



What Works to Sustain Attendance and Engagement?

Attendance Awareness Campaign 2022 – Webinar 4 of 4

September 28, 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:

- ❖ **Kari Sullivan Custer**, Education Consultant for Chronic Absence, Attendance and Truancy, Connecticut State Department of Education
- ❖ **Francisco Baires**, Education Specialist - Family Engagement, Capitol Region Education Council, CT
- ❖ **Wendell Waukau**, Superintendent, Menominee Indian School District, WI
- ❖ **Charmayne Turner**, Vice President of Operations, Youth Development, The Y In Central Maryland

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/>

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 (recorded)

Ensuring a Welcoming, Healthy and Restorative Start to School, Wednesday, August 3, 2022: 12pm-1:30pm PT / 3pm-4:30pm ET

Webinar 4 (today!)

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.**
- ❖ **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
Sponsor for this Webinar!**



EveryDay Labs uses behavioral science and proven family-school communication strategies to increase attendance and family engagement. It accomplishes this by making information, resources, and learning opportunities more accessible by removing barriers that keep families and students from accessing supports.



Support Attendance Works



Photo by Allison Shelley for EDUimages

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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)
- ✓ **SY 2021-22: chronic absence has at least 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

What's the Difference Between 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
- Uses preventative, problem-solving, trauma-sensitive strategies
- Cultivates family & student engagement



Reducing chronic absence requires addressing the challenges that keep students from getting to school

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

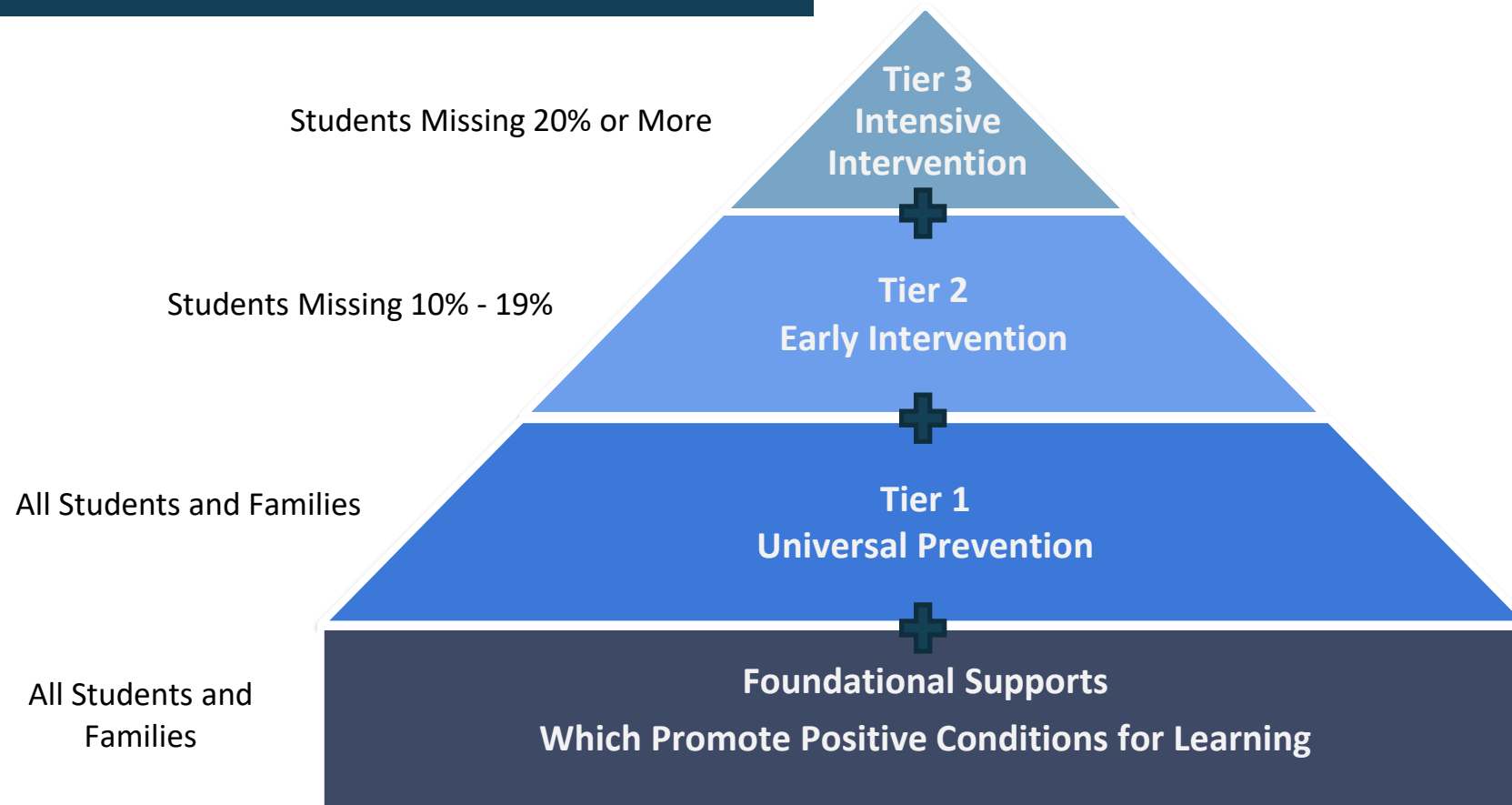
- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school (especially given staff shortages)
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Drawn to low-wage job vs. being in high school

Misconceptions

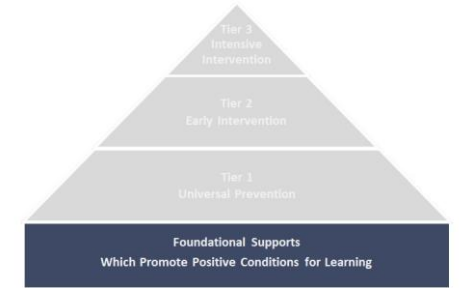
- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Lose track and underestimate TOTAL absences
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions don't count as absence



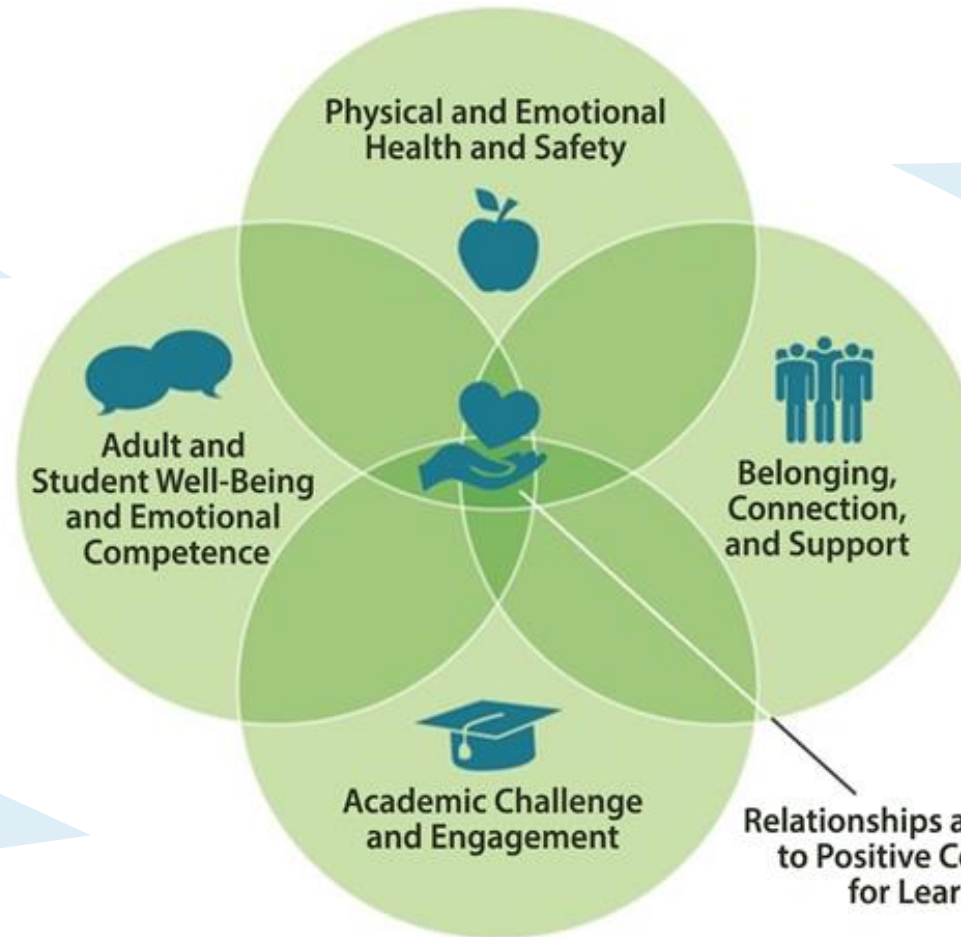
Multi-tiered System of Support for Attendance



