Committed:

Supporting Attendance and Participation to the Very Last Day of School

Attendance Awareness Campaign 2021 — Webinar 1 of 4

April 14, 2020

www.attendanceworks.org

Welcome

S. Kwesi Rollins

Vice President for Leadership & Engagement
Institute for Educational Leadership
Chair, Advisory Board, *Attendance Works*

About the Institute for Educational Leadership

IEL acts as a catalyst and capacity builder at the intersection of education, community collaboration and workforce development to effectively promote equity and better opportunities for all children and youth. IEL:

- ✓ identifies and implements innovative strategies particularly where educational, economic, and social challenges or gaps exist.
- ✓ has developed, trained, and supported thousands of leaders across various networks.
- ✓ works at the local, state, and national level, investing in community leaders of all ages, stages, and sectors.

To learn more visit: www.iel.org

IEL Institute for
Educational
Leadership
Innovation. Equity. Leadership.

CONNECTED TOGETHER & STRONGER THAN EVER

National Family & Community Engagement Conference 2021

June 1-4, 2021

To register visit:

https://bit.ly/FCEConf21

Agenda

I. Welcome

Joline Collins, Program Manager of Leadership Development, IEL

II. Attendance Awareness Campaign

Kwesi Rollins, Vice President for Leadership & Engagement, IEL

III. Key Concepts

Hedy Chang, Executive Director, Attendance Works

IV. Panel: Nurturing Belonging In School

- ❖ **Shandria Richmond-Roberts,** *Principal, Harrison Elementary School, Pomona, CA*
- ❖ **Robert Kraemer**, *Principal, and* **Chad Swanson,** *School Psychologist, Warren Street School, New York*
- ❖ **Marcus Strother,** *President & CEO, MENTOR California*
- ❖ **Daisy Sanchez Madrigal**, *Peer Mentor, Fresno, California*

V. Closing Reflections

Kwesi Rollins, Vice President for Leadership & Engagement, IEL

Convening Partners
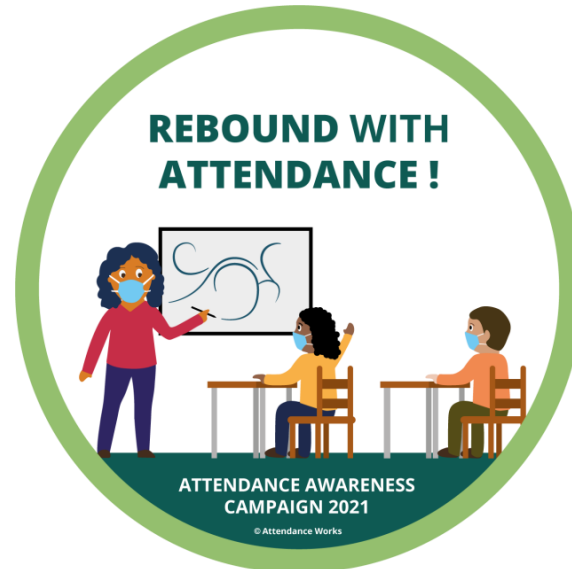# AAC 2021

Thank You to Our Corporate Sponsor!

2021 Attendance Awareness Campaign Sponsor

EveryDay Labs™
Because every student deserves to learn every day.

Rebound With Attendance!

Attendance Awareness Campaign 2021 Webinar Series

Register here: https://www.attendanceworks.org/resources/webinars/

Webinar 1: Committed: Supporting Attendance and Participation to the Very Last Day of School, Wednesday, April 14, 2021: 11am-12:30pm PT / 2pm–3:30pm ET **(Today)**

Webinar 2: Engaged: Using Summer to Connect with Students and Families, Wednesday, May 26, 2021: 11am-12:30pm PT / 2pm–3:30pm ET

Webinar 3: Welcomed: Embracing Students, Families and Educators in the New School Year, Wednesday, August 4, 2021: 11am-12:30pm PT / 2pm–3:30pm ET

Webinar 4: Fully Present: Leveraging Attendance Data to Ensure Ongoing Success, Wednesday, September 29, 2021: 11am-12:30pm PT / 2pm–3:30pm ET

Welcome

Hedy Chang
Executive Director
Attendance Works

**& Members of the
Attendance Works Team**

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

Framework for Policy and Practice During Covid-19

| Allocate Funding	Ensure Compliance with Compulsory Education	Accountability	Early Warning	Continuous Improvement	Advance Equity
Hold Harmless from Funding Cliffs; Invest in Re-engagement and Recovery	Create Alternatives to Legal Action	Refrain from High Stakes Accountability But Publish Data	Put in Place Expanded Metrics to Activate Support	Use Expanded Metrics to Inform Program and Policy Decisions	Remove Barriers to Equitable Access to Opportunities and Supports

Chronic Absence Measures Lost Opportunity to Learn

Chronic absence is missing so much school for any reason that a student is academically at risk. Chronic absence is defined as **missing 10 percent or more of school for any reason.**

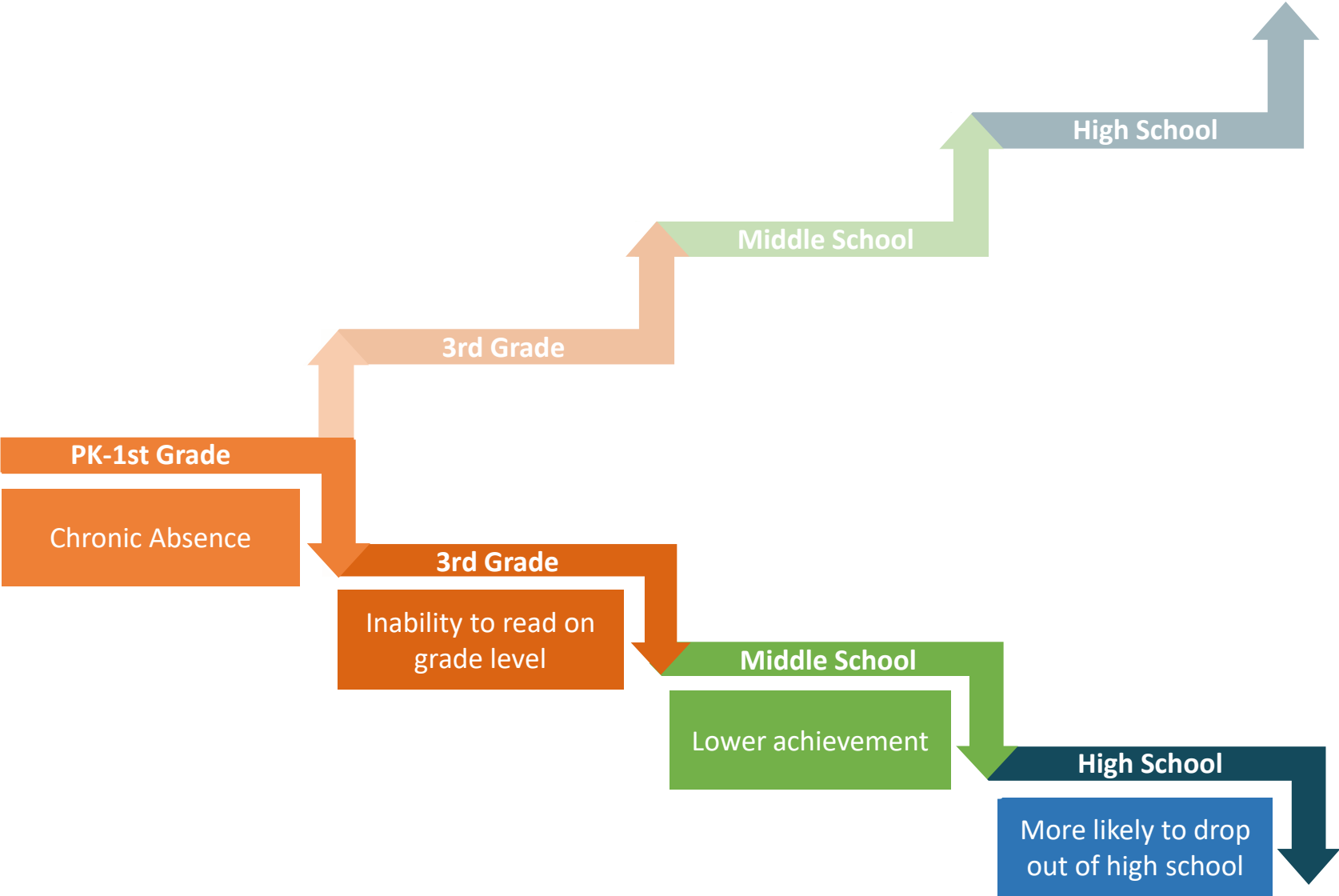Excused absences + Unexcused absences + Suspensions → **Chronic Absence**
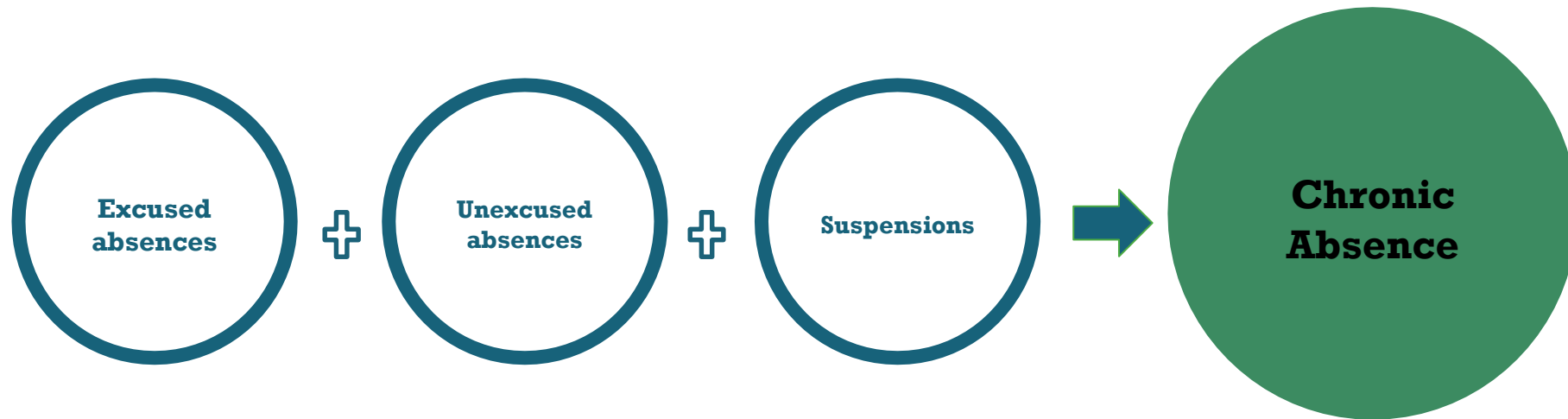
Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

