinas City
     Elementary School District

IV. Closing Reflections & Resources
Convening Partners
AAC 2023!

See the full list of national and state campaign partners here: https://awareness.attendanceworks.org/partners-2/
Theme for 2023!

Showing Up Together!

2023 Attendance Awareness Campaign

Showing Up Together!

2023 Attendance Awareness Campaign
Attendance Awareness Campaign 2023
Webinar Series

Webinar 1  Belonging & Engagement: The Keys to Showing Up,
Thursday, March 30 2023: 12pm-1:30pm PT / 3pm-4:30pm ET (recorded)

Webinar 2  Relationships All Year Round: Nurturing Showing Up
Wednesday, May 10, 12pm-1:30pm PT / 3pm-4:30pm ET (Today)

Webinar 3  A Healthy Return to School: Ensuring Showing Up
Wednesday, August 9, 12pm-1:30pm PT / 3pm-4:30pm ET

Webinar 4  Bright Spots: Sustain Engagement and Attendance,
Wednesday, September 27, 12pm-1:30pm PT / 3pm-4:30pm ET

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

Register here: https://www.attendanceworks.org/resources/webinars/
2023 Theme: Showing Up Together

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.
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.

Automate Your Day: School Technology provides a wide range of Skyward integrated hardware and software solutions that specifically meet the unique needs of K12 education.
Together, we have the opportunity to truly change the life trajectory for millions of students.
Chronic Absence Trends for the United States

Percentage of Students Chronically Absent Likely Doubled Nationwide Since 2018-2019

- Increases are occurring in tandem with significant drops in achievement
- Chronic absence is higher than ever, especially in early elementary and high school
- Early data from 2022–23 (not shown in figure) indicate rates remain high
Alarming Increases Seen in Kindergarten Chronic Absence

Chronic Absence in Ohio
SY 18-19 to SY 21-22

Graph showing chronic absence rates in Ohio from SY 18-19 to SY 21-22.

Chronic Absence in California
(SY 2018-19 vs SY 2021-22)

Graph showing chronic absence rates in California for different grade spans.
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 defined as **missing 10 percent or more of school for any reason**.
Chronic Absence vs. Truancy

Truancy

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

Chronic Absence

- Counts ALL absences (excused, unexcused & suspensions)
- Emphasizes impact of missed days and benefits of being present
- Uses preventative, problem-solving, trauma-sensitive strategies
- Cultivates family & student engagement

### How Unexcused Label Affects School Response

<table>
<thead>
<tr>
<th>Response To Excused</th>
<th>Response to To Unexcused</th>
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<tbody>
<tr>
<td>Help with homework</td>
<td>Denial of help or no credit for homework</td>
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<tr>
<td>Make-up exams</td>
<td>No make-up exams</td>
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<td>Home tutoring provided</td>
<td>Denial of class credit</td>
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<td>Removal from extra-curricular activities</td>
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<td></td>
<td>Send notices of truancy</td>
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<td><strong>If unexcused absences accumulate despite earlier outreach from schools and districts, courts can</strong></td>
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<td>Fine student and parents</td>
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<td></td>
<td>Require community service program or parenting program</td>
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<td>Charge parents with misdemeanor</td>
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Chronic absence is a *leading* indicator and a *cause* of educational inequity.
Reducing chronic absence requires addressing underlying challenges

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<thead>
<tr>
<th>Barriers</th>
<th>Aversion</th>
<th>Disengagement</th>
<th>Misconceptions</th>
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<tbody>
<tr>
<td>Chronic and acute illness</td>
<td>Struggling academically and/or behaviorally</td>
<td>Lack of challenging, culturally responsive instruction</td>
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<td>Family responsibilities or home situation</td>
<td>Unwelcoming school climate</td>
<td>Bored</td>
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<td>Trauma</td>
<td>Social and peer challenges</td>
<td>No meaningful relationships to adults in the school (especially given staff shortages)</td>
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<td>Poor transportation</td>
<td>Anxiety</td>
<td>Lack of enrichment opportunities</td>
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<td>Housing and food insecurity</td>
<td>Biased disciplinary and suspension practices</td>
<td>Lack of academic and behavioral support</td>
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<td>Inequitable access to needed services</td>
<td>Undiagnosed disability and/or disability accommodations</td>
<td>Failure to earn credits</td>
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<td>System involvement</td>
<td>Parents had negative educational experiences</td>
<td>Drawn to low-wage job vs. being in high school</td>
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<td>Lack of predictable schedules for learning</td>
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<td>Lack of access to tech</td>
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- 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
Offer a multi-tiered approach that begins with prevention

Students Missing 20% or More

Students Missing 10% - 19%

All Students and Families

Working across silos is essential!

https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/
Gather Information About Why Students Do and Do Not Attend School

Student / Family Focus Groups

Student / Family Surveys & Interviews

School Staff Observation

Student / Family Gatherings

Common barriers students shared:

- Stress
- TIRED
- Family issues
- unstable housing
- NEED TO WORK

End the Silence

YOUTh Focus Groups

Biggest Weight?

