



Ensuring a Welcoming, Healthy and Restorative Start to School

Attendance Awareness Campaign 2022 – Webinar 3 of 4

August 3, 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



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:

- ❖ **Charles Amey**, Principal, Edward Harris, Jr. Middle School, Elk Grove Unified School District, CA
- ❖ **Lisa Levasseur**, Director, Dept. of Family and Community Engagement, Elk Grove Unified School District, CA
- ❖ **Elizabeth Cook**, Senior Director, Whole Child Health, Alliance for a Healthier Generation
- ❖ **Karen Pittman**, Partner, Knowledge to Power Catalysts

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/>



**Welcome to Our Newest
State Collaborating Partner!**



The Delaware Afterschool Network (DEAN) works with its partners to create a long-term policy voice for afterschool programs and advocate for policies that support high-quality programs and the afterschool workforce.

Visit www.deasn.org

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 (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 (recorded)

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 (*today!*)

Ensuring a Welcoming, Healthy and Restorative Start to School, 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

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!



Kaiser Permanente's Thriving Schools brings together extensive health care expertise and partnerships with nationally recognized and trusted organizations to support schools in becoming a beacon of health in their community.



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 do we know from national and local data?

- ✓ **Pre-pandemic: 8 million students chronically absent (missing 10% or more of school for any reason)**
- ✓ **Now: chronic absence has more than doubled.**
- ✓ **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.**



Chronic Absence & Equity

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



Reducing chronic absence requires addressing challenges many worsened or created by the pandemic

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

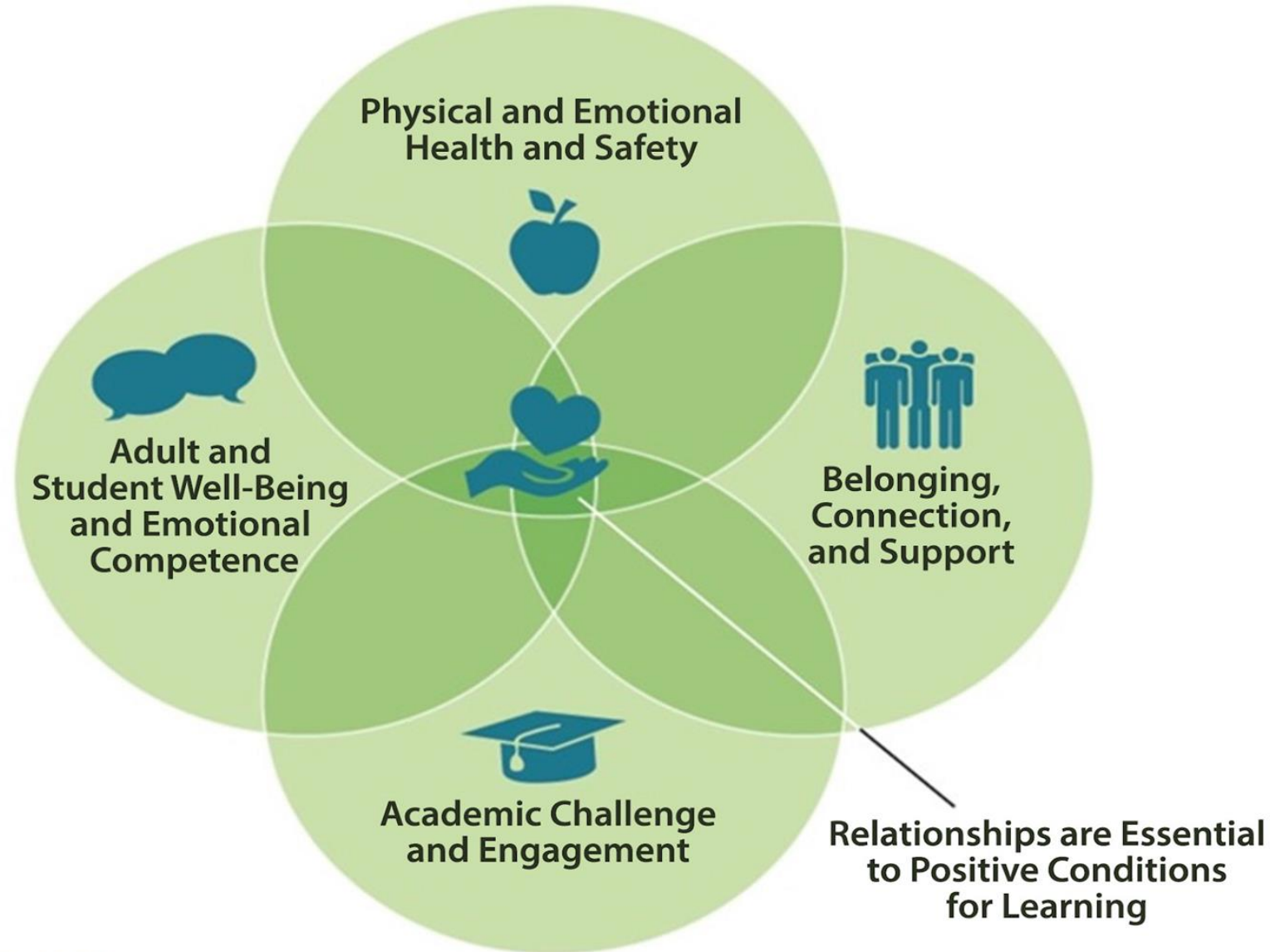
Disengagement

- 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

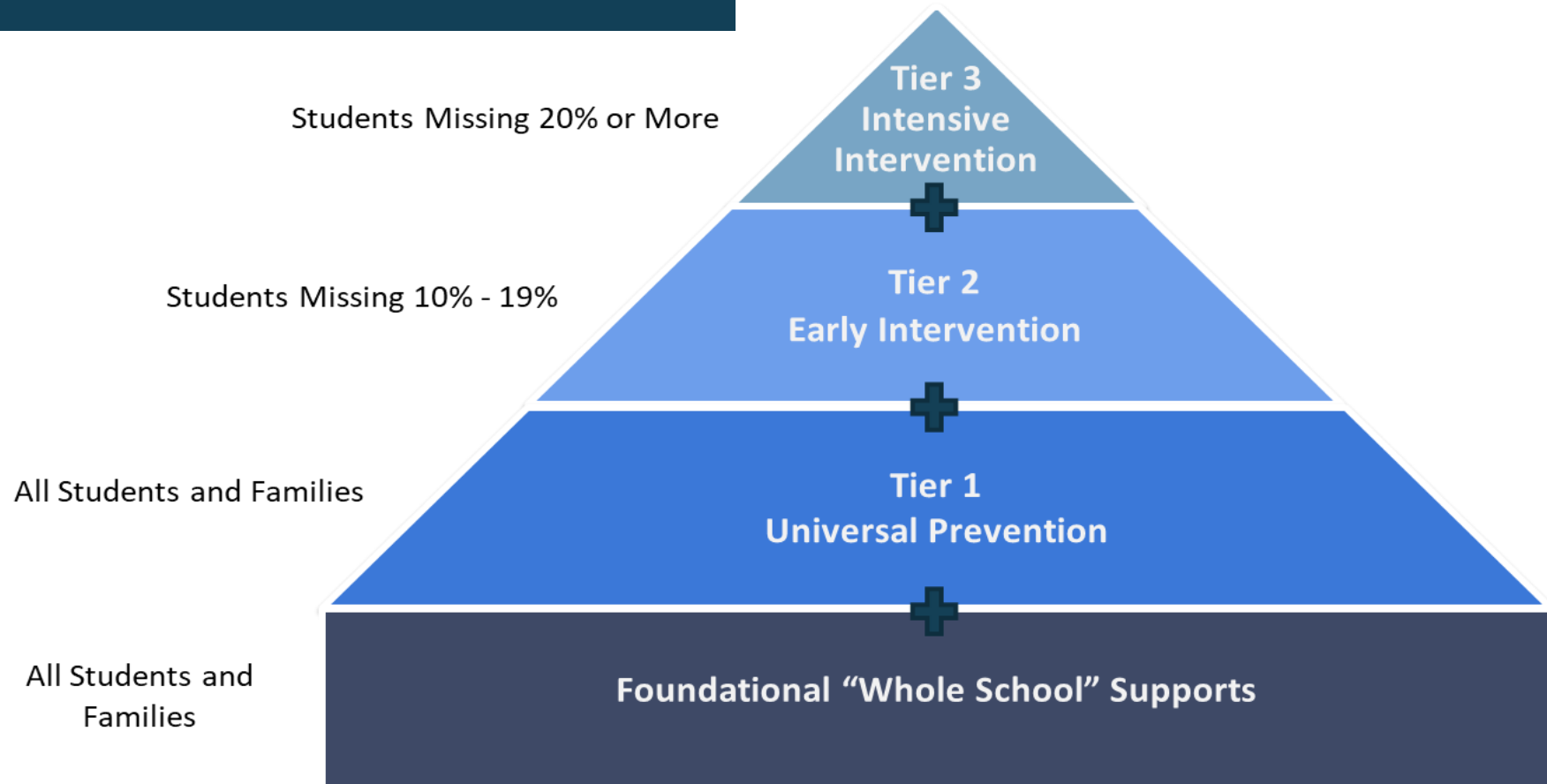
Take an all-hands-on-deck “team” approach to rebuilding positive conditions for learning in our schools





