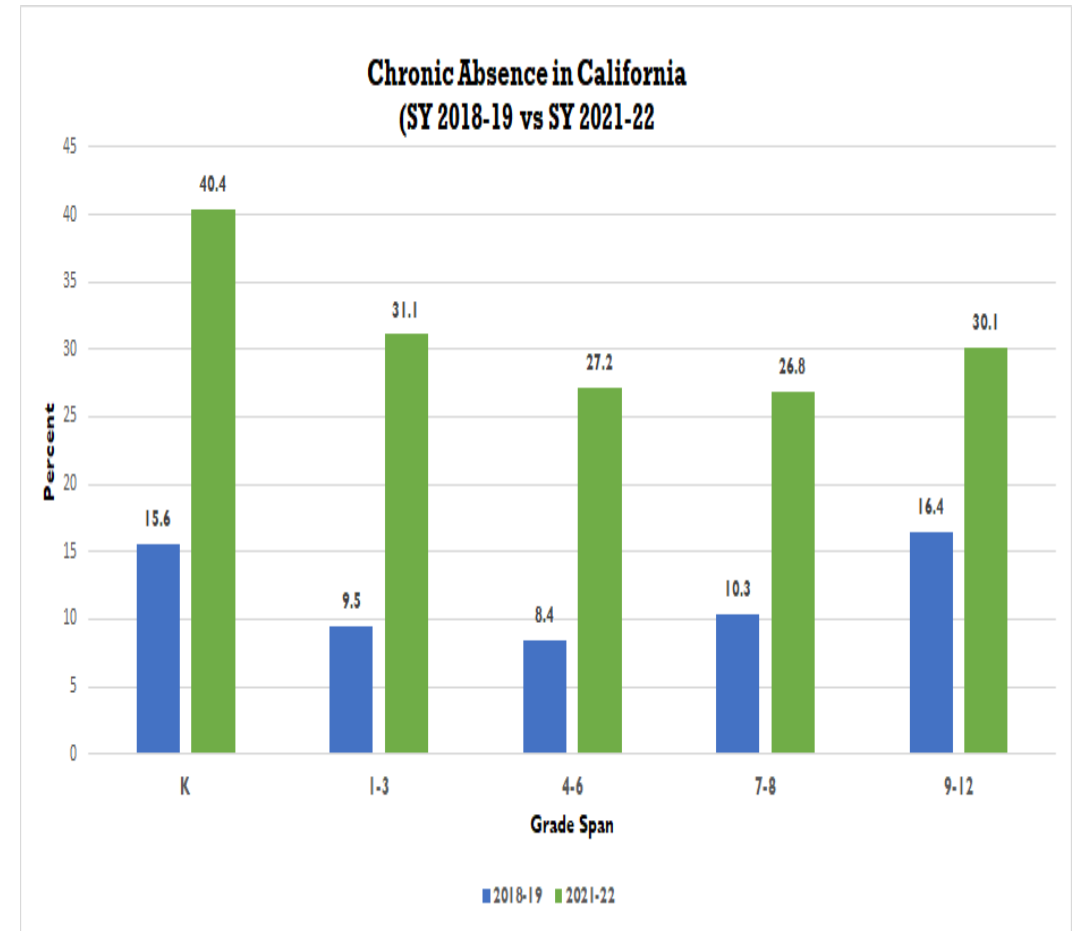
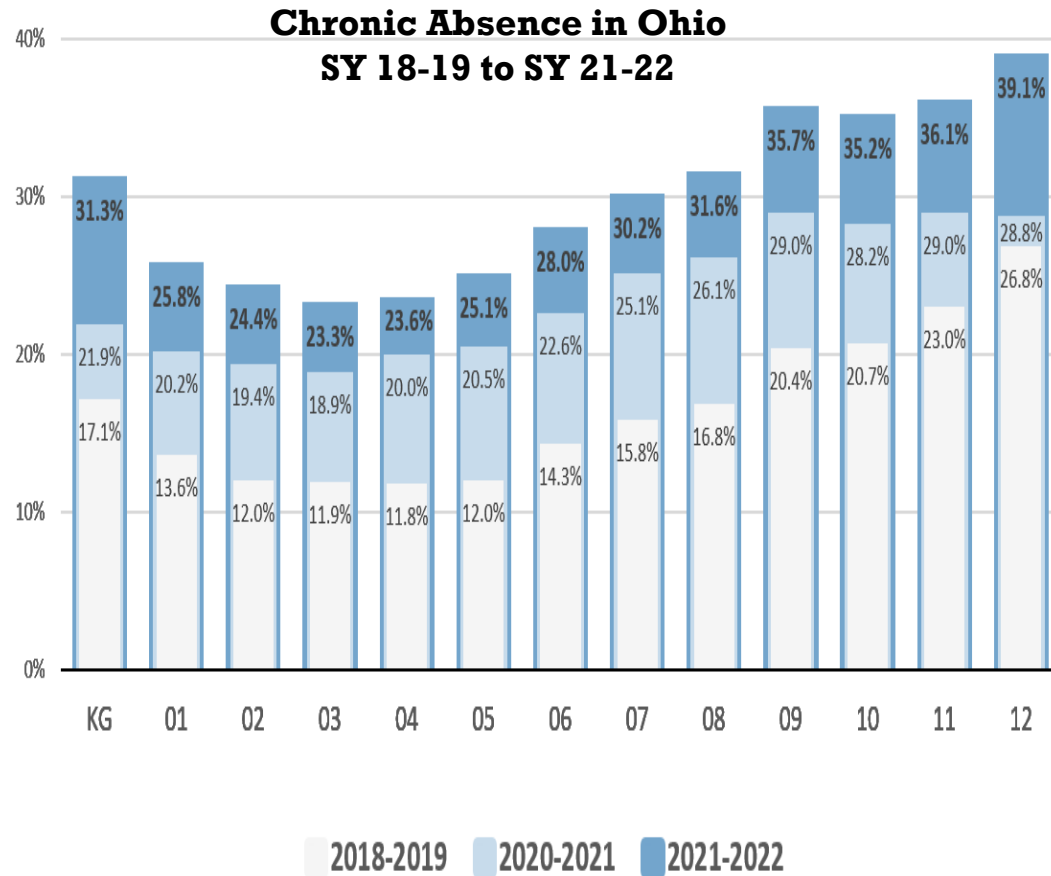


