



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

Agenda

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



About 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

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

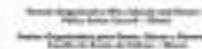
4. **Reducing health-related absences is key because illness is the top reason students and families give for missing school.**
5. **The key to success is a proactive, positive, data driven, problem-solving approach.**
6. **Poor participation is a problem we can solve when the whole community collaborates 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/>

2020 Theme: Present, Engaged and Supported!

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



Hedy Chang
Executive Director
Attendance Works



Covid-19 Reinforces the Critical Importance of These Approaches:

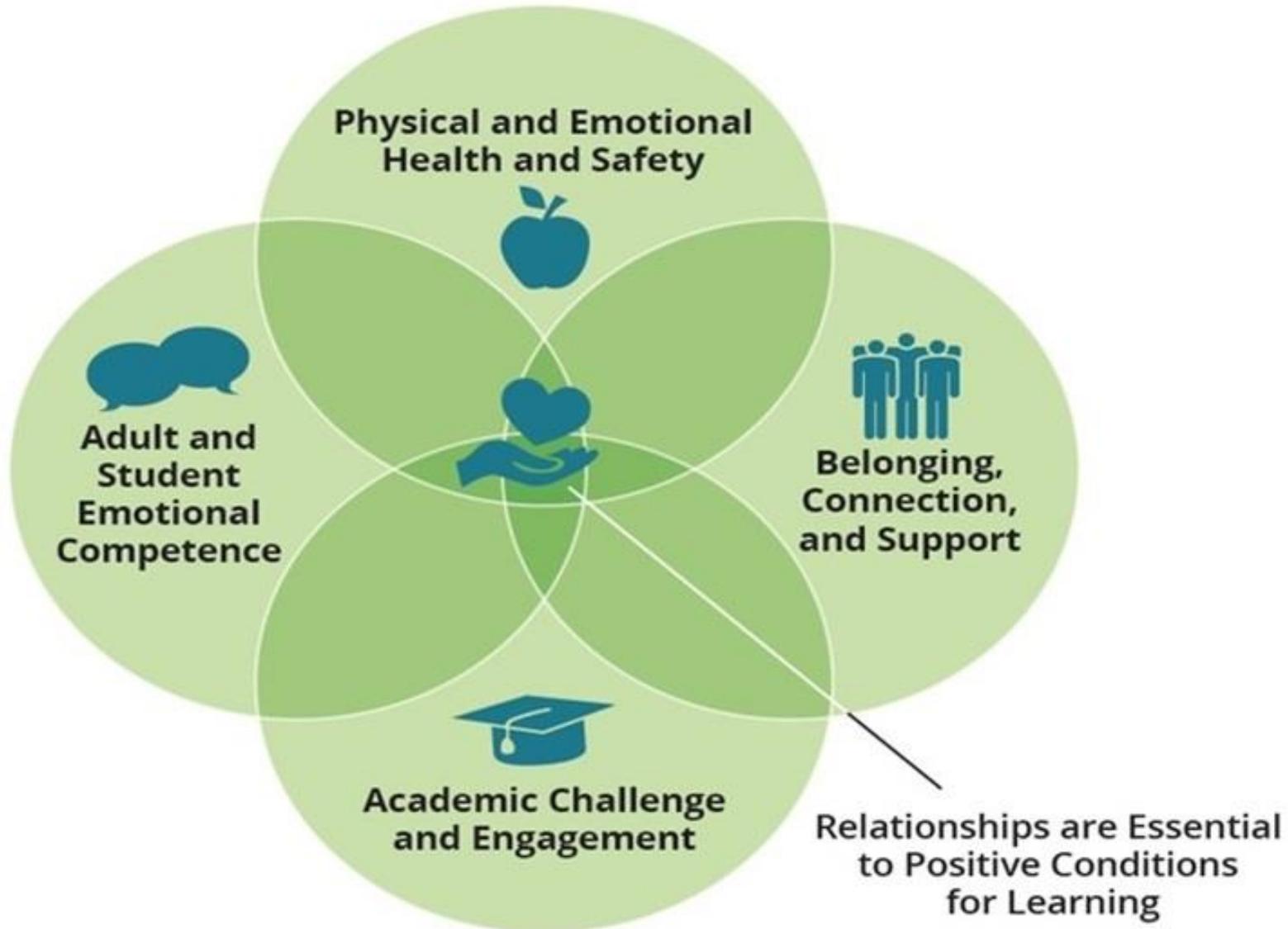
- ❖ **A whole child/family approach** to education that pays attention to social and emotional well-being and school climate along with academics and recognizes families as the first teachers of their children.
- ❖ **Positive, clear and timely communications** about school schedules, policies, and practices
- ❖ **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.