**Offer a multi-tiered approach
that begins with prevention**

**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

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.



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

A Toolkit for Communicating with Students and Families

April 2022

Four Key Steps

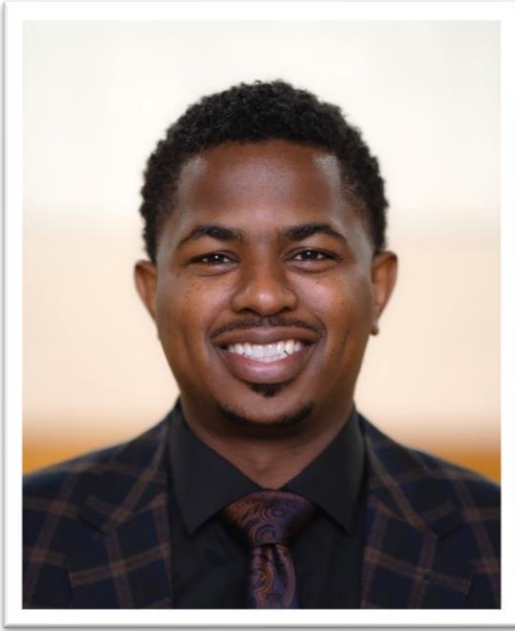
1. **Explain Why Attendance Matters**
2. **Cultivate a Culture of Engagement and Attendance With Students and Families** *(NEW resources for Back-to-School!)*
3. **Use Data to Determine Need for Intervention and Additional Support**
4. **Engage Community Partners** *(updated materials!)*



Essential Lessons Learned from the Pandemic

1. We must shift from encouraging students to stay home as a strategy for keeping healthy to emphasizing that showing up to school matters for health, well-being and learning, and here is **how** to show up safely!
2. We must provide meaningful distance learning options during quarantine so students can show up safely and keep up with classwork.
3. We must collaborate across silos, agencies and staff.
4. We must partner with and listen to the voices of families and youth.

Panelists



Charles Amey

*Principal, Edward Harris, Jr.
Middle School, Elk Grove
Unified School District, CA*

[About Charles](#)



Lisa Levassuer

*Director, Dept. of Family &
Community Engagement,
Elk Grove Unified School
District, CA*

[About Lisa](#)



Elizabeth Cook

*Senior Director,
Whole Child Health, Alliance
for a Healthier Generation*

[About Elizabeth](#)