Positive Conditions for Learning Lead to Students Being Engaged and Attending Regularly



- Restorative check-ins
- Access to health care & mental health supports
- Trauma-informed practice
- Staff self-care

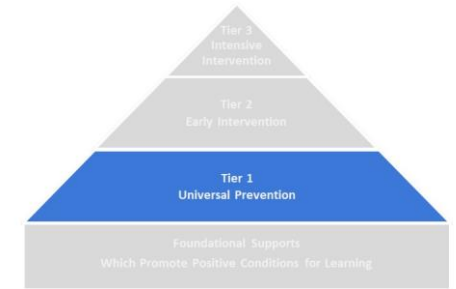


- Healthy learning environments
- Welcoming, safe school climate
- Access to food & other basic needs
- Restorative circles

- Access to tech & internet
- Learning supports
- Project-based learning
- Credit recovery opportunities
- Internships/community service
- Alternative scheduling options

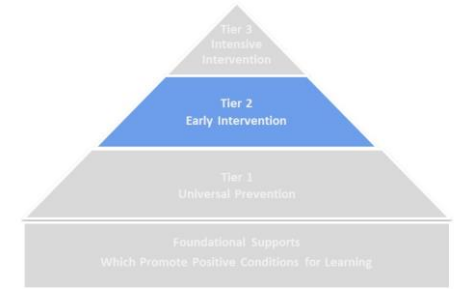
- Active student & family engagement
- Advisories/meetings to build community
- Enrichment & clubs
- Positive peer connections

Tier 1: Universal Attendance Supports



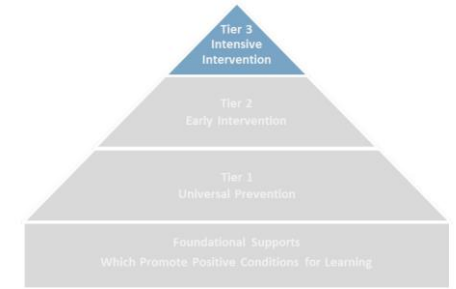
- ❖ Clear, concise and consistent communication about schedules and expectations
- ❖ Routines, rituals and celebrations related to attendance and engagement
- ❖ Personalized communication to families when students are absent
- ❖ Recognition of good and improved attendance
- ❖ Impact of attendance on whole child widely understood
- ❖ Connection to a caring adult in the school
- ❖ Every child and their family encouraged to develop a success plan that includes attention to attendance

Tier 2: Early Interventions Layer in Support and Remove Barriers to Attendance



- ❖ Common community and school barriers identified and addressed
- ❖ Individualized student success plan that includes attention to attendance
- ❖ Attendance strategies added to IEP
- ❖ Family visit
- ❖ Mentors
- ❖ Intensive tutoring
- ❖ Check in, check out
- ❖ Expanded learning opportunities
- ❖ Small group interventions and supports for students
- ❖ Restorative alternatives to discipline and suspension

Tier 3: Intensive interventions



- ❖ Educational support champions / advocates
- ❖ Interagency case management
- ❖ Housing stability supports
- ❖ Student attendance review board
- ❖ Community-based, non-criminal truancy court
- ❖ Individualized learning and success plan leading to graduation
- ❖ Legal Intervention (*as a last resort*)