# **Addressing Chronic Absence In Kindergarten**

# Alarming Increases In Kindergarten Chronic Absence (Missing 10% of School)





## Chronic Absence is Especially Challenging for Low-income Children

- ✓ Poor children are **4x** more likely to be chronically absent in K than their highest income peers.
- ✓ Children in poverty are more likely to lack basic health and safety supports (health care, transportation, stable housing, food, clothes, etc.) that ensure a child is more likely to get to school.
- ✓ The adverse impact of absenteeism on literacy development is **75% greater** for these children than for their middle-class peers.

*Sources: M. Romero and Y.S. Lee, A National Portrait of Chronic Absenteeism in the Early Grades, The National Center for Children In Poverty, Columbia University, October 2007. ; Ready, Douglas D., Socioeconomic Disadvantage, School Attendance, and Early Cognitive Development, The Differential Effects of School Exposure, Sociology of Education, October 2010.*



## Solutions must reflect an understanding of why students are absent.

### 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
- Community violence

### 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

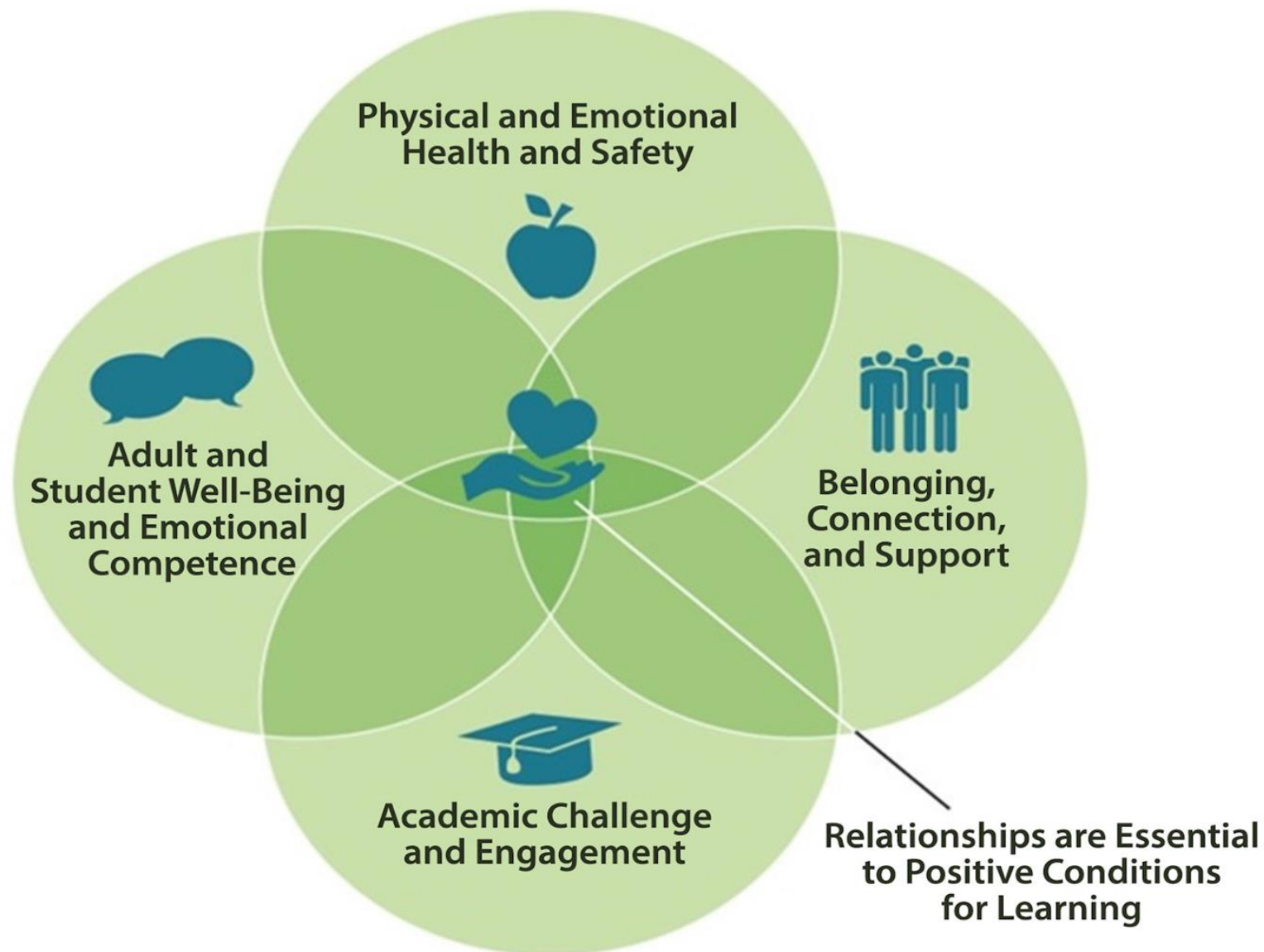
### Disengagement

- 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

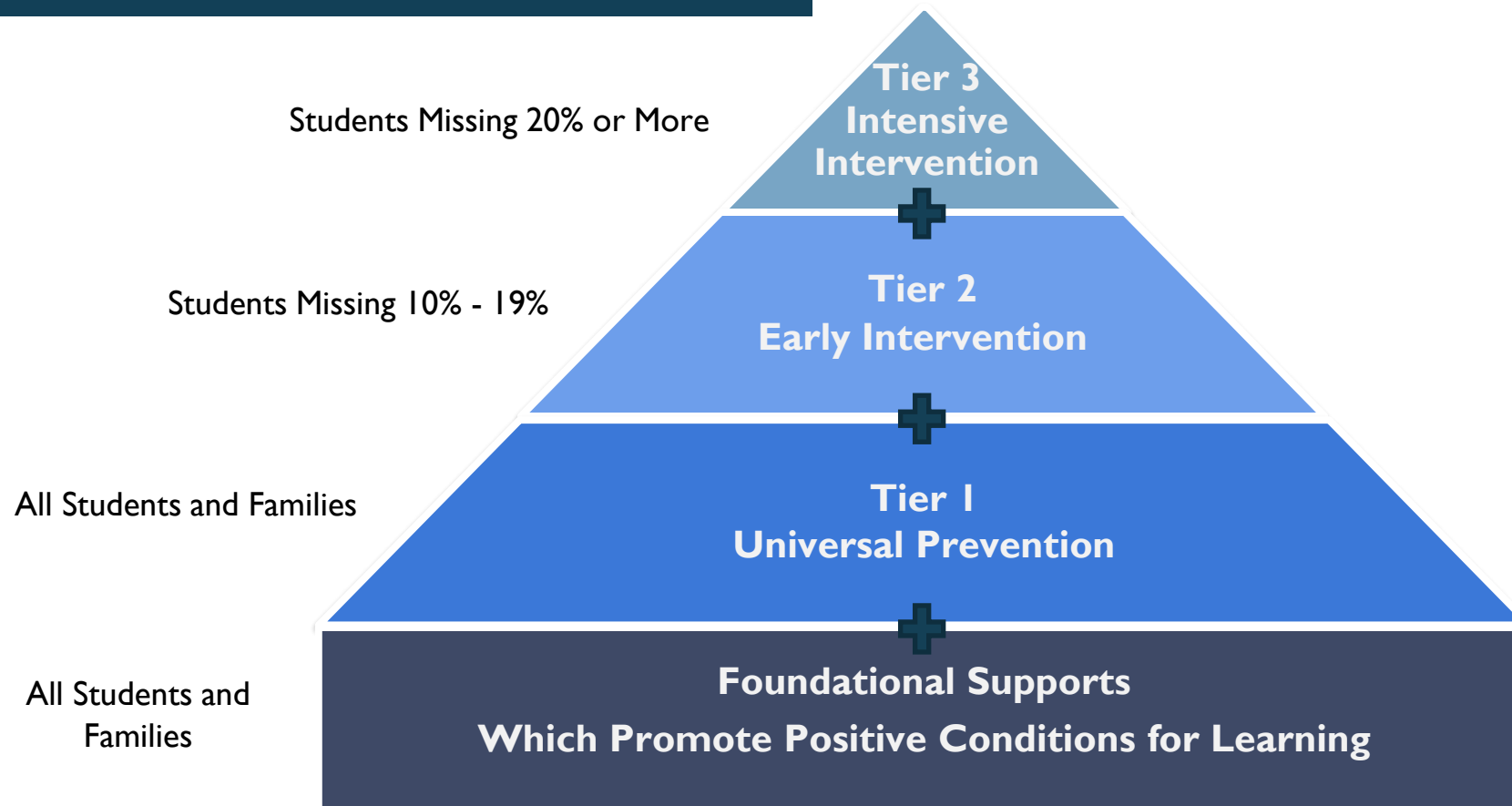
- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Lose track and underestimate TOTAL absences
- Assumption that students must stay home for any reason
- Attendance only matters in the older grades
- Suspensions don't count as absence