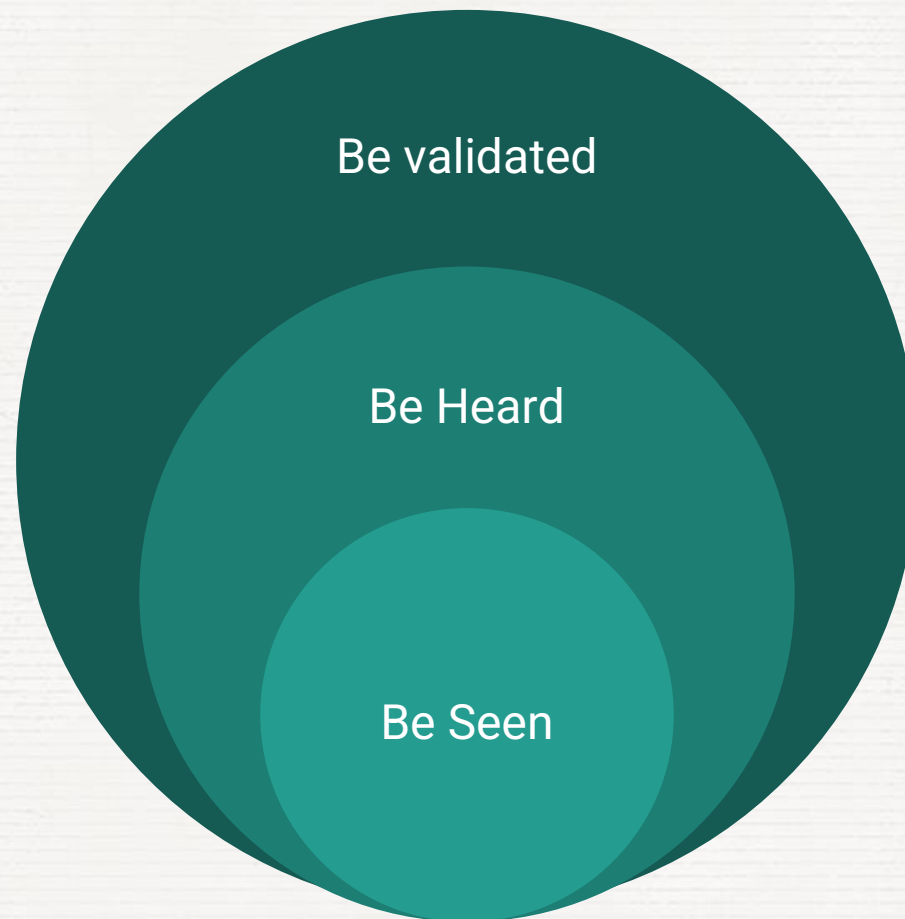
Karen Pittman

*Partner, Knowledge to
Power Catalysts,
AW Advisory Board*

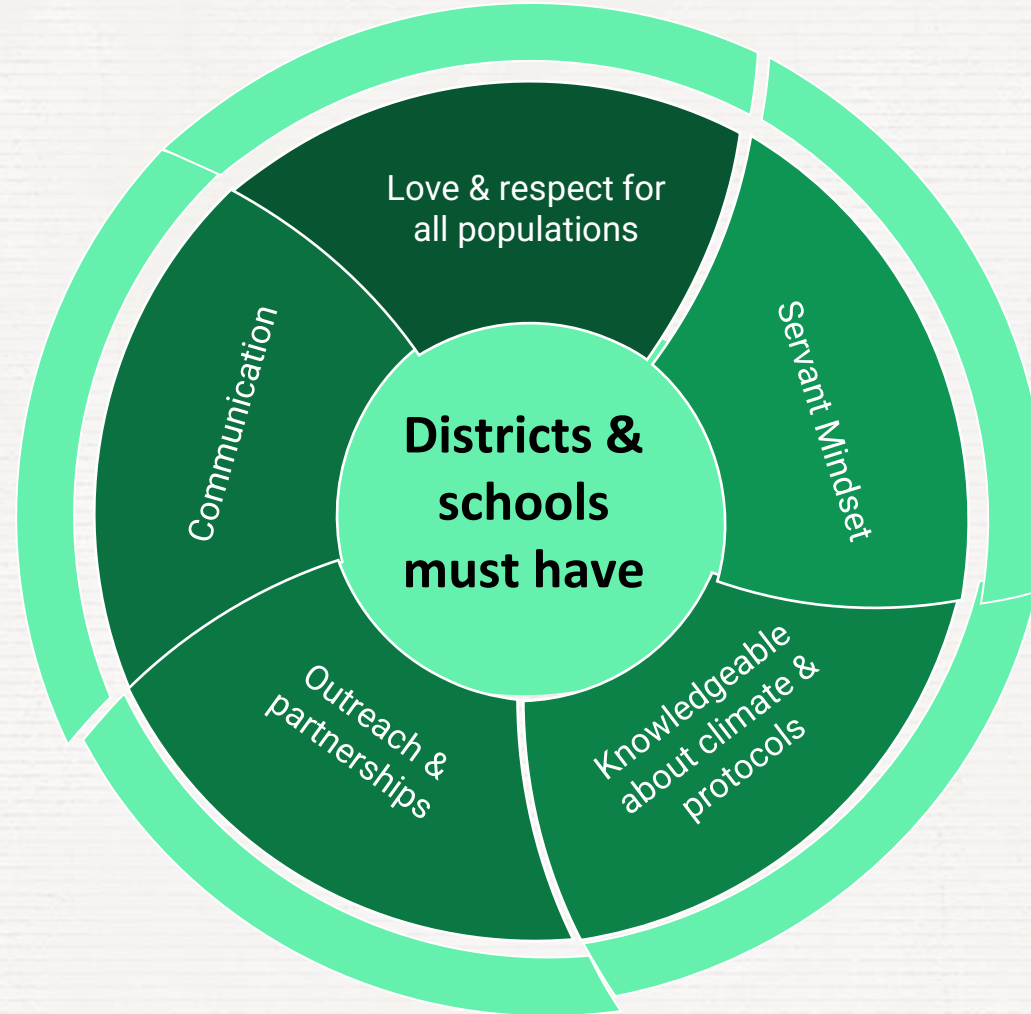
[About Karen](#)

I. What are key components of a warm, welcoming & restorative return to school, especially given current concerns about health & safety?