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

Improving Attendance Matters

PK-1st Grade
Chronic Absence

3rd Grade
Inability to read on grade level

Middle School
Lower achievement

High School
More likely to drop out of high school

3rd Grade

Middle School

High School

Impact of Covid-19 on Attendance/Absenteeism

Before March 2020

- Daily attendance taking required in all states
- Consistently measured across states, districts, schools and grades; hard to manipulate
- Easily captured and analyzed
- Research supports use of missing 10% of school for early warning
- Chronic absence must be included in state report cards (ESSA)
- 37 states use it for school accountability

During SY 2020-21

- Daily attendance not necessarily required
- Varies significantly for remote learning by locality and type of instruction
- Participation data for remote learning captured in LMS but not easily downloaded to SIS
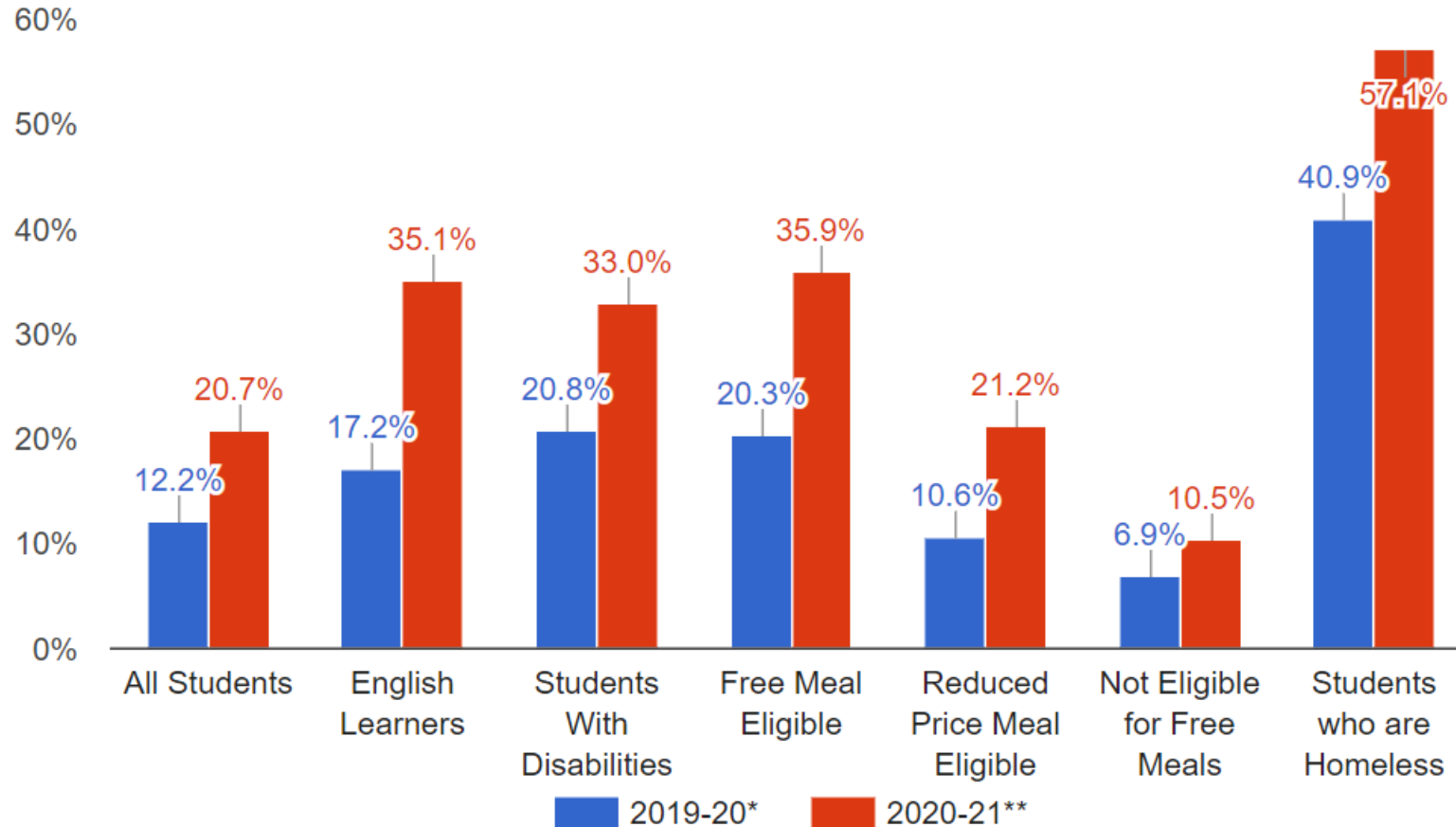- Lack research on remote early warning metrics; absenteeism could underestimate challenge
- Chronic absence must be included in state report cards (ESSA)
- Public reporting of disaggregated chronic absence data required to waive accountability

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Early SY 2020-21 Data Shows Dramatic Increases in Chronic Absence, Especially for Students Hard Hit by Pandemic