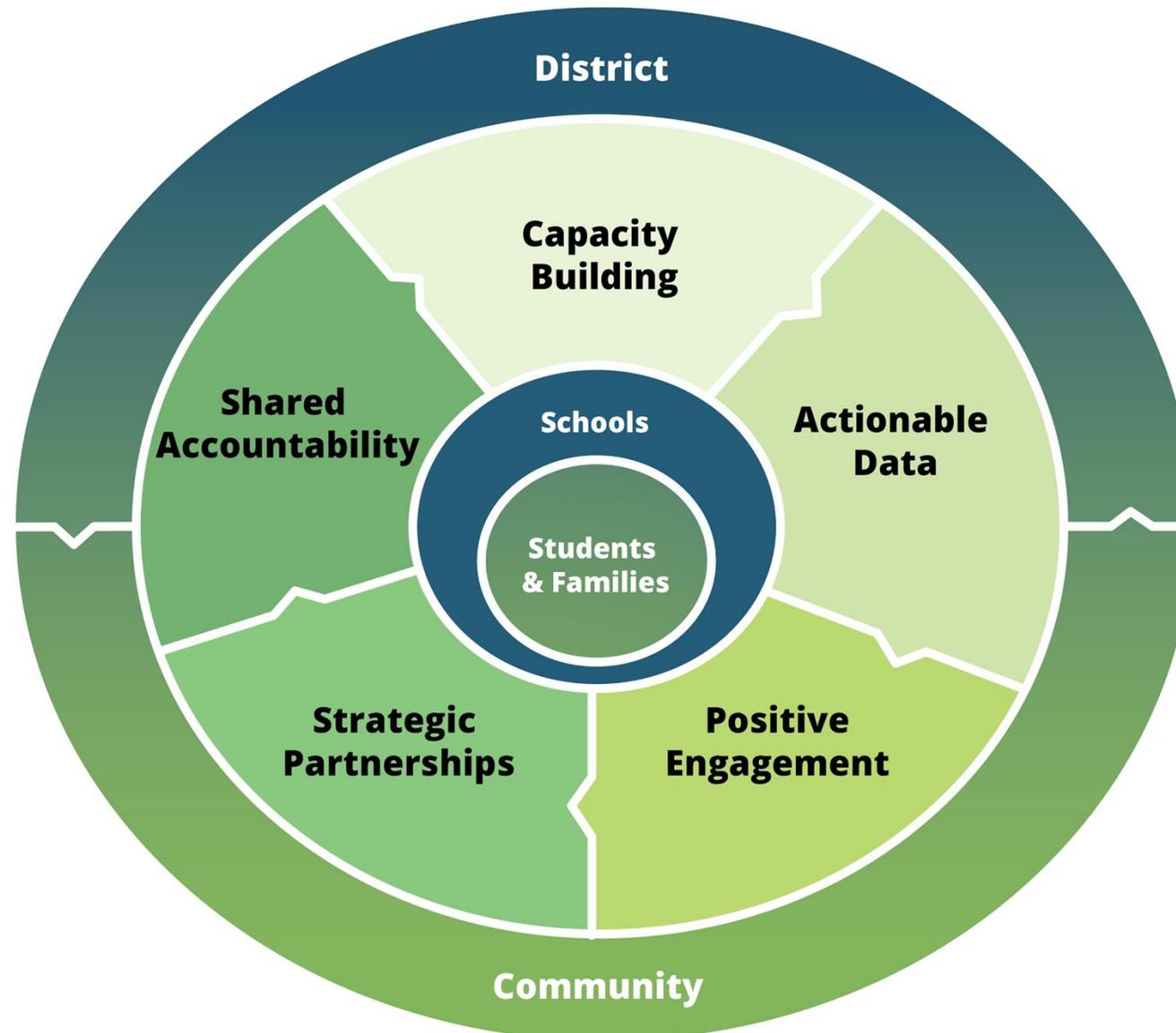
Why Should We Care?

**Absenteeism is a *leading* indicator
and a *cause* of educational
inequity**

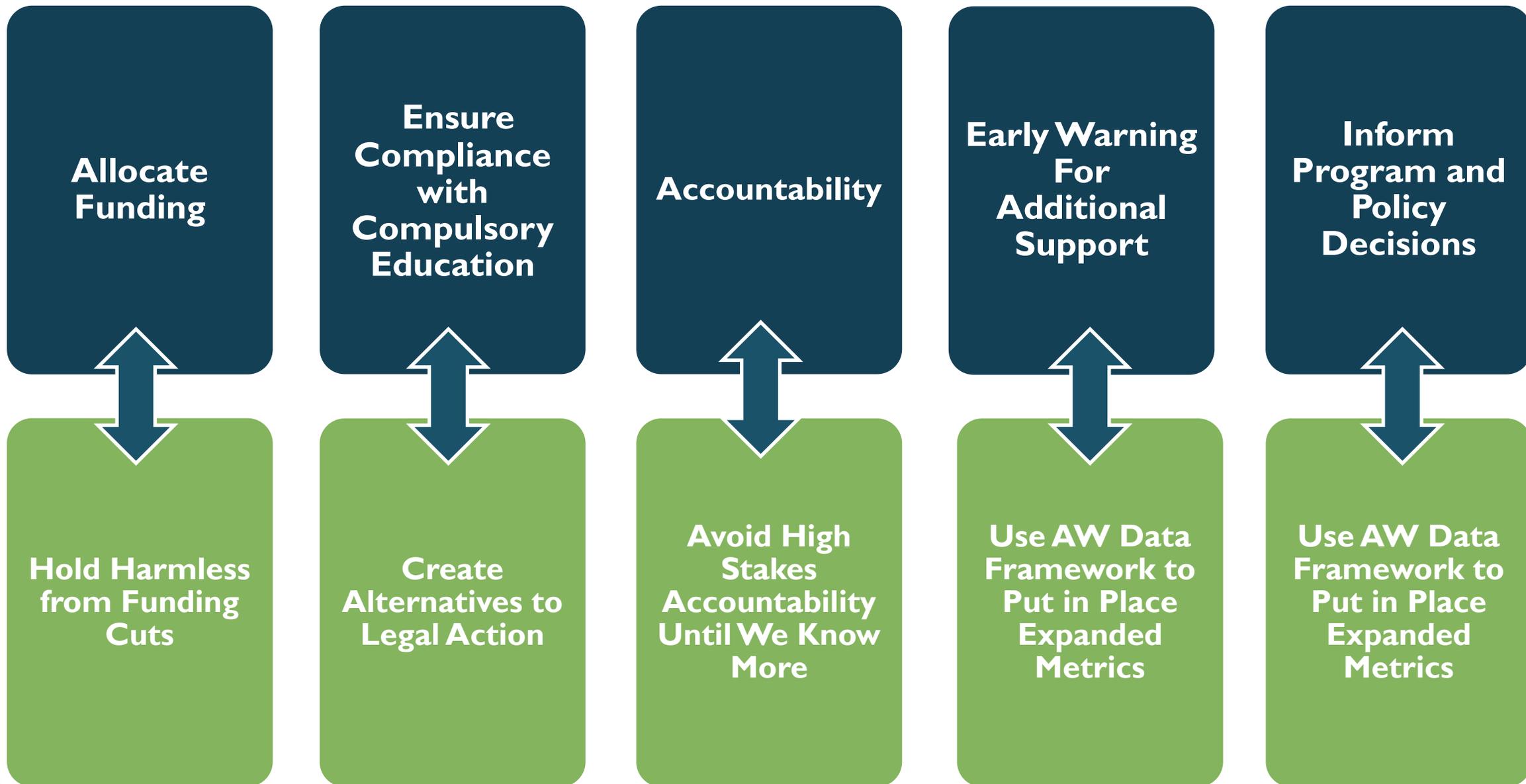
Absenteeism is a Sign that Positive Conditions for Learning are Missing, Whether Classes are In Person, Distance or Blended