Pathway for Change

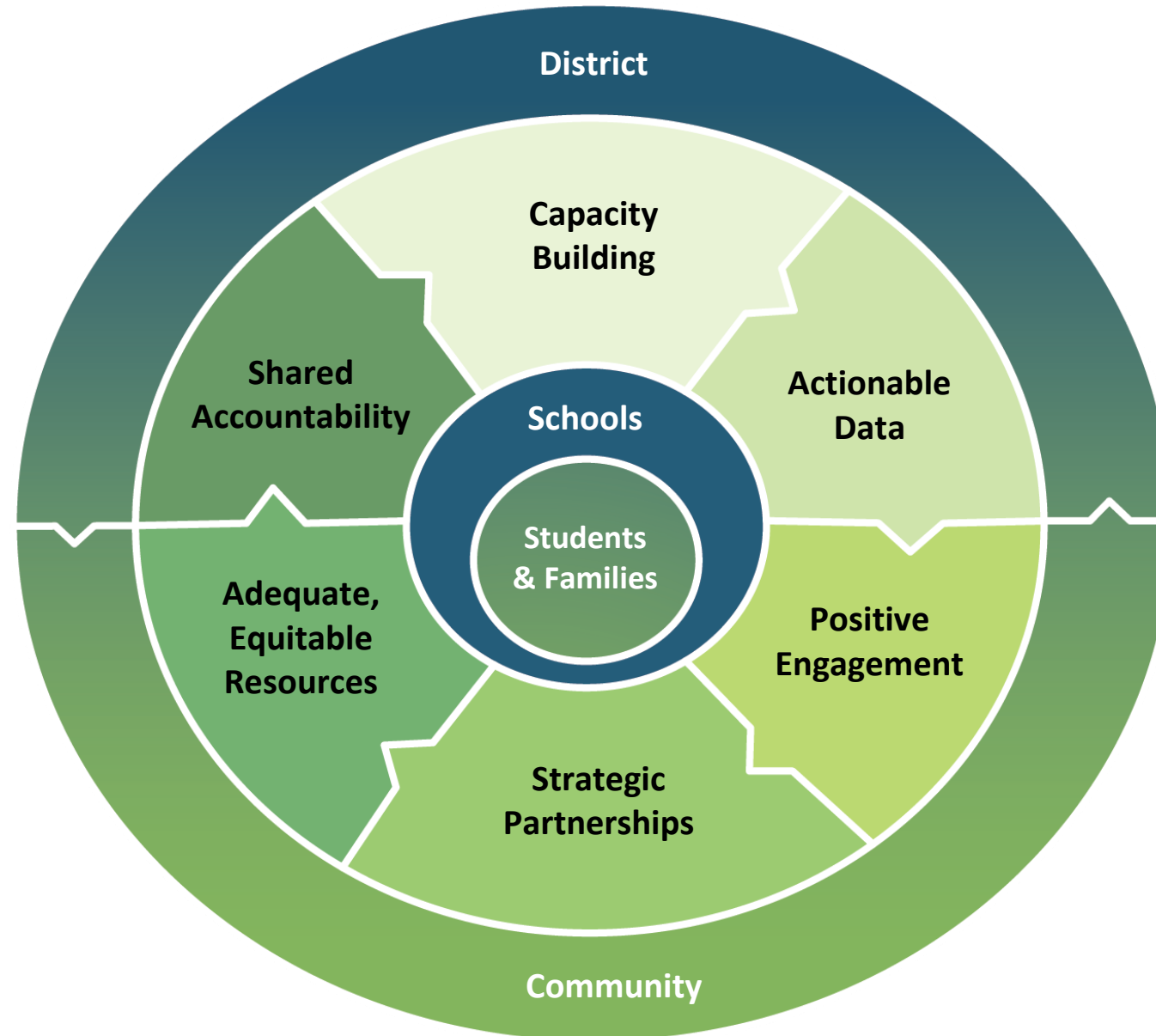
Mindset

Actionable
Data

Capacity

Strategies

Build upon assets to take and strengthen a systemic approach

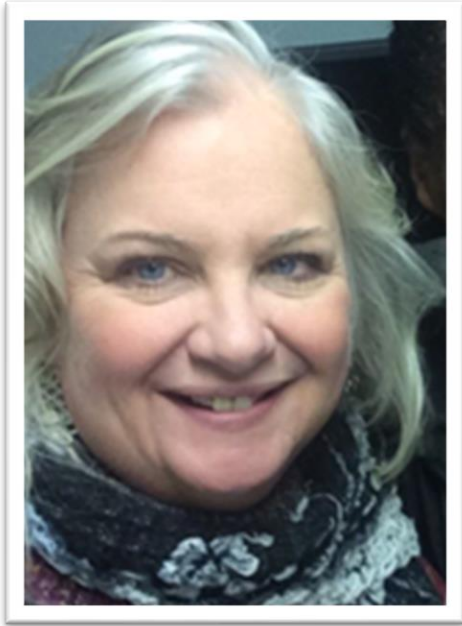




Essential Lessons Learned from the Pandemic

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 resources that help students keep up with classwork if they must isolate and access to resources to help address instruction missed the prior year.
3. We must collaborate across silos, agencies and staff.
4. We must partner with and listen to the voices of families and youth.

Panelists



Kari Sullivan Custer

*Education Consultant for Chronic
Absence, Attendance and Truancy,
Connecticut State Dept. of Ed.*

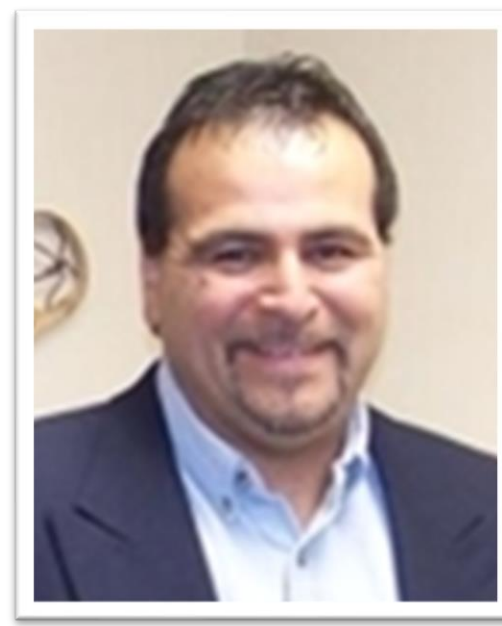
[About Kari](#)



Francisco Baires

*Education Specialist - Family
Engagement, Capitol Region
Education Council, CT*

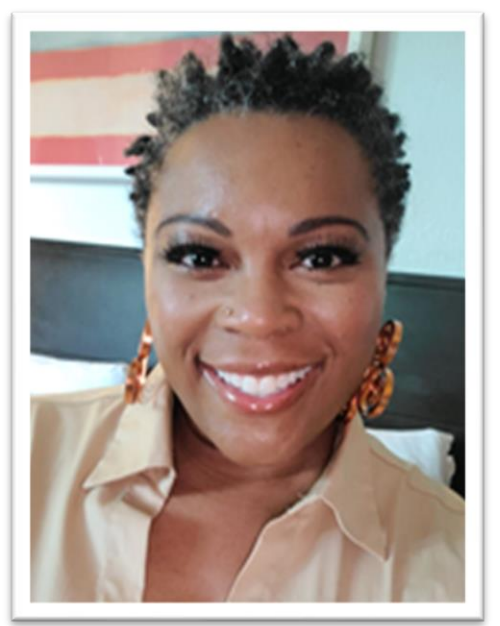
[About Francisco](#)



Wendell Waukau

*Superintendent
Menominee Indian
School District, WI*

[About Wendell](#)



Charmayne Turner

*Vice President of Operations,
Youth Development,
The Y In Central Maryland*

[About Charmayne](#)



- 1. Tell us about your community and work.*
- 2. How have you used chronic absence data?*
- 3. What are your outcomes to date?*

Connecticut's Educational Landscape

513,615 Students

- 51% Nonwhite
- 40.6% Eligible for Free/Reduced-Price Meals
- 16.6% with Disabilities
- 8.8% English Learners

