Creating an Engaging & Restorative Environment to Support Transitions to School
Welcome

S. Kwesi Rollins
Vice President for Leadership & Engagement

Institute for Educational Leadership

Chair, Advisory Board, Attendance Works
I. Welcome
   Joline Collins, Program Manager of Leadership Development, IEL

II. Attendance Awareness Campaign
   Kwesi Rollins, Director of Leadership Programs, IEL

III. Key Concepts
   Hedy Chang, Executive Director, Attendance Works

IV. Panel - Hearing From Families
   ❖ Gloria Corral, President and CEO, Parent Institute for Quality Education
   ❖ Patrick Corvington, Executive Director, ConnectED

V. Panel - Forging Partnerships with Families During Transitions
   ❖ Gina Martinez-Keddy, Executive Director, Parent Teacher Home Visits
   ❖ Gretchen Viglione, Sacramento Project Coordinator, Parent Teacher Home Visits
   ❖ Todd Rogers, Professor of Public Policy, Harvard Kennedy School

VI. Closing
   Kwesi Rollins, Director of Leadership Programs, IEL
The Institute for Educational Leadership 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 our website: [www.iel.org](http://www.iel.org)
Convening Partners
AAC 2020
Theme for 2020

Present, Engaged and Supported!
2020 Theme: Present, Engaged and Supported!

Key Messages

1. Supporting regular attendance and monitoring absenteeism reduces educational inequities.

2. Building strong, trusting relationships that promote belonging is fundamental to improving student attendance and participation.

3. Students are more likely to attend school if they feel safe (emotionally + physically), connected, supported, and are encouraged to believe they can learn and achieve.

https://awareness.attendanceworks.org/resources/toolkit-2020/what-are-the-key-messages/
2020 Theme: Present, Engaged and Supported!

Key Messages

4. Reducing health-related absences is key because illness is the top reason students and families give for missing school.

5. The key to success is a proactive, positive, data driven, problem-solving approach.

6. Poor participation is a problem we can solve when the whole community collaborates with families and schools to support the transitions into school, whether it be in person, virtual or a blend.

https://awareness.attendanceworks.org/resources/toolkit-2020/what-are-the-key-messages/
Leaders of 10 equity-centered, parent-led organizations representing approximately 1 million families in over 100 communities and 30 plus states released a letter to education leaders and policymakers:

- Our primary concerns are for the physical, social, and emotional health of our children and all staff within school communities.
- This pandemic has reminded us that we are all accountable to building and sustaining a strong, equitable educational system.
- The Bottom Line is Authentic Family Engagement is Imperative.
**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](http://www.attendanceworks.org)

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**Hedy Chang**
Executive Director
**Attendance Works**
Covid-19 Reinforces the Critical Importance of These Approaches:

❖ **A whole child/family approach** to education that pays attention to social and emotional well-being and school climate along with academics and recognizes families as the first teachers of their children.

❖ **Positive, clear and timely communications** about school schedules, policies, and practices.

❖ **Integrated virtual and in-person learning** that supports different learning styles and making up for classwork when students face challenges (e.g. health or transportation) getting to school.

❖ **Addressing inequitable access** to resources and supports with significant attention to monitoring **absenteeism** (missing too much school) to promote prevention and early intervention vs. punitive action.

❖ **Promote integrated strategies** by working across departments and organizations, including supporting an investment in community schools and leveraging the assets of community partners and health providers.
Why Should We Care?

Absenteeism is a *leading* indicator and a *cause* of educational inequity.
Absenteeism is a Sign that Positive Conditions for Learning are Missing, Whether Classes are In Person, Distance or Blended
Five Ingredients of a Systemic Approach to Reducing Absenteeism
The Multiple Purposes for Attendance Data Should Guide Action

- Allocate Funding
- Ensure Compliance with Compulsory Education
- Accountability
- Early Warning For Additional Support
- Inform Program and Policy Decisions

- Hold Harmless from Funding Cuts
- Create Alternatives to Legal Action
- Avoid High Stakes Accountability Until We Know More
- Use AW Data Framework to Put in Place Expanded Metrics
- Use AW Data Framework to Put in Place Expanded Metrics
A new framework for attendance and absenteeism data is needed to:

1. Encourage states, districts and communities to monitor lost learning time in school in order to promote student success regardless of ESSA accountability.