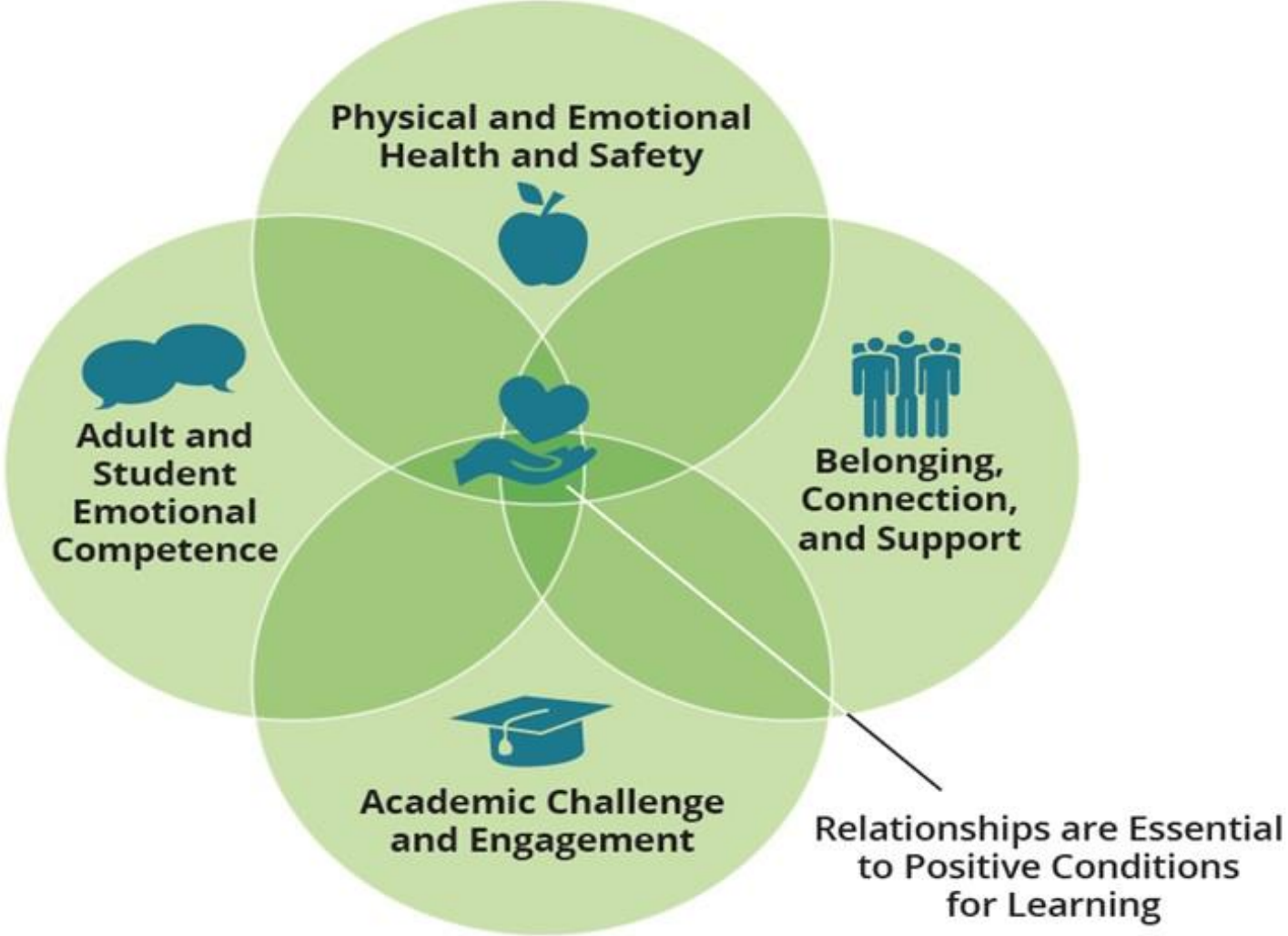**Percentage of Students Chronically Absent (YTD as of Feb. 2021 compared to 2019-20)**

Category	2019-20*	2020-21**
All Students	12.2%	20.7%
English Learners	17.2%	35.1%
Students With Disabilities	20.8%	33.0%
Free Meal Eligible	20.3%	35.9%
Reduced Price Meal Eligible	10.6%	21.2%
Not Eligible for Free Meals	6.9%	10.5%
Students who are Homeless	40.9%	57.1%

- *This data from Connecticut is the first statewide data available in the country.*
- *Connecticut has a long history of investing in accurate data.*
- *Connecticut defined chronic absence as attending at least .5 day in distance as well as in-person learning.*

*Calculations are based only on in-person school days until mid-March 2020. **Calculations include both in-person and remote days.
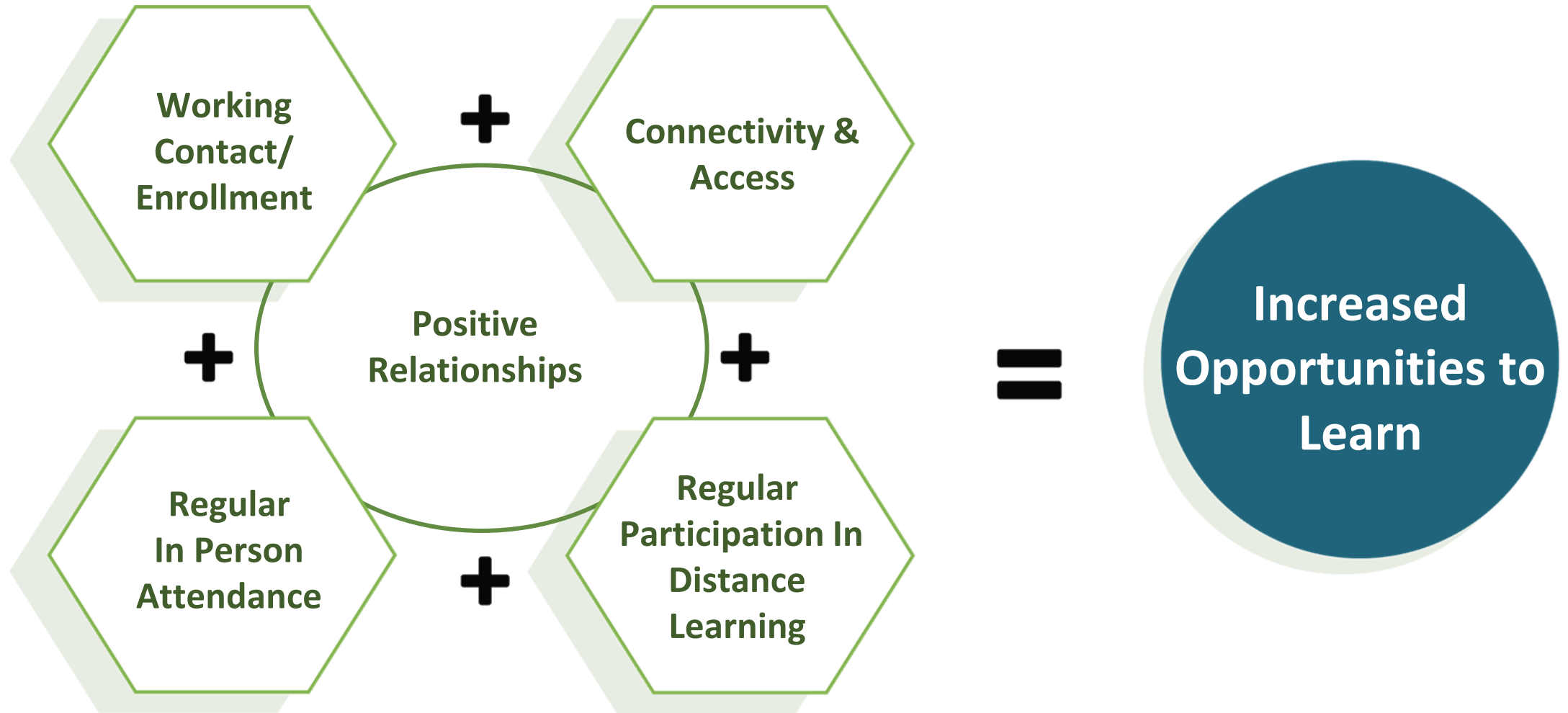
http://edsight.ct.gov/relatedreports/Supporting%20Student%20Participation%20in%202020-21.html

Prior to the pandemic, chronic absence affected 8 million — or one out of 6 — students nationwide.

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16

Chronic Absence is an Early Warning that Positive Conditions for Learning Are Missing Whether Classes Are In Person, Distance or Blended

Working Contact/ Enrollment **+** Connectivity & Access

+ Positive Relationships **+**

Regular In Person Attendance **+** Regular Participation In Distance Learning

= Increased Opportunities to Learn

Step 1: Establish Your Team

❖ *Convene a small group of leaders if you are just starting or integrate into the work of an existing team.*

