



A Place Where We Belong:

Improving Conditions for Learning



Welcome



Ayeola Fortune

*Senior Director,
Impact and Global Results*

United Way Worldwide



Convening Partners





**Welcome to our
new State Partners!**



OAESD
OREGON ASSOCIATION OF
EDUCATION SERVICE DISTRICTS



See all the state partners here: <https://awareness.attendanceworks.org/state-partners/>

United Way's Focus on Attendance



- ❖ Attendance is a core strategy for our work in child and youth success and this means creating a safe, welcoming, and supportive environment for students.
- ❖ Focus on attendance is often part of broader, multi-faceted efforts to improve educational outcomes
- ❖ UW are boundary spanners, have strong community-based relationships/partnerships, so are well positioned to lead and/or connect efforts
- ❖ United Way has partnered with the NFL to provide [Character Playbook](#), an online program which teaches students how to resolve conflict and deal with peer pressure.
- ❖ Connect with your local United Way to understand how they specifically are working on education.



Theme for 2019

We Belong in School!





2019 Theme: We Belong in School!

Key Messages:

1. Good attendance helps students do well in school and eventually in the workplace.
2. Students are at risk academically if they are chronically absent (missing 2 days per month or 10 percent of the school year)
3. Prevent absences whenever possible
4. Students are more likely to attend school if they feel safe (emotionally + physically), connected, supported, and believe they can learn and achieve.
5. Relationship building is fundamental to any strategy for improving student attendance.

<https://awareness.attendanceworks.org/resources/count-us-toolkit-2019/what-are-the-key-messages/>



2019 Theme: We Belong in School!

Key Messages:

6. Chronic absence is a problem we can solve when the whole community collaborates with families and schools.
7. The key to success is avoiding laying blame and taking a proactive, positive, data driven, problem-solving approach.
8. Families, educators and community partners need to monitor how many days a student misses school.
9. Reducing chronic absence helps create more equitable academic outcomes, especially for children who live in poverty, experience discrimination and have disabilities.
10. States can lead the way and encourage districts and schools to take action to improve student attendance.



Welcome



Hedy Chang

Executive Director
Attendance Works

**& Members of the
Attendance Works Team**



Agenda

I. Welcome, Poll, and Overview

II. Presenters

- **David Osher**, Vice President and Institute Fellow, American Institutes for Research
- **Garry McGiboney**, Deputy Superintendent, Office of School Safety & Climate, Georgia Department of Education
- **Arianne Weldon**, Director, Get Georgia Reading Campaign, Georgia Family Connection Partnership
- **Lorri Hobson**, Director of Attendance, Cleveland Metropolitan School District
- **Lauren Bauer**, Fellow – Economic Studies, The Hamilton Project at the Brookings Institution

III. Questions from the Audience

IV. Announcements



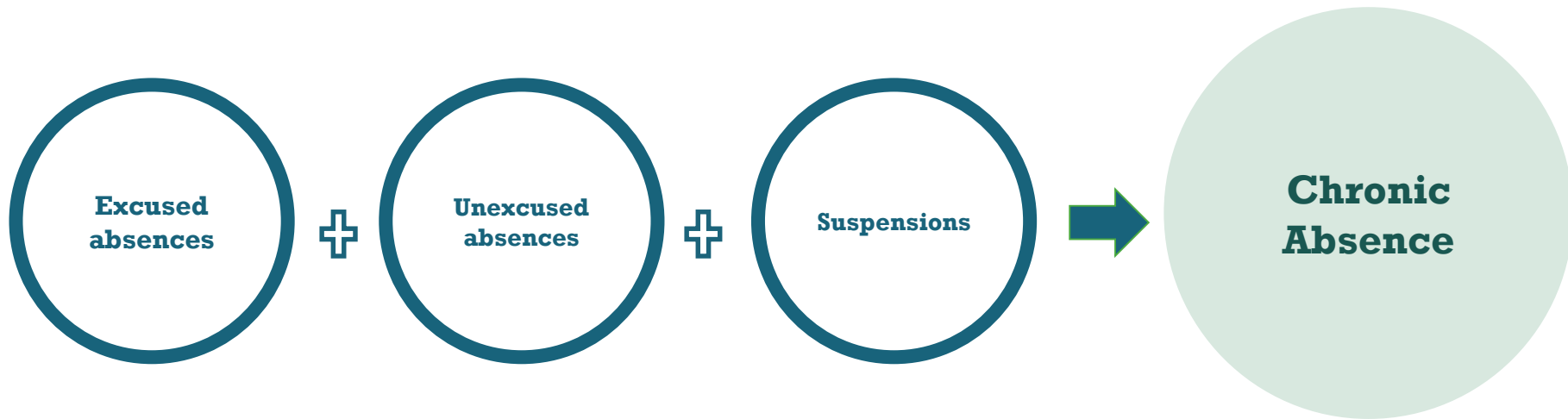
Poll Question

What is your field of work?



Defining Chronic Absence to Support Prevention and Early Intervention

Chronic absence is missing so much school for any reason that a student is academically at risk. To ensure it acts as an early warning sign, Attendance Works recommends defining it as **missing 10% or more of school for any reason.**



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



Student Attendance is Strongly Associated with Academic Success

Chronic Absence = Warning Sign of Academic Risk

PK-1st Grade:

Students who attend regularly in the early grades perform better on measures of academic and social and emotional capacities.

3rd Grade:

Students who attend school regularly are more likely to be able to read proficiently by the end of 3rd grade.

Middle School Success:

Students who attend school regularly are more likely to have passing grades in middle school

High School Completion:

Students who attend school regularly are more likely to graduate from high school

College Completion:

Students who attend school regularly in high school are more likely to persist in college and graduate



Solutions must be grounded in an understanding of reasons for absence

Barriers

- Illness, both chronic and acute – physical and mental
- Lack of health, mental health, vision, or dental care
- Family responsibilities
- Trauma
- Depression or anxiety
- Unsafe path to/from school
- Poor transportation
- Housing and food insecurity
- Frequent school changes
- Involvement with child welfare or juvenile justice systems
- Inequitable access to resources due to bias & discrimination.

Negative School Experiences

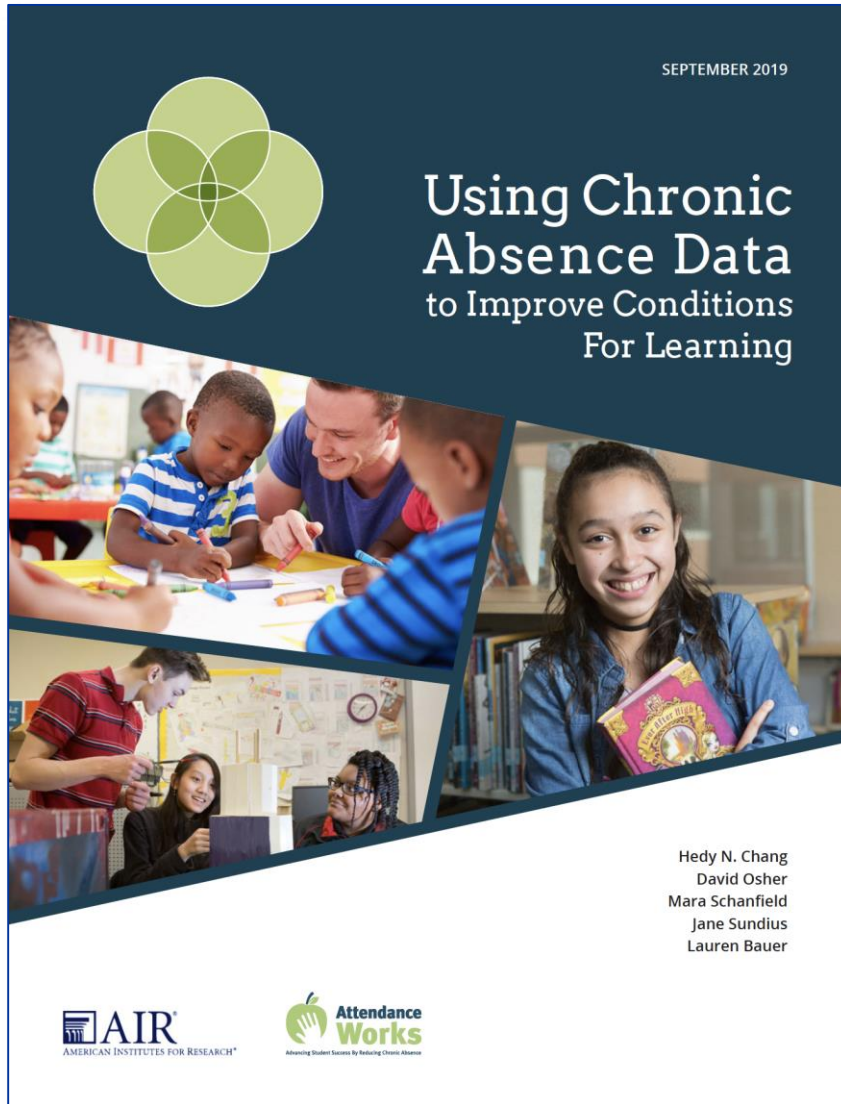
- Struggling academically and behaviorally
- Ineffective or harmful interventions
- Bored
- Social challenges
- Bullying
- Suspensions and expulsions
- Harsh, biased disciplinary practices especially for students of color
- Negative attitudes of parents due to their own school experience
- Undiagnosed disability
- Lack of appropriate accommodations for disability
- Pressure for academic success

Lack of Engagement

- Lack of or inequitable access to challenging, culturally responsive, engaging instruction & enrichment
- Lack of or ineffective academic, emotional and behavioral support
- No meaningful or negative relationships to adults in the school
- Stronger ties with peers out of school than in school
- Unwelcoming school climate
- Failure to earn credits/ no future plans
- Many teacher absences or long-term substitutes

Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions are not relevant



New Research Brief!

Release date: September 10, 2019

Using Chronic Absence Data to Improve Conditions for Learning & Student Outcomes

<https://www.attendanceworks.org/using-chronic-absence-data-to-improve-conditions-for-learning/>