Parents

Yelling/Fighting

Comparing to Siblings

On-Off Support

COVID

Adjusting
to life changes

Social Media

Home

Not Supportive

Isolation Loneliness

Not learning

Is learning

Feeling of Rejection

Pain of Rejection

College

Not learning

Is learning

Feeling of Rejection

Pain of Rejection

Used with permission from Butte County Office of Education
Align Interventions to Local Realities

**Reason for Absence**

**Disengaged**
- Assign a peer group mentor
- Create an individualized learning plan
- Create fun learning experiences (art, music, STEM, etc.)
- Offer alternatives for credit recovery

**Health & Anxiety**
- Address concerns about health and safety
- Expand access to school based health/mental health services
- Help students and families build regular routines
- Offer small groups to teach calming skills (in school or after school)

**Family/Work Responsibilities**
- Identify alternate caregivers
- Provide a modified schedule
- Negotiate work schedules with local employers

**Transportation Barriers**
- Walking School Bus
- Free municipal bus passes
- Carpools/VanPools

www.attendanceworks.org
Taking A Year Long Approach

Recommended Steps:

1. Convene your team
2. Review data & identify priority groups
3. Craft engagement strategies and develop your plan
4. Reflect, learn & improve

Spring: Nurture Belonging
Summer: Engage & Build Bridges
Fall: Create Community
All Year: Ensure Support
Key Ingredients of Systemic Change to Reducing Absenteeism

- District
- Shared Accountability
- Adequate, Equitable Resources
- Strategic Partnerships
- Schools
- Actionable Data
- Positive Engagement
- Community
- Students & Families
Attendance Playbook 3.0

- A joint project by FutureEd and Attendance Works
- Offers interventions for reducing chronic absence

Provides:
- ✔ ESSA research level
- ✔ MTTS tier of support
- ✔ Research and resources

LINK: https://www.future-ed.org/attendance-playbook/
Research and Resources

Research

- School-located influenza vaccination and absenteeism among elementary school students in a Hispanic community: PROMISING
- Impact of school flu vaccine program on student absences: EMERGING
- Burden of asthma in inner-city elementary schoolchildren: PROMISING
- The Relationship Between School-Based Health Centers, Rates of Early Dismissal from School, and Loss of Seat Time: PROMISING

Can Restorative Practices Improve School Climate and Curb Suspensions? MODERATE

- The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline: EMERGING
- A Cluster-Randomized Trial of Restorative Practices: EMERGING

Resources

- The Cost Benefit of Comprehensive Primary and Preventive School-Based Health Care
- School-Based Health Care Support Toolkit

Restorative Justice in U.S. Schools: A Research Review
Panelists

Yolie Flores  
CEO & President  
Families In Schools

Shadae Harris  
Chief Engagement Officer  
Richmond Public Schools

Phyllis Jordan  
Associate Director  
Future Ed, Georgetown  
University McCourt School of  
Public Policy

Aldo Ramirez  
Associate Superintendent,  
Educational Services, Salinas City  
Elementary School District
Tell us about the challenges families and youth are experiencing?
1

What matters most to families
When asked where Los Angeles Unified should focus its resources, families prioritized academics, enrichment opportunities, and social emotional learning during and outside of school hours. Families identified high quality tutoring as one clear way that schools can support children across the district.

2

What families want to see
Families are clear they wanted to see better information about their child's academic progress toward grade-level learning. Compared to last year, there was an overall increase in families who wanted to see information on access and progress on grade-level, high quality curriculum and what academic standards their child should be learning and what they are actually learning.

3

How families feel about where the district is headed
Families expressed support for the aims of the new Los Angeles Unified 2022-26 strategic plan, especially providing students with the support, knowledge, and skills to reach their full academic potential and graduate.
4 How are families represented in decision-making
After the first full academic year of in-person learning, families report even higher feelings of being heard and represented in school-based decisions than they did last year.

5 How committed are families to their current school system
Many families are struggling with the decision about where to send their children to school long term. The majority of families plan to stay in public school options within Los Angeles Unified. Those that are not committed to staying in their Los Angeles Unified neighborhood school are mostly considering attending nearby districts within Los Angeles County.
What do we know from research about what helps students and families show up?
What Matters to Families

Attendance improves parents feel welcome at school and feel they have a voice in what happens there.
Communicating With Families

Direct, personalized outreach to families—through letters or texts—can reduce absenteeism. These should:

• Focus on empathy, how the school can help families
• Avoid punitive messages that leaves parents feeling blamed
• Provide precise, personalized information
• Send repeated communications notices throughout the year
Positive Greetings at the Door

• Greet each student by name as they enter the classroom
• Remind students of what’s expected in terms of behavior
• Provide an activity students can do as they settle into the classroom
• Connect with students who misbehaved or had negative interactions the previous day
Targeted Family Visits

During the pandemic, some districts began targeting home visits to families of students with high rates of absenteeism.