Five Ingredients of a Systemic Approach to Reducing Absenteeism



The Multiple Purposes for Attendance Data Should Guide Action





A New Data Framework is Needed for Distance Blended / Learning

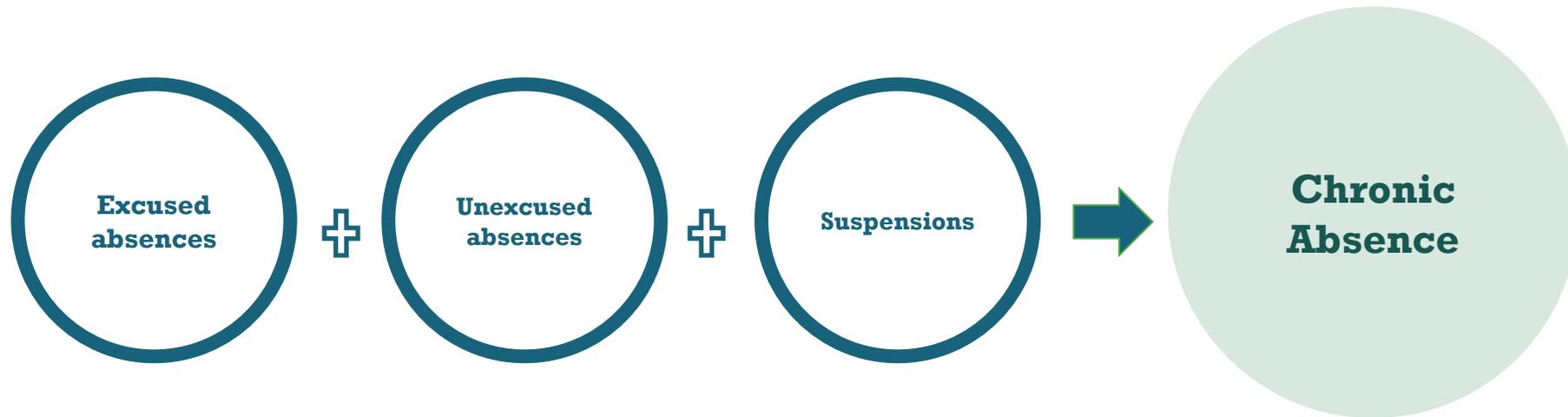
A new framework for attendance and absenteeism data is needed to:

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.