201 School Districts

- 1,505 Schools/Programs
- 52,135 Certified Staff
- ~66,000 Non-certified Staff



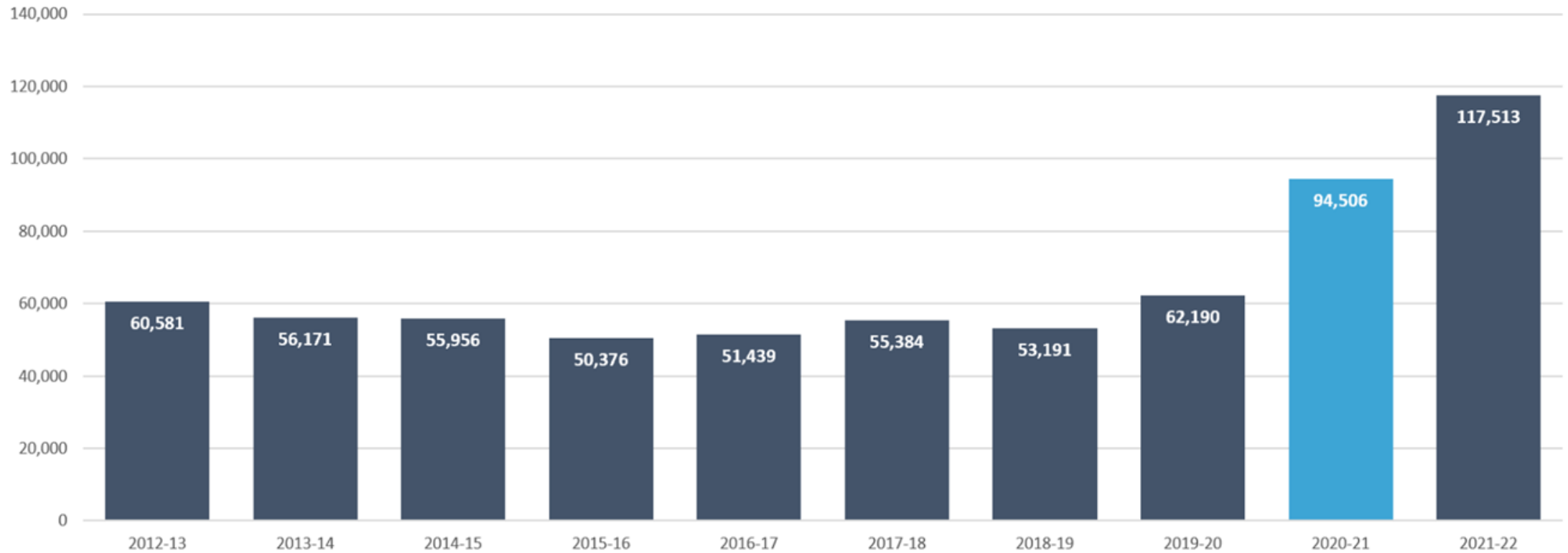
Source: EdSight

Setting the Stage to Identify Needs

- Maintained a standard definition of attendance (i.e., showing up to school for half of a day)
- Published state [guidance](#) on hybrid and remote learning which included the state's definition of attendance.
- Collected attendance data monthly versus at the end of the year with data reported separately for in-person and remote learning.
- Released [monthly data reports](#) comparing current and prior year attendance and chronic absence.
- Reviewed district data submissions on an ongoing basis and offered districts opportunities to submit corrected data.
- Created recurring virtual learning communities to support reviewing data and learning about best practices for implementing a multi-tiered approach to improving attendance.
- Established a state team to review the data, research best practices and coordinate the work across departments.



Growth in Number of Students Chronically Absent



Learner Engagement Attendance Program

- ***Urgent need*** for capacity to reach out personally to the large number of students who were chronically absent in the past school year and who are disengaged from school due to Covid-19
- ***Expand people power*** beyond teachers who may not currently have bandwidth, at this time, to engage in outreach given other responsibilities on their plate.
- ***Leverage assets of community-based organizations*** who successfully connect to families
- ***Need common approach*** to conducting assessment of assets and challenges and analyzing collective results

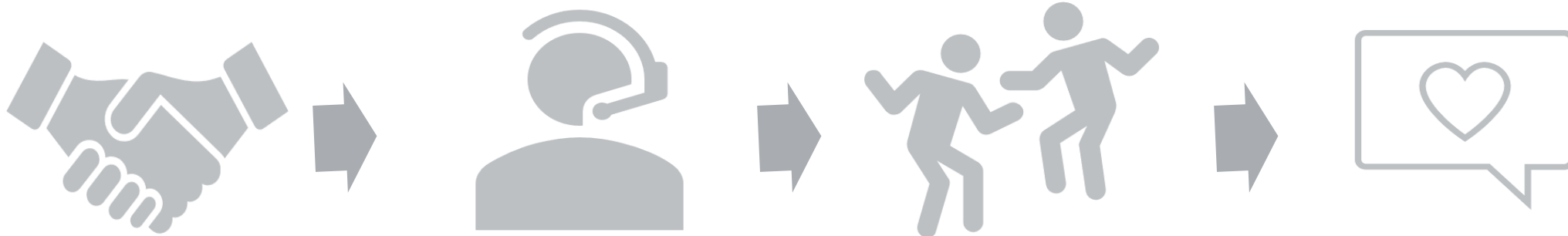




1. **LEAP home visits are voluntary, scheduled opportunities** for a school district member or partner to go the home of a student with prior chronic absence (or other location) **to meet with a parent or guardian for the purpose of strengthening the school-family relationship** in a positive and relational manner.
2. The conversation is **focused on families' strengths and capabilities, as well as their aspirations for their child.** The visitors are there to learn from families, not to enforce attendance policies or sanctions.
3. Families receive multiple home visits that support building relationships over time



LEAP Home Visit Series



Home Visit 1

- Begin building a positive relationship
- Learn about family and student
- Offer resources and supports if needed

Follow-up Calls

- Reconnect
- Check in on how student and family are doing
- Follow up with requests for information

Home Visit 2

- Build relationship
- Connect student to teacher and school
- Provide helpful attendance and school resources

Home Visit 3, 4,5...

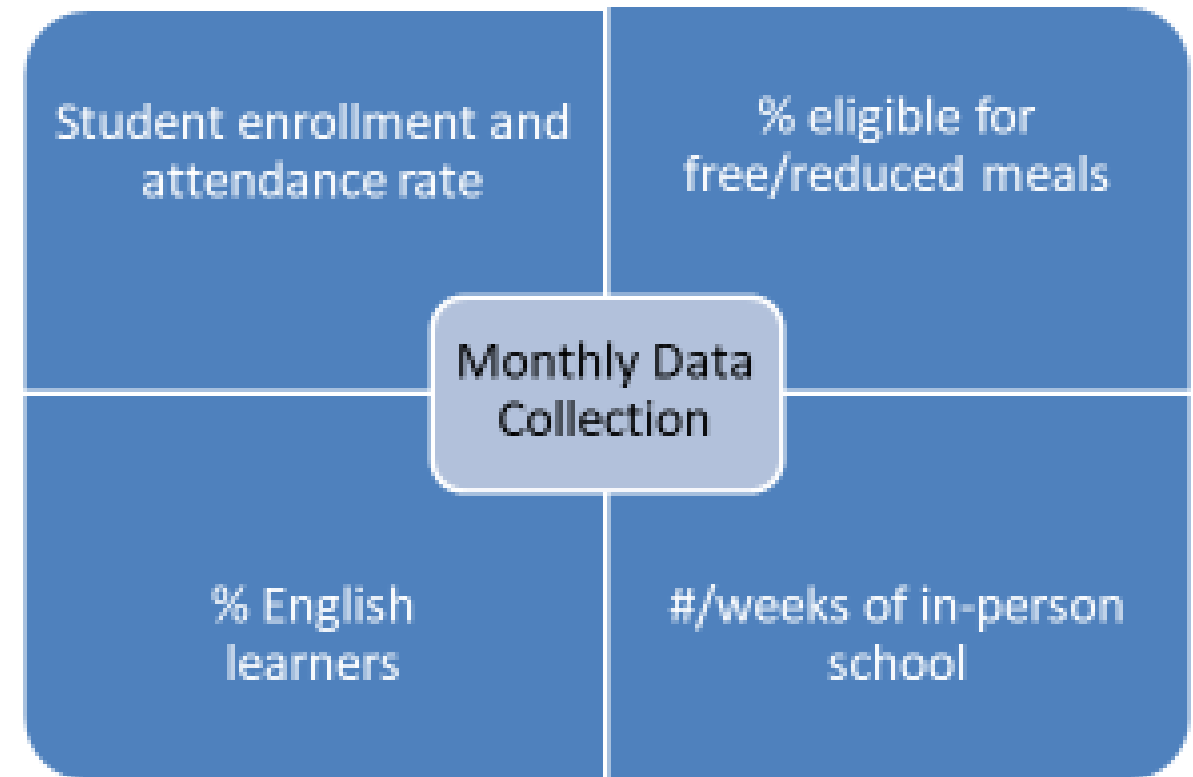
- Deepen Relationship
- Check in on well-being, especially for students who continue to be chronically absent
- Ask Family if they want to continue visits