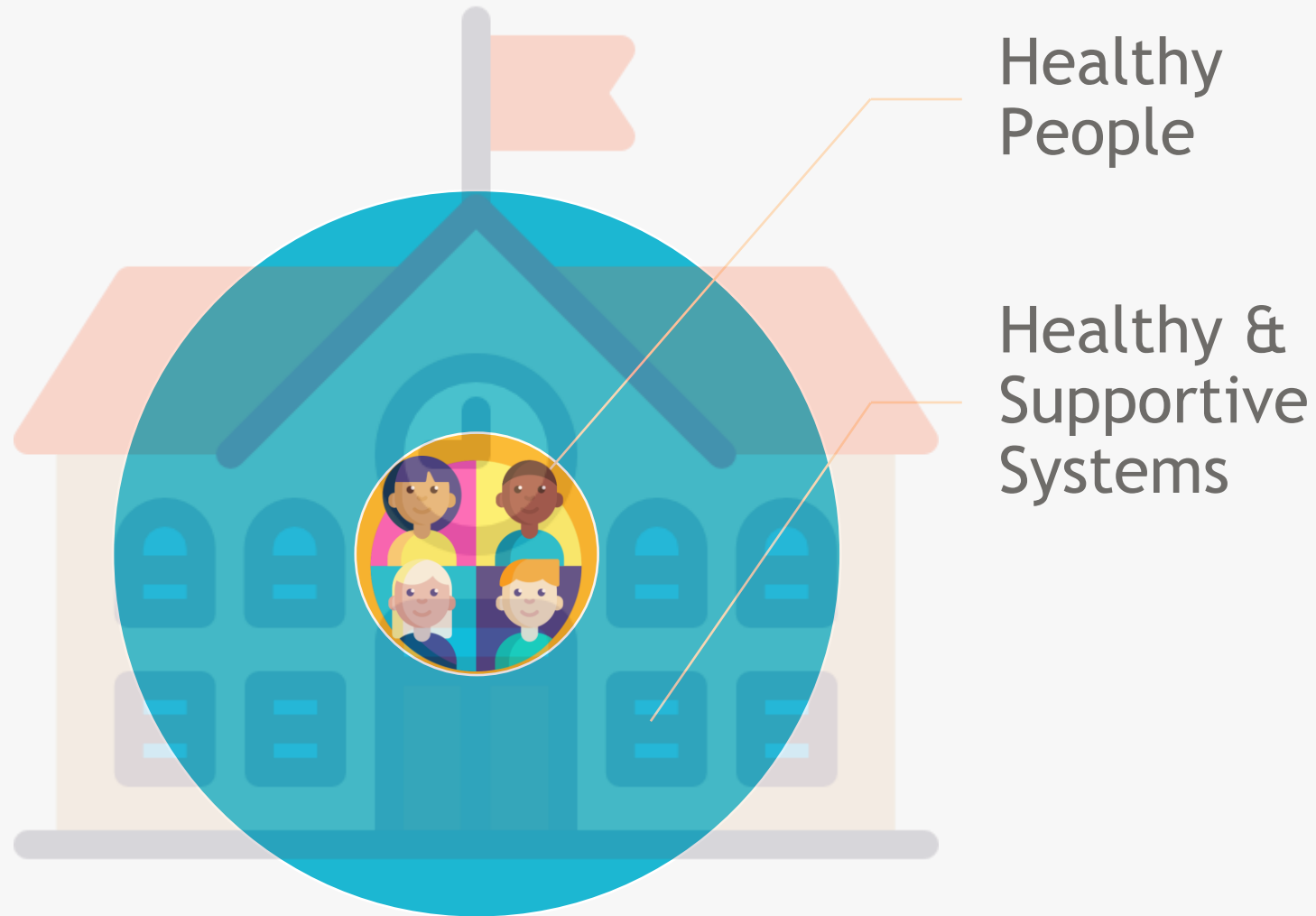


Key Components to Provide a Warm, Welcoming and Restorative Return

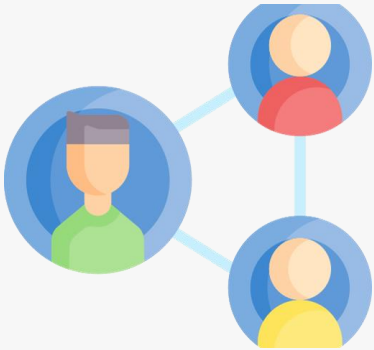


Key Components to Provide a Warm, Welcoming and Restorative Return

Safe & Healthy Return to School



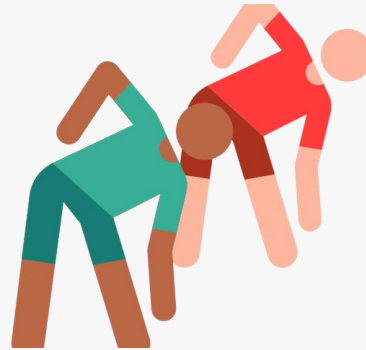
Healthy People



Connection



Nutrition



Movement

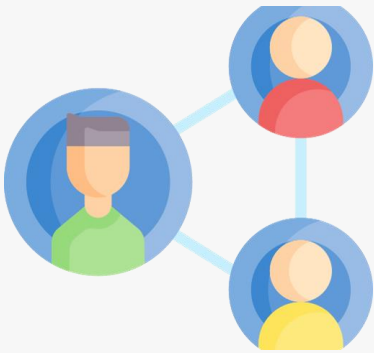


Health



Rest & Play

Healthy Systems



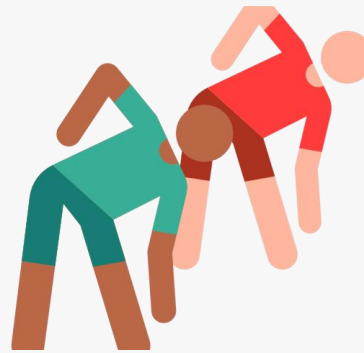
Connection

- Community building
- Family engagement
- Social-Emotional Learning



Nutrition

- Breakfast programs
- Snack & hydration
- School lunch participation
- Farm-to-school



Movement

- Physical activity in the classroom
- Student voice & choice for PE
- Alternative seating



Health

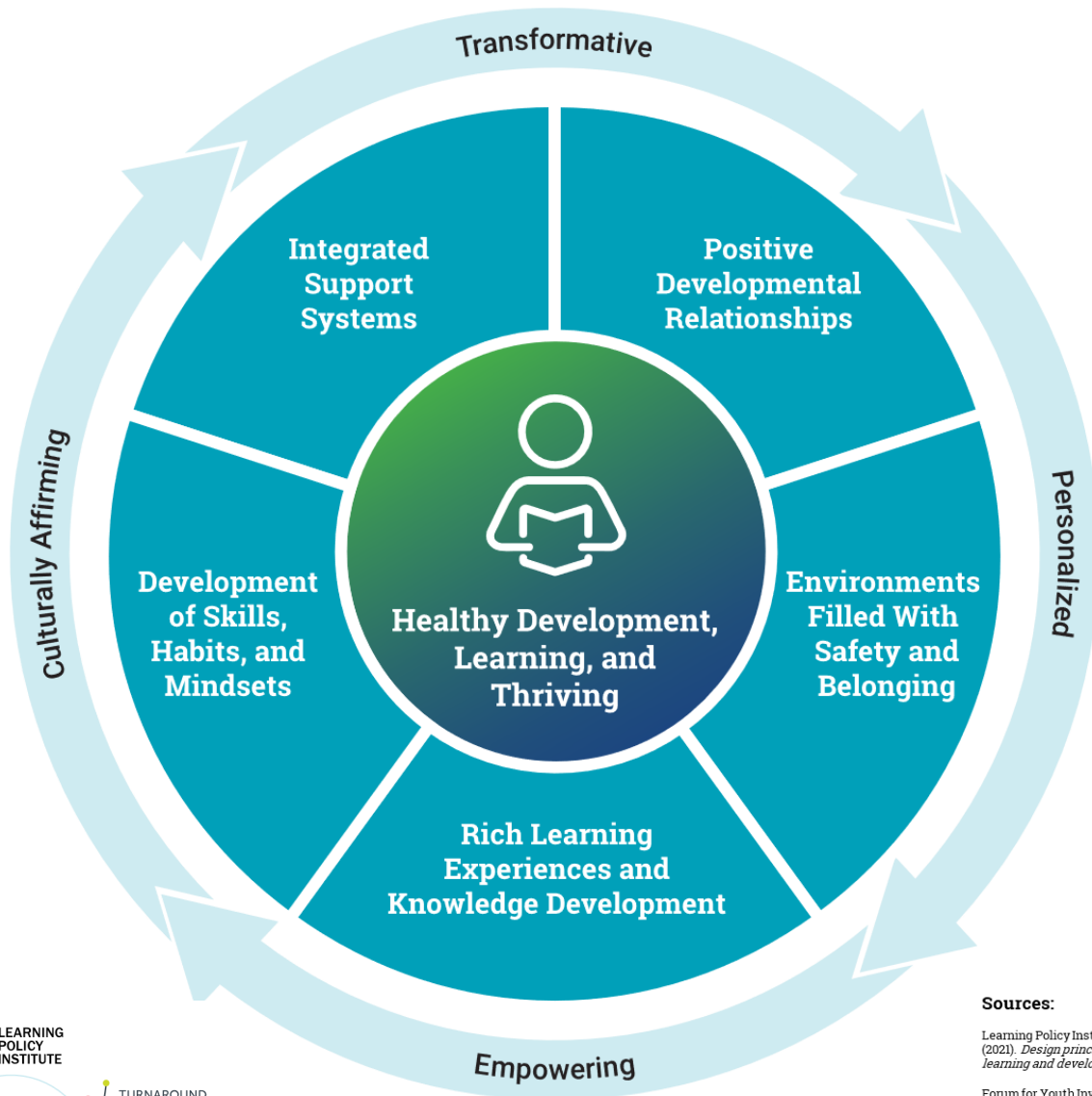
- Screening
- Referral pathways
- Access to supports in & outside of school



Rest & Play

- Downtime & breaks
- Engaging activities
- Meaningful co-curriculars

Non-Negotiables for Optimal Learning



Apply to All Types of Learning Settings

Formal – curriculum driven instruction, often graded or credentialled, sometimes required

Flexible/Informal – interest driven learning experiences, usually voluntary, with instructors, guides, coaches

Free-choice – independent, self-guided learning experiences in physical or virtual settings

Sources:

Learning Policy Institute & Turnaround for Children. (2021). *Design principles for schools: Putting the science of learning and development into action.*

Forum for Youth Investment (with Learning Policy Institute & Turnaround for Children). (2021). *Design principles for community-based settings: Putting the science of learning and development into action.*

