



## A Place Where We Belong: Improving Conditions for Learning

### Attendance Awareness Campaign Webinar #4 Discussion Guide

September 10, 2019

Below are a suggested set of key questions to prompt discussion about what communities might do to elevate strategies that improve the community and school conditions of learning given insights shared during the webinar. Feel free to use some or all of the questions to prompt a rich conversation about how to take action.

- 1. Conditions for Learning and Chronic Absence:** The speakers on the webinar shared the four conditions for learning: physical and emotional health and safety; belonging, connection and support; academic challenge and engagement; adult and student emotional competence.
  - Have you seen any schools struggle with putting in place one or more of these conditions of learning?
  - How has that affected student attendance?
- 2. Barriers to Attendance:** The speakers on the webinar discussed the power of utilizing quantitative and qualitative data to unpack the underlying causes of student absenteeism within and outside of schools.
  - What are some of the common causes for student absenteeism in the school(s) where you work or in your community?
  - What is one barrier to student attendance you could work on?
- 3. Interactive Chronic Absence Data Map:** The Hamilton Project at the Brookings Institute mapped school and community factors that contribute to conditions of learning (<http://brookings.edu/chronicabsence>). This interactive map shows rates of chronic absence along with community factors and proxies for conditions for learning for every zip code and every school in the country.
  - Look at the data for a school you know.
  - Does the data seem accurate? Any surprises? What information would you add?
  - What assets could be leveraged to improve conditions for learning and reduce chronic absence?

Please let us know how your community is raising awareness about the importance of attendance in 2019. You can [Share Your Story](#) with us.