Selection of LEAP Districts

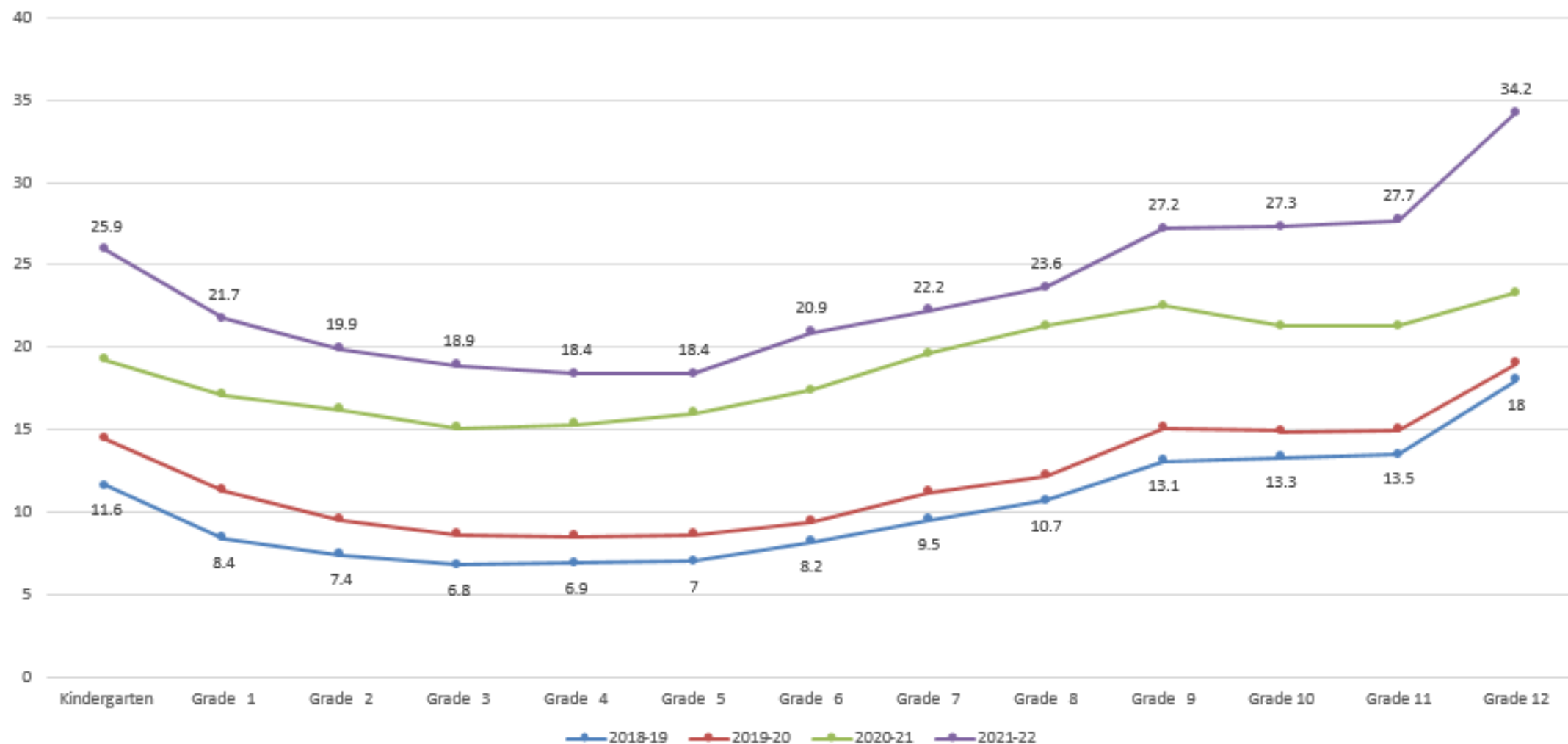
In order to ensure each RESC receives sufficient funding to support its priority districts, LEAP allocated \$10.68M across 15 high-need districts using an algorithm designed by the Office of the Governor and CT State Department of Education.

The algorithm identified the 15 districts by ranking them along five key input variables:

1. percent of students eligible for free- or reduced-price lunch (FRL);
2. student enrollment;
3. attendance rate;
4. percent English learners (EL); and
5. number of weeks of in-person school.