Interest-Driven
Opportunities to
Explore and Master
Content

Relationship-Rich
Opportunities to Build
Resilience and
Routines

Reengaged
Learners

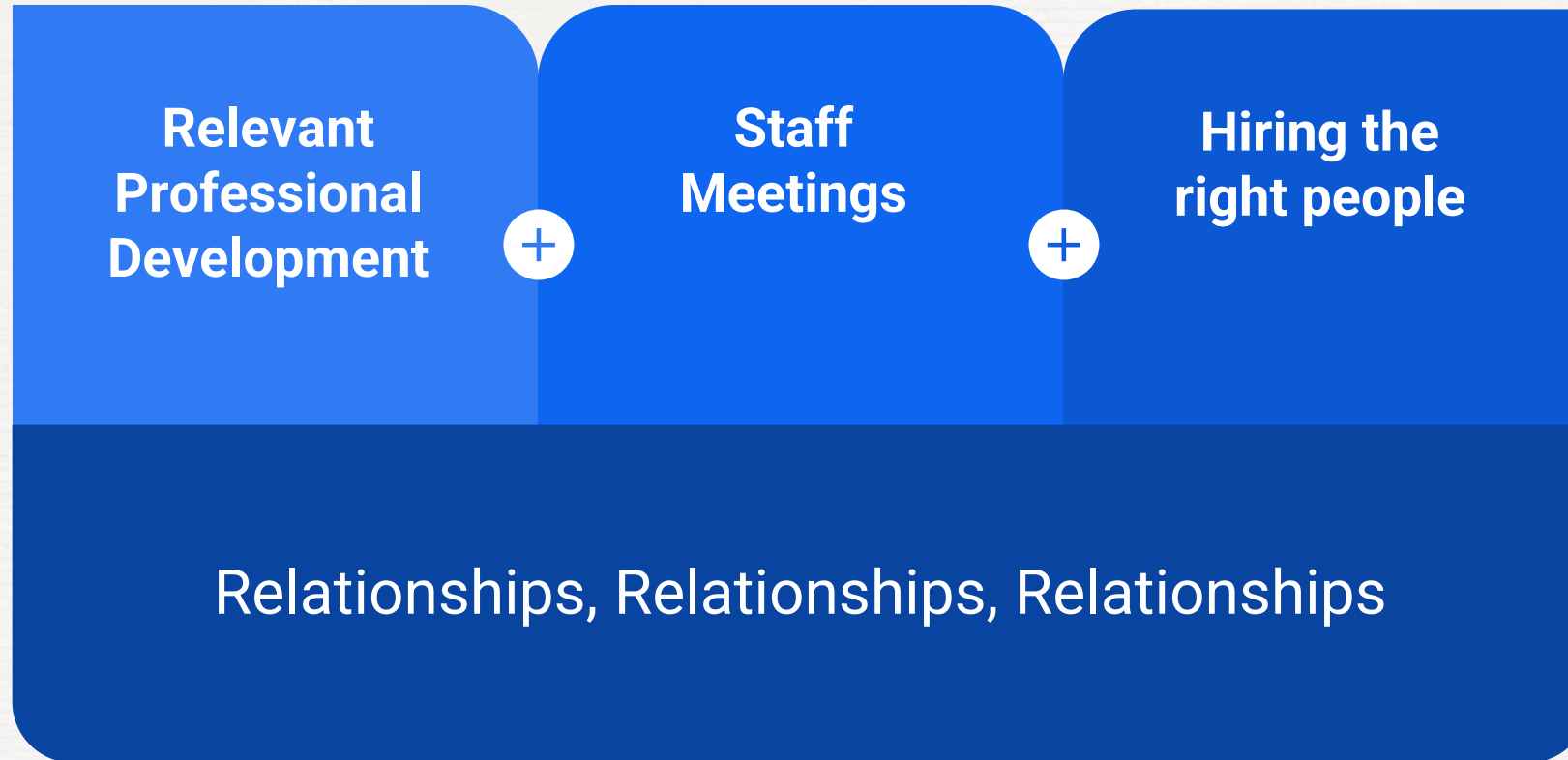
Remediation on
Foundational Skills

Recovery Supports to
Address Trauma

2. *How do we engage & secure the support of all staff in adopting these strategies?*



Engaging and Securing the Support of Staff and Families



3. How do you use data to inform action?



The Human Behind the Data Point

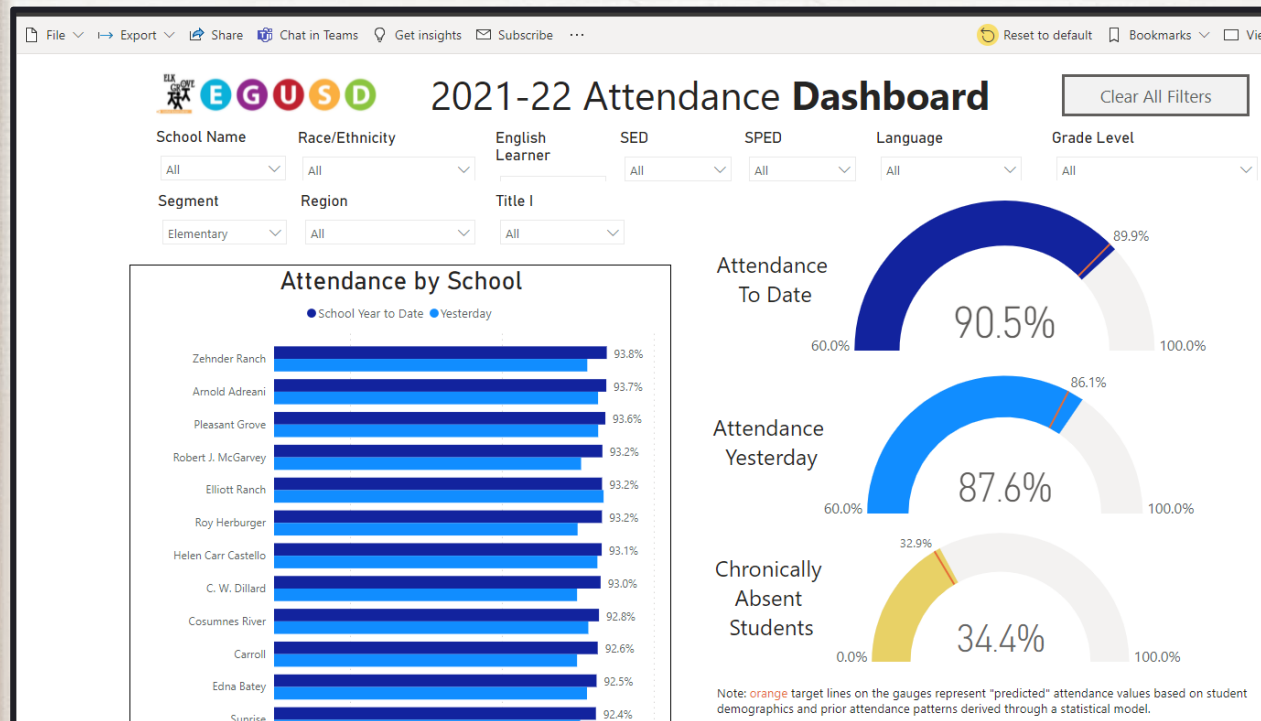


Family and Community Engagement (FACE) Level 3 2.5 (of 5)

2018-19 The school's approach to building authentic relationships, encouraging collaboration, fostering trust and producing a welcoming environment that support both the academic success and the social/emotional wellness of every student.