Step 2: Identify Priority Populations

❖ *Use data to identify which group(s) of students or schools most need additional engagement and better understand their strengths and challenges.*
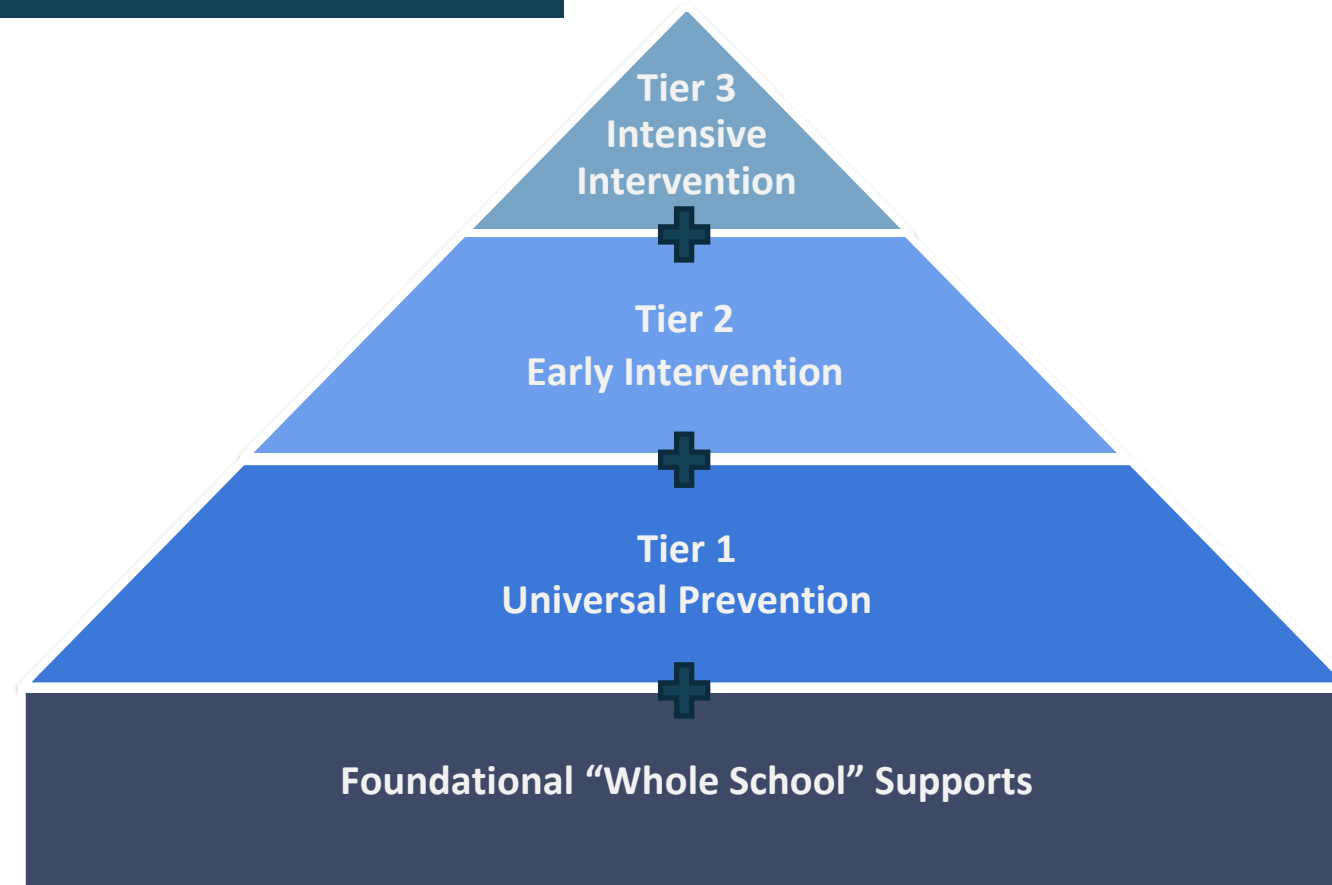
Step 3: Craft Engagement Strategies

❖ *Take a multi-tiered approach to engagement, especially for priority populations, that starts in the Spring, persists in the Summer and is amplified in the Fall.*

Step 4: Reflect, Learn and Improve

❖ *After each phase of work, invest in taking stock to assess what worked and what can be improved for the future.*

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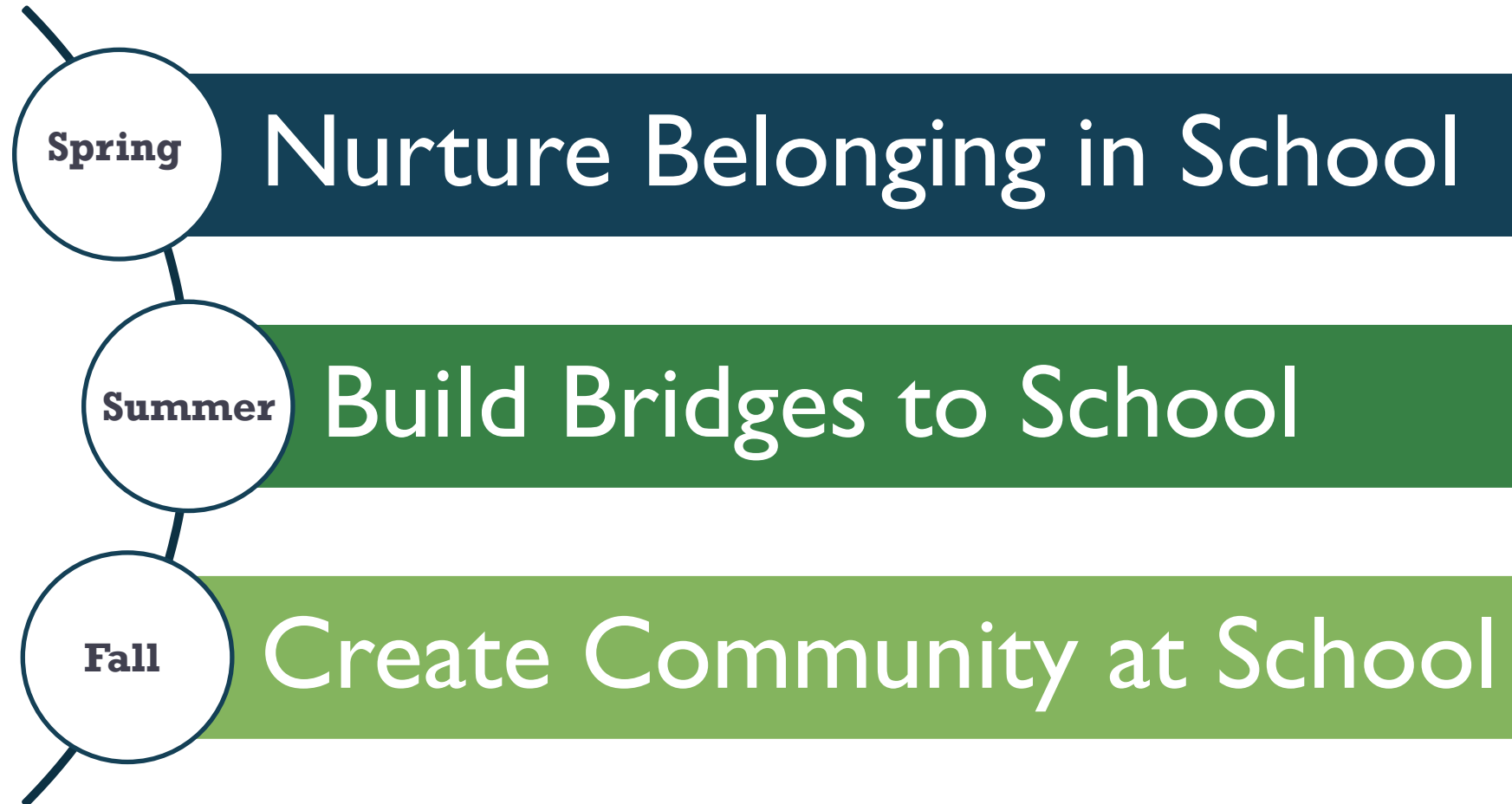# Take a Tiered Approach to Engagement

Tier 3
Intensive
Intervention

Tier 2
Early Intervention

Tier 1
Universal Prevention

Foundational "Whole School" Supports

Begin with a strong, "relationship centered" foundation

Physically healthy learning environment	Enrichment activities and clubs	Positive relationships	Support for families to facilitate learning at home
Access to tech equipment and connectivity	Access to Learning Supports	Routines, rituals and celebrations	A culture of continuous improvement
Welcoming, safe, trauma-informed school climate	Home rooms and/or Advisory	A published schedule of classes	Active engagement of families in planning

Foundational Supports

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Pathways to Engagement:
A Toolkit for Covid-19 Recovery Through Attendance

Spring — Nurture Belonging in School

Summer — Build Bridges to School

Fall — Create Community at School

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Pathways to Engagement:
A Toolkit for Covid-19 Recovery Through Attendance

Spring | Nurture Belonging in School

✓ Sustain strong and caring relationships

✓ Address barriers *(i.e. economic and health challenges of Covid-19, fatigue from studying online, and the challenges of maintaining supervision at home for distance learning)*