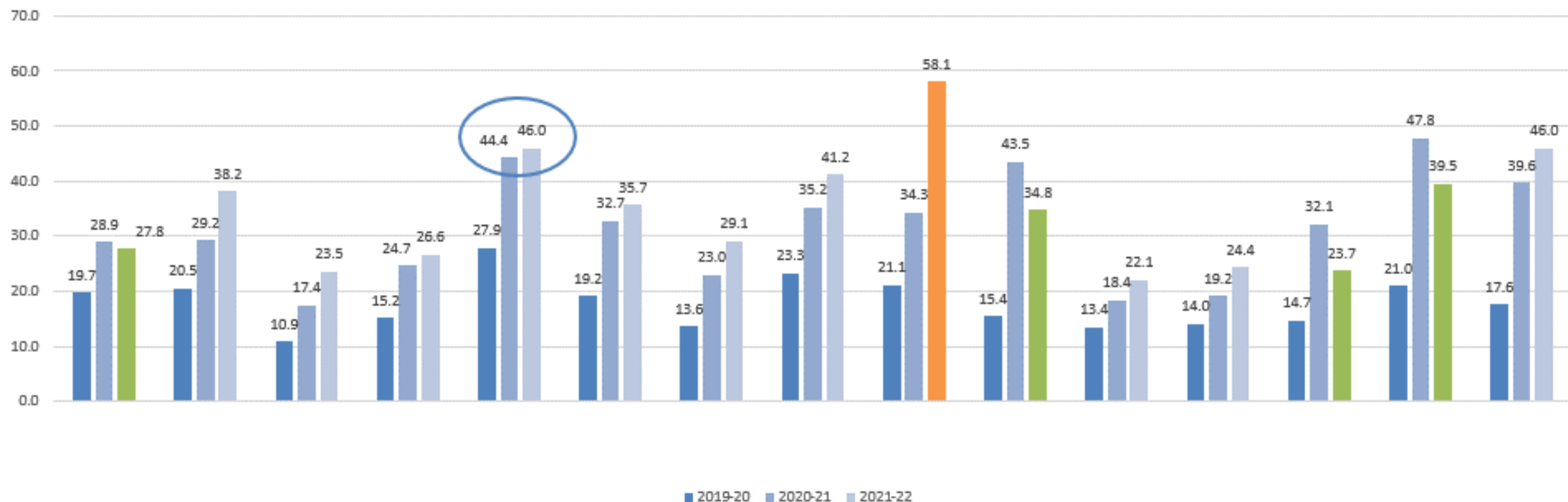


Chronic Absence Trends by Grade Level



3-Year Chronic Absence Trends for LEAP Districts

Three - Year Chronic Absence Trends for LEAP Districts



Learner Engagement Attendance Program

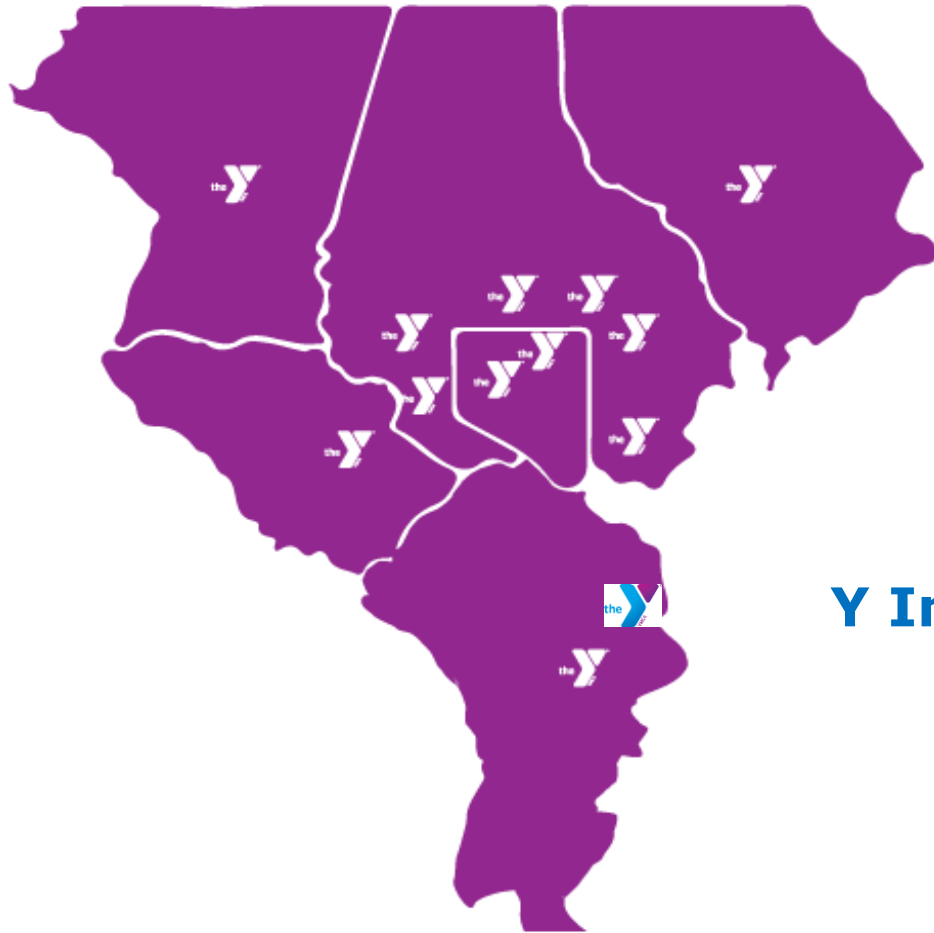
The LEAP program has not only enabled Bridgeport staff to **strengthen relationships** and **provide resources to families**; it has enabled us to **identify barriers to engagement** and **implement change**. In our summer outreach to Kindergarten families, we learned that many families did not have access to the information necessary for their children to start the school year. Access to technology and language barriers were cited as key reasons why information was not received. Multilingual Home visitors have been calling and visiting families to assist in the registration process and provide information about the first day of school, school supplies, uniforms, bus routes.

- Lynn Stephens, Bridgeport Public Schools
 - Coordinator of Family and Community Engagement
 - LEAP District Coordinator





Y in Central Maryland Community Schools Attendance Strategy



**Lead Agency - 23 Community Schools
15,000 Youth & Families of Color
Communities of Concentrated Poverty**

**Maryland State Department of
Education
Baltimore City & County Schools
Family League of Baltimore
Baltimore City Mayor's Office**

**Y Integrated Touchpoints/Continuum of Services
Early Childhood
Out of School Time
Youth Well-being**

**Community School Technical Assistance
23,000 Youth & Families of Color**



Community School Supports to Increasing Attendance & Reducing Chronic Absence

**Family & Community
Engagement**

Advanced Academics

**Health & Social
Supports**

**Community
Development**

Youth Development

**College & Career
Readiness**



Community School Site Level Attendance Strategy



**School Level
Attendance Teams**

Deep Data Dive

Site Visits

**Youth Development
Enrichment**

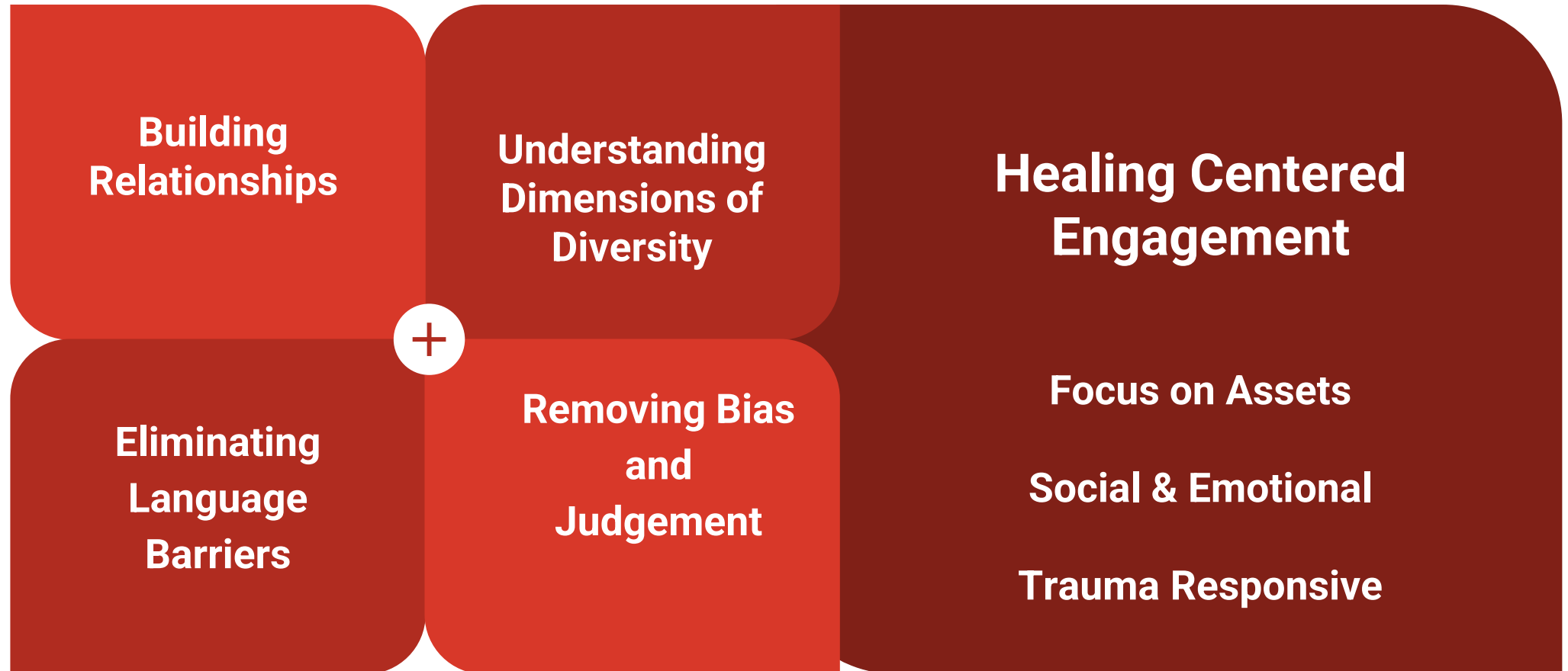
Food Access

**Workforce
Development**

**Youth Experiencing
Homelessness**

**Training & Professional
Development**

Capacity Building Outcomes Through An Equity Lens



Menominee Nation

- ❑ Wisconsin's oldest continuous residents
- ❑ Only WI Tribe inhabiting ancestral lands
- ❑ Treaties reduced Tribal lands from 10 million acres to the current 235,523 acres
- ❑ Maintains the country's largest sustainable forest
- ❑ 9,000 Tribal members, 4,000 residing on the reservation
- ❑ Tribal members have shown tremendous resilience
- ❑ Ranked 72 out of 72 WI counties in Public Health Outcomes