[Data Collection Instrument](#) · [Individual Site Responses](#) · [PIC Structure](#)

- 1 Relational: Level 2 1.7
- 2 Collaborative: Level 3 3.0
- 3 Developmental: Level 3 3.0
- 4 Interactive: Level 4 3.5
- 5 Linked to Learning: Level 2 1.5



4. *How should the work be tailored to address the needs of younger students or older students?*



Foundations for Young Adult Success: A Developmental Framework

Developmental Experiences Can Happen in All Settings

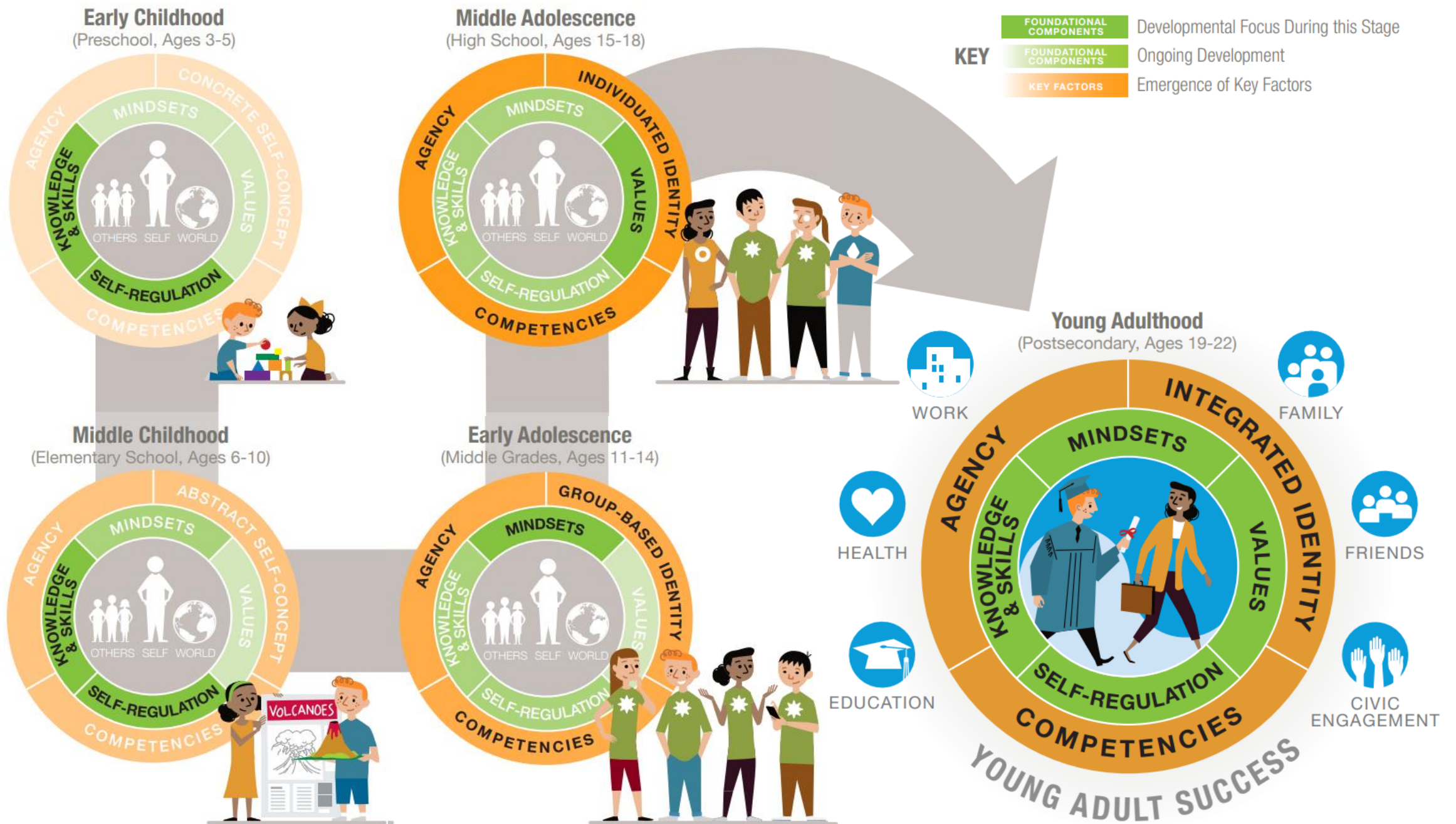
Children are shaped by their interactions with the world, the adults around them, and how they make meaning of their experiences no matter where they are.



Youth Readiness is More Than a Diploma

The 2015 Chicago Consortium on School Research Report, *Foundations for Young Adult Success*, helps us understand how the skillsets and mindsets build and interconnect in children and adolescents and why flexible learning opportunities are important.





5. How can we adapt strategies to different populations? Rural vs. urban or suburban communities? Different ethnic groups?



Adapting Strategies for Successful Implementation

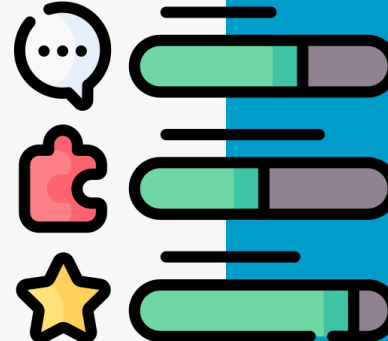
Contextual Fit

- How does this resonate with my school community?
- What are the benefits and who might this burden?
- How does this align with our efforts?



Capacity

- Do we have the people resources?
- Do we have the internal infrastructure?
- Do we have the buy-in?

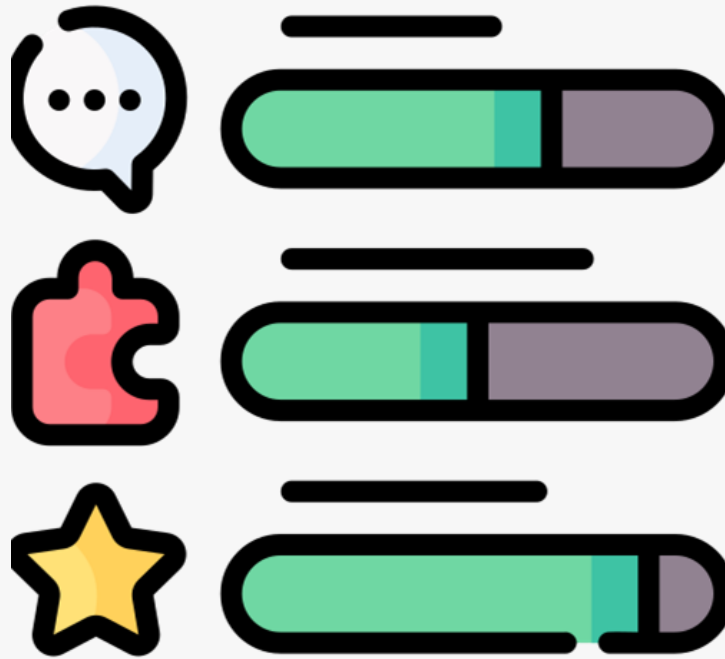




Contextual Fit

Example: Mental Health Supports

- How do the parents and youth in my community feel about mental health supports?
- Who will be most able to access? Are these the individuals who are in greatest need?
- Who may be harmed by our process?
- How does this align with our other social-emotional efforts?



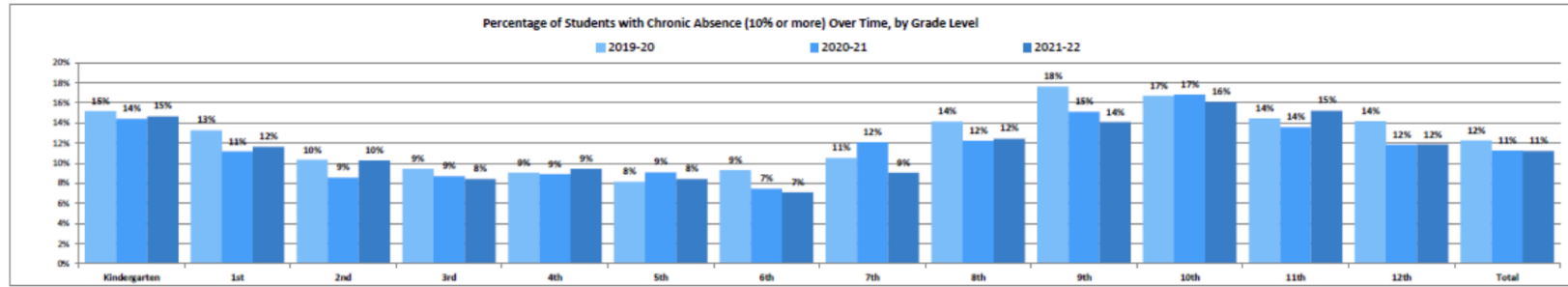
Capacity

Example: Mental Health Supports

- Do we have the internal and external people necessary?
- Do we have infrastructure (transportation, internet, privacy)
- Is our staff prepared?
- Are our students prepared?
- Are our families prepared?