✓ Provide engaging activities that keep students motivated to show up to school

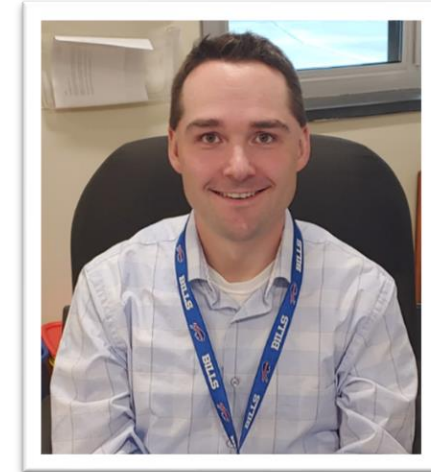✓ Conduct enrollment campaigns to engage prospective students and their families

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Shandria Richmond-Roberts
Principal, Harrison PreK-8 School
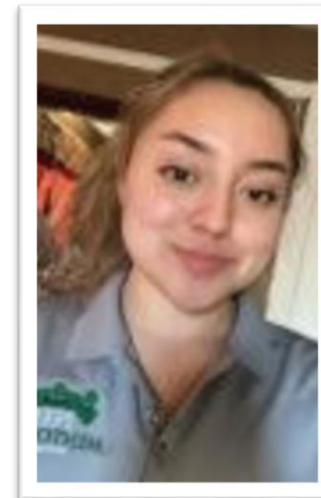Pomona Unified School District, CA

Robert Kraemer
Principal, Warren Street School (grades 3-6)
Greater Johnstown School District, NY

Chad Swanson
School Psychologist, Warren Street School
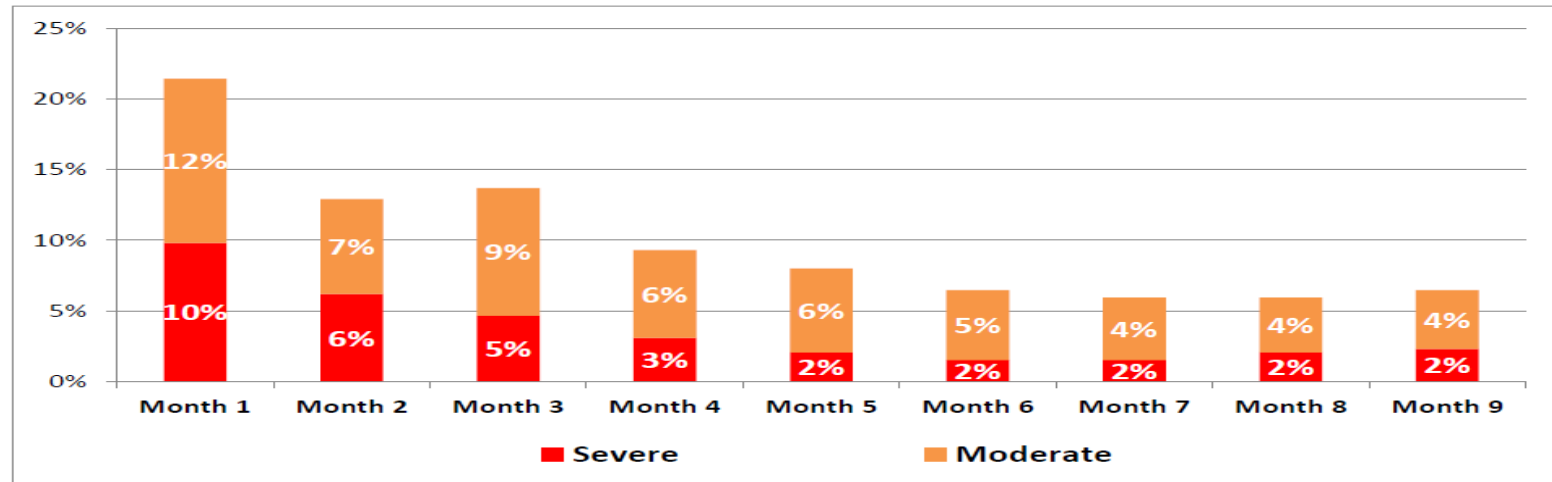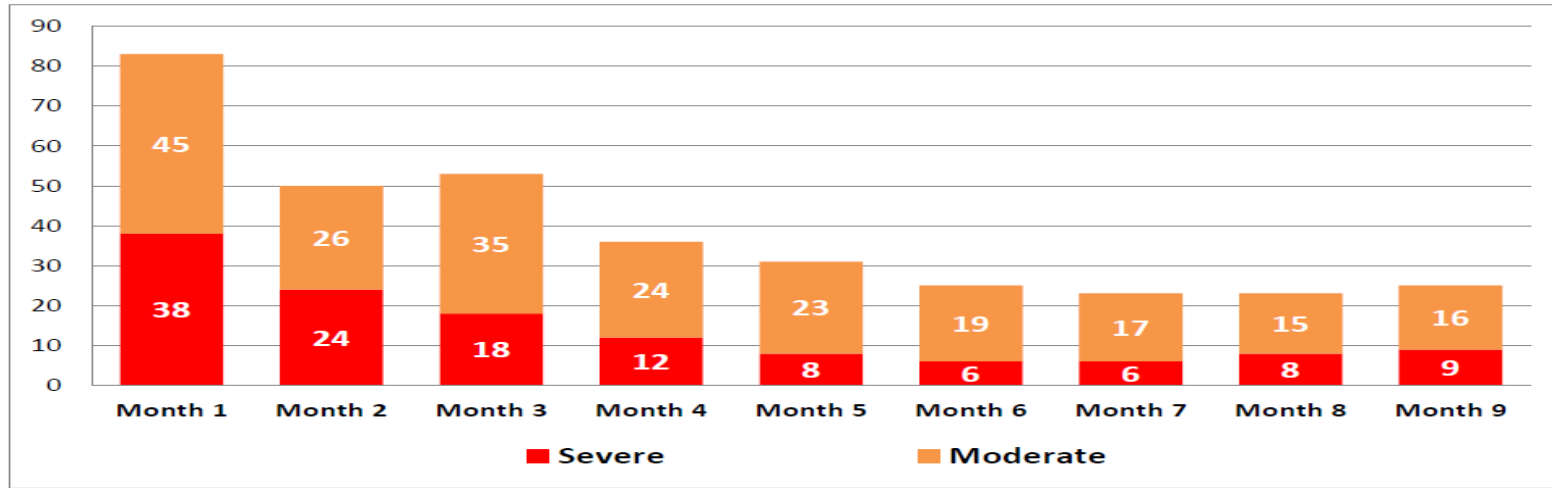(grades 3-6), Greater Johnstown School
District, NY

Marcus Strother
President & CEO
MENTOR California

Daisy Sanchez
12th grader, Fresno High, CA
Peer Mentoring,
Fort Miller Middle School
New Comer Mentor, Peer Tech
IB Candidate, Class of 2021

Harrison PreK-8 School, Pomona, CA

Chronic Absence Patterns By Month School Year 2020-21

Harrison PreK-8 School, Pomona, CA

Attendance	Connectivity	Excused by Parent	Unexcused Reason	Absence Unverified	Doctor Excused	Total
Month 1	151	8	35	24	0	218
Month 2	211	19	14	38	8	290
Month 3	147	43	8	13	6	217
Month 4	19	11	0	30	0	60
Month 5	12	9	0	48	1	70
Month 6	20	46	2	86	0	154
Month 7	15	53	20	42	0	130
Month 8	25	41	19	60	1	146
Month 9*	8	19	10	97	0	134
Total Days Absent	608	249	108	438	16	1419
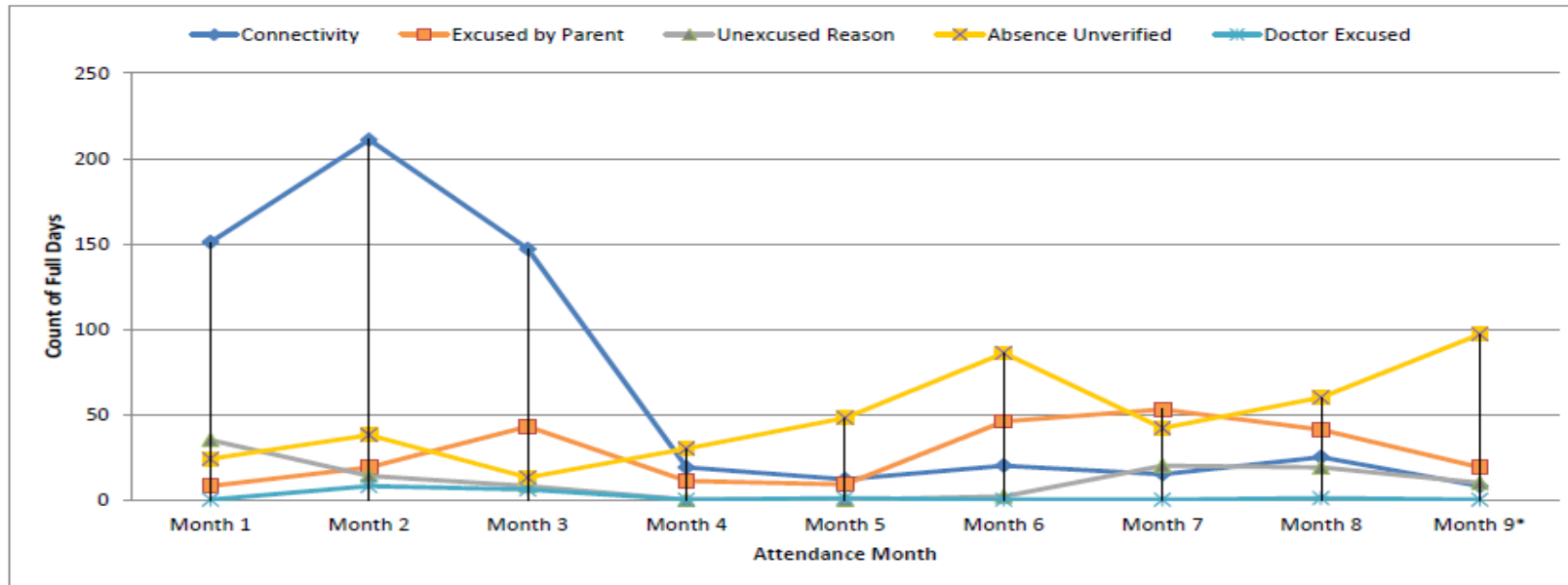
AUG. 11, 2020 - MAR. 26, 2021