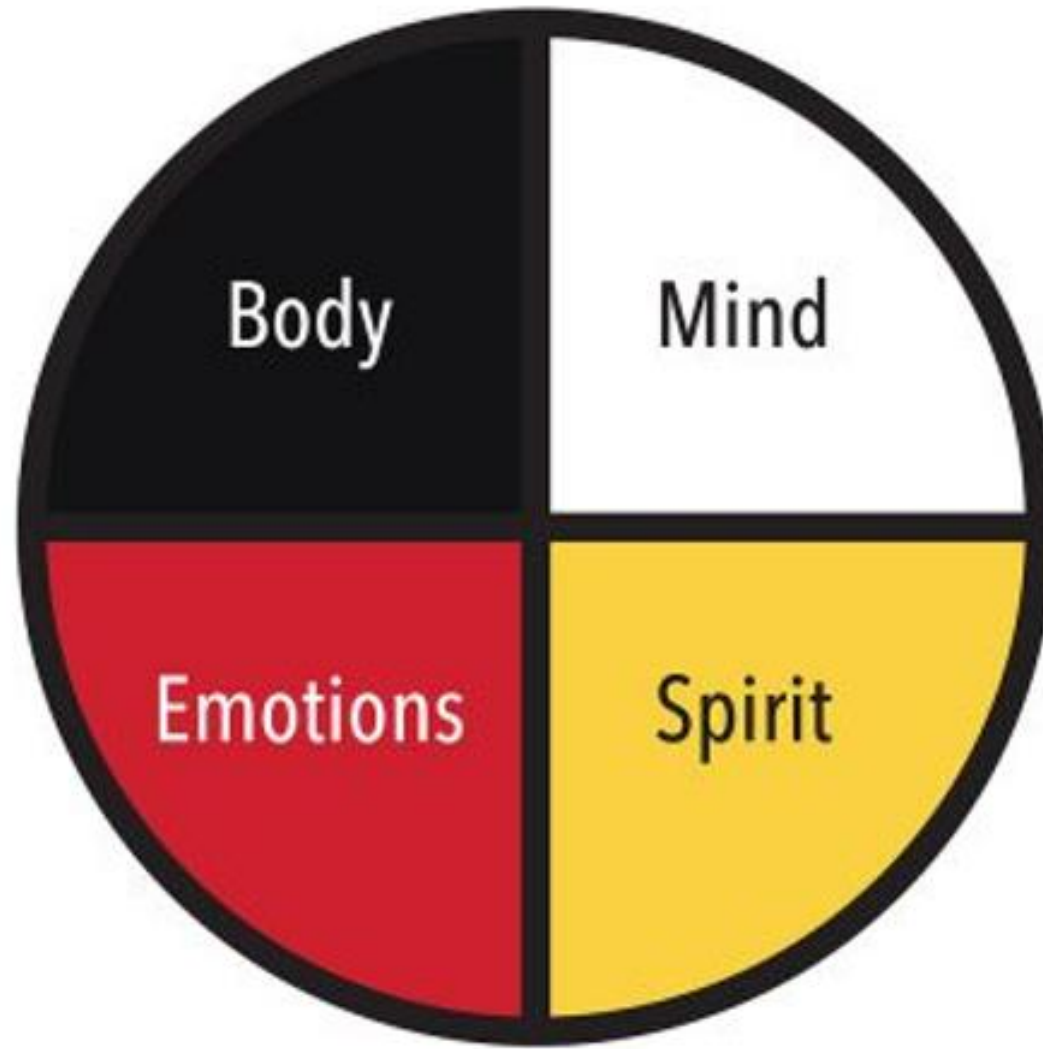


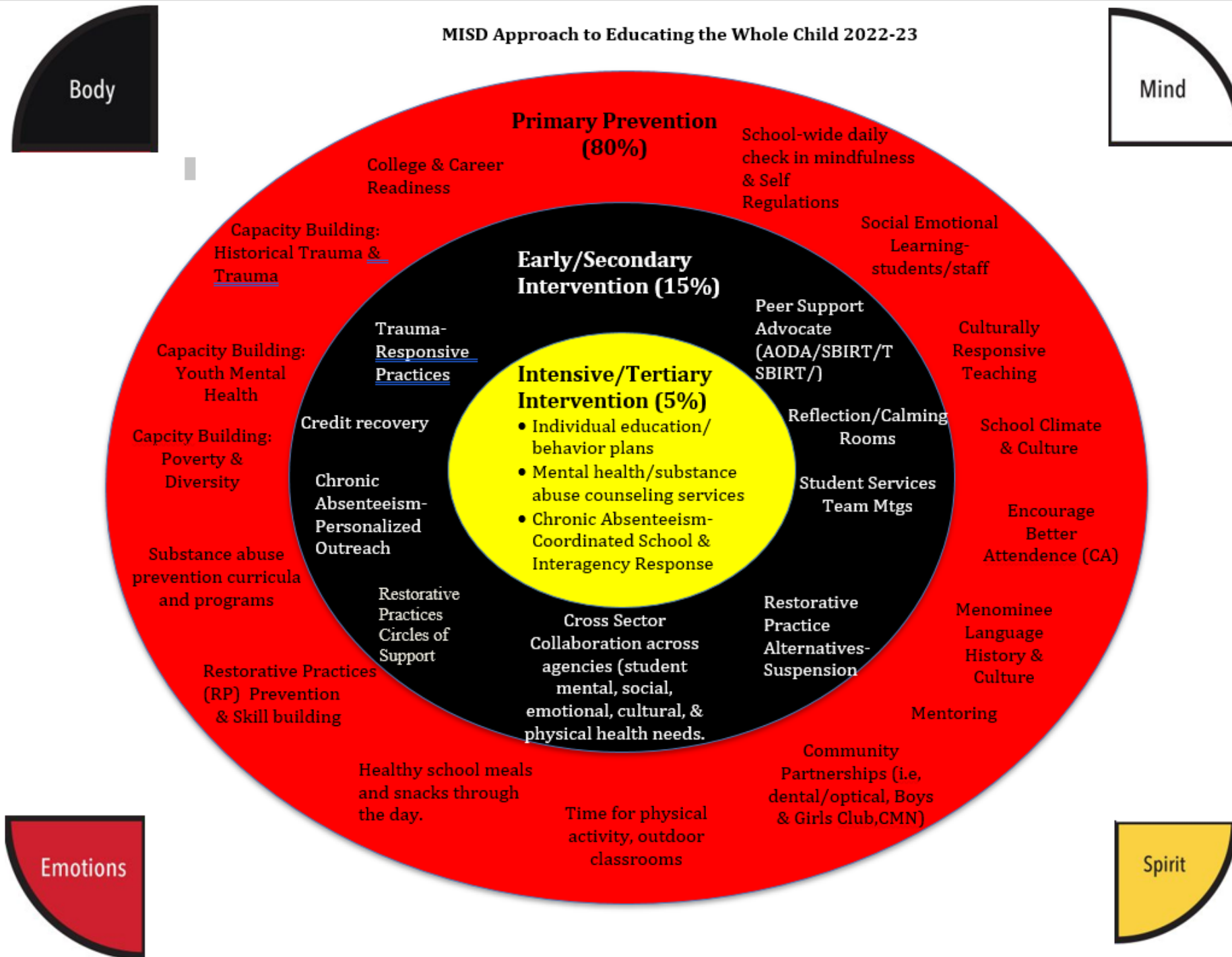
Menominee Indian School District (MISD)

- ❑ Established in 1976
- ❑ About 1000 students attending 4 schools
- ❑ 92% American Indian (AI)
- ❑ 88% Free & reduced
- ❑ 16% Chronic Absenteeism Rate (Pre-Pandemic)