Q & A





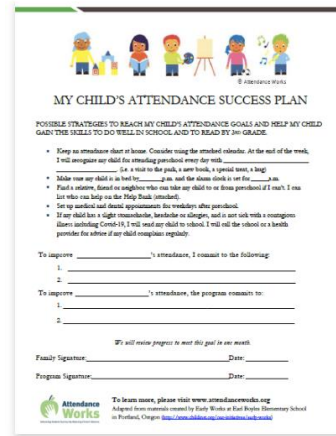
UPDATED! Data Tracking Tools

What? Attendance Works District and School Attendance Tracking tools!

Why? These tools will help you analyze your local data, and can better capture information about students experiencing extreme chronic absenteeism (missing 50% or more of school).

When? Before the new school year begins is an excellent time to examine who was chronically absent last year.

Find it here: <https://www.attendanceworks.org/resources/data-tools/calculating-chronic-absence/>



MY CHILD'S ATTENDANCE SUCCESS PLAN

POSSIBLE STRATEGIES TO REACH MY CHILD'S ATTENDANCE GOALS AND HELP MY CHILD GAIN THE SKILLS TO DO WELL IN SCHOOL AND TO BE READY FOR GRADE _____

- Keep an attendance chart at home. Consider using the attached calendar. At the end of the week, I will recognize my child for attending school every day with _____.
- Make sure my child is well _____, go to the doctor clinic or see the _____.
- Find a relative, friend or neighbor who can take my child to or from school if I can't. I can let who can help us the Help Bank (attached).
- Set up medical and dental appointments for weekdays after school.
- If my child has a right emergency, headache or change, call or see with a caregiver (leave including Covid-19, I will send my child to school, I will call the school or a health provider for advice if my child requires urgently).

To improve _____, I commit to the following:

- _____
- _____

To improve _____, I commit to the following:

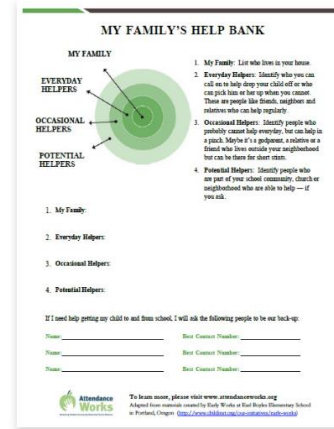
- _____
- _____

If I will make progress to meet this goal in one month:

Family Signature: _____ Date: _____

Program Signature: _____ Date: _____

Attendance Works
To learn more, please visit www.attendanceworks.org
Adapted from materials created by Early Works at Earl Beards Elementary School in Portland, Oregon. <https://www.attendanceworks.org>



MY FAMILY'S HELP BANK

MY FAMILY

EVERYDAY HELPERS

OCCASIONAL HELPERS

POTENTIAL HELPERS

- My Family:** List who lives in your house.
- Everyday Helpers:** Identify who you can call on to help drop your child off or who can pick him or her up when you cannot. These are people like friends, neighbors and relatives who can help regularly.
- Occasional Helpers:** Identify people who possibly cannot help regularly, but can help in a pinch. Maybe it's a grandparent, a relative or a friend who lives nearby your neighborhood, but can be there for short times.
- Potential Helpers:** Identify people who are part of your school community, church or neighborhood who are able to help — if you ask.

1. My Family: _____

2. Everyday Helpers: _____

3. Occasional Helpers: _____

4. Potential Helpers: _____

If I need help getting my child to and from school, I will ask the following people to be sent back-up:

Name: _____ Best Contact Number: _____

Name: _____ Best Contact Number: _____

Name: _____ Best Contact Number: _____

Attendance Works
To learn more, please visit www.attendanceworks.org
Adapted from materials created by Early Works at Earl Beards Elementary School in Portland, Oregon. <https://www.attendanceworks.org>

2021-2022 ACADEMIC CALENDAR

September 2021	October 2021	November 2021
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1 2 3 4 5	1 2 3 4 5 6
6 7 8 9 10 11	6 7 8 9 10 11 12	13 14 15 16 17 18 19
12 13 14 15 16 17 18	19 20 21 22 23 24 25	26 27 28 29 30
26 27 28 29 30	31	
December 2021	January 2022	February 2022
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1 2 3 4 5	1 2 3 4 5 6
6 7 8 9 10 11	6 7 8 9 10 11 12	13 14 15 16 17 18 19
12 13 14 15 16 17 18	19 20 21 22 23 24 25	26 27 28 29
26 27 28 29 30 31	31	
March 2022	April 2022	May 2022
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5 6 7
8 9 10 11 12 13	8 9 10 11 12 13 14	15 16 17 18 19 20 21
13 14 15 16 17 18 19	19 20 21 22 23 24 25	22 23 24 25 26 27 28
26 27 28 29 30 31	31	
June 2022	July 2022	August 2022
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5 6 7
8 9 10 11 12 13	8 9 10 11 12 13 14	15 16 17 18 19 20 21
13 14 15 16 17 18 19	19 20 21 22 23 24 25	22 23 24 25 26 27 28
26 27 28 29 30	31	

Student Attendance Success Plans - Help parents/caregivers track their student's attendance and work with teachers to set appropriate goals.

My Family's Help Bank - Encourage families to think about their back up plans for getting to school even when challenges come up.

Both handouts tailored for PreK – 12!

Each comes with a 2022-23 school year calendar!

(Translated versions available by 8/10/2022)

Find it here: <https://www.attendanceworks.org/resources/student-attendance-success-plans/>



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



AAC 2022 Proclamation!



Mayors and other elected leaders, school boards and superintendents can signal the importance of school attendance by declaring that **September is Attendance Awareness Month**, especially while we are still experiencing impacts from the Covid-19 pandemic.

Download our template Proclamation for 2022!

Find it here: <https://awareness.attendanceworks.org/resources/proclamations-2022/>



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-August-2022>

Thank you!



Webinar Recording

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

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

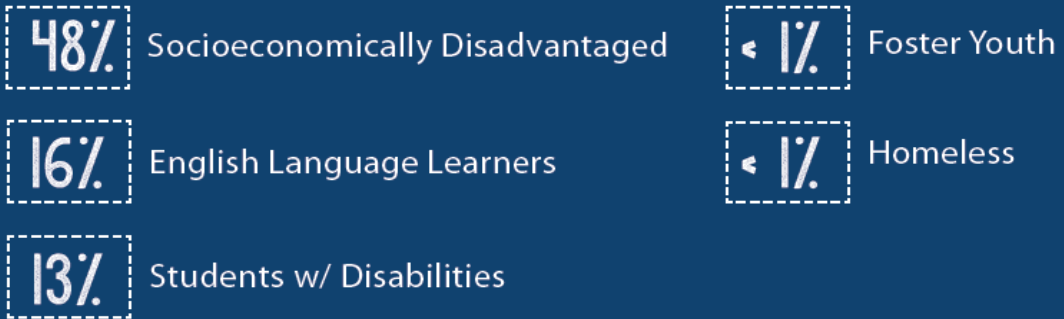
And special appreciation to our philanthropic partners!