American Institutes for Research

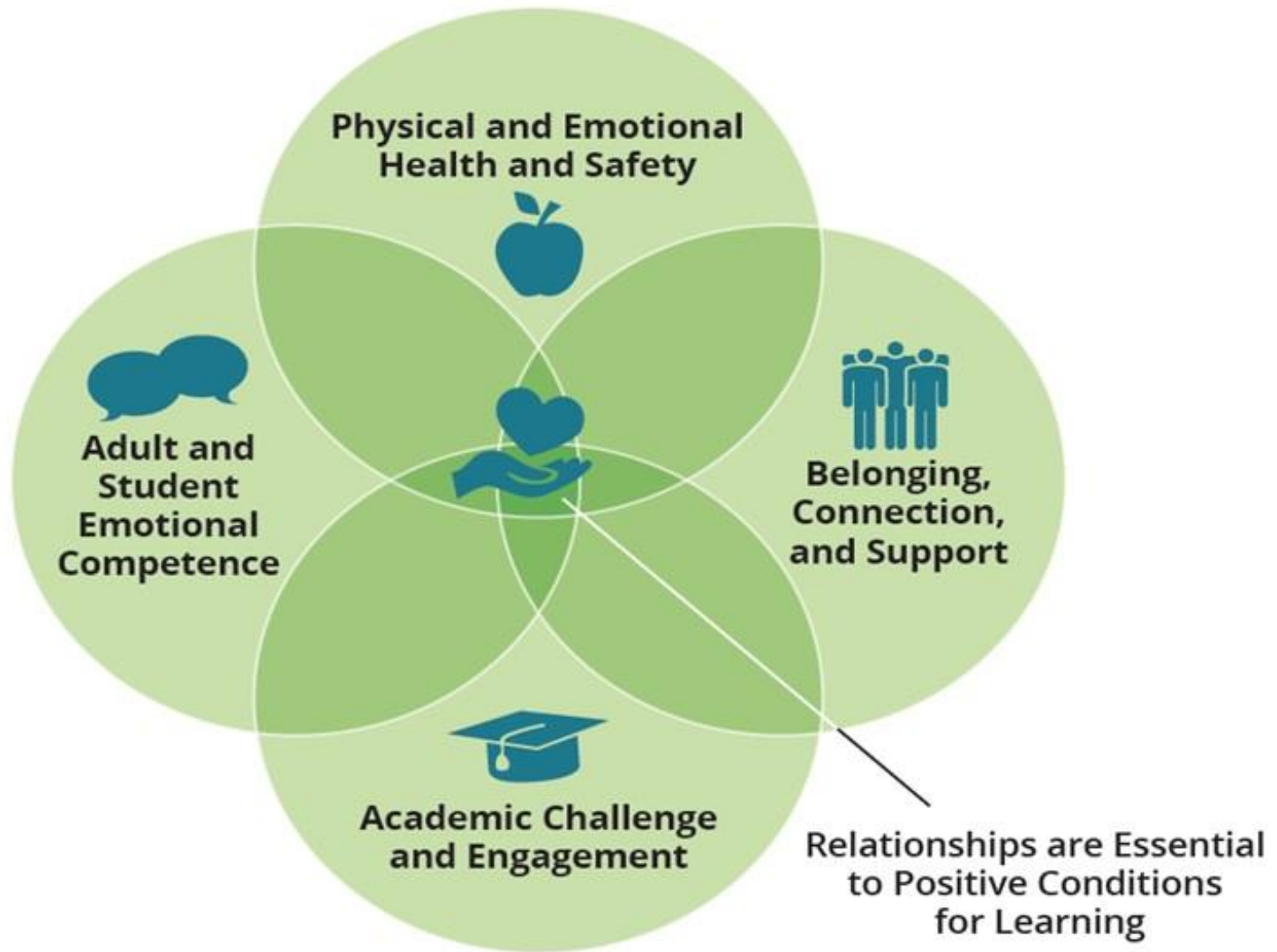


David Osher

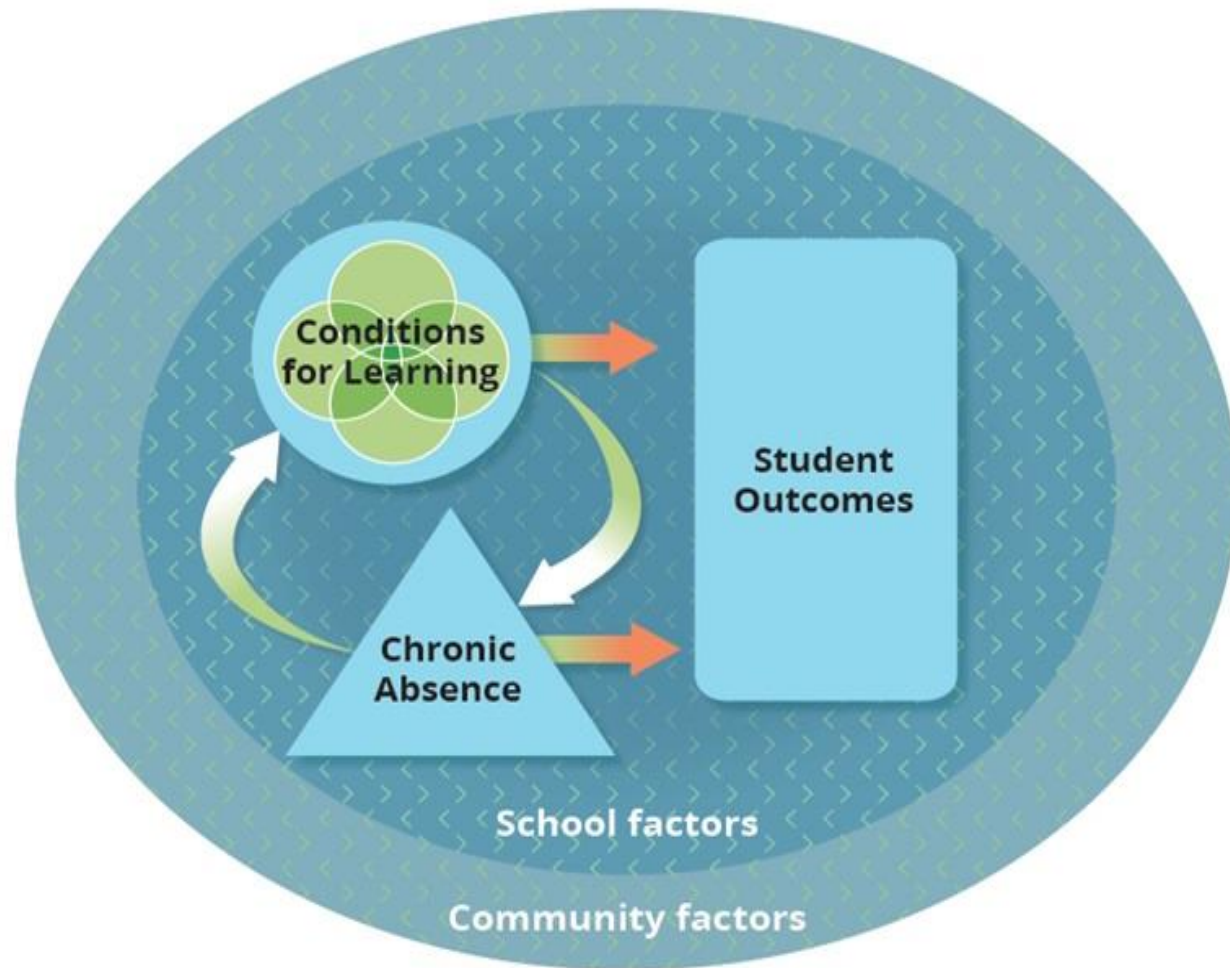
Vice President and
Institute Fellow

*American Institutes for
Research*

What are Conditions for Learning?



What is the Connection Between Conditions for Learning and Chronic Absence?



Conditions for learning and chronic absence, embedded within school and community factors, affect each other.



The Push and Pull of Conditions for Learning

Examples of Push-Out Factors

Feeling:

Ignored

Unsafe

That you do not belong

Experiencing:

Bullying

Boredom

Harsh and Exclusionary

Discipline

Examples of Pull Factors

Feeling:

Cared for

Safe

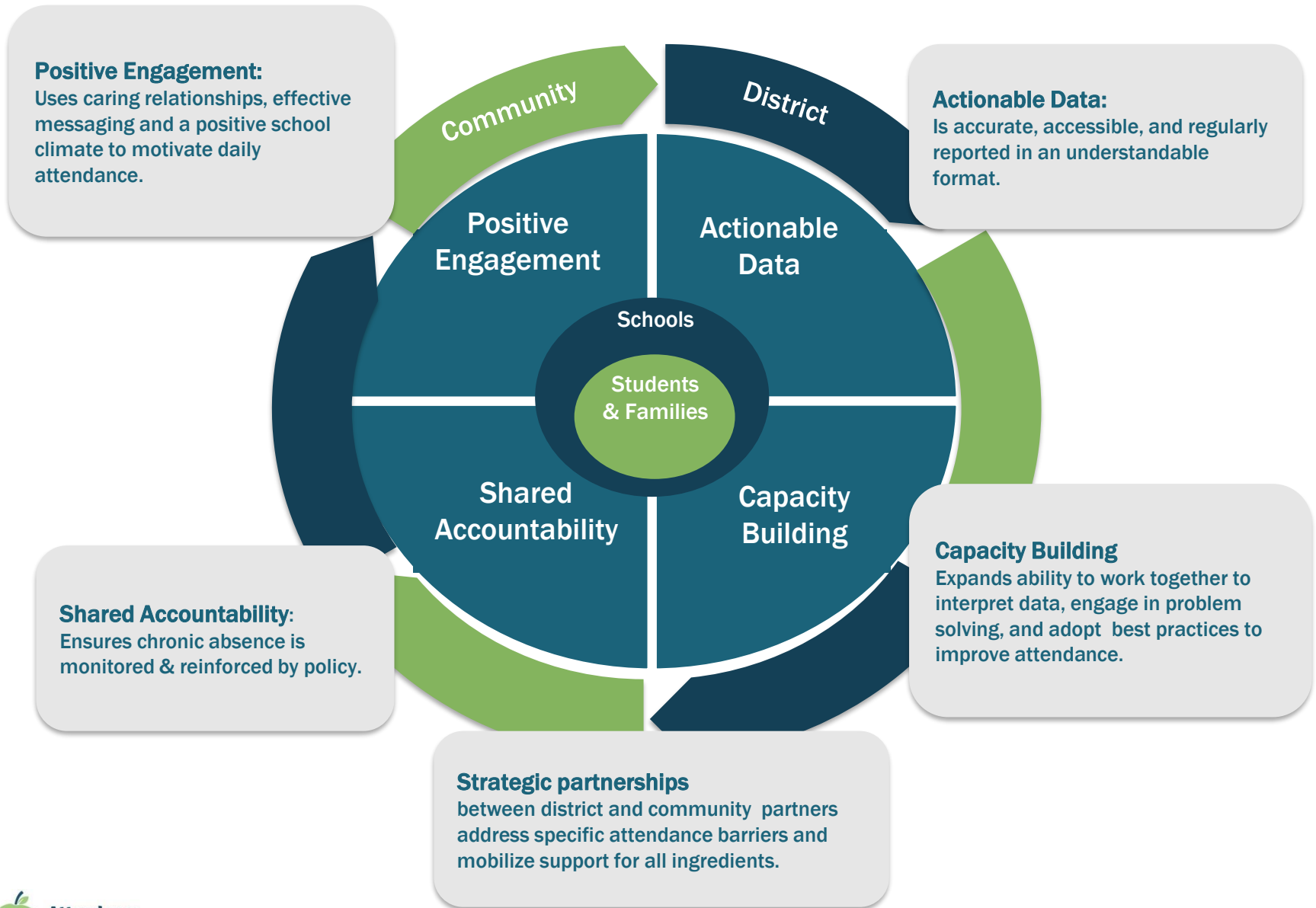
That you belong

Experiencing

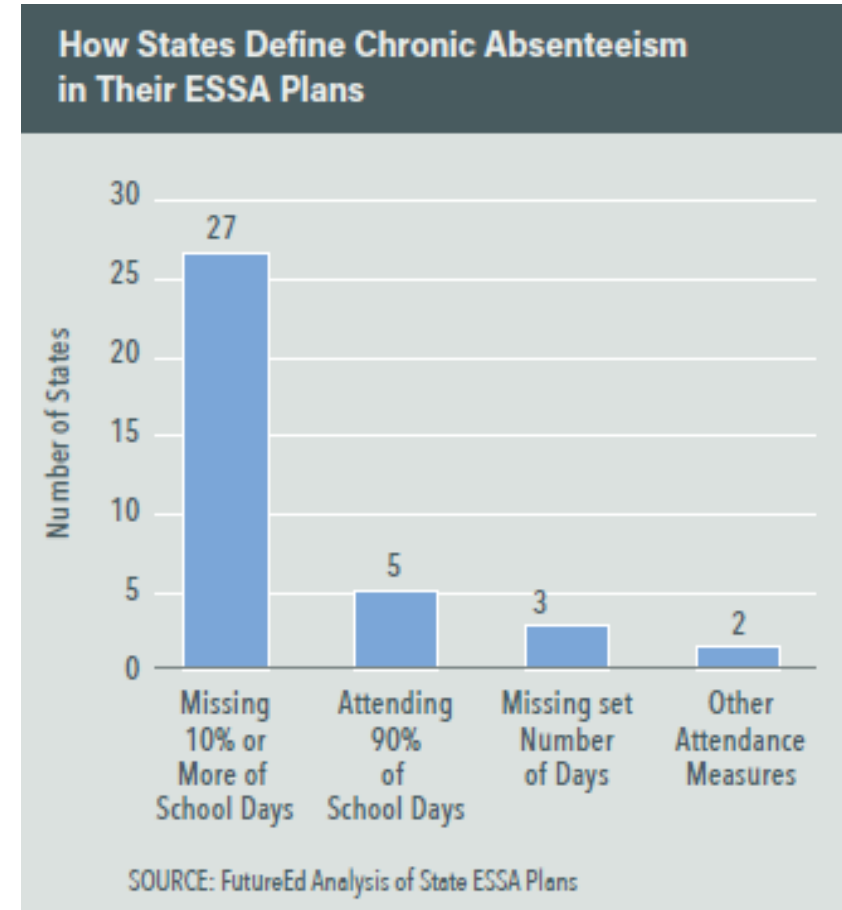
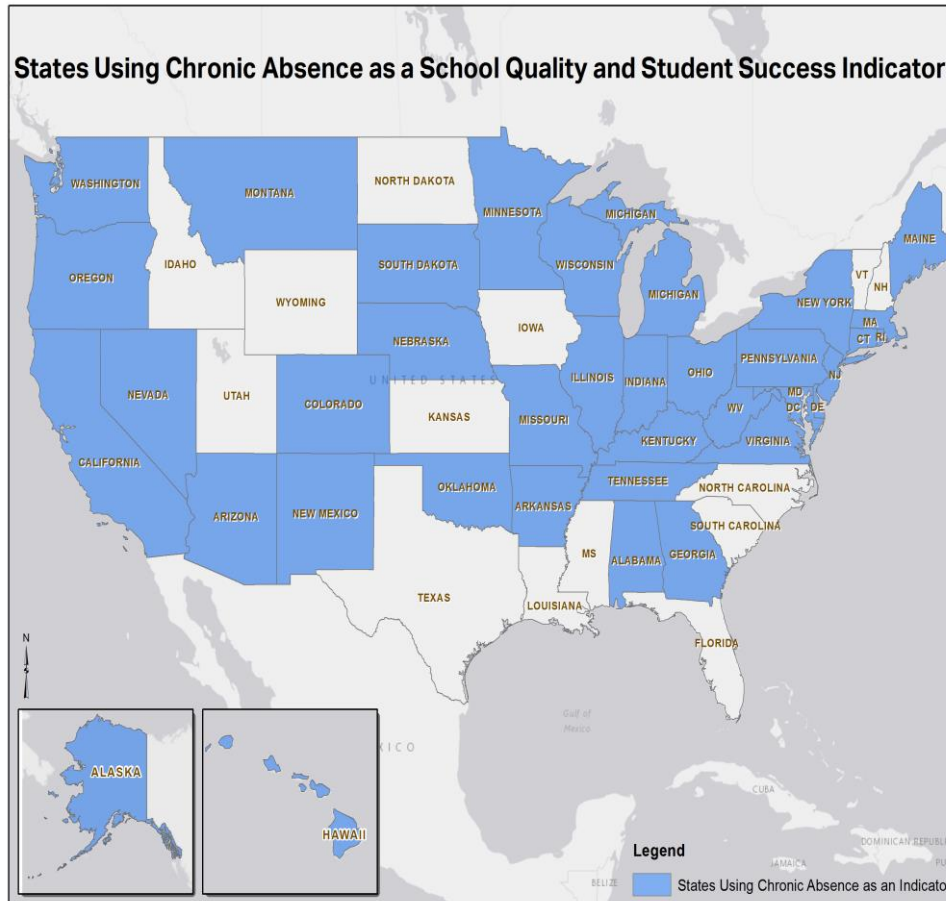
Engagement