WARREN STEET ELEMENTARY TACKLES ATTENDANCE

Warren Street Demographics

SCHOOL ENROLLMENT

422

FREE & REDUCED RATE

52%

CHRONIC ABSENTEEISM RATE

15.9%

Supporting Student Attendance

- Staff mentors
- Attendance Team and Data Coaches
- Faculty Communication Initiaitves
- Restorative Practices - Community Circles
- Family Liaison
- Student Attendance Initiatives
- ParentSquare
- Weekly Statistics
- Restorative Messaging

29
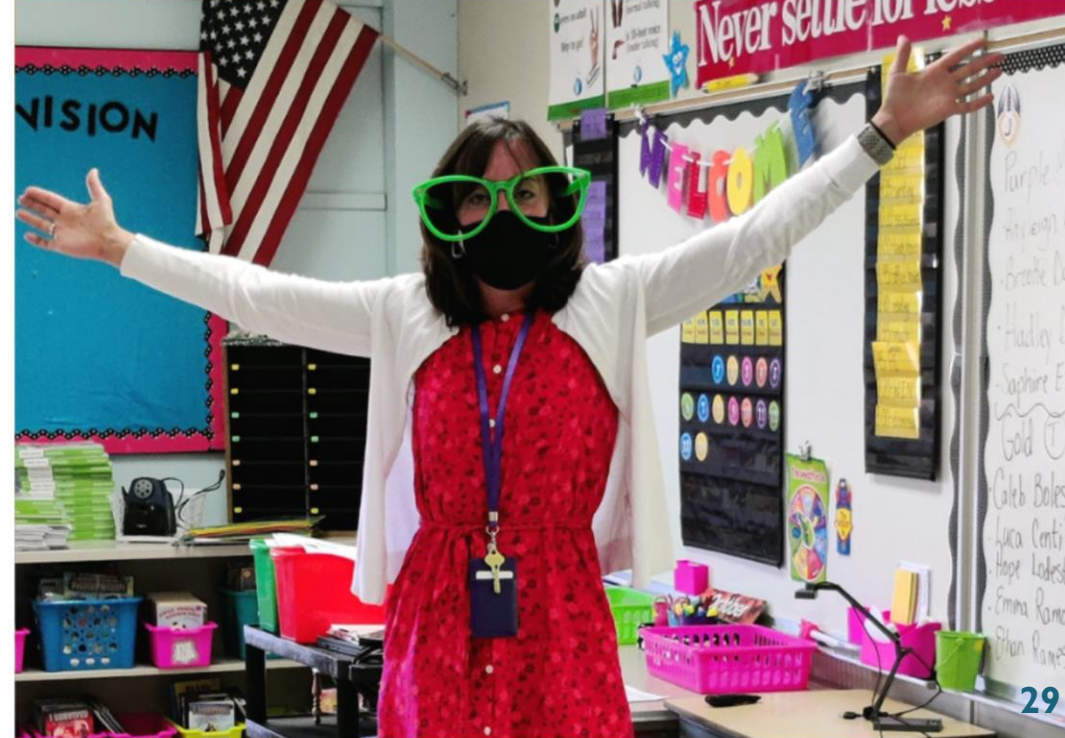
Community Partnerships
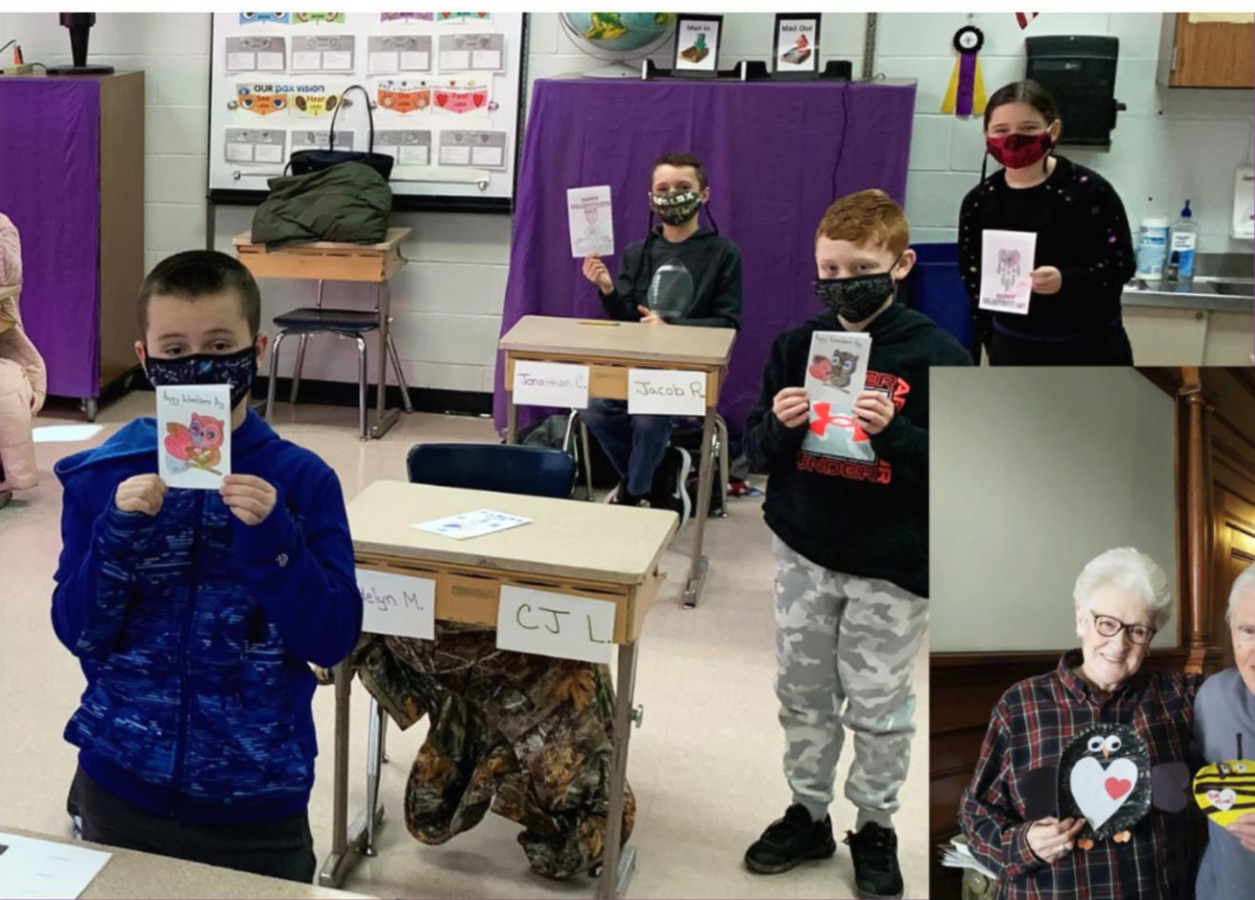
SEL

BOB KRAEMER

Principal,
Warren Street
Elementary

Greater Johnstown
SCHOOL DISTRICT

Questions?