Heising-Simons Foundation
And individual donors

Appendix

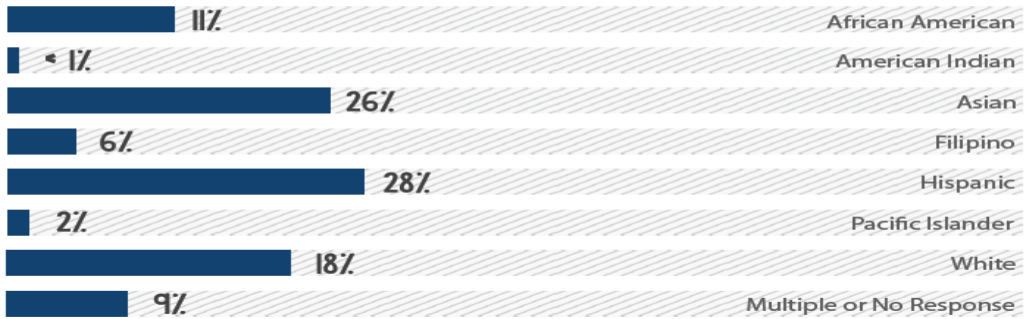
Elk Grove Unified School District (EGUSD)

STUDENT DEMOGRAPHICS & ENGLISH LEARNERS CALPADS (2020-21)



TOTAL ENROLLED STUDENTS - **63,947** CBEDS (2020-21)

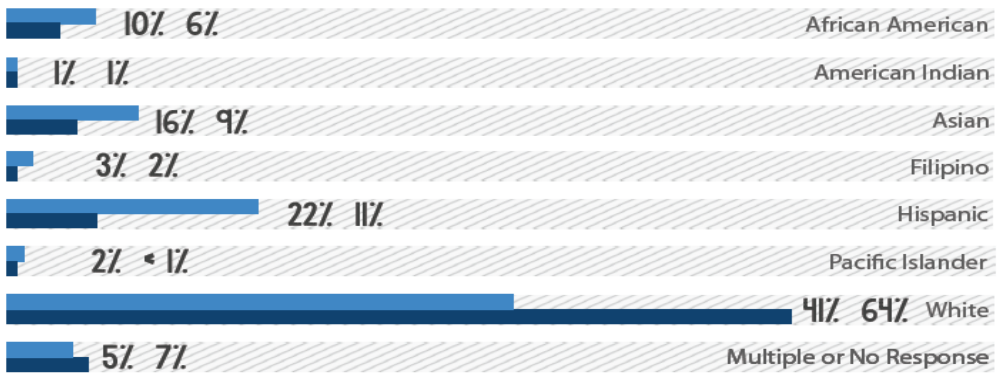
32,549 Grades TK-6 **31,398** Grades 7-12



67 TOTAL SCHOOLS
42 Elementary Schools
18 Middle/High Schools
7 Alternative/Other Schools

TOTAL EGUSD CONTRACTED EMPLOYEES - **6,538**

2,765 Classified **3,535** Certificated **238** Administrators



Vision

Coordinate and accelerate equitable funding, policy, and practices to advance the health and learning connection so that every school succeeds, every educator excels, and every child thrives - that means better health and academic outcomes.

Activities

Facilitating inclusive, transparent conversations that began with the creation of guiding principles, mission, and vision creation and will culminate in the roadmap content



Leveraging knowledge and expertise of NSHC members and other key stakeholders;

Collaborating on content, planning grants for 2022-2032 activation



10 Priorities for 10 Years



1. Create shared goals that recognize the importance and interdependence of all elements of a healthy school.



2. Institute adequate and equitable funding models at the federal, state, and local levels to create and sustain healthy schools.



3. Bolster the quality of local health systems, health care services, and social service organizations' capacity to provide consistent primary care.



4. Provide healthy spaces to learn, play, and work for every student and educator.



5. Optimize existing funding streams.



6. Strengthen the knowledge of the interdependence between education and health among various stakeholders.



7. Improve data regulation, collection, transparency, privacy, and interoperability.



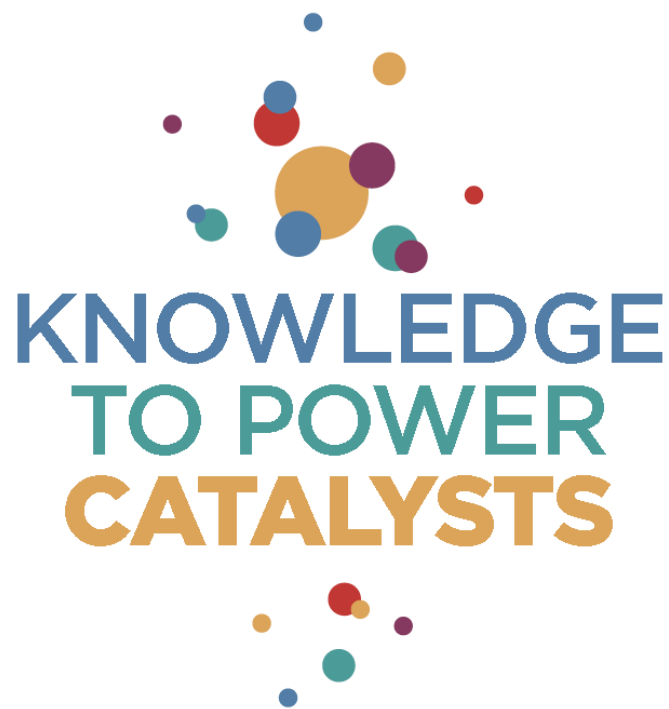
8. Address workforce shortages by attracting, developing, championing, and retaining educators who reflect the population of students in communities where they work, live, and play.



9. Support the public, particularly families, in becoming partners in strengthening health and learning outcomes.



10. Enhance the ability of community-based organizations to identify, and mobilize people and communities around issues related to healthy schools.



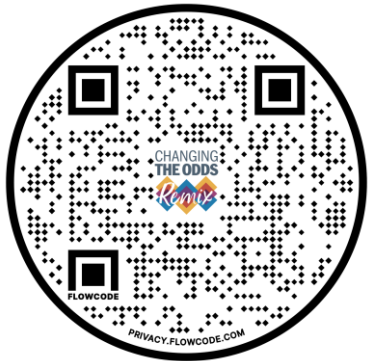
Amplifying Ideas | Aligning Partnerships | Accelerating Change

talkwithus@kpcatalysts.com | <https://kpcatalysts.com> | <https://changingtheoddsremix.com>

The Knowledge to Power (KP) Catalysts is a small, nimble team of action-focused thought leaders who share a big goal: to accelerate change towards equitable learning and development ecosystems. From one-on-one coaching to facilitating large-scale, cross-systems collaboratives, we challenge organizations and initiatives across ecosystem to be bold, inclusive, science-informed, and equity focused in their work with and on behalf of young people. Our flagship project, *Changing the Odds Remix*, seeks to elevate new ways of thinking, seeing, and acting to build toward equitable learning and development ecosystems.

Partners: Katherine Plog Martinez | Karen Pittman | Merita Irby

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