Support for students
and their families

What is the policy opportunity (and challenge)?



Under ESSA, all states must report chronic absence. Most states included it as a metric in their implementation plans.



Who's In: Chronic Absenteeism Under the Every Student Succeeds Act
Future Ed, Georgetown University, September 2017.



The advantages of Chronic Absence Data

- ✓ Available nationally through the Office of Civil Rights and (soon) Ed Facts
- ✓ Now published annually by the majority of states
- ✓ Increasingly produced in real-time by school districts
- ✓ More frequently available than measures of emotional health or academic performance



**The challenge is
advancing a new
attendance paradigm**

From: Truancy

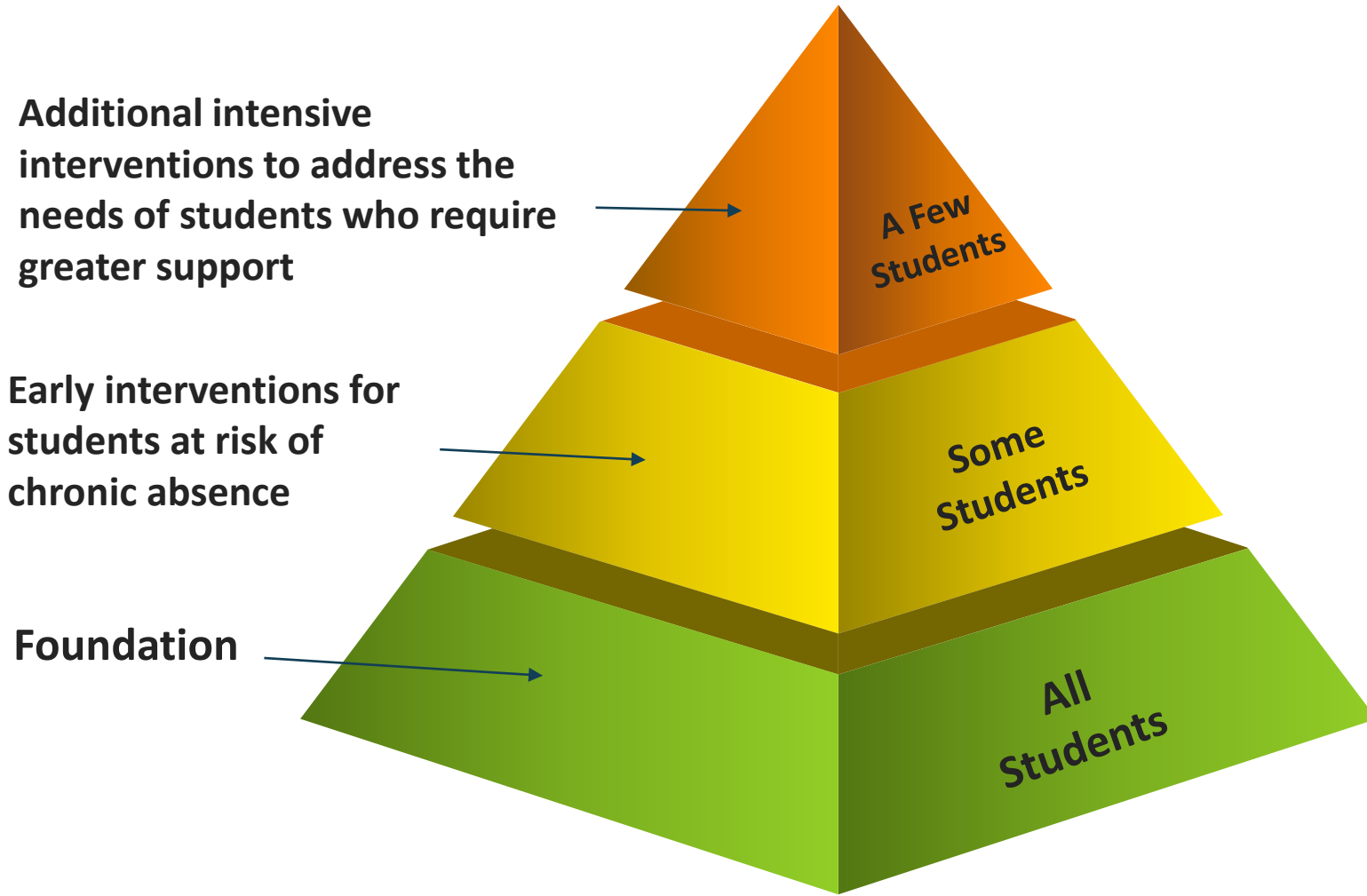
- Counts unexcused absences
- Emphasizes individual compliance with school rules
- Uses legal, typically more blaming and punitive, solutions



To: Chronic Absence

- Counts all absences
- Emphasizes academic impact of missed days
- Uses preventive problem-solving, trauma-sensitive strategies
- Cultivates family & student engagement

Nurture Conditions for Learning & Improve Attendance through Integrated Multi-Tiered Systems of Supports





Questions from the Audience





Georgia



Garry McGiboney

Deputy Superintendent,
Office of School Safety & Climate
Georgia Dept. of Education



Arianne Weldon

Director,
Get Georgia Reading Campaign
Georgia Family Connection Partnership

School Climate and Student Attendance

There is a correlation between student attendance and the School Climate Star Rating (Wu 2017).



School Climate is the experience of school life and reflects norms, goals, values, social interactions, access, engagement, connections, teaching and learning practices, building quality, safety, and organizational practices.



GaPBIS Mission

To improve climates in Georgia schools and community settings through the Positive Behavioral Interventions and Supports (PBIS) framework.

Increased the number of PBIS schools from 80 to 1,300 in seven years.

Key Features of PBIS

Evidence-based framework developed to assist school teams in providing preventative, positive behavioral support for ALL students. This system of support includes:

- ✓ Clearly defined behavioral expectations
- ✓ Social & behavioral skills instruction
- ✓ Positive and proactive discipline
- ✓ Active supervision and monitoring
- ✓ Positive acknowledgement
- ✓ Data-based decision making
- ✓ Parent training and collaboration

Georgia includes school climate as an early indicator in its accountability system.

Georgia School Climate Star Rating

The ***School Climate Star Rating*** is a diagnostic tool to determine if a school is on the right path to school improvement, including attendance, behavior, and academic outcomes.



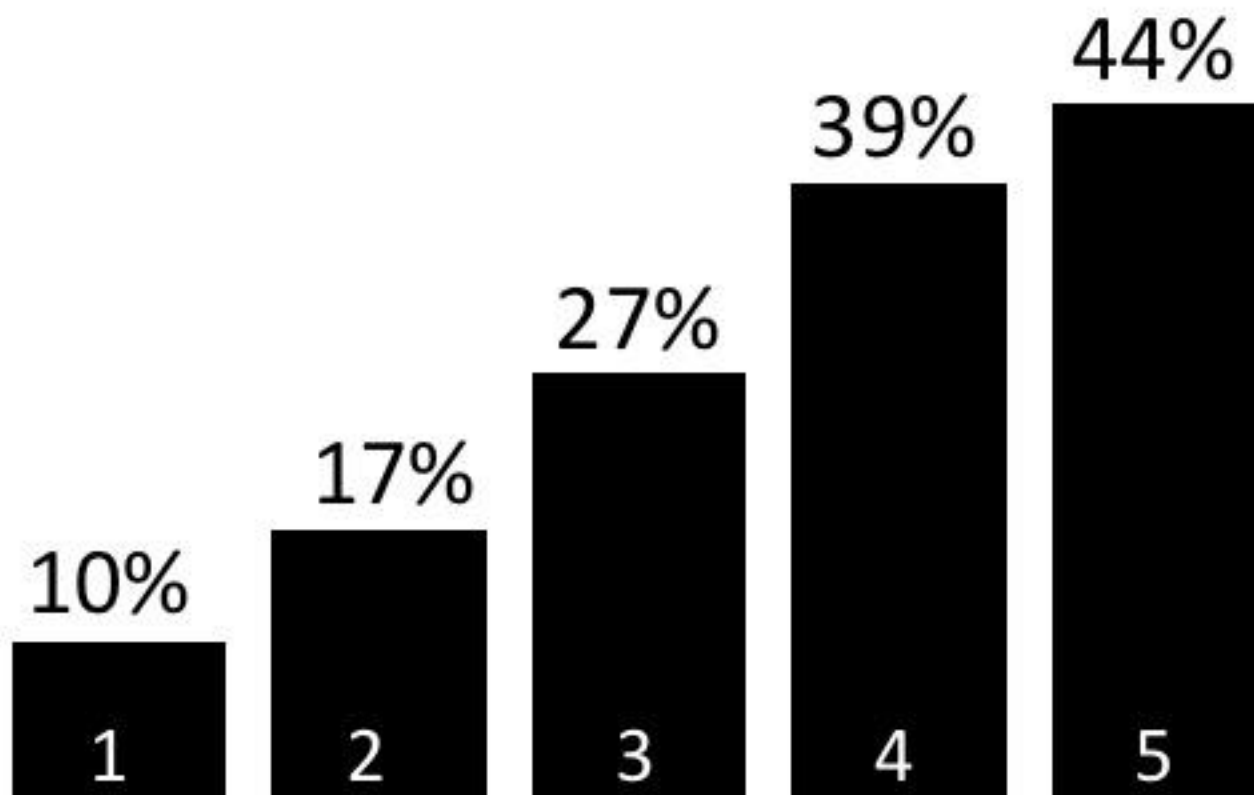
School Climate Star Rating Data Metrics

25%	25%	25%	25%
Student Survey Parent Survey School Staff Survey	Student Discipline Data <i>(discipline data and enrollment =weighted OSS rate)</i>	School Attendance Data <i>(students and teachers)</i>	Survey + Discipline Data <i>(Ratio of drugs, alcohol, bullying, & dangerous incidents)</i>

School Climate Star Rating (Scale 1-5: Negative to Positive)

*Schools have access to each School Climate Star Rating metric, because the Rating is intended to be prescriptive not punitive. Improvement of school climate depends on effective change of each determinant – identifying patterns and clues.