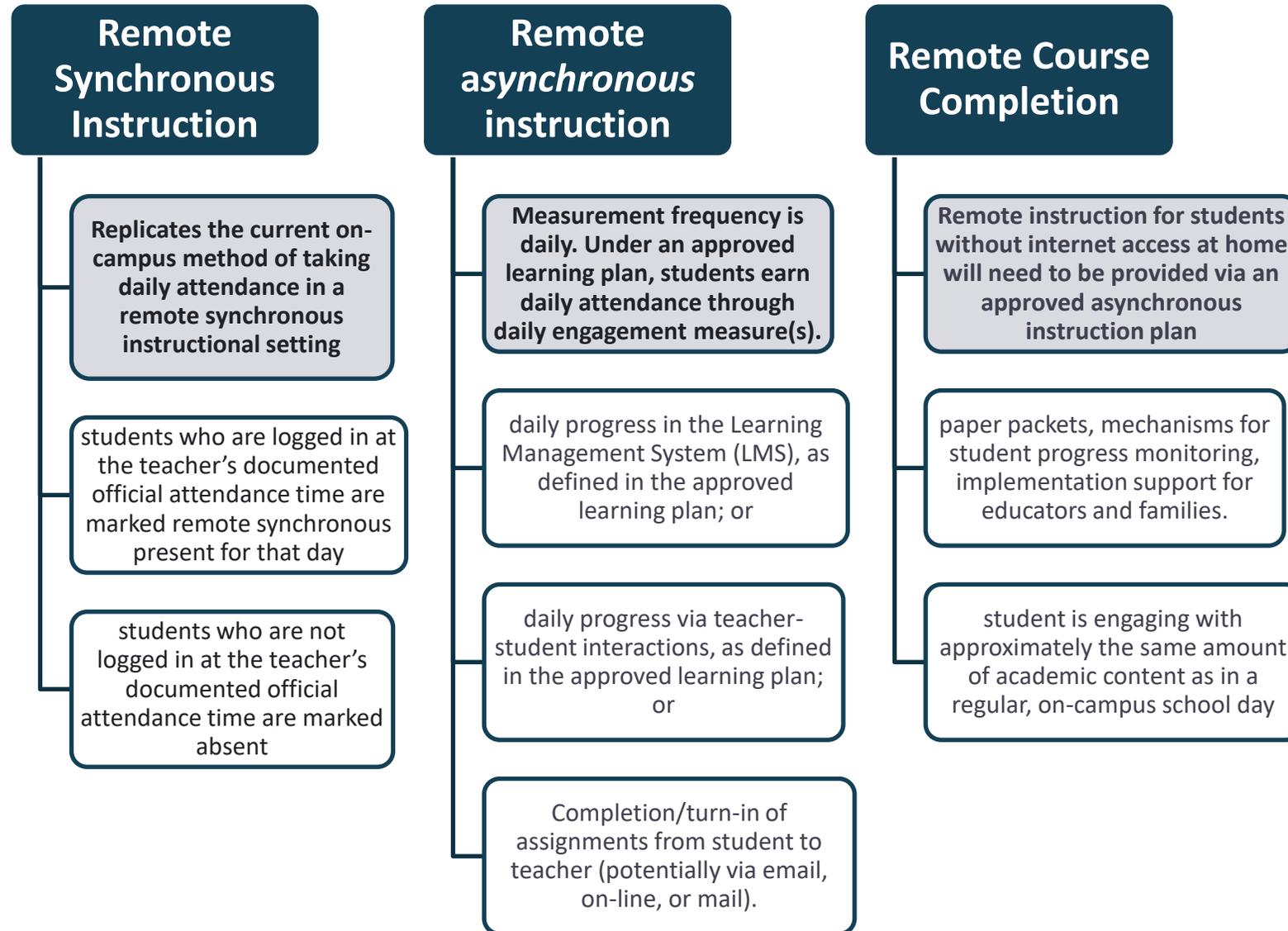
Relationships

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

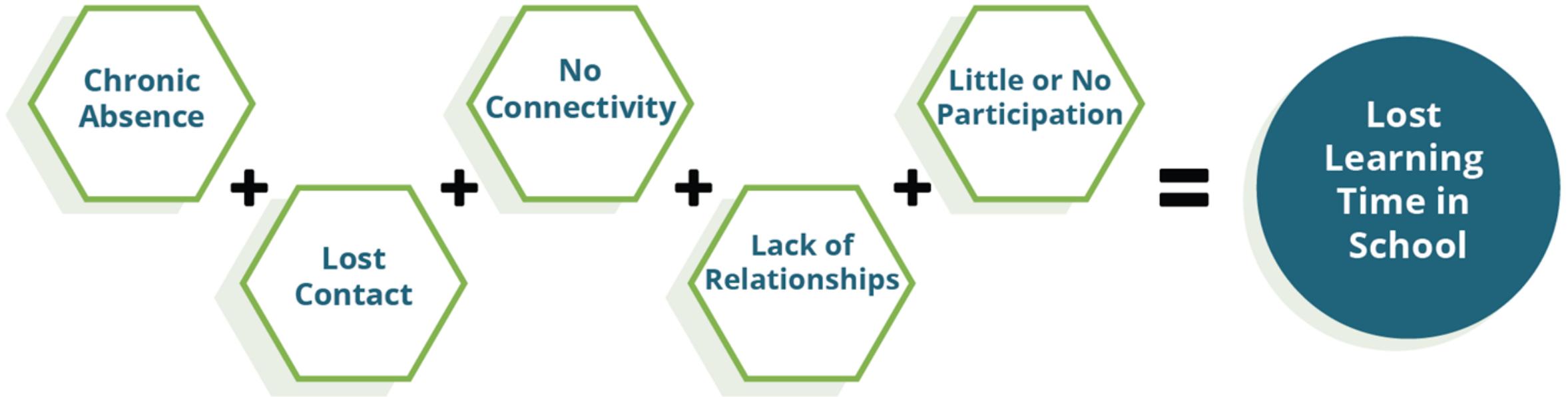
Participation

The extent to which students show up and complete learning activities.

Redefining What Counts as Attendance/Participation During Distance Learning



Identifying Students At Risk Due to Absenteeism



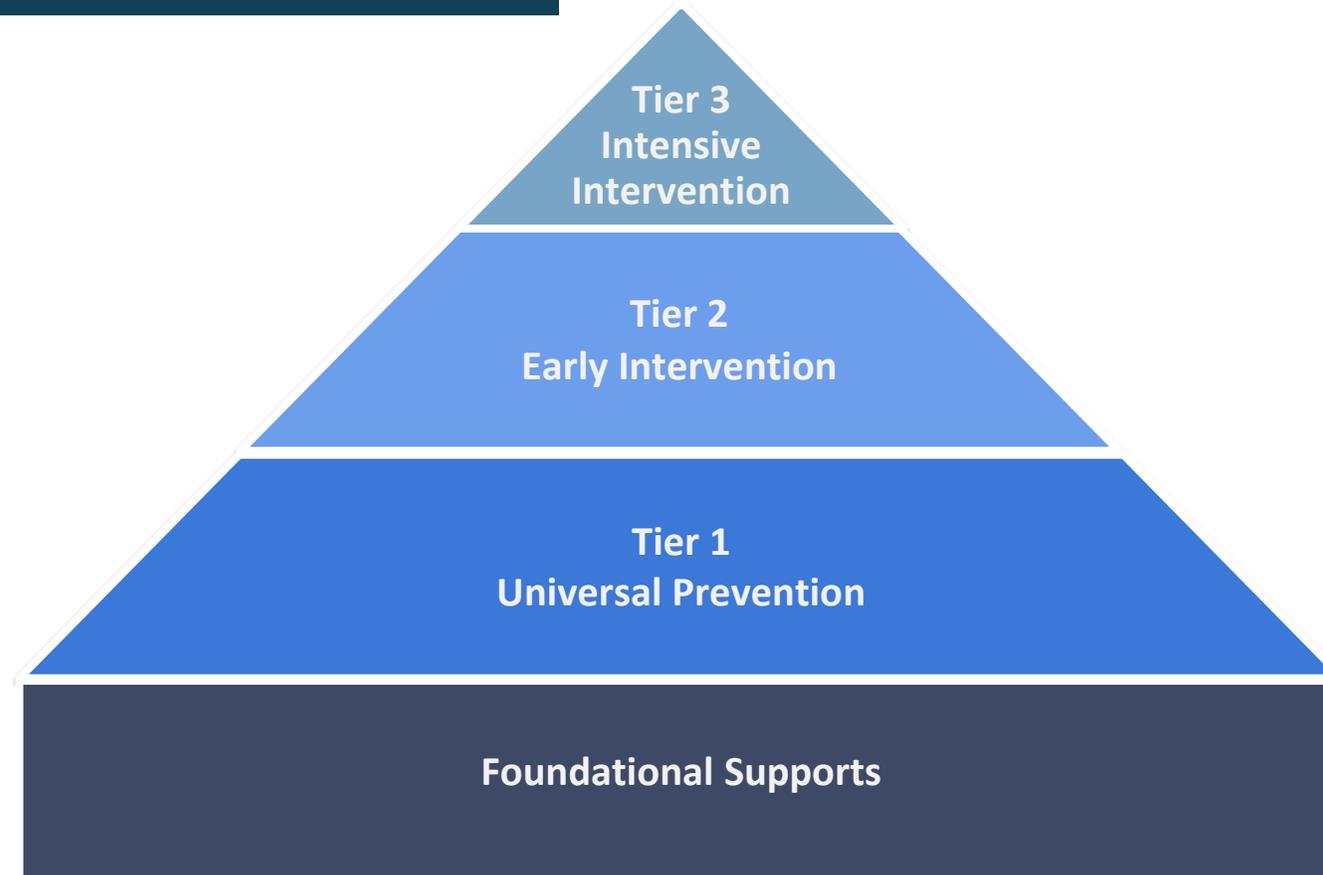


Pay Attention to Transition Grades

Grade	Why pay attention to transition in these grades?
Kindergarten	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.
6 th	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.
9 th	Students on-track in the 9 th grade are <i>almost four times</i> more likely to graduate than off-track students. Students may not recognize the impact of absences on passing courses and gaining needed skills.
12 th	Senior year is a critical time for ensuring students complete all the requirements for graduation and enrolling in post-secondary education.