2. Adopt a holistic approach to data collection that informs current and future efforts to improve conditions of learning.

3. Promote a tiered approach to supporting students beginning with prevention.

4. Strategically target investments that address the digital divide, lack of supports (health, economic, nutrition, housing, etc.) and other inequities.
Chronic Absence Remains a Critical Early Warning Measure

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).
Additional Terms for “Attendance” During Distance Learning

**Contact**
Working contact information exists for each enrolled student and their family.

**Connectivity**
Students and families have access to technology (computer, software and internet access) and school staff are equipped to support digital literacy.

**Relationships**
Students and families feel connected, supported and engaged in reciprocal, problem-solving relationships.

**Participation**
The extent to which students show up and complete learning activities.
Redefining What Counts as Attendance/Participation During Distance Learning

Remote Synchronous Instruction
- Replicates the current on-campus method of taking daily attendance in a remote synchronous instructional setting
  - Students who are logged in at the teacher’s documented official attendance time are marked remote synchronous present for that day
  - Students who are not logged in at the teacher’s documented official attendance time are marked absent

Remote asynchronous instruction
- Measurement frequency is daily. Under an approved learning plan, students earn daily attendance through daily engagement measure(s).
  - Daily progress in the Learning Management System (LMS), as defined in the approved learning plan; or
  - Daily progress via teacher-student interactions, as defined in the approved learning plan; or
- Completion/turn-in of assignments from student to teacher (potentially via email, on-line, or mail).

Remote Course Completion
- Remote instruction for students without internet access at home will need to be provided via an approved asynchronous instruction plan
- Paper packets, mechanisms for student progress monitoring, implementation support for educators and families.
- Student is engaging with approximately the same amount of academic content as in a regular, on-campus school day
Identifying Students At Risk Due to Absenteeism

- Chronic Absence
- Lost Contact
- No Connectivity
- Lack of Relationships
- Little or No Participation

= Lost Learning Time in School
# Pay Attention to Transition Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Why pay attention to transition in these grades?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten</strong></td>
<td>What happens when children are entering formal schooling helps lay the foundation for future success. Families often do not recognize how absences add up quickly for young children and are often very concerned about their children’s health and safety.</td>
</tr>
<tr>
<td><strong>6th</strong></td>
<td>The shift to middle school is an important transition often marking when parents rely upon students to show up to class on their own. Academic and behavioral success during this transition year is crucial for later school success.</td>
</tr>
<tr>
<td><strong>9th</strong></td>
<td>Students on-track in the 9th grade are <em>almost four times</em> more likely to graduate than off-track students. Students may not recognize the impact of absences on passing courses and gaining needed skills.</td>
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<tr>
<td><strong>12th</strong></td>
<td>Senior year is a critical time for ensuring students complete all the requirements for graduation and enrolling in post-secondary education.</td>
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</tbody>
</table>
Use Data to Support an Integrated Multi-tiered System of Support

- **Tier 3**: Intensive Intervention
- **Tier 2**: Early Intervention
- **Tier 1**: Universal Prevention
- **Foundational Supports**
# Foundational Supports are Building Blocks of Good Schools That Promote Attendance