Percent of 3rd Grade Students ELA Proficient or Distinguished By School Climate Rating, 2018

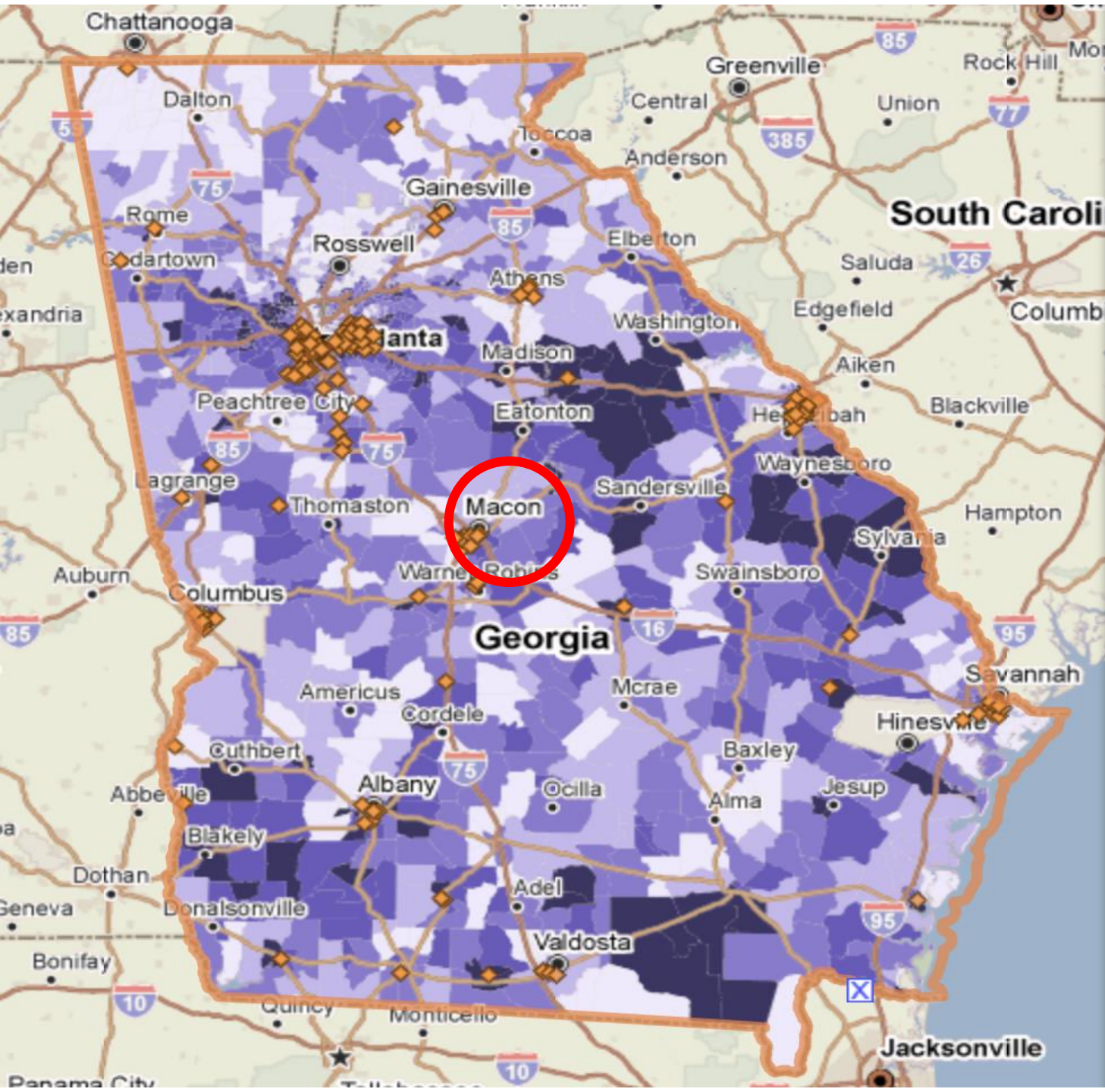


- The Georgia Department of Education, Georgia Department of Early Care and Learning, and Metro-Regional Education Service Agency developed PBIS Classroom Early Learning Modules for Pre-K — 3rd grade teachers.
- The modules are designed to help teachers structure positive learning environments by **embedding developmentally appropriate classroom practices into Tier I** systems of support.

- Based on the **Pyramid Model framework** designed for young children, these modules equip elementary school teachers with a toolkit of **age- and developmentally-appropriate strategies**.
- **This is a new system for Georgia and the nation.**

Schools and school districts that conducted close reviews of student absences found that health issues accounted for many absences and are increasing.

- Children with tooth decay are almost 3 times more likely than their peers to miss school, and over 52% of Georgia's third graders have tooth decay.
- 10% of Georgia's children suffer from asthma (75,000 students missed over 470,000 school days).
- Tooth decay and asthma are the most common chronic diseases in children, and the leading causes of health-related school absences.



Emergency Room Visits for Asthma, Ages 0-19, (Rate per 10,000)

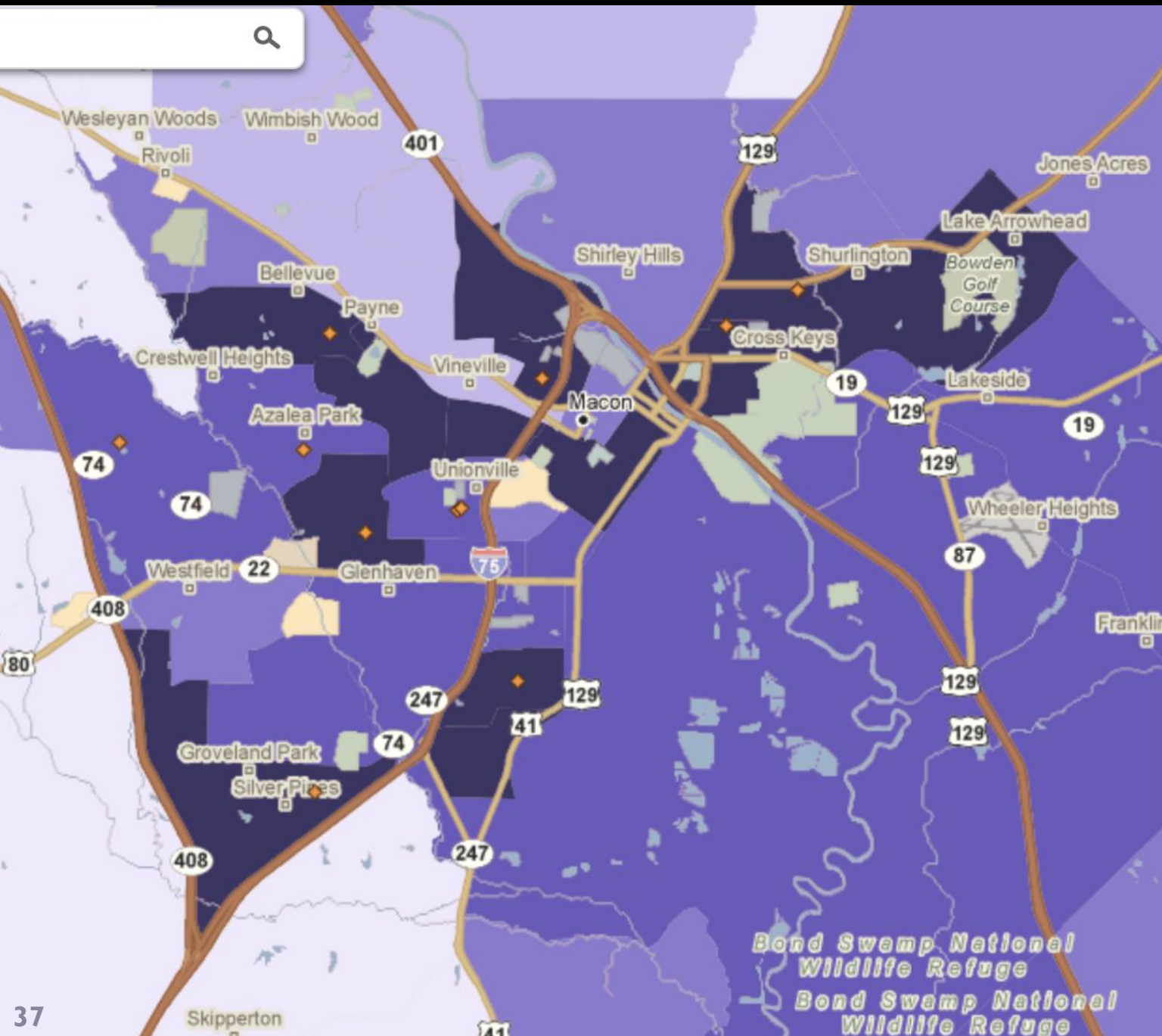
- Insufficient Data
- 199.10 or less
- 199.11 - 332.50
- 332.51 - 497.80
- 497.81 - 772.40
- 772.41 or more

Source: Georgia Department of Public Health, Office of Health Indicators for Planning

Schools

- % STUDENTS ABSENT 10% OR MORE OF ENROLLED DAYS, 2018
Greater than 15.0%
- % STUDENTS ABSENT 10% OR MORE OF ENROLLED DAYS, 2018
10.0% - 14.9%
- 3RD GRADE ELA MILESTONES, % PROFICIENT AND ABOVE, 2018
Less than 15.0%

Source: Atlanta Regional Commission



EXPAND LEGEND

Emergency Room Visits for Asthma, Ages 0-19, (Rate per 10,000)

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- 199.11 - 332.50
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- 3RD GRADE ELA MILESTONES, % PROFICIENT AND ABOVE, 2018
Less than 15.0%

- State legislators passed a law in 2018 that prohibits students in preschool – 3rd grade from being suspended from school for more than five days without first receiving a multi-tiered system of supports—a framework for identifying and addressing students’ academic and developmental needs.
 - For example: uncorrected vision problems may be manifest in misbehavior.
- The Georgia Department of Community Health is finalizing a policy change to leverage Medicaid reimbursement and significantly increase the number of school nurses.
- The Georgia Department of Community Affairs is incentivizing affordable housing developers to build properties that include supports addressing barriers to educational attainment, such as on-site early learning centers, on-site preventive health screenings, and health education.
- A state law passed in 2019 includes provisions for supporting tenants’ concerns regarding health and safety issues such as mold and other environmental triggers for asthma.



Questions from the Audience





Cleveland, Ohio



Lorri Hobson

Director of Attendance

*Cleveland Metropolitan
School District*

Cleveland Demographic

- Cleveland has 38,949 scholars.
 - 68 K-8 schools
 - 39 9-12 schools
- 100% on Free and Reduced Price Lunch.
- 64.5% African-American, 15.7% White, 15.8% Hispanic/Latino; 9% Limited English Proficient

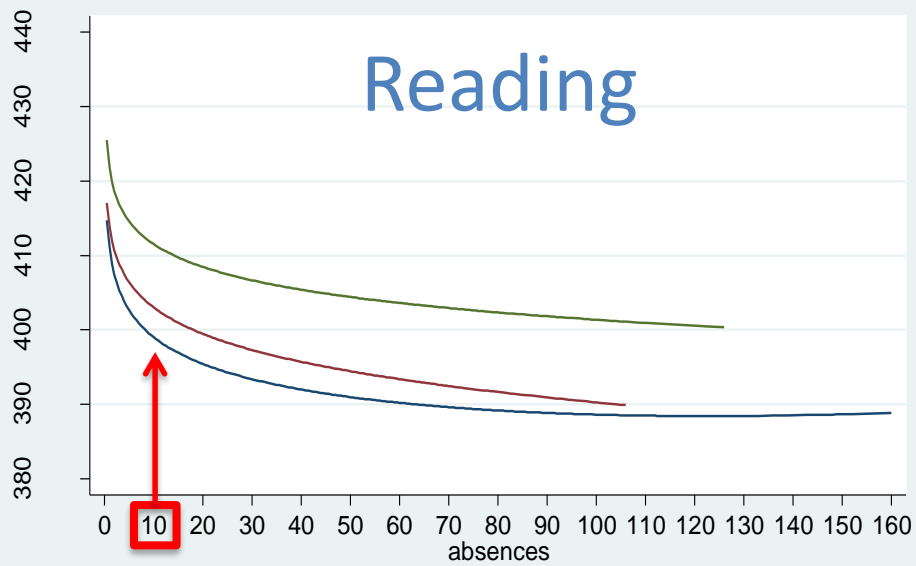


“Get 2 School. You Can Make It!”