Email Address

rkraemer@johnstownschools.org

Phone Number

518-762-3715

Why mentoring?

How do mentors and mentoring programs support young people in achieving a "whole person" education?

Where do young people access mentors who support their "whole person" education and development? Formal and informal spaces in schools, after-school programs, summer camps, community-based programs and enrichment programs, extracurricular activities including clubs and sports, places of employment and volunteer opportunities, families, communities[1].

The presence of caring adults who see mentoring as part of their role, space and resources for mentoring activities, and adequate training and support enable strong mentoring relationships to grow.

Mentoring Provides…
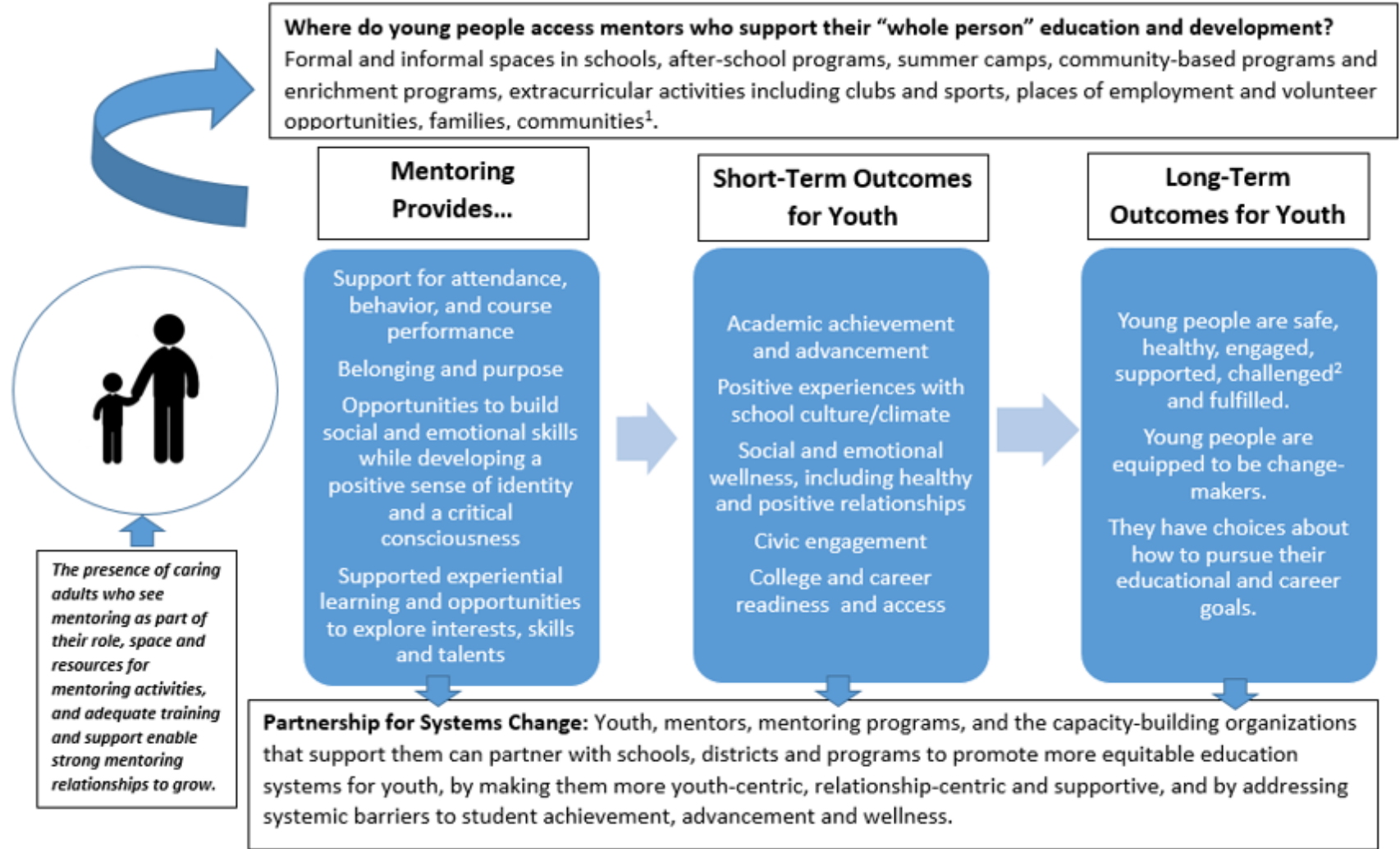- Support for attendance, behavior, and course performance
- Belonging and purpose
- Opportunities to build social and emotional skills while developing a positive sense of identity and a critical consciousness
- Supported experiential learning and opportunities to explore interests, skills and talents

Short-Term Outcomes for Youth
- Academic achievement and advancement
- Positive experiences with school culture/climate
- Social and emotional wellness, including healthy and positive relationships
- Civic engagement
- College and career readiness and access

Long-Term Outcomes for Youth
- Young people are safe, healthy, engaged, supported, challenged[2] and fulfilled.
- Young people are equipped to be change-makers.
- They have choices about how to pursue their educational and career goals.

Partnership for Systems Change: Youth, mentors, mentoring programs, and the capacity-building organizations that support them can partner with schools, districts and programs to promote more equitable education systems for youth, by making them more youth-centric, relationship-centric and supportive, and by addressing systemic barriers to student achievement, advancement and wellness.

[1]ASPEN SEAD Coalition, Youth Development Working Group, 2018.   [2]ASCD, 2018.

MENTOR CALIFORNIA

MENTOR

Mentoring Mindset Required

- Ideally, in all healthy relationships, people use a mentoring mindset frame when interacting with one another. A mentoring mindset means relationships are:

  - ✓ Intentional ("I see you.")

  - ✓ Supportive ("I got you.")

  - ✓ Developmental ("I'm here to help you.")

  - ✓ Communal ("We are in this together.")

- These relationships can be with people we know really well, people we consider acquaintances, and in some instances, strangers who we are meeting for the first time.

Why Relationships?
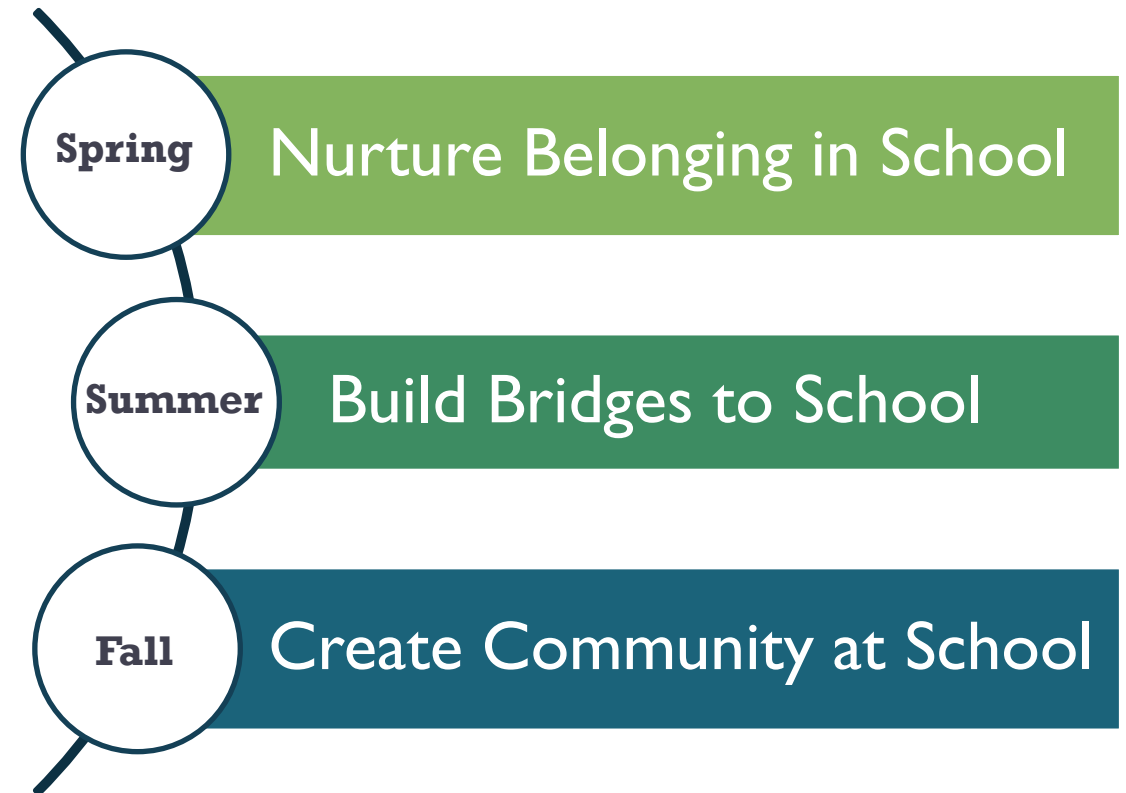
- All students need:
  - Champions

→

Students would benefit from strengthening relationship ties and building webs of support that allow them to meet their goals head on.