<table>
<thead>
<tr>
<th>Foundational Supports</th>
<th>Access to tech equipment and connectivity</th>
<th>Access to Learning Supports</th>
<th>A schedule of classes and where/how they are held</th>
<th>Active engagement of parents and students in planning and problem solving</th>
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<tbody>
<tr>
<td>Physically healthy learning environment</td>
<td>Physical health</td>
<td>Enrichment activities and clubs (with virtual options)</td>
<td>Support for all families to facilitate learning at home</td>
<td>A culture of continuous improvement</td>
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<tr>
<td>Access to Learning Supports</td>
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<td>Positive relationships between school staff, students and families</td>
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<td>Welcoming, socially-emotionally safe school climate</td>
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<td>Home rooms and/or Advisory (with virtual options)</td>
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<tr>
<td>Which Tier</td>
<td>Examples of Tiered Distance/Blended Learning Practices</td>
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<tr>
<td>Tier 3</td>
<td>Intensive Intervention</td>
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<td>Intensive outreach to locate student and family and assess situation</td>
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<td>Coordinated case management with multiple systems including child welfare, mental health, health, housing/homelessness and juvenile justice (as a last resort)</td>
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<td>Tier 2</td>
<td>Early Intervention</td>
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<td>Using absenteeism data to activate targeted supports</td>
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<td>Virtual/physically distanced family meeting or home visit when absences add-up</td>
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<td>Individual attendance plan developed with families and students</td>
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<td>Additional tech support and training for families and students</td>
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<td>Mentoring (in-person and virtual)</td>
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<td>Tailored physical and mental health supports</td>
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<td>Prioritizing participation in expanded learning</td>
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<td>Tier 1</td>
<td>Universal Prevention</td>
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<td>Clear, concise and consistent communication about schedules and expectations</td>
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<td>Predictable daily/weekly routines, rituals and celebrations</td>
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<td>Community building to create belonging and connection</td>
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<td>Taking attendance in a caring manner</td>
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<td>Personalized outreach and communication to families when students are absent</td>
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<td>Recognition of good and improved attendance</td>
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<td>Individual wellness check and connectivity assessments</td>
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<td>Facilitate access to food, health/telehealth and supports for other basic needs</td>
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<td>Regular monitoring of attendance data to activate supports and identify trends</td>
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<tr>
<td>Which Tier</td>
<td>What activates support? When?</td>
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<td><strong>Tier 3</strong></td>
<td><strong>What activates intensive intervention?</strong> (e.g. Loss of contact? Missing 60% of a week? 40% of a month?)</td>
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<tr>
<td><strong>Intensive Intervention</strong></td>
<td><strong>Who is involved?</strong> Social Workers? Staff of public agencies, etc.?</td>
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<tr>
<td><strong>Tier 2</strong></td>
<td><strong>What activates early intervention?</strong> (e.g. Missing 10% of learning opportunities in a month)</td>
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<tr>
<td><strong>Early Intervention</strong></td>
<td><strong>Who is involved?</strong> Attendance staff? Counselors? Nurses? Community partners? Advisory Teachers? Social work interns?</td>
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<td><strong>Tier 1</strong></td>
<td><strong>What activates universal prevention?</strong> (Enrollment in school and district)</td>
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<td><strong>Universal Prevention</strong></td>
<td><strong>Who is involved?</strong> District, School administrators/leaders, Teachers/staff with the support of technology, Expanded learning partners, Local businesses?</td>
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</tbody>
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# Present, Engaged And Supported: A Guide to Planning Transitions to School

[https://www.attendanceworks.org/resources/transition-guide](https://www.attendanceworks.org/resources/transition-guide)

<table>
<thead>
<tr>
<th>Capacity Building</th>
<th>Actionable Data</th>
<th>Positive Engagement</th>
<th>Strategic Partnerships</th>
<th>Shared Accountability</th>
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<tbody>
<tr>
<td>Work as a team to ensure staff have the skills to manage hybrid learning and respond to the social-emotional and physical needs of the entire school community.</td>
<td><strong>Use chronic absence (prior to closure) and other participation data gathered during the Spring to coordinate outreach and provide additional support as needed.</strong></td>
<td>Build upon your assets to organize a warm trauma informed welcome to school for students, families and staff.</td>
<td>Partner with school staff, families, and community partners to develop plans for the coming school year.</td>
<td>Ensure data and systems help key stakeholders work together, across silos, to support a coordinated approach to the return to school.</td>
</tr>
</tbody>
</table>
Panel - Hearing From Families