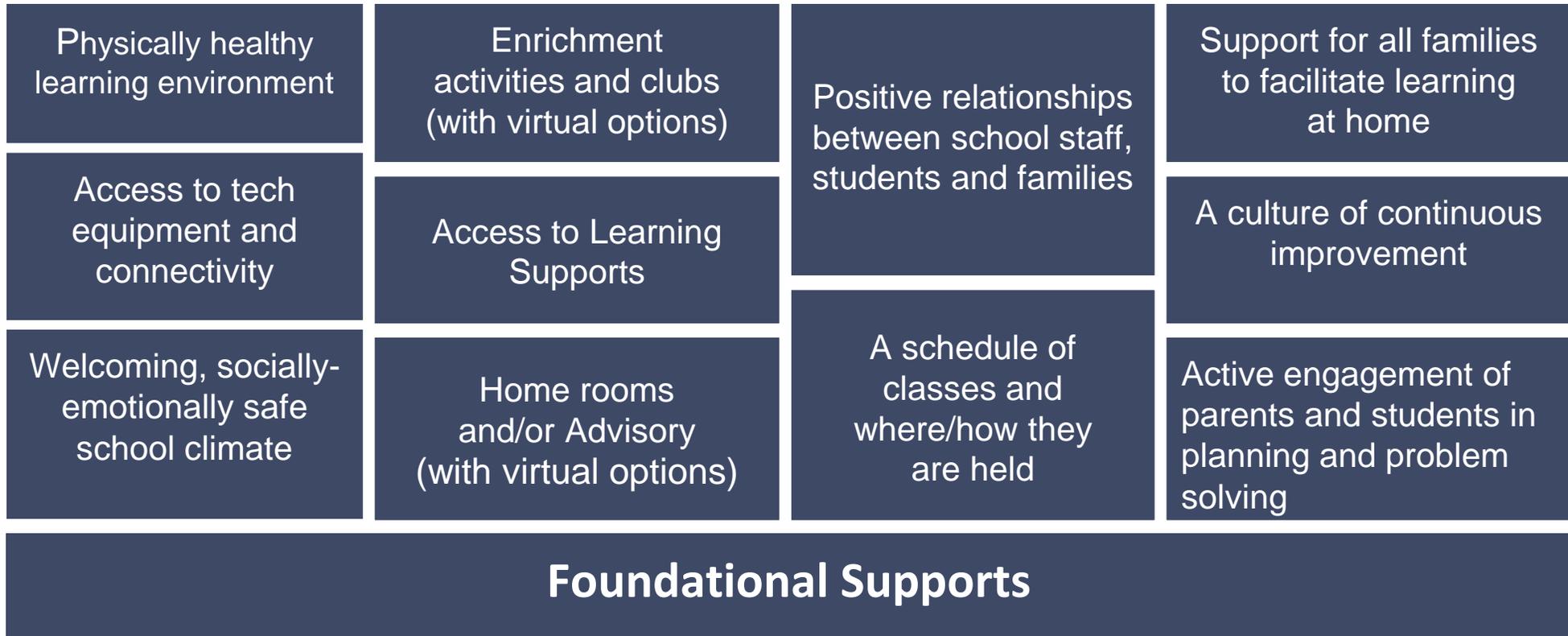


Use Data to Support an Integrated Multi-tiered System of Support





Foundational Supports are Building Blocks of Good Schools That Promote Attendance



Which Tier

Examples of Tiered Distance/Blended Learning Practices

Tier 3 Intensive Intervention	<p>Intensive outreach to locate student and family and assess situation</p> <p>Coordinated case management with multiple systems including child welfare, mental health, health, housing/homelessness and juvenile justice (as a last resort)</p>
Tier 2 Early Intervention	<p>Using absenteeism data to activate targeted supports</p> <p>Virtual/physically distanced family meeting or home visit when absences add-up</p> <p>Individual attendance plan developed with families and students</p> <p>Additional tech support and training for families and students</p> <p>Mentoring (in-person and virtual)</p> <p>Tailored physical and mental health supports</p> <p>Prioritizing participation in expanded learning</p>
Tier 1 Universal Prevention	<p>Clear, concise and consistent communication about schedules and expectations</p> <p>Predictable daily/weekly routines, rituals and celebrations</p> <p>Community building to create belonging and connection</p> <p>Taking attendance in a caring manner</p> <p>Personalized outreach and communication to families when students are absent</p> <p>Recognition of good and improved attendance</p> <p>Individual wellness check and connectivity assessments</p> <p>Facilitate access to food, health/telehealth and supports for other basic needs</p> <p>Regular monitoring of attendance data to activate supports and identify trends</p>

Which Tier

What activates support? When?

Tier 3 Intensive Intervention	<p>What activates intensive intervention? (e.g. Loss of contact? Missing 60% of a week? 40% of a month?)</p> <p>Who is involved? Social Workers? Staff of public agencies, etc.?</p>
Tier 2 Early Intervention	<p>What activates early intervention ? (e.g. Missing 10% of learning opportunities in a month)</p> <p>Who is involved? Attendance staff? Counselors? Nurses? Community partners? Advisory Teachers? Social work interns?</p>
Tier 1 Universal Prevention	<p>What activates universal prevention? (Enrollment in school and district)</p> <p>Who is involved? District, School administrators/leaders, Teachers/staff with the support of technology, Expanded learning partners, Local businesses?</p>

Present, Engaged And Supported: A Guide to Planning Transitions to School

<https://www.attendanceworks.org/resources/transition-guide>

Capacity Building

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.

Actionable Data

Use chronic absence (prior to closure) and other participation data gathered during the Spring to coordinate outreach and provide additional support as needed

Positive Engagement

Build upon your assets to organize a warm trauma informed welcome to school for students, families and staff

Strategic Partnerships

Partner with school staff, families, and community partners to develop plans for the coming school year

Shared Accountability

Ensure data and systems help key stakeholders work together, across silos, to support a coordinated approach to the return to school.



Panel - Hearing From Families



Gloria Corral
President and CEO
Parent Institute for Quality Education



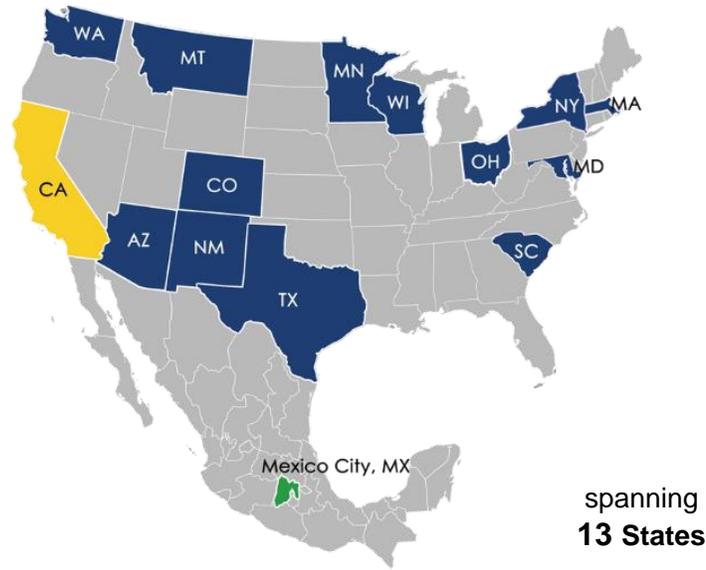
Patrick Corvinton
Executive Director
ConnectED