- In the summer of 2015, with the CEO’s commitment and leadership, Cleveland Metropolitan School District (CMSD) launched an attendance campaign to address one of the most significant barriers to student achievement, chronic absenteeism.
 - Ohio Department of Education = Chronic Absenteeism missing at least 10% (18 days) of the full academic year for any reason
 - CMSD = Chronic Absenteeism missing at least 10 days for the full academic year for any reason

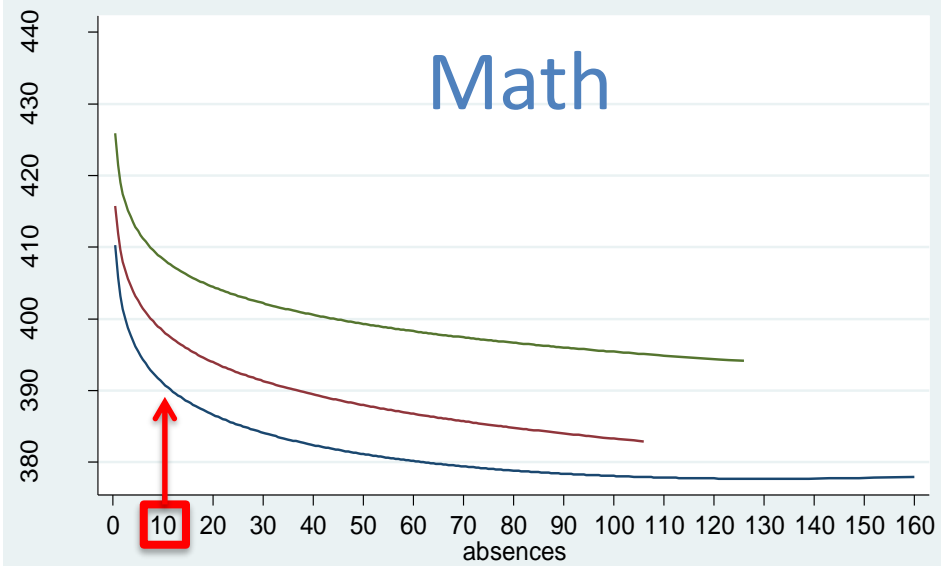


Reading



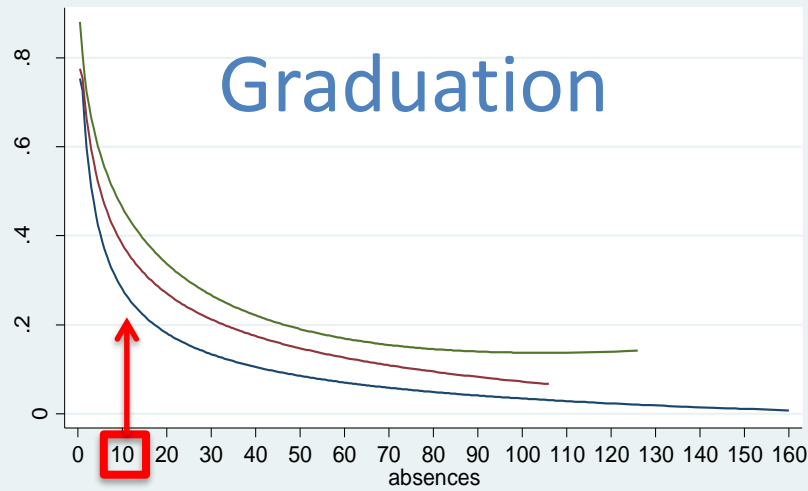
Blue: Black Students
Red: Latino Students
Green: White Students

Math



Blue: Black Students
Red: Latino Students
Green: White Students

Graduation



Blue: Black Students
Red: Latino Students
Green: White Students

Campaign Activities

- Established a campaign committee
- Outreach to stakeholders in labor, central office and departments who touch attendance: transportation, security, secretaries, principals to be a part of the campaign
- Outreach to partners in the community including the Cleveland Browns, McDonalds, Cleveland City Council and county leaders, Faith Based Community, local businesses, parent groups



Attendance Strategies

- Phone Banking
- Canvassing
- Clap Ins
- College Scholarship Opportunities with PBS
- Giveaways/Celebrations
- Social Media
- Professional Development



Campaign Results

- *Baseline: 2014-15*
 - *47.4% of enrollment was On Track*
- 2015-16
 - 55.6% On Track
- 2016-17
 - 56.3% On Track
- 2017-18
 - 59.0% On Track
- **2018-19**
 - **58.6% On Track**



Humanware is an initiative of the Cleveland Metropolitan School District. It was based on the 2007-08 AIR audit that identified challenges and recommended three strategies to create safe schools with good conditions for learning.

It is a multi-tiered relational approach to school improvement that involves:

- Conditions for learning
- Social and emotional learning
- Early intervention
- Family engagement
- Coordinated intensive services

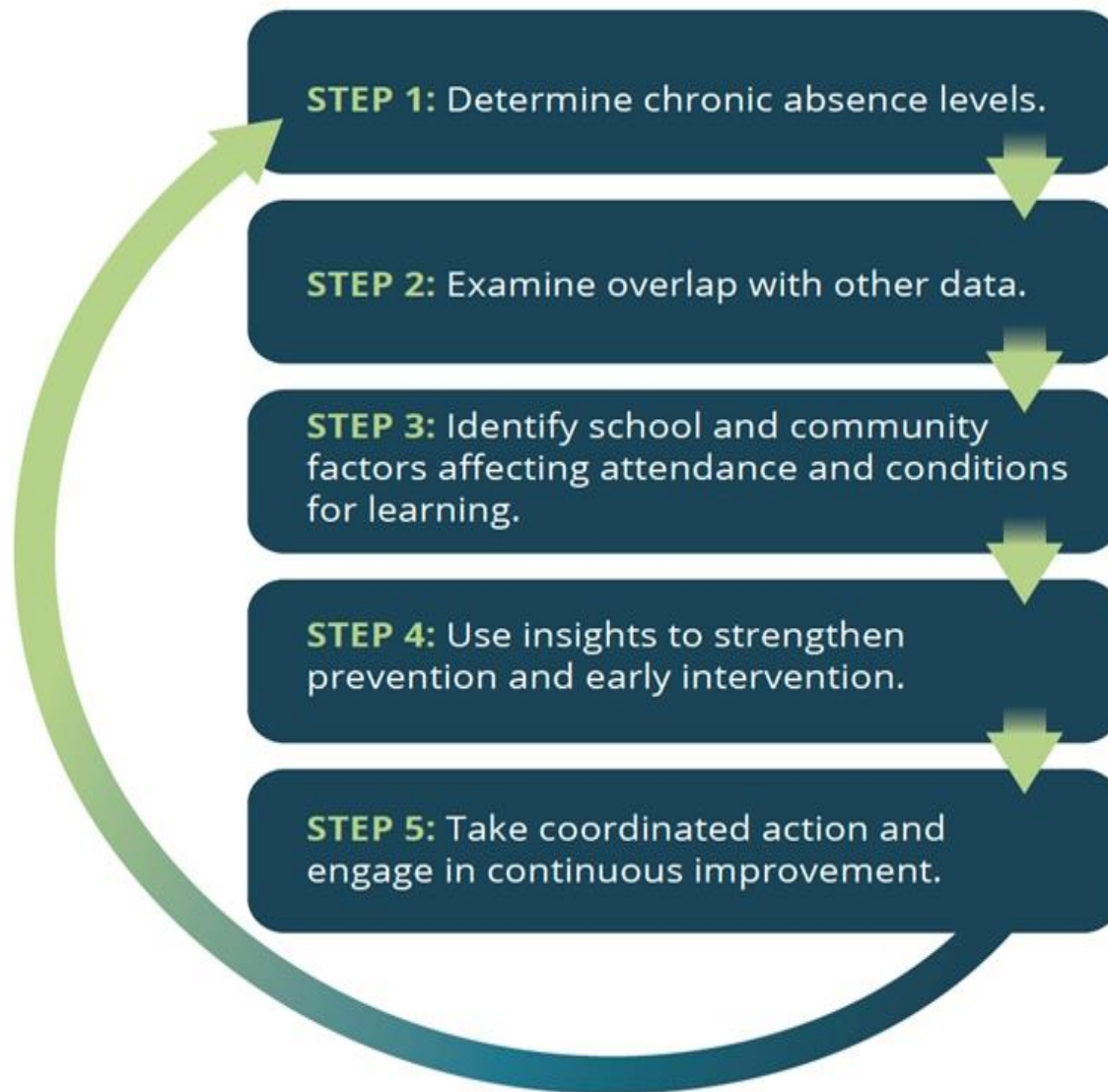


Questions from the Audience



School Action Framework

School Action Framework





The Hamilton Project



Lauren Bauer

Fellow – Economic Studies

*The Hamilton Project at the
Brookings Institution*



Chronic Absence: School and Community Factors

Lauren Bauer

Fellow in Economic Studies, The Brookings Institution

lbauer@brookings.edu



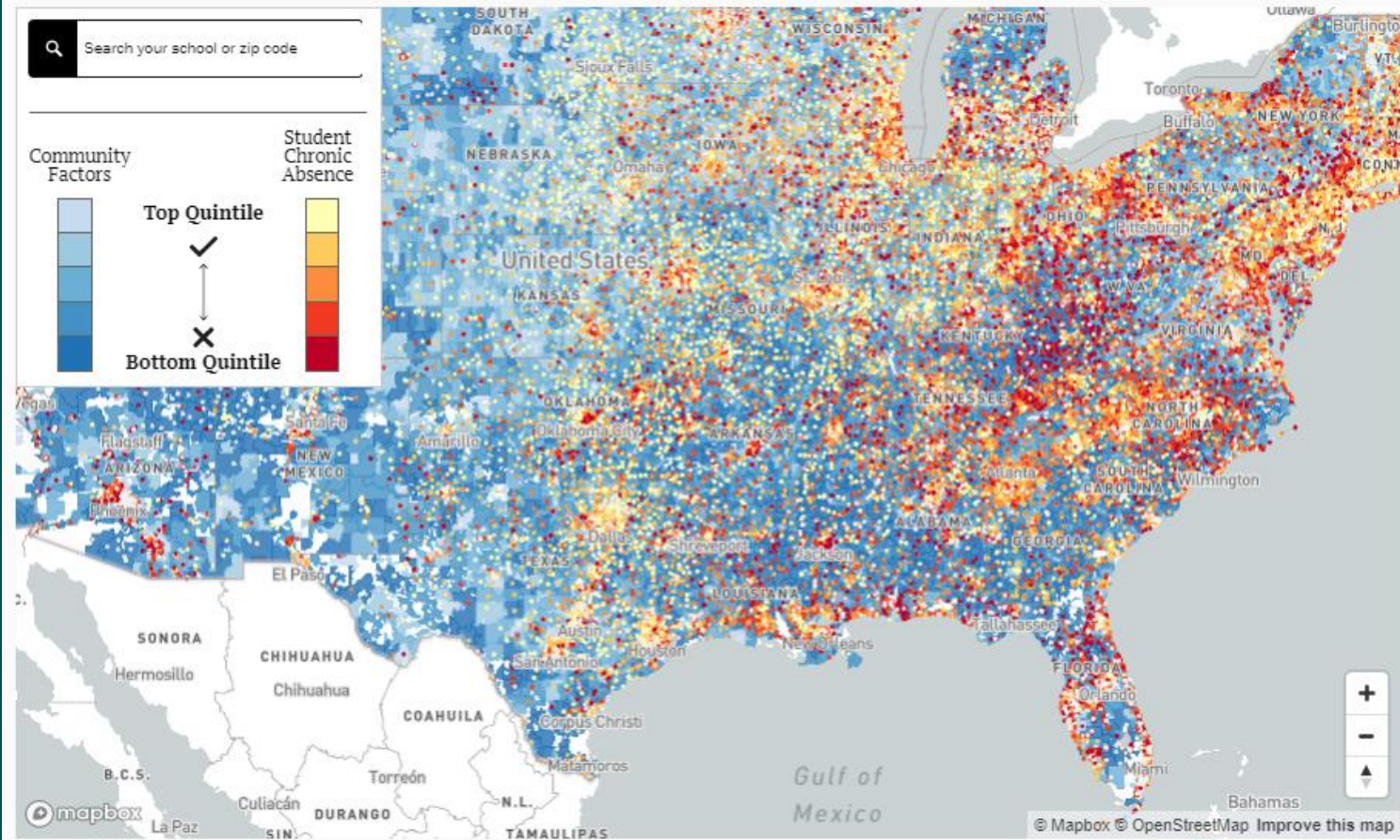
[@laurenlbauer](https://twitter.com/laurenlbauer)