Connecticut’s $10.7 million LEAP program:
• Reached 8,700 students in 15 districts
• Led to a 15-percentage point increase in attendance after 6 months
Connecting Students and Teachers

Numerous studies show that teachers can influence student attendance—and, with it, academic success.

What Matters:
• Knowing the teacher from past years
• Small group work, advisories
• Fair discipline practices
• A diverse teaching force
Instruction That Matters

Students become more engaged when they believe what they’re learning matters.

This works best when interventions:
• Help students see the relevance of lessons
• Connect to a students’ culture
• Offer a viable career track
• Offer students a voice
How do you build systems to change culture, support relationships and engage in continuous improvement?
SCESD Chronic Absenteeism

2018-2019

LEARN MORE
Chronic Absenteeism

All Students  State

Yellow

9.5% chronically absent
Maintained -0.3%

EQUITY REPORT
Number of Student Groups in Each Color

<table>
<thead>
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<th>Color</th>
<th>Number</th>
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<tr>
<td>Blue</td>
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<td>Yellow</td>
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<tr>
<td>Red</td>
<td>0</td>
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</table>

View More Details →

2021-2022

LEARN MORE
Chronic Absenteeism

All Students  State

Very High

37.9% chronically absent

EQUITY REPORT
Number of Student Groups in Each Level

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<th>Level</th>
<th>Number</th>
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<tr>
<td>High</td>
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<td>Medium</td>
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<tr>
<td>Low</td>
<td>0</td>
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<tr>
<td>Very Low</td>
<td>0</td>
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</tbody>
</table>

View More Details →

www.attendanceworks.org
SCESD Research Based Design

Overview of Chronic Absenteeism Brief

August 30, 2022
# SCESD Data Systems

The SCESD Data Systems page contains a spreadsheet titled "LV Chronic Abs CCIT Spreadsheet." The spreadsheet includes columns for School, Qualifying Voc, Cycle 1, Cycle 1 Diff, Cycle 2, Cycle 2 Diff, Cycle 3, Cycle 3 Diff, Cycle 4, Cycle 4 Diff, Cycle 5, Cycle 5 Diff, Cycle 6, and Cycle 6 Diff. The data appears to be related to student attendance records and chronic absence rates. The spreadsheet also includes notes and additional columns for notes, Q3CC, and Q4CC.

The page features a diagram illustrating Attendance % of Exit, with data points and percentages shown. The diagram includes a chart showing Attendance % by Exit, with various data points and percentages indicated.

The various images and sections on the page, such as the header "SCESD Data Systems," the spreadsheet, and the diagram, provide a comprehensive overview of the data systems used in SCESD for tracking student attendance and chronic absence rates.
SCESD Real Time Data

2022-2023

SCESD Chronic Absenteeism by Site 2022-2023

Month

August September October November December January February March April May June

0 10 20 30 40

2021-2022
Low Dashboard
Overall
BM
DIAS
EG
K
LW
LIN
LV
LP
MIP
MoP
N
R
SCVA
SHR

www.attendanceworks.org
Relationships All Year Round: Nurturing Showing Up

Attendance Awareness Campaign Webinar

Presented By: Dr. Shadae Harris, Chief Engagement Officer; Richmond City Schools

Date: May 10, 2023
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.
RPS Key Dimensions of Engagement

**Building Relationships**
Building authentic and trusting relationships between home and school.

**Linked to Learning**
Connecting to teaching and learning goals for students.

**Supporting Advocacy**
Provide training, assistance, and support to ensure all are informed on critical issues.

**Sharing Power**
Equal partners in decisions and together inform, influence and create policies, practices, and programs.

**Affirming Differences**
Addressing and affirming differences so that all feel welcomed, supported, and diversity is valued.
Division Wide Engagement Goals for SY 2022-23

Deep Partnerships with Families and Community is a key priority in the Division’s Strategic Plan.