# Positive Conditions for Learning Are Essential To Thriving Kindergartners; High Levels of Chronic Absence Signal They Aren't In Place for Families





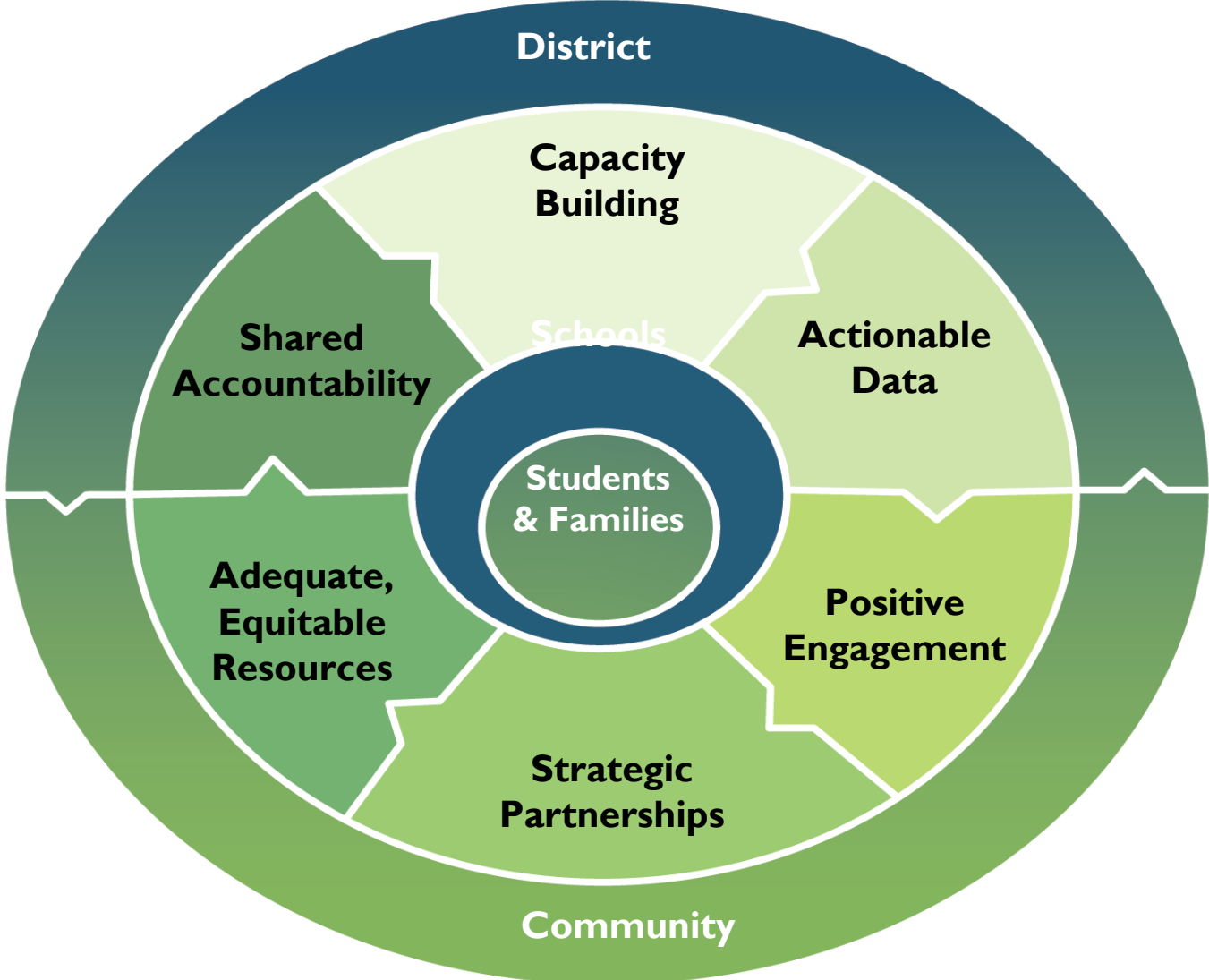
## Multi-tiered System of Support for Attendance