BROOKINGS

hamiltonproject.org

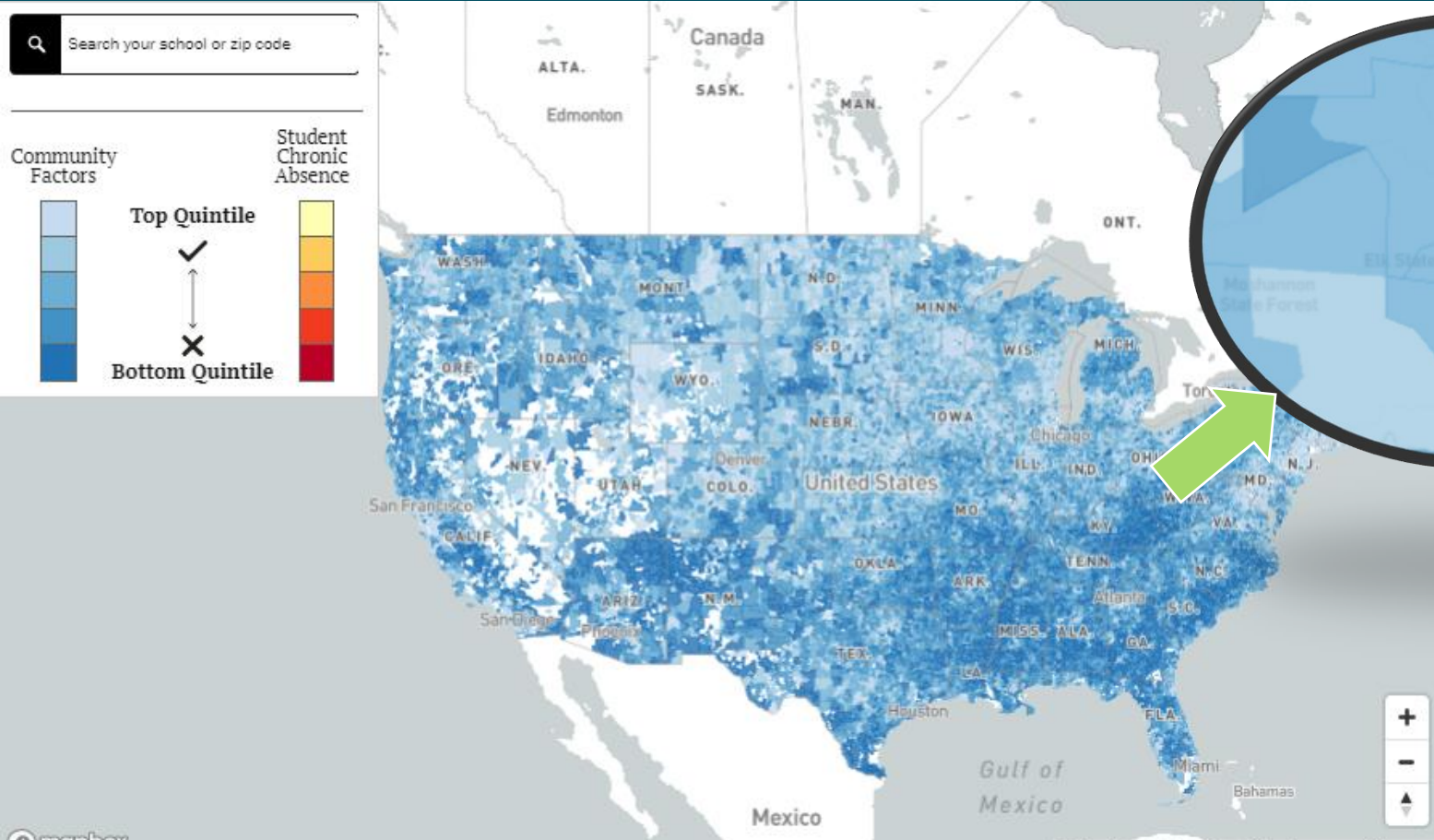
Chronic Absence: School and Community Factors

This Hamilton Project at Brookings interactive map shows rates of chronic absence along with relevant school and community factors for every school in the country. You can search by zip code or school name; click on schools to discover more information. By gradespan, schools with lower rates of chronic absence are shown in yellow and schools with the highest rates of chronic absence are shown in red.

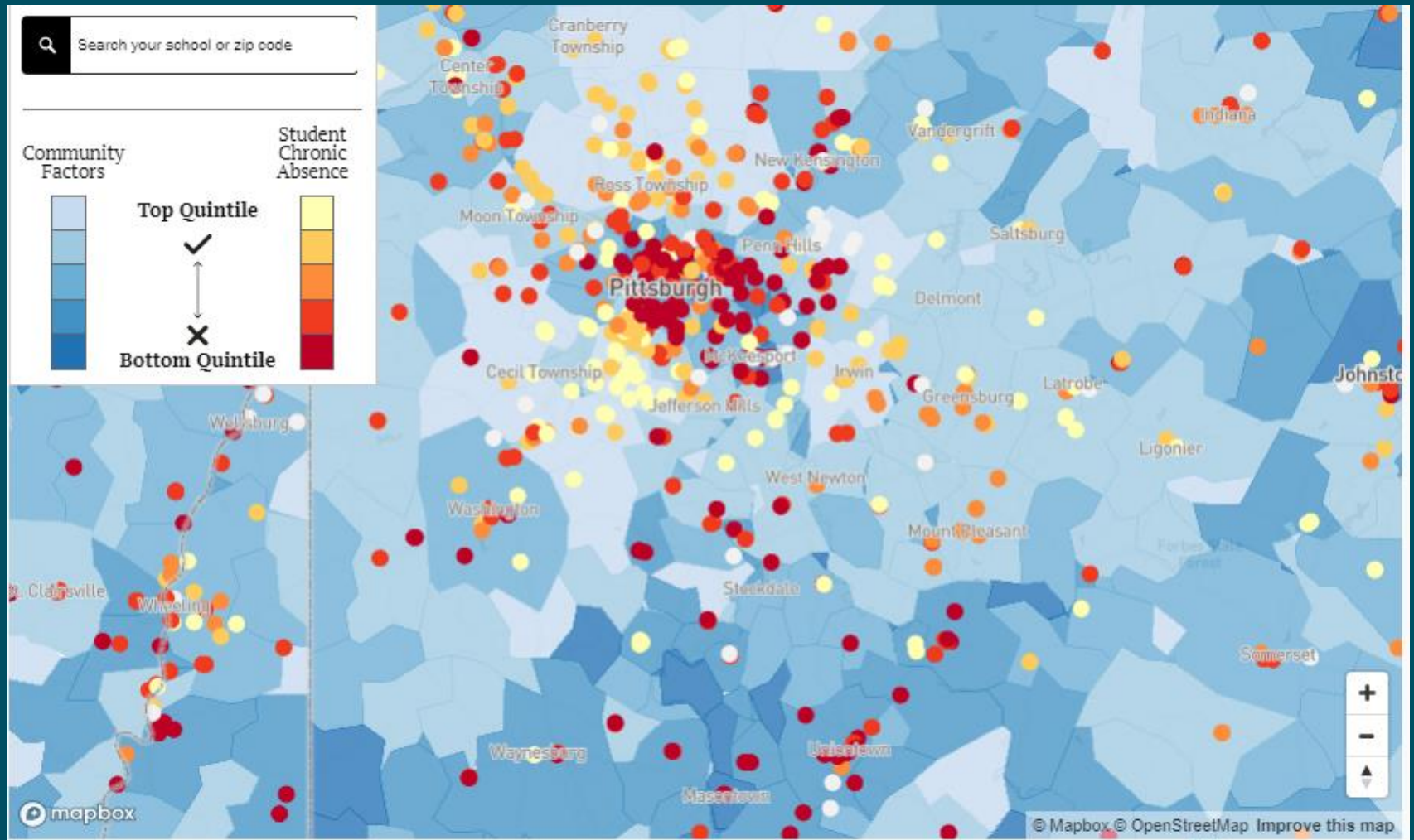


Source: The Hamilton Project

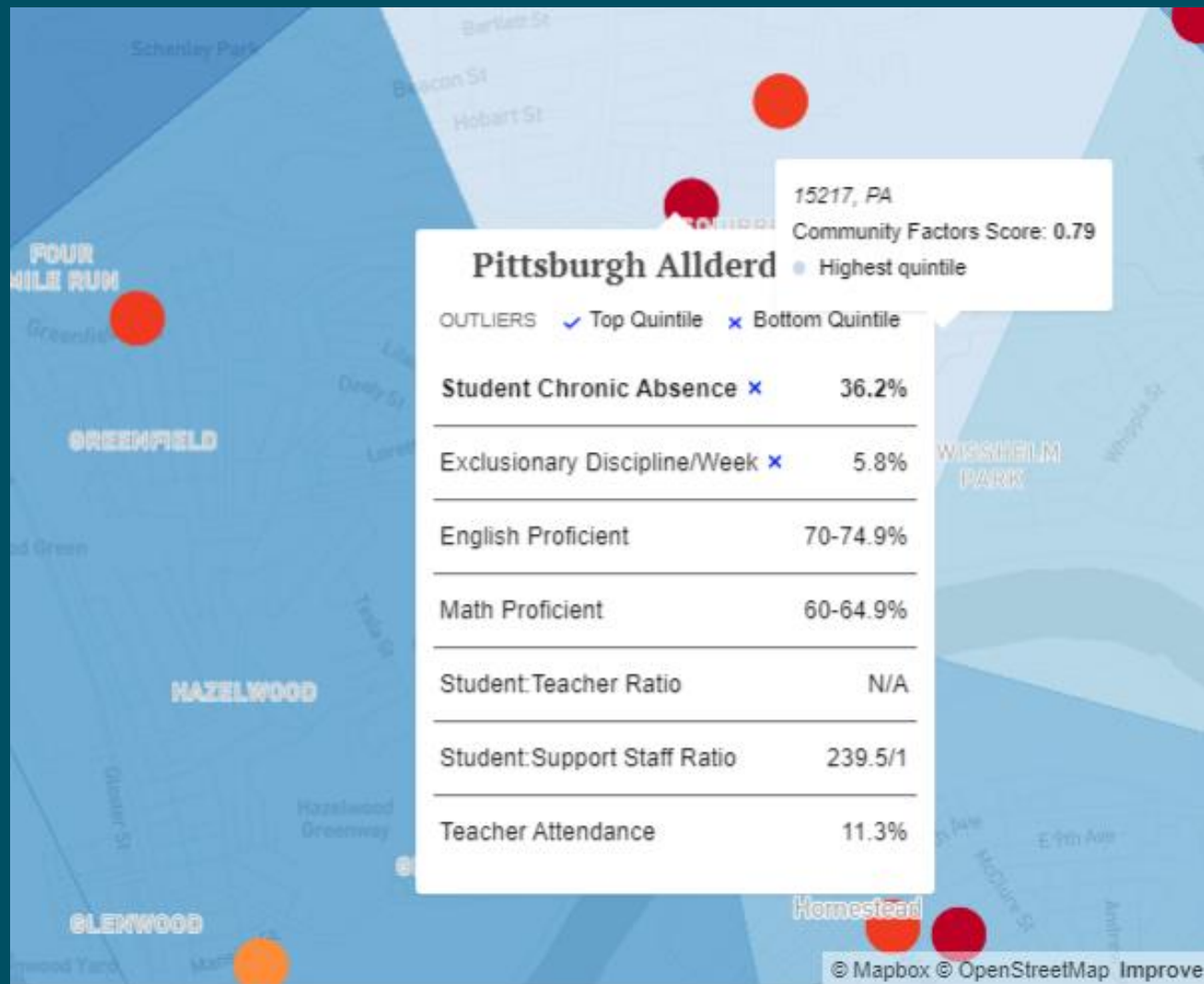
THE
HAMILTON
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BROOKINGS



BROOKINGS.EDU/CHRONICABSENCE



[BROOKINGS.EDU/CHRONICABSENCE](https://brookings.edu/chronicabsence)



BROOKINGS.EDU/CHRONICABSENCE

Student Characteristics

All

School Characteristics

All

Location (state, school district, or school)

Pennsylvania

Choose a school district in Pennsylvania (or click on the map)