Family Engagement

Building and supporting **parent-teacher-school** partnerships



Impact | Since 1987



16 languages
utilized



721K parents completed
program



2.1M students
impacted



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





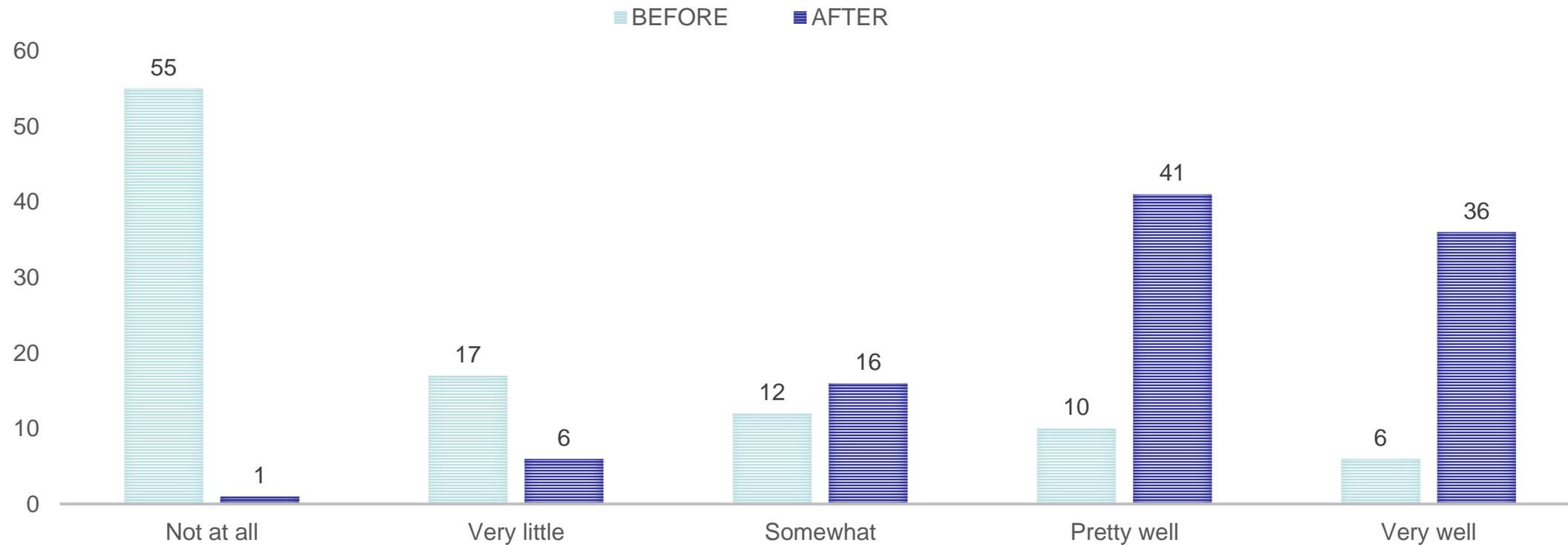
What We've Learned | TRUST

- 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