Engagement Plans were created by each School for the SY 2022-23 around the following Goals:

1. Decrease Chronic Absenteeism
2. Increase School-Family Communication
3. Increase Parent Advocacy
Engagement Goal 1 - Decrease Chronic Absenteeism

Building School Capacity

- School Dashboards track Chronic Absenteeism and Average Daily Attendance
- School Trackers support school leadership’s attendance monitoring for students and families in need.
- Attendance Toolkits serve as critical planning resources and templates for school leadership
- Engagement Dashboard captures and monitors outreach attempts and successful contacts

Data Driven Planning

- Goal setting & planning meetings with school leaders
- Weekly SAST support and planning
- Trio planning to connect families with relevant support and resources
- 5-day and 10-day Success Plan development
- School & community based resource mapping

Strategic Interventions

- School based engagement incentives to encourage increased attendance
- Regular communication with families via text and voice messages about attendance data
- Regular home visits and resource support
- Hub-wide support of schools with higher needs
- School-wide training and professional learning on attendance engagement strategies
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.
School Highlights

Data Snapshot

As a result of the increased engagement and a more strategic focus on data analysis and resource support, several schools have experienced significant reductions in their chronic absenteeism. For example, Swansboro has increased home visits and implemented school-wide incentives to support a culture of positive attendance while Ginter Park has invested time in community-based attendance meetings to share information and resources with their families. The Dual Capacity Framework has provided us the foundation to see such a strong correlation between increased engagement and decreased chronic absenteeism.
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’
   - 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>Grade</th>
<th>Excused</th>
<th>Unexcused</th>
<th>Total</th>
<th>Absences in Past 30 Days</th>
<th>Consecutive Absences</th>
<th>5 Day Plan</th>
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<th>Form Link</th>
<th>Number of Comments</th>
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<td>1/11/22</td>
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<td>On 1.8.23 CIB spoke with mom who reported that she did not know school was open and then student was absent. Discussed options by email. School will be sending more outreach today, due to doctor’s appointment. Encouraged mom to bring student to school after appointment if possible.</td>
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<td>- Original message to inform about great behavior and good classroom participation</td>
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<td>3</td>
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<td>0</td>
<td>On 3.9.23 CIB spoke with mom who reported that she was out of town - Form Link</td>
<td>- Discussed student during SAST - student may be out of zone - Form Link</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2/2/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - Form Link</td>
<td>- Staff talked with mother about student not feeling well today (2/2/22) when she woke up for school. Mother stated that she would be taking her to the doctor and would be calling back to let them know if she was going to be absent. School received call this morning that mother sent a note when student returned to school upon feeling better.</td>
<td></td>
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</tr>
</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.
How do parents, the public and other stakeholders hold districts and schools accountable for relationship building?
Q & A
Plan activities and events that keep a focus on improving attendance all year long.

❖ See sample activities for PreK, K-12 and district teams

❖ Use blank calendars to customize the plan for your community

❖ Remember to specify who is responsible for leading and how to measure the results

https://www.attendanceworks.org/resources/year-long-planning/
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: 44,000+ members

PROMOTE THE CAMPAIGN

Join us for webinar #1, Belonging and Engagement: The Keys to Showing Up, March 30!

Sign up for updates:
www.awareness.attendanceworks.org
An easy on-ramp for developing or expanding a local or statewide attendance awareness campaign.

★ Tips
★ Templates
★ Proven strategies

https://awareness.attendanceworks.org/
Opportunities to Promote AAC 2023!

Share the Attendance Awareness website: http://awareness.attendanceworks.org/

✔ Like us on Facebook

✔ Tweet using #schooleveryday @attendanceworks

✔ Follow us on LinkedIn

✔ Add a badge to your signature line or materials
Mayors and other elected leaders, school boards and superintendents can signal the importance of school attendance and engagement by declaring that **September is Attendance Awareness Month**.

**We will update the template Proclamation for 2023!**

Find it here: [https://awareness.attendanceworks.org/resources/proclamations-2022/](https://awareness.attendanceworks.org/resources/proclamations-2022/)
Step 1: Explain Why Attendance Matters
Step 2: Cultivate A Culture of Engagement and Attendance for Students and Families
Step 3: Use Data to Determine Need for Intervention and Additional Support
Step 4: Engage Community Partners

https://www.attendanceworks.org/resources/toolkits/showing-up-matters-for-real/
Parent Handout on Anxiety

This new, 2-page handout answers key questions:

➔ What are the symptoms?
➔ When does anxiety become a problem?
➔ What can families do to support their child?
➔ How can schools and health providers help?
➔ Where can I find additional information?

https://www.attendanceworks.org/take-action/community-and-agency-partners/health-care-providers/
Register today!

2023 National Community Schools and Family Engagement Conference
June 7-9 | Philadelphia, PA

Feedback

Please let us know how we can improve:
https://www.surveymonkey.com/r/AAC-May-2023

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
Appendix
About

● Located in Salinas City, California
● Serves approximately 8,200 students from transitional kindergarten to grade six
● 15 elementary schools
About

- Located in Richmond, Virginia
- Serves approximately 22,000 students from preschool through grade 12
- 39 schools total (25 elementary including one charter, 5 comprehensive high schools, 3 specialty schools and 5 preschool centers)