Type to search or click on the map

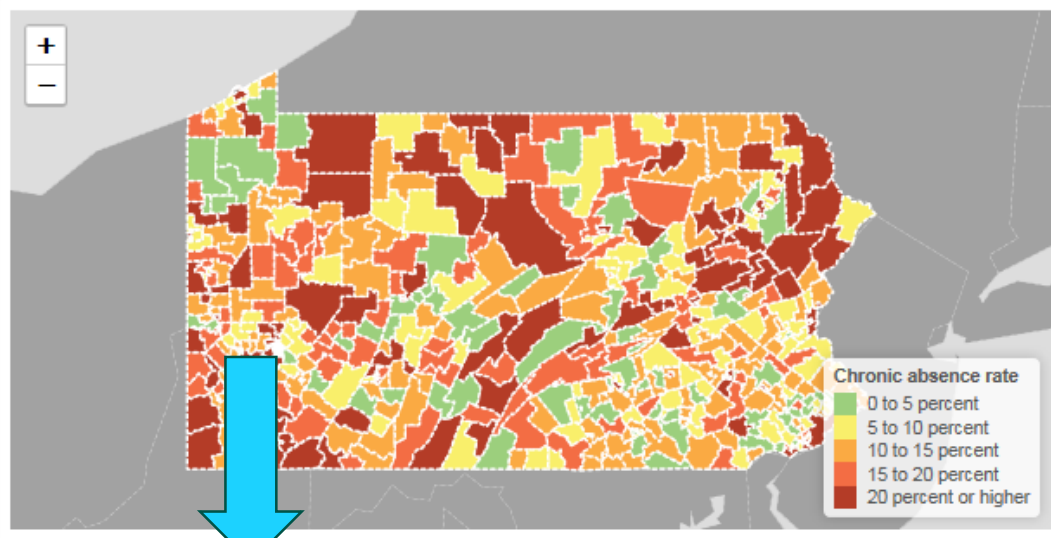
Go back one level Reset the map

STATE
Pennsylvania: 16.9%

SCHOOL DISTRICT
Click on the map to choose a district

SCHOOL
Click on the map to choose a school

THE
HAMILTON
 PROJECT
 BROOKINGS



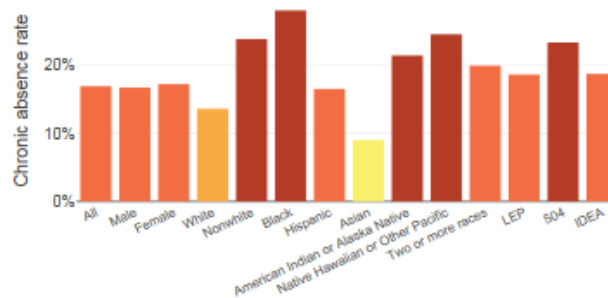
By level Pick 2 By group

Pennsylvania

Choose which to compare:

☒ Student characteristics ☐ School characteristics

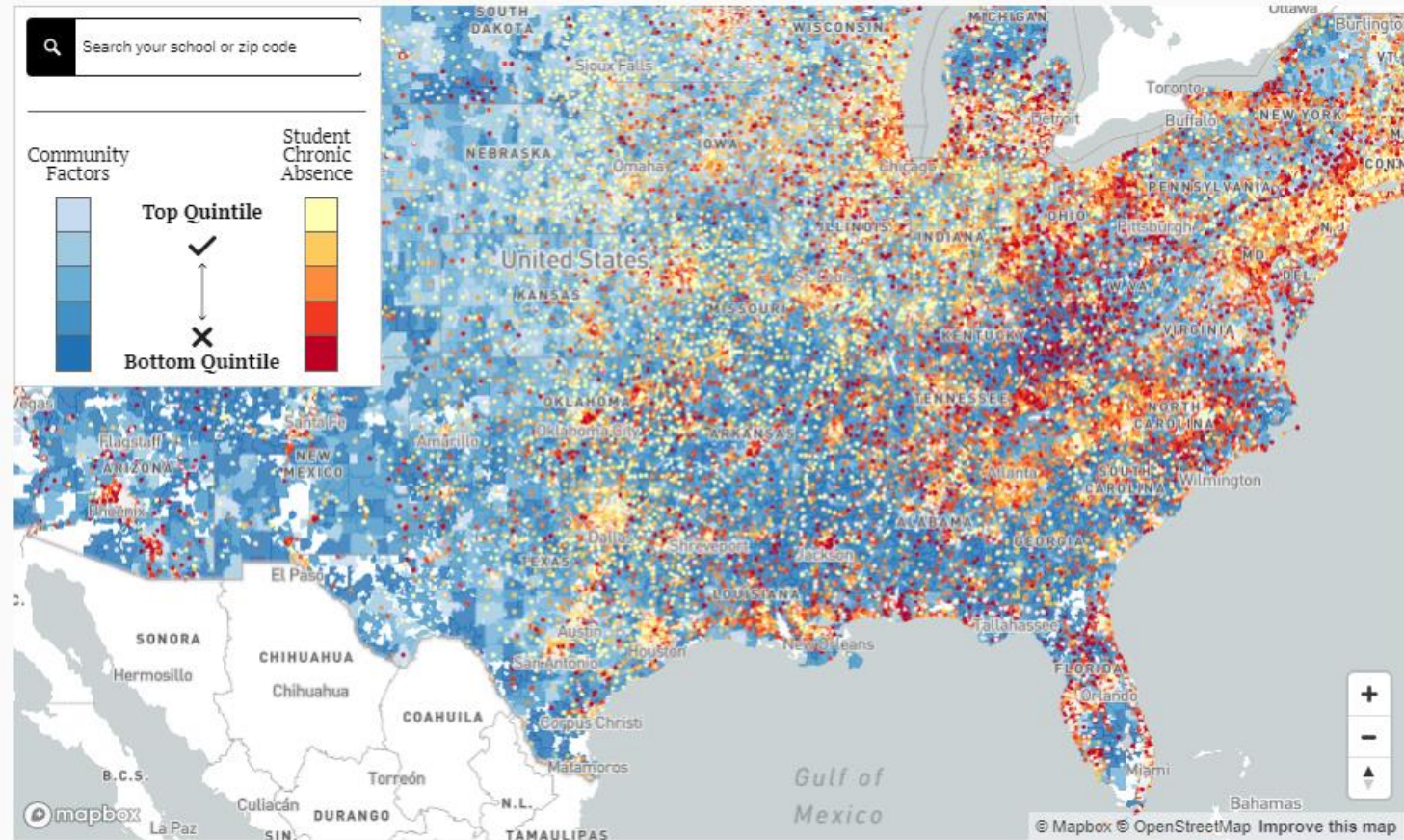
You are viewing: All Students, All Schools



https://www.hamiltonproject.org/charts/chronic_absence_across_the_united_states

Chronic Absence: School and Community Factors

This Hamilton Project at Brookings interactive map shows rates of chronic absence along with relevant school and community factors for every school in the country. You can search by zip code or school name; click on schools to discover more information. By gradespan, schools with lower rates of chronic absence are shown in yellow and schools with the highest rates of chronic absence are shown in red.



Source: The Hamilton Project

THE
HAMILTON
PROJECT
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BROOKINGS.EDU/CHRONICABSENCE



Panel Discussion



David Osher

VP & Institute Fellow
*American Institutes for
Research*



Garry McGiboney

Deputy Superintendent
School Safety & Climate
Georgia Dept. of Education



Arianne Weldon

Director
Get Georgia Reading
Georgia Family Connection



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Announcements

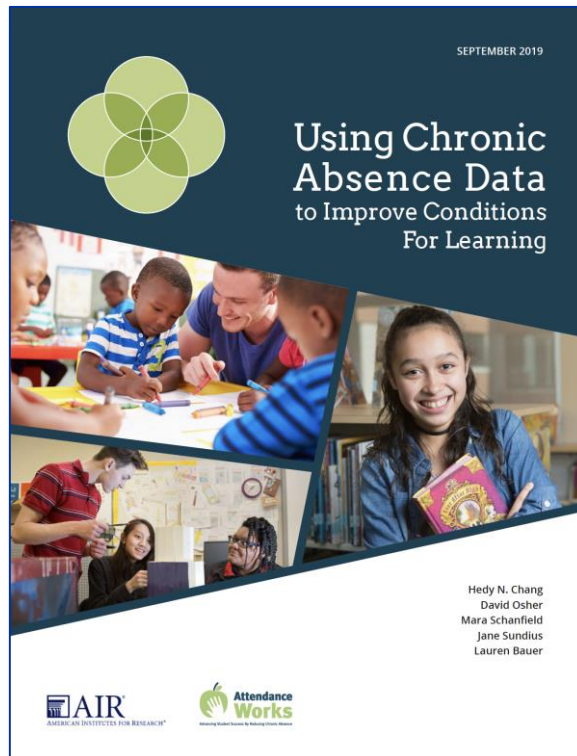


Cecelia Leong

Director for Programs

Attendance Works

New resources available today!

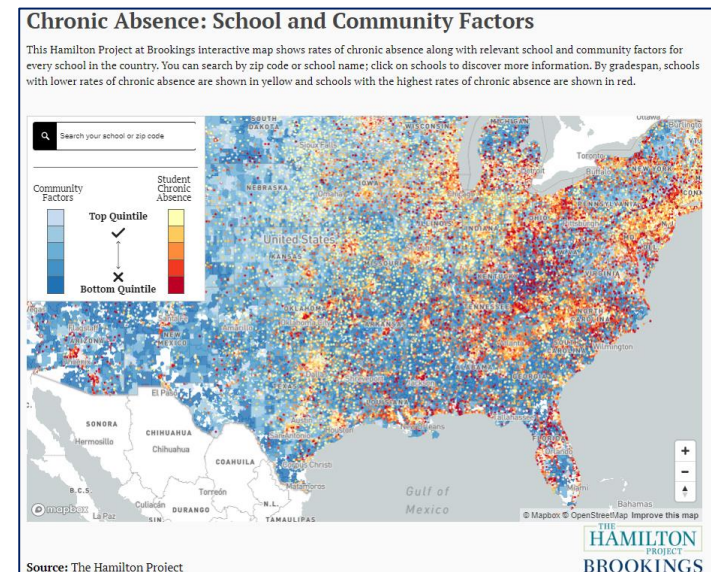


September Research Brief *Using Chronic Absence Data to Improve Conditions for Learning*

<https://www.attendanceworks.org/using-chronic-absence-data-to-improve-conditions-for-learning/>

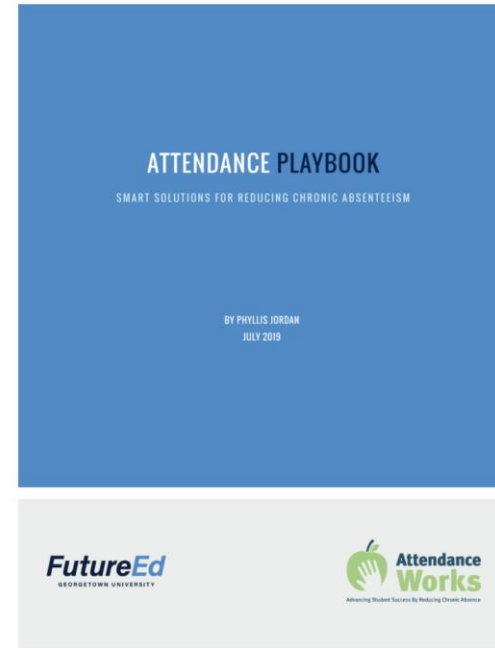
Interactive Data Map *from the Hamilton Project at the Brookings Institution*

<http://brookings.edu/chronicabsence>




Attendance Playbook: A New Resource from FutureEd & Attendance Works

- Offers nearly 2 dozen interventions for reducing chronic absenteeism
- Provides ESSA research level, tier of support, rationale and resources for each approach



<https://www.future-ed.org/attendance-playbook/>

Yearly Planning Calendars



Attendance Activities School Year Plan (K-12)

SAMPLE ACTIVITIES for K-12: rev 6-13-19


School Name _____ School Year _____

Activities in the grid are examples, and you can customize the plan for your school or program. For each activity, you might specify who is responsible for leading and how to measure results of the activity. You can also re-create this chart in a larger format and use post-it notes to add activities as a group exercise.