MEDICINE WHEEL





90 Day Implementation Plan Worksheet

STRATEGIC DIRECTION Improve School Attendance Across the Menominee Reservation		ACCOMPLISHMENT TITLE (WHAT) Improving Early School Attendance Ages 6 Weeks to 14 Years	
INTENT (WHY) School attendance is critical to a child's development and contribution to our greater Tribal Community			START DATE: Jul 1, 2022 END DATE: September 30, 2022
IMPLEMENTATION STEPS (HOW)	WHO	WHEN	WHERE
1. Review Literature on chronic absenteeism attendance in Indian Country https://blog.schoolmint.com/addressing-the-growing-crisis-of-struggling-native-american-students	1. Wendell Waukau	1. July 5th	1. In document
2. Identification of/Outreach to Stakeholders	2. Attendance Work Group	2. On Going	2. Invites to meetings, sharing information (post-MOU) via team meetings/email
3. Identify the Gaps/Needs and the Resources a. Listening sessions b. Team will review the data	3. Attendance Work Group	3. August 24, 2022	3. A survey will be provided to families at the Back to School Night at the FACE Center.
4. Identify chronic absenteeism issues in schools (Percentages/Trends)	4. Attendance Work Group	4. Next Meeting	4. Schools will do a data dig into their systems
5. Community Updates-	5. Attendance Work Group	5. July/August Ongoing	5. Social Media/Tribe communication boards/newsletter/Tribal News.....
6. Start off with event at Face Center (August 24th 5:30- 7:30 pm) a. Food b. Separate Listening Groups	6. Attendance Work Group a. Casey Family	6. Initial Requests for Casey, and Tribal Assistance will be made	6. Place 90 Day Plan in second Legislative meeting

<ul style="list-style-type: none"> c. Activities d. Tent, Tables, and Chairs e. Flier of Agencies that are available f. Gifts/prizes/childcare/activities g. Transportation h. Advertising/Fliers/Tribal TV/School Websites/Blackboard connect messages <p>7. Follow up mtg to discuss Back to School Kick-off (i.e. Parent Cafe discussions)</p> <p>8. Report out @ CEW meeting on 90 day plan</p>		<p>Programs (We will request)</p> <ul style="list-style-type: none"> b. Attn. Team c. Casey d. Casey e. Shawn f. Casey g. Transportation h. Casey <p>Attendance Work Group</p> <p>Mary K & Wendell W</p>	<p>at second July Legislative Meeting</p> <p>Send request to Transportation Agency in July (for Aug. 24th event)</p> <p>Sept 21, 2022 1:30-3pm</p> <p>September 13, 2022</p>	<p>for July 2022</p> <p>Team will reach out to Gary Pyawasay in July via phone call or email</p> <p>FACE Center</p> <p>Menominee Casino Resort</p>
<p>Coordinator:</p> <p>Mary Kramer Wendell Waukau</p>	<p>Collaborators/Partners:</p> <p>MTFS MISD TRIBAL SCHOOL YOUTH SERVICES HEAD START</p>	<p>Evaluation Measures:</p> <p>State Skyward Attendance System</p> <p>Attendance Works Program</p>	<p>Budget Considerations:</p> <p>PR Costs Public Awareness Campaign Speakers Student Reward Program (?)</p>	<p>Next Meeting Date(s):</p> <p>July 21, 2022 Sept 21, 2022</p>

Q & A



Resources

The Back-to-School Toolkit

SY 22–23 is a critical moment for attendance and engagement. EveryDay Labs' Back-to-School Toolkit can help with:

- Understanding the scope of the challenge and root causes
- Sustainable strategies for addressing chronic absence and disengagement
- Checklists for fostering attendance and engagement





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.



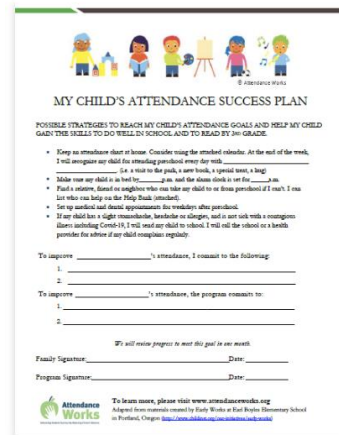
Showing Up Matters for R.E.A.L.

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!)*



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 READ BY 3RD GRADE.

- Keep an attendance sheet at home. Consider using the attached calendar. At the end of the week, I will recognize my child for attending positively every day.
- Make sure my child is in bed by _____, is a visit to the park, a new book, a special treat, a hug.
- Find a relative, friend or neighbor who can take my child to or from school if I can't. I can let them help me on the way.
- Set up a reward and consequence system for attending school.
- If my child has a right to a safe environment, free from violence, and I am not safe with a caregiver, please contact Child Welfare. I will meet my child in school. I will call the school to let them know if my child comes regularly.

To improve _____, attendance, I commit to the following:

- _____
- _____

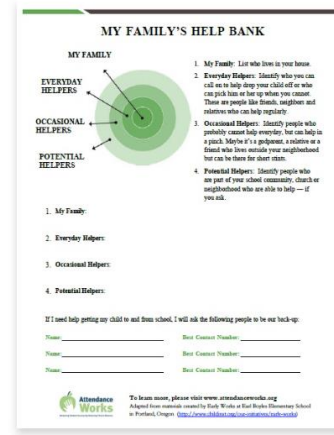
To improve _____, attendance, the program commits to:

- _____
- _____

Family Signature _____ Date _____

Program Signature _____ Date _____

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



MY FAMILY'S HELP BANK

MY FAMILY

EVERYDAY HELPERS

OCCASIONAL HELPERS

POTENTIAL HELPERS

1. My Family: List who lives in your house.
2. 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.
3. Occasional Helpers: Identify people who probably cannot help everyday, 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 runs.
4. 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 our 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 Paul Robeson Elementary School in Portland, Oregon. <http://www.attendanceworks.org>

2021-2022 ACADEMIC CALENDAR

September 2021	October 2021	November 2021
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December 2021	January 2022	February 2022
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March 2022	April 2022	May 2022
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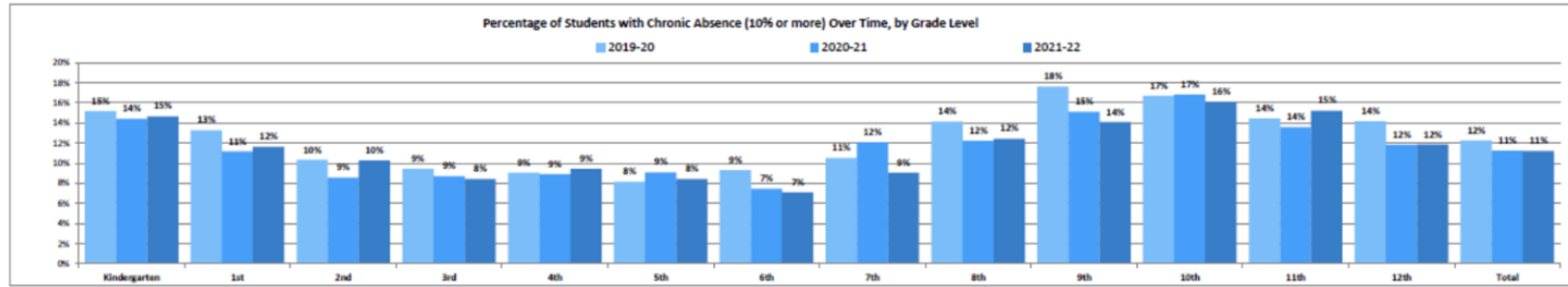
Student Attendance Success Plans - Help parents/caregivers track their student's attendance and work with teachers to set appropriate goals.

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!

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



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/>



Key Resource: Attendance Awareness Website

- ✓ Download our free social media materials and share with local districts
- ✓ Join our listserv: 35,000+ members
- ✓ Download the 2022 Key Messages about attendance

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-Sept-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!

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