Gloria Corral
President and CEO
Parent Institute for Quality Education

Patrick Corvington
Executive Director
ConnectED
Family Engagement

Building and supporting **parent-teacher-school** partnerships
Impact | Since 1987

- **36** Counties
- **128** School Districts
- **381** Schools

- **721K** parents completed program
- **2.1M** students impacted

- **16 languages** utilized
- spanning **13 States**
Response and Support

- Initiate one-on-one contact
- Coach and support parents
- Provide ongoing one-on-one follow up
- Translate materials & Integrate communications
- Identify and re-adapt parent engagement curriculum
- Facilitate weekly virtual parent engagement workshops
- Interactive Q & A
nearly 20,000

Phone calls in family’s home language

3-5 calls

Per family plus follow-ups
What We’ve Learned | TRUST

- Holistic Support
- Create Safe, trusting environment
- Connectivity, Hardware, Digital Skills, Knowledge
- Language, Literacy, Culture
- Peer to Peer Learning and Support
Retrospective Survey Results

PARENTS FEEL CAPABLE OF DOWNLOADING ONLINE APPS AND USING DIGITAL PLATFORMS

Not at all: 55, 1
Very little: 17, 6
Somewhat: 12, 16
Pretty well: 10, 41
Very well: 6, 36

n = 448
Retrospective Survey Results

PARENTS FEEL THEY CAN USE DIGITAL PLATFORMS TO COMMUNICATE WITH TEACHERS, DOCTORS, FAMILY & FRIENDS

- **Not at all**: 52/448
- **Very little**: 19/448
- **Somewhat**: 11/448
- **Pretty well**: 41/448
- **Very well**: 38/448

**n = 448**
Retrospective Survey Results

PARENTS KNOW THEY NEED TO USE ONLINE PLATFORMS TO ACCESS EDUCATIONAL RESOURCES (LIKE HOMEWORK ASSIGNMENTS)

<table>
<thead>
<tr>
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<th>BEFORE</th>
<th>AFTER</th>
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<tbody>
<tr>
<td>Not at all</td>
<td>45</td>
<td>0</td>
</tr>
<tr>
<td>Very little</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>Somewhat</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Pretty well</td>
<td>11</td>
<td>39</td>
</tr>
<tr>
<td>Very well</td>
<td>5</td>
<td>41</td>
</tr>
</tbody>
</table>

n = 448
How am I supposed to help my child when I don't know what a 'hot spot' means and I don't have money for food.

PIQE Parent
Covid-19 Parent Survey

Reflections from 500 Parents in DC
- Understanding the school rating system
- Parent/Teacher Conference Prep
- Decoding Report Cards
What We Do:
High Quality Schools Campaign

Support families, particularly from historically underserved areas as they navigate the public school choice process using a one-on-one case management system.
Learning is happening in a broader context of anxieties and needs:

What are you most worried about? Check all that apply.

- Caring for my family and loved ones
- Getting my kids educated
- Paying rent/utilities
- Losing my job
- Getting food
- My family's health

Bar chart showing the percentage of worry in Wards 1-6 and Wards 7-8.
What we heard...

Parents struggle, not only with being educators but also with managing day-to-day activities. Specifically, setting a routine for the day, creating a place for home schooling, and keeping their children busy throughout the day. One parent said; “We don’t have a structure. I tried to keep the same routine at first, but when I got laid off, I stopped regular bedtime and wake up time. We were going for a walk every day to the playground but the playground [is] closed now. So now we’re mainly home bound.” For parents who are unable to work from home, childcare is a particularly acute need.

The lack of distance learning and communication consistency across schools creates chaos for parents with children in different schools.

• In some schools, on-screen time for several hours is the norm while in others there are lengthy breaks between classes. As one parent said, “How am I supposed to tell one child she has to do schoolwork while the other one gets all of this free time – all I hear from my kids is – it’s not fair.”