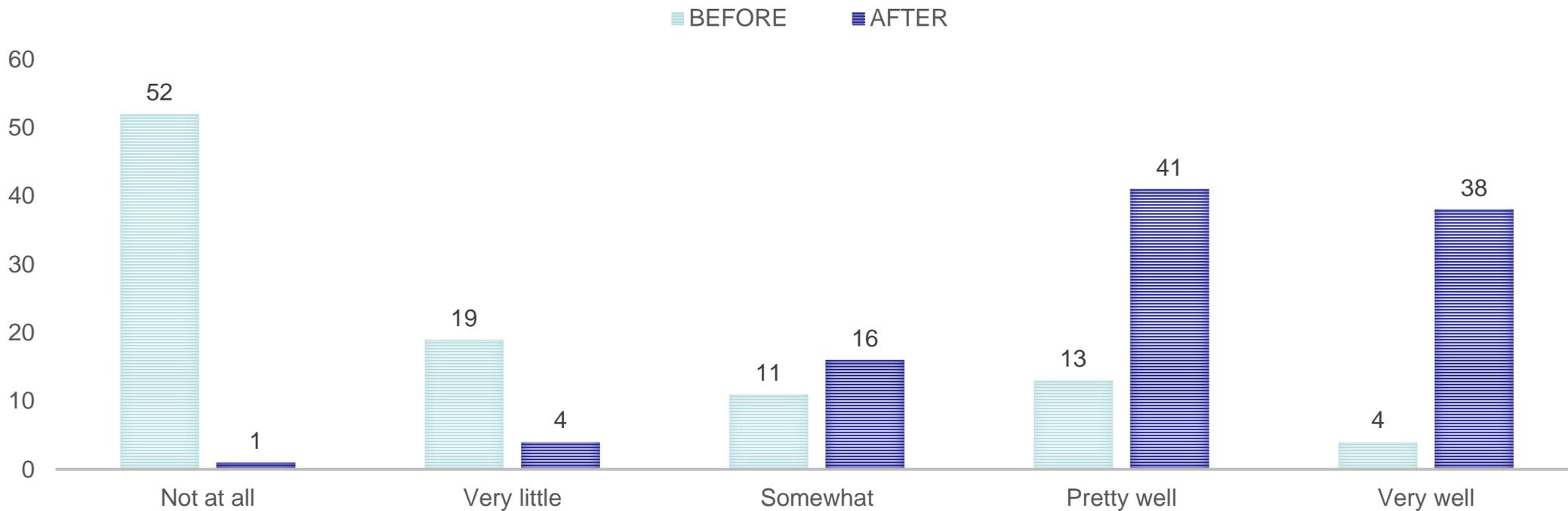


n = 448



Retrospective Survey Results

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

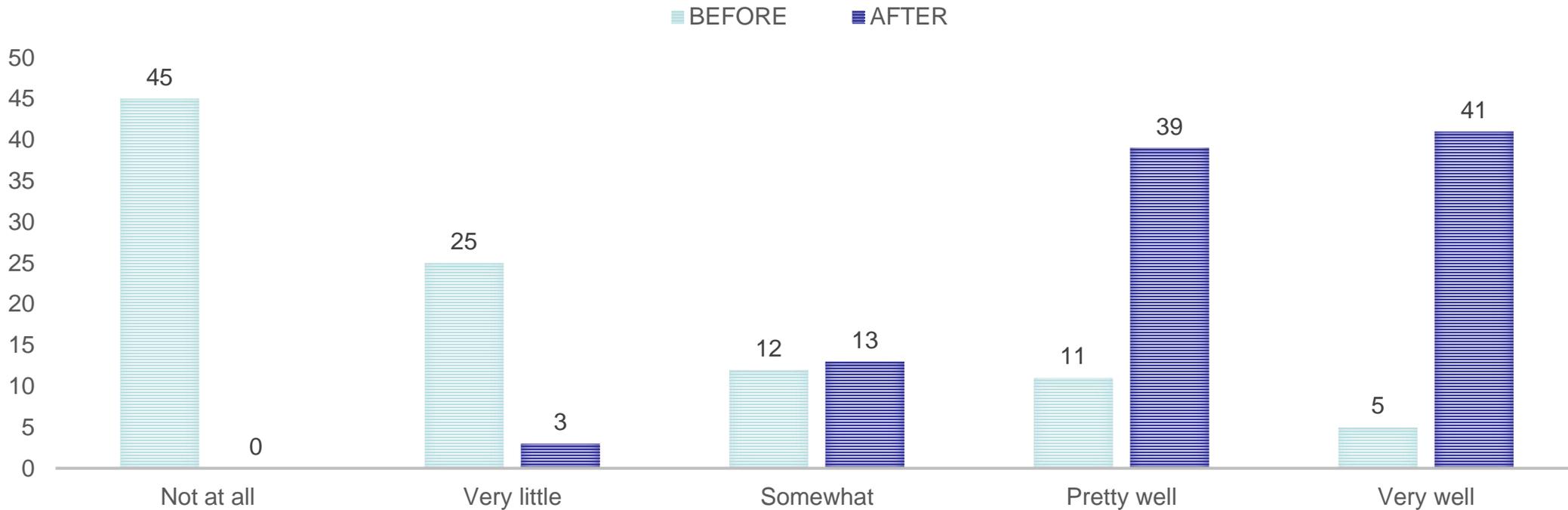


n = 448



Retrospective Survey Results

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



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

**SHOULDERING
A GREAT BURDEN**

www.PIQE.org
#LiftingUpVoices