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

[www.attendanceworks.org](http://www.attendanceworks.org)

# GLR Initiatives Are Well Positioned to Advance A Systemic Approach





## Join the 2023 Attendance Awareness Campaign

### As an AAC participant, your community will receive:

- Materials to promote the AAC webinar series
- Regular AAC email updates with news, research and materials
- Promotional resources on that can be posted on websites or included in outreach
- Access to **Count Us In!**, an indispensable toolkit for creating an attendance awareness campaign
- All of these materials can be used on your website or shared with others in your network

### What are the benefits to CGLR communities:


- Builds awareness that chronic early absence is a huge crisis affecting third grade reading
- Access to free tools, resources and strategies
- Creates many opportunities for local campaign partners to collaborate in concrete ways

Joining is easy! Sign up on our website:

<https://awareness.attendanceworks.org/contact/aam-updates/>







**Addressing Chronic Absence is a component of  
The Campaign for Grade-Level Reading's  
Civic Action and Advocacy Agenda  
2023–2026**



Advocating for digital connectivity and universal access to the internet;

Urging key state and local decision makers to ensure “smart” decisions to invest in some “big bets”: technology-enhanced teaching and learning, teacher development, effective tutoring and other relational supports, family engagement and promoting everyday attendance);

Working with schools and school districts to implement the U.S. Department of Education’s call to build the kindergarten year into a “more sturdy bridge” between the early years and the early grades;

- Embracing the “learning happens everywhere” approach that makes learning-rich environments community-wide and ubiquitous;
- Partnering with public housing agencies to build the 24/7/365 multigenerational “surround sound” systems of care, supports and services that children growing up in economically challenged, fragile and marginalized families need.

The ***civic action and advocacy agenda*** for equitable academic recovery will be guided and undergirded by the foundational CGLR imperatives.

1

Focus on improving the prospects for the children of economically challenged, fragile and marginalized families who are disproportionately families of color.

2

Elevate and center parents by equipping them to succeed as primary stakeholders and essential partners in improving outcomes and the overall well-being of their children.

3

Practice intentional collaboration as the preferred approach for enhancing impact and engaging allies, champions and partners.

4

Work and learn alongside the stakeholders most proximate to the problems and, therefore, to potential solutions.

CGLR provides an infrastructure that supports hundreds of communities with early literacy and early learning coalitions to become places with plans to take on the “must do’s” of early school success.

**ENSURING EARLY SCHOOL SUCCESS FOR LOW-INCOME CHILDREN**

What Mobilized Communities Must Do



**Stop playing catch-up**

Ensure that fewer children start school so far behind.



**End chronic absence**

Don't let students fall further behind during the school year.



**Reverse the summer slide**

Enable striving and struggling readers to make progress instead of losing ground.



**Address health-related challenges**

Healthy development is key to early academic success.



**Equip parents to succeed**

Parents are brain builders, first teachers and tutors, strongest advocates and best coaches.



**Advance grade-level reading and math**

Close the gap between science and practice.



**Slow, stop and reverse learning loss**

Fast-track access to the internet, tutors and out-of-school learning.