Timing	Before Start of School Year (July/August)	Welcome Back (August/September)	Ongoing (Weekly/Monthly)	Fall Semester (October - November)	Winter Semester (December - February)	Spring Semester (March-April)	End-of-Year (May/June)
School Staff	Utilize start of school year PD days for teachers and school staff to discuss yearly plan and whole school strategies. Establish an attendance plan and goals.	Conduct attendance team meeting by the second week of school.	Attendance team meetings.	Review early warning data. Ensure staff are prepared to discuss in Parent-Teacher Conferences.	Revisit data to measure progress and revise school-wide strategies as needed.	Ensure staff are prepared to discuss in Parent-Teacher conferences.	Review data. Share data with student's next teacher for smooth transitions.
Tier 1 (universal)	Attendance messaging during registration/enrollment. Home visit/phone calls to build relationship and remind of first day of school. Plan for welcoming traditions for incoming early grades, transition grades and new students and their families. Ensure attention to students with disabilities and other vulnerable populations.	Back-to-school messaging about the importance of attendance. Establish good and improved attendance incentive schedule/process. Conduct welcoming traditions for students and families. Promote immunization activities in partnership with health providers.	Promote and maintain positive school climate. Weekly/monthly recognition. Positive, regular communication with families about student attendance.	Parent-Teacher conference (recognize good attendance and express concerns in a supportive manner if needed). Check in with students/families with known medical conditions. Conduct a winter clothing drive for students and their families.			
Tier 2 (targeted – moderate chronic absence)	Review previous year's data for returning and incoming students.	Develop personalized relationships with students and families who are at risk for attendance issues. Ensure outreach draws upon family languages and cultures.	Strategy to connect groups of students showing signs of attendance issues, e.g., Success Mentors. Ensure IEPs address attendance.	Develop school-wide Tier 2 strategies. Parent-Teacher conference (raise concerns about attendance). Create personalized student plans. Identify common barriers of Tier 2 students and organize strategies to address barriers.			
Tier 3 (targeted – severe chronic absence)	Review previous year's data for returning and incoming students. Flag students who were chronically absent the previous year and engage community partners.	Consider demographics of new student body to identify vulnerable populations at risk for chronic absence. Monitor disparities.	Referrals to case workers as needed. Early interventions before taking punitive measures.	Identify common barriers of Tier 3 students and engage external resources.			

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- District and School team versions available
- Blank versions available so you can customize your plan!



District Attendance Team Yearly Planning Calendar

SAMPLE ACTIVITIES for DISTRICTS: rev 7-8-19

School District _____ School Year _____

This is an example of a district attendance calendar to guide the work of the district over the year. This calendar is best used by a district level team that has responsibility for building capacity to ensure attendance is treated as an integral part of school success. The district calendar can be used in conjunction with the school site yearly planning calendar. Use the blank version to create your own.

Timing	Ongoing	Summer	Welcome Back	Fall Semester	Winter	Spring
Actionable Data	Review district data & trends by school, grades & student subgroups (ethnicity, ELL, disabilities). Ensure school leaders and teams have access to site level data. Monitor accuracy of attendance data.	Clean up data and notify school teams of chronically absent students who will be entering & returning to each school. Analyze previous year's data for disparity, trends, & overall progress. Celebrate previous year's progress.	Review EOY data, set and publicize district goals. Develop districtwide attendance improvement plan and present to the school board.	Help school teams analyze attendance patterns and trends to inform schoolwide strategies. Ensure schools regularly share attendance data with students and families (e.g. parent-teacher conferences, advisory periods).	Measure district progress compared to previous years. Analyze trend data, identify attendance dips and set districtwide fourth quarter improvement targets.	Monitor attendance dip trend data and identify schools in need of additional support. Celebrate and recognize schools making progress.
Build Capacity	Coach and support school attendance teams and ensure they utilize data to monitor attendance. Ensure resources are allocated in budgets to support efforts to reduce chronic absence. Identify bright spot schools.	Include attendance in start of school year PD for all staff. Provide principals with tools to build a school-wide culture of attendance. Establish a year-round process to share best practices among and between school teams.	Support schools to develop good and improved attendance recognition programs. Ensure attendance is a standing agenda item for administrator meetings.	Conduct site visits to all schools, observe team functioning. Identify bright spot schools and schools in need of additional supports. Develop school coaching plans based the results of school team self-assessments.	Assess the sufficiency & impact of school-level interventions & strategies across all schools. Determine how to take bright spot best practices to scale across the district. Continue to support sharing of best practices among & between school teams.	Develop protocols for attendance as a summer school placement factor and to flag students who need attendance supports early in the new school year. Align resources to schools with high levels of chronic absenteeism.
Positive Engagement	Consistently and positively reinforce why chronic absence matters for achievement.	Establish family outreach and home visiting protocols. Develop year-round districtwide attendance messaging campaign and provide schools with messaging materials.	Ensure that schools are utilizing messaging materials in back-to-school strategies and implementing the district's messaging campaign.	Develop district protocols for embedding attendance into daily school culture (e.g. classroom practices, student assemblies, parent-teacher conferences).	Implement districtwide winter holiday and spring break messaging campaign.	Implement an "end the year strong" messaging campaign.
Shared Accountability	Cross-departmental district attendance team (e.g. district leadership, student support, health, special education, parent engagement) meets monthly.	Ensure schools have a data-driven attendance improvement plan. Assess District Attendance Team effectiveness and make changes as needed.	Review and analyze common causes of absence requiring programmatic or policy solutions identified by school teams.	Develop districtwide solutions to systemic barriers identified by school teams. Develop data-sharing agreements as needed.	Establish a district PD calendar for next school year. Monitor the effectiveness of district partnerships.	Update district attendance policies and procedures. Establish a "summer bridge" program for students transitioning schools.
Strategic Partnerships	Develop agreements with community partners and public agencies. Make attendance an indicator for District partnership agreements.	In partnership with school teams, conduct a community asset analysis and use mapping data to identify potential partners.	Develop community partner agreements and supports for previous year's Tier 3 students. Conduct partnership trainings for schools.	In partnership with school teams, facilitate community partnerships for early intervention and prevention (Tier 1 and Tier 2) supports.	Develop community partner agreements for Tier 3 intensive interventions.	Equip summer providers to address the needs of chronically absent students.

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<https://www.attendanceworks.org/resources/year-long-planning/>



Scan of Environment and Attendance Tool (SEAT)

Designed for school leaders to engage staff, students, parents and community members to identify strengths and opportunities to promote positive school culture and strong attendance.

Scan of Environment and Attendance Tool (SEAT)

ELEMENTARY SCHOOLS

Attendance Works

School Name _____ Date of Observation _____ Time of Day _____

Observer(s) _____

Teaching and Learning

Relationships

Environment

Safety

School climate is made of several elements: the school's physical environment; arrangements that contribute to people's sense of physical and emotional safety; response to the quality of teaching and learning; and the presence or absence of healthy relationships between adults and students.

Purpose: The Scan of Environment and Attendance Tool (SEAT) is designed for school leaders to engage school staff, students, parents and community members to identify strengths and opportunities to promote positive school culture and daily attendance. The SEAT is intended to be used multiple times over the course of the school year as part of an iterative process and should serve as a tool for qualitative analysis of the observable features of school climate that support a culture of attendance and engagement. Note that each of these characteristics may not be observable in a single walkthrough; schools are encouraged to select different times of the school day that may be conducive to observing the different climate elements. See the accompanying User Guide for more information about why each of the efforts in the checklist below can help support improved school climate and student attendance.

1

<https://www.attendanceworks.org/resources/scan-environment-attendance/>

#PROMISECHAT

**How Safe and Supportive
Learning Environments Can
Improve Attendance**
#SchoolEveryDay

September 12 at 3pm ET/12pm PT

Join @AmericasPromise, @AttendanceWorks, & @FutureEdGU



Back to School Twitter Chat

MENTOR, Attendance Works, and
SchoolHouse Connection are teaming
up to chat about how caring adult relationships
can help youth thrive and stay in school.

September 19 | 2PM EDT

#MentorIRL #SchoolEveryDay



MENTOR



**Attendance
Works**

Advancing Student Success By Reducing Chronic Absence



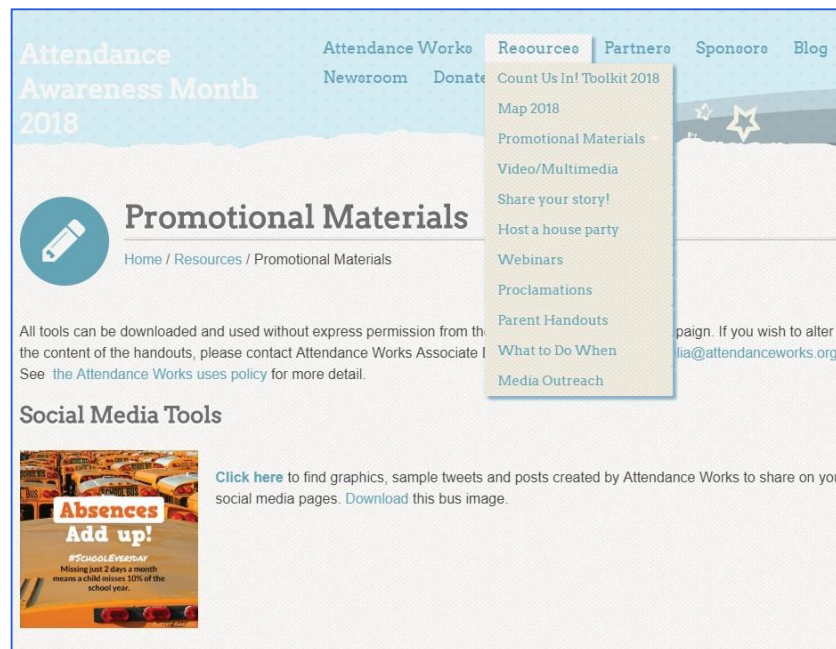
**SchoolHouse
Connection**



Key Resource: Attendance Awareness Website

- ✓ Download our free materials and our online Count Us In! toolkit and share with local districts.
- ✓ Encourage schools and community partners to join our listserv: 18,000+ members.

PROMOTE LOCALLY



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



Superintendents Call to Action

Own the issue

**Mobilize the
Community**

**Drive with
Data**

To sign-up for the Call to Action, or to learn more, please visit:
www.attendanceworks.org/superintendents-call-to-action



Superintendents Call to Action

Call to Action Timeline

- Invite your Superintendent to join using our template letter
- Press release sharing the names of all the Superintendents who joined will be sent out on October 16
- Deadline for inclusion in press release: Monday, October 7

***Find the template letter and more resources for
Superintendents here:***

<https://www.attendanceworks.org/take-action/educators/superintendents-call-to-action/>



Opportunities to Promote AAC 2019!

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
(Spanish versions are available, too!)

<https://awareness.attendanceworks.org/resources/promotional-materials/2019-badges/>



✓ Write a blog post on your website promoting regular attendance and the Attendance Awareness Campaign!



Share Your Story!

What are you doing for Attendance Awareness?

We would love to know what you're doing! Fill in your details, send a photo, and look for your story in Community News 2019.



Share your story!

[Home](#) / [Resources](#) / [Share your story!](#)

We are looking for your Attendance Awareness Campaign stories from communities, cities, counties and states, schools and districts, and national organizations that show how you engaged people around school attendance with the start of the new school year.

Send us your photos, videos, and brief description of your activities using the form below, and your activity may be featured on the Attendance Awareness Campaign website, in an AAC newsletter or on our Twitter and Facebook pages. Not sure yet what to do? Find ideas, resources and examples of what others are doing in the Attendance Works [Count Us In! Toolkit](#).

Submit your Attendance Awareness Campaign Story

* Indicates required field

What level are you working on? (please check one)

<https://awareness.attendanceworks.org/resources/share-your-story/>



2019 Webinar Series

- ★ **March 21:** Lay a Foundation for Success: Engage Families to Address Early Chronic Absence
- ★ **May 16:** Nurture Dreams: Ensure Students Feel Safe, Supported, Connected and Engaged
- ★ **August 8:** Open Doors: Create a Healthy School Climate
- ★ **September 10:** A Place Where We Belong: Improving Conditions for Learning

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

And special appreciation to our philanthropic partners:

The California Endowment

Campaign for Grade-Level Reading

Jonathan Logan Family Foundation

Skillman Foundation

United Way of Southeastern Michigan



Support AAC 2019



<http://www.attendanceworks.org/donate/>



Webinar Recording

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

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



Feedback

Please let us know how we can improve:

<https://www.surveymonkey.com/r/conditions-for-learning>

Thank you!