• Some schools under communicate while other over communicate leaving parents struggling on both ends. One parent reported that she had been contacted just once for one of her children while for the other she described the interaction as “too intense.” Specifically, “…by 3pm I’ve received 10 emails from his school. How am I supposed to keep up with that?” Another parent talked about how
If your child has an IEP, do you feel that your child will receive his or her services?

- Yes: 26.75%
- No: 47.27%
- Maybe some, but not all: 25.97%

Almost three quarters of special education families feel their children will not be adequately served.

The result: Stress, anxiety, isolation.
What resources do you think you'll need in the next four weeks?

What resources do you think you'll need in the next four weeks? Special ED Parents
What would need to be in place for family success? A few suggestion from parents:

- **A clear beginning**: “Where do I show up- how do I start?”

- **Consistent technology** (at the district level) – pick a system and stick with it.

- **Teaching/class consistency** - minimize as much as possible the chaos of having multiple kids in one household having different experiences. This works in bricks and mortar but not in a virtual context.

- On the first day, **setting norms for kids and their parents**: “How are we going to work together?

- **Regular check-ins with parents and kids** – re-setting/adjusting norms.

- **Parent support/connection groups** “The Family Room.”

- **Mental health support**
Back to School | Families-Teachers-Schools

QUESTIONS FOR FAMILIES TO ASK

TIPS AND RESOURCES
Questions

• What will my child be learning?

• What are teacher’s expectations for class participation and homework assignment/projects?

• What resources are available to help with homework?

• What is the best way to communicate and how frequently?
Resources

- Terminology Definition
- Frequently Asked Questions
- Know Your Rights Information
Contact Us

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619.420.4499

www.PIQE.org | 619.420.4499 | info@piqe.org

@PIQEUSA
Questions from the Audience
Panel - Partnering with Families During the Transition

Gina Martinez-Keddy
Executive Director
Parent Teacher Home Visits

Gretchen Viglione
Sacramento Project Coordinator
Parent Teacher Home Visits

Todd Rogers
Professor of Public Policy
Harvard Kennedy School

www.attendanceworks.org
Non-Negotiable Core Practices

1. Visits are voluntary for all
2. Educators are trained & compensated
3. We share hopes, dreams, & goals
4. We don’t target students
5. Educators go in pairs & reflect
National Home Visit Tally
July 1, 2018 – June 30, 2019

27 States + DC
736 Sites
4,848 Trained
44,514 Visits
Home Visits & Chronic Absence: The Research

“Students whose families participated in a home visit had 21% lower odds of being chronically absent in the 2016–17 school year compared with students whose families did not participate in a home visit.”

-- Johns Hopkins University, 2018
What We’ve Learned

“What PTHV’s have ... helped me be more successful with communicating with families during distance learning.”

1. “Small” details make a BIG difference

2. Motivation flows from relationships

3. Trust helps move us through uncertainty

4. Now is the time
How We’ve Changed

• Launched Parent Teacher Bridge Visits; the on-line version of Parent Teacher Home Visits with on-line training

• Launched on-line hybrid trainings to prepare teachers for both in-person Parent Teacher Home Visits and on-line Bridge Visits

• Started collecting information on the impact of Bridge Visits for teachers and families
## Conditions for Success

<table>
<thead>
<tr>
<th>Readiness Factor</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Leadership</strong></td>
<td>Leadership for home visits can come from many places. Whether it’s your superintendent, your principals, your teachers, district staff, or anyone else, think about how to engage them in creating the culture and structures that support home visits.</td>
</tr>
<tr>
<td><strong>Partnerships &amp; Support</strong></td>
<td>When other departments or organizations have a sense of ownership of your home visit practice, the stronger it will likely be. Some key stakeholders to consider: teachers unions, teachers, school district initiatives, parent and community organizations, etc.</td>
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<tr>
<td><strong>Structures &amp; Roles</strong></td>
<td>Knowing who is responsible for what, having clear processes in place, and systems of support can make all the difference.</td>
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<tr>
<td><strong>Funding</strong></td>
<td>Identify the source(s) that you will draw on to fund your home visit practice. Title I Family Engagement funds are the most common, but other state and national funding and private grants are often used, too.</td>
</tr>
</tbody>
</table>
Contact Information:

Executive Director:
Gina Martinez-Keddy: gina@pthvp.org

Sacramento City USD Training Specialist:
Gretchen Viglione: Gretchen-Viglione@scusd.edu

Follow us @pthvp
Sign up for Home Visit News
www.pthvp.org
Q&A
Question: How should we think about communicating effectively with families at scale?
Communicate for information to be delivered ✓

or

comprehended?
“I am writing you a long letter because I don't have time to write a short one.”

17 words often attributed to Mark Twain

“With more time I would have written a shorter letter.”

10 words attributed to Todd Rogers

Todd Rogers
Todd_Rogers@hks.harvard.edu
Guiding psychology: People have limited bandwidth
- Time
- Attention
- Fluency

Increases impact by ~40%
Communicate Betterer

1. Readable
   - Fewer words
   - Accessibility: **Flesch-Kincaid** readability test
   - Skimmability: bullets, format reinforces message (even SMS!)

2. Programmatic
   - Planned / contingent (*based on world, or personalized, data)
   - Chunked
   - Timely
   - Routinized

3. Purposeful
   - Match mode to purpose
   - What’s point?
     - FYI?
     - Navigation?
     - Motivate specific action?
       i. Personalized attendance beliefs, data: (Summer school multi-modal, overall, personalized)
       ii. What’s normal? (85% of families)
       iii. Make it easy, reduce friction (4x more likely to call than respond SMS; hard copy when bridging; contact info, etc.)
How should we think about modalities and technology?
Worry About Contact Info

• Very high % invalid (50% of most vulnerable??)
• Problem hidden in data (like chronic absenteeism)
  • Simplify updating
  • Mail coverage better than believed, especially for vulnerable (homeless, etc.)
• Collect info for alternate contacts
• Routinely check in, confirm re: all modes
Communicate Betterer

1. Readable
   - Fewer words
   - Accessibility: Flesch-Kincaid readability test
   - Skimmability: bullets, format reinforces message (even SMS!)

2. Programmatic
   - Planned / contingent (*based on world, or personalized, data)
   - Chunked
   - Timely
   - Routinized

3. Purposeful
   - Match mode to purpose
   - What’s point?
     - FYI?
     - Navigation?
     - Motivate specific action?
       i. Personalized attendance beliefs, data: (Summer school multi-modal, overall, personalized)
       ii. What’s normal? (85% of families)
       iii. Make it easy, reduce friction (4x more likely to call than respond SMS; hard copy when bridging; contact info, etc.)
Questions from the Audience
1. **Partner with families to engage in positive problem-solving not punitive action.** Pay special attention to biases that result in students and families being sent to juvenile hall or the child welfare system rather than being offered support.

2. **Monitor early attendance trends in real time.** Use the data from the first two weeks of school to activate supports and assess the effectiveness of programs and policies.

3. **Learning losses experienced over the spring makes it even more imperative to act.** Ensure students, especially those struggling to overcome barriers related to poverty and discrimination, can benefit from high quality learning experience.
Attendance Awareness Campaign
2020-2021
Save the Dates: Present, Engaged & Supported! 2020 Webinar Series

- **July 22:** Data + Relationships to Support the Transition to School
- **August 19:** Creating an Engaging & Restorative Environment to Support Transitions to School
- **September 30:** Best Practices for Successful Transition During Covid-19

http://awareness.attendanceworks.org/resources/webinars/
Key Resource: Attendance Awareness Website

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

✓ Join our listserv: 32,000+ members.

Sign up for Updates: www.awareness.attendanceworks.org
Opportunities to Promote AAC 2020!

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

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✓ Add a badge to your signature line or materials
And special appreciation to our philanthropic partners!

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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/August19-webinar

Thank you!