Every Child Needs a Champion
Ted Talk by the late, great Rita Pierson

James Comer: "No significant learning can occur without a significant relationship."

Kids don't learn from people they don't like

Human Connection is key

Teacher: "You were chosen to be in my class!"

Student: "You made me feel like I was somebody"

BRAVO!

Teaching and learning should bring joy

Every child deserves an adult who will never give up on them

YOU CAN DO IT!!

This job is tough but we can do it. We're educators and we were born to make a difference.

@sylviaduckworth

Pathways to Engagement:
A Toolkit for Covid-19 Recovery Through Attendance

Recommended Steps:

1. *Establish your team*

2. *Identify priority groups*

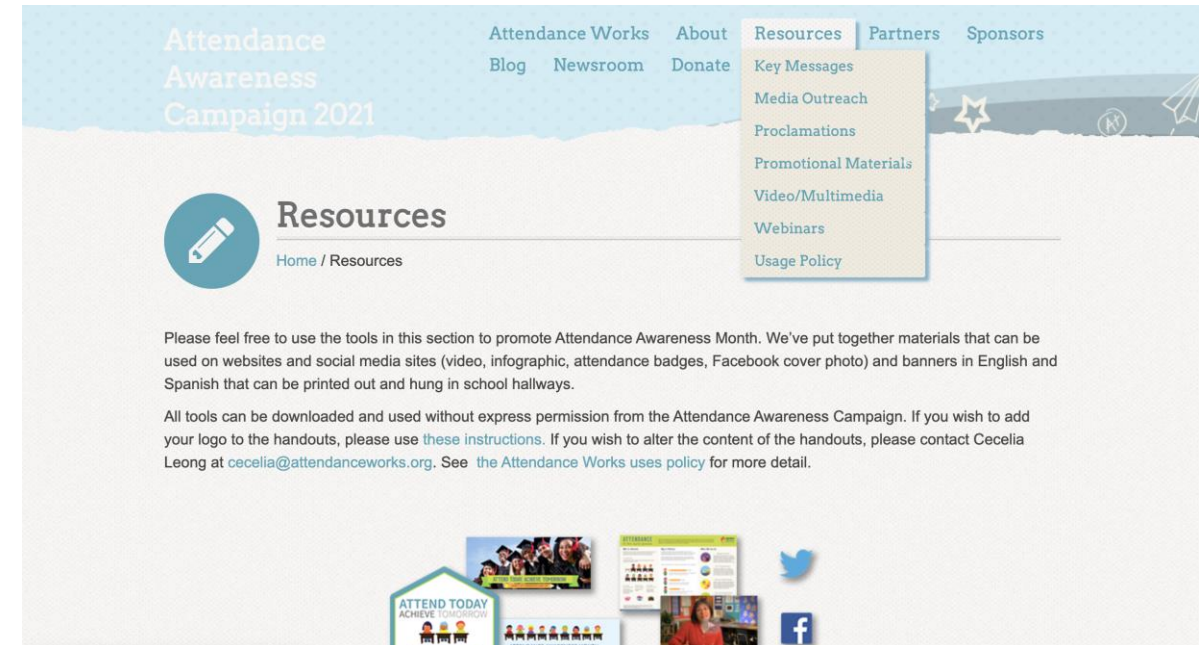3. *Craft engagement strategies*

4. *Reflect, learn & improve*

Spring — Nurture Belonging in School

Summer — Build Bridges to School

Fall — Create Community at School

Find the toolkit here:

https://www.attendanceworks.org/resources/toolkits/pathways-to-engagement-a-toolkit-for-covid-19-recovery-through-attendance/

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Key Resource: Attendance Awareness Website

PROMOTE THE CAMPAIGN

✓ **Download our free social media materials and share with local districts**

✓ **Proclaim September Attendance Awareness Month building off our sample proclamation**

✓ **Join our listserv: 32,000+ members**

Sign up for updates:
www.awareness.attendanceworks.org

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Opportunities to Promote AAC 2021!

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

✓ Like us on Facebook 👍

twitter... 🐦

✓ Tweet using #schooleveryday @attendanceworks

✓ Add a badge to your signature line or materials

REBOUND WITH ATTENDANCE !

ATTENDANCE AWARENESS
CAMPAIGN 2021
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How Covid Relief Dollars Can Help Improve Attendance

Attendance Works blog post:
https://www.attendanceworks.org/how-covid-relief-dollars-can-help-improve-attendance/
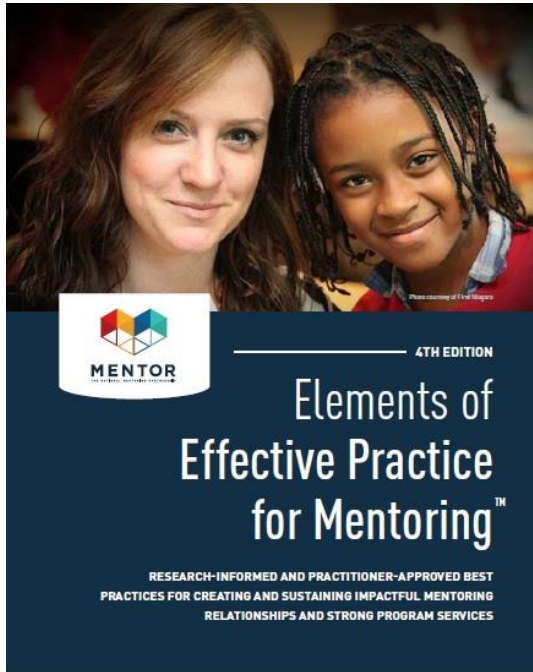
FutureEd perspectives on Covid spending:
https://www.future-ed.org/perspectives-on-how-schools-should-spend-covid-relief-aid/

FutureEd deep dive on Covid spending:
https://www.future-ed.org/what-congressional-covid-funding-means-for-k-12-schools/

Resources from MENTOR

Elements of Effective Practice for Mentoring
- ✓ Research-informed and practitioner-approved standards for creating and sustaining quality youth mentoring programs
- ✓ https://www.mentoring.org/resource/elements-of-effective-practice-for-mentoring/

Virtual Mentoring Portals
- ✓ Safe and monitored mentoring platforms during Covid-19
- ✓ https://www.mentoring.org/virtual-mentoring-portals/

EveryDay Labs' Family Insights ToolKit

- Research on effectively communicating with families

- Evidence-based ways to improve attendance

- Strategies for leveraging families' knowledge of their student as an asset to learning.

- [Download](#) the toolkit.

Final Reflections

S. Kwesi Rollins

Vice President for Leadership & Engagement
Institute for Educational Leadership
Chair, Advisory Board, *Attendance Works*

Learn More at the National FCE Conference

How Community Schools and FRCs Can Promote Attendance and Engagement During Covid Recovery

Wednesday, June 2nd at 3pm ET

Chronic absenteeism a leading indicator and cause of educational inequity. Find out how community schools and Family Resource Centers are using data to activate action to remove barriers to showing up to class whether in person or remote. Examine the implications for supporting students and families hard hit by Covid-19.

Pathways to Engagement: Organizing Your Attendance Strategy

Thursday, June 3rd at 2:30pm ET

After more than a year of disrupted and interrupted learning, students, families and educators are anticipating the return to a new school year. How can schools and community partners build off insights from chronic absence data to organize an effective attendance and engagement strategy for a successful start to the 2021-22 school year? Join Attendance Works for this deep dive into three critical stages:

- Nurture Belonging in School
- Build Bridges to School
- Create Community at School

CONNECTED TOGETHER & STRONGER THAN EVER

National Family & Community Engagement Conference 2021

June 1-4, 2021
To register:

https://bit.ly/FCEConf21

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And special appreciation to our philanthropic partners!

GRoW @ Annenberg

The Heising-Simons Foundation

Webinar Recording

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

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

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Feedback

Please let us know how we can improve:

https://www.surveymonkey.com/r/AAC-webinar1-Committed

Thank you!