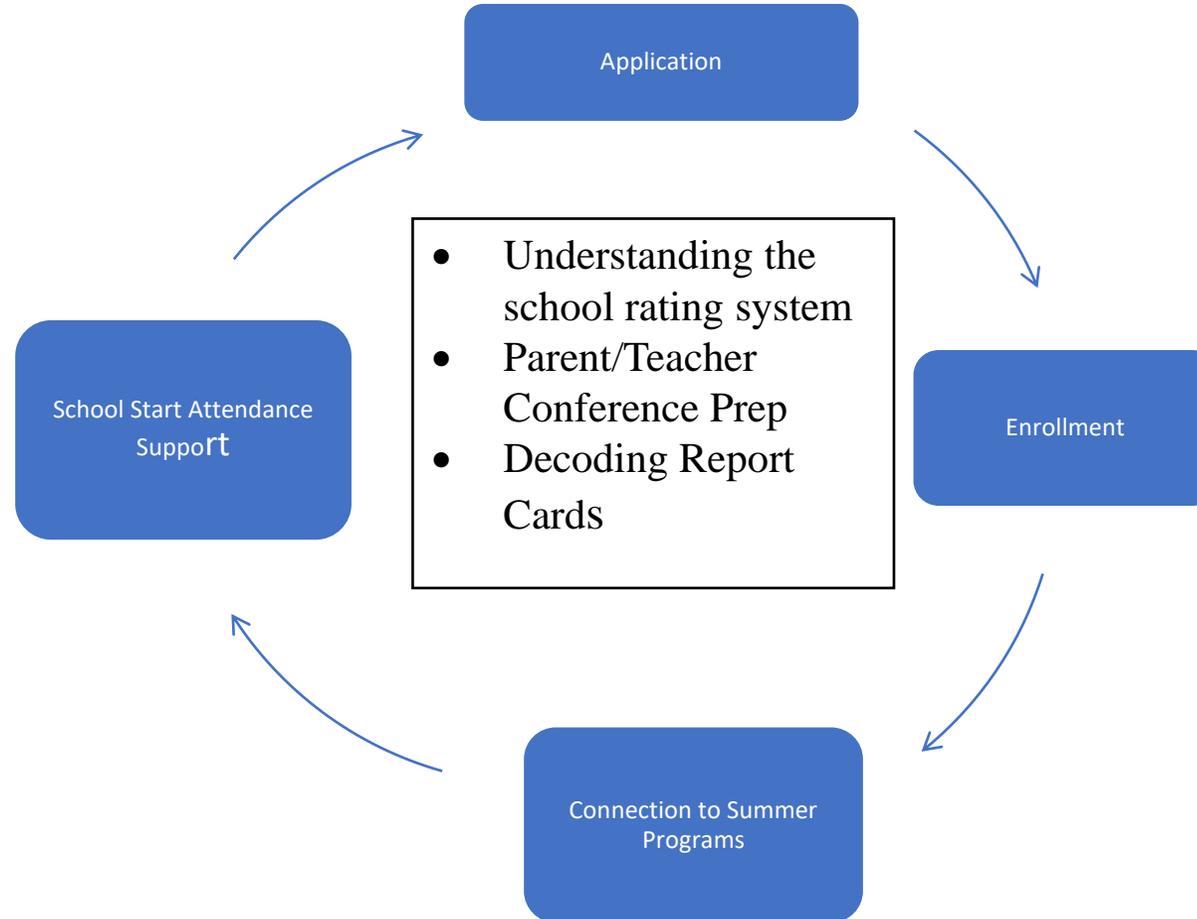




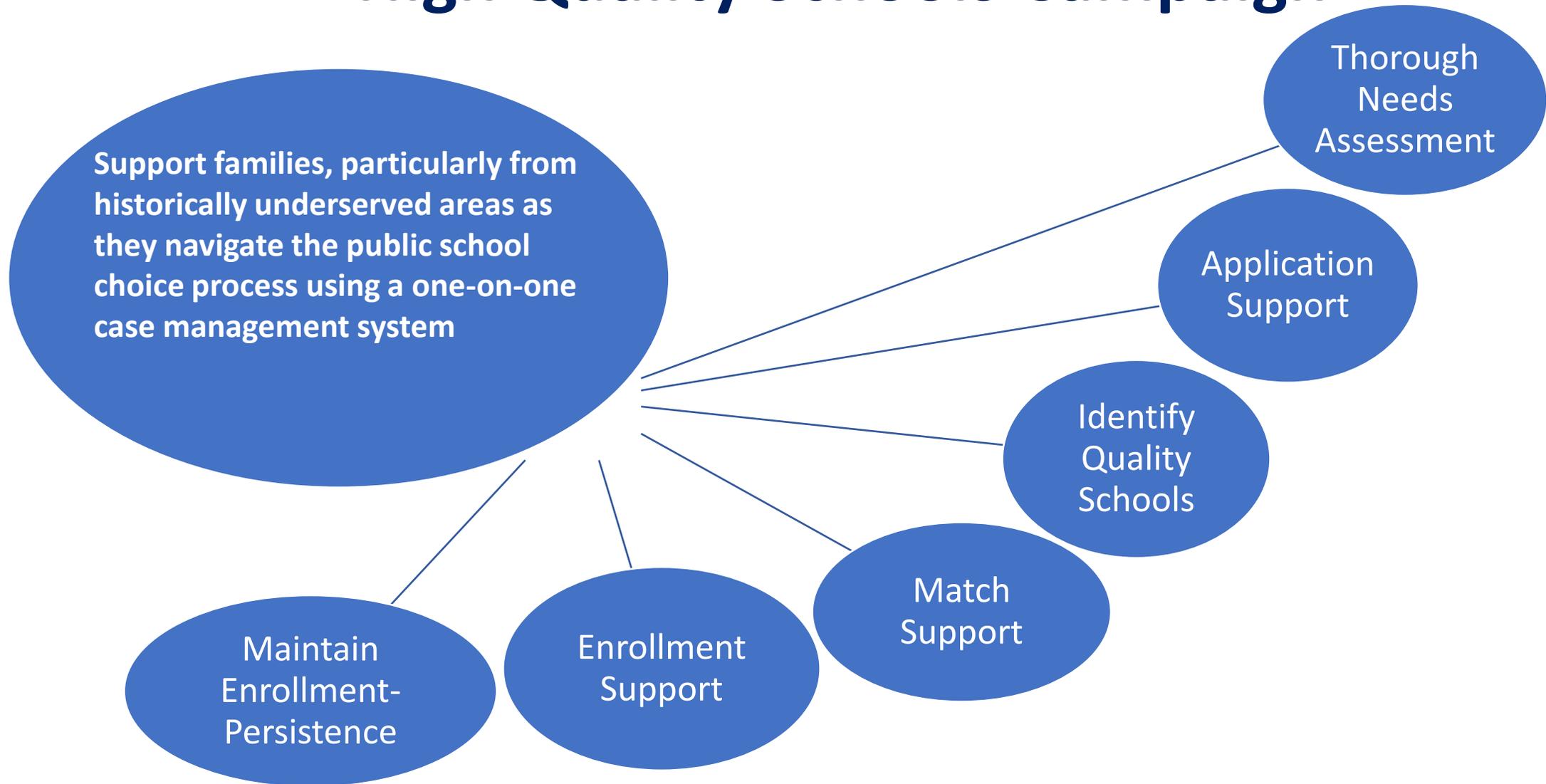
Families. Access. Education.

Covid-19 Parent Survey

Reflections from 500 Parents in DC

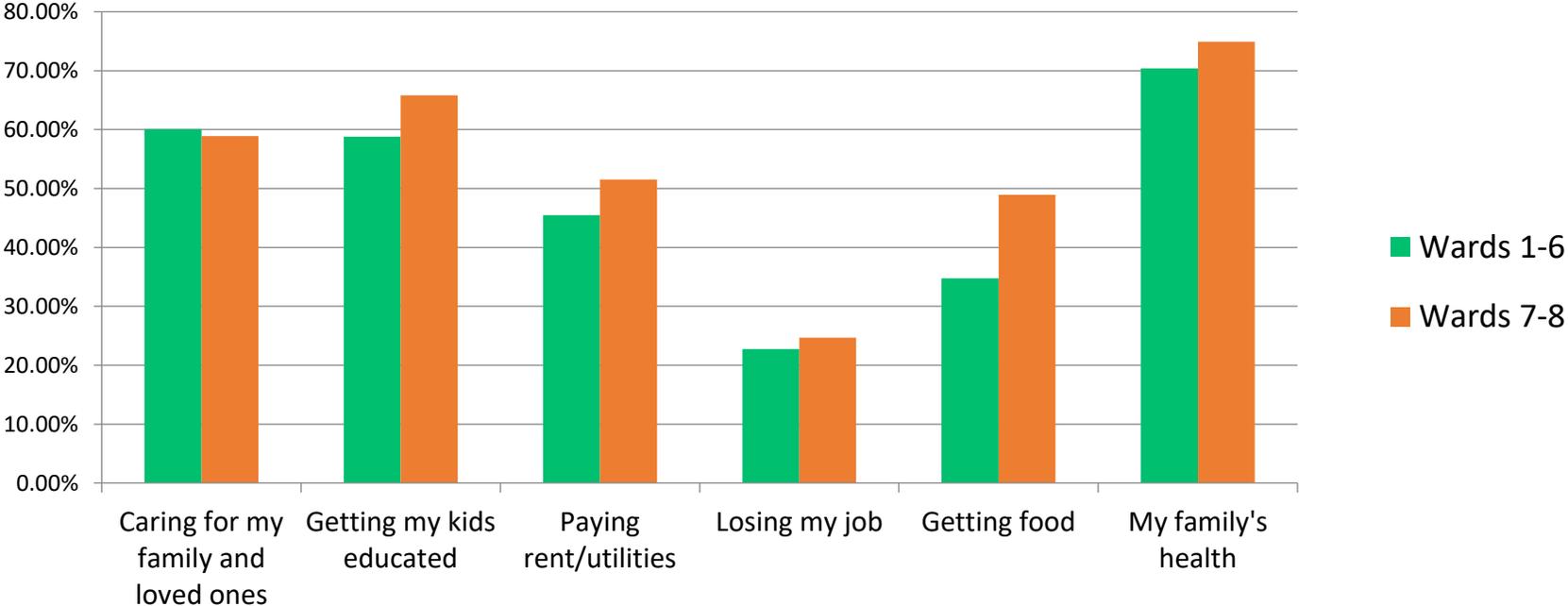


What We Do: High Quality Schools Campaign



Learning is happening in a broader context of anxieties and needs:

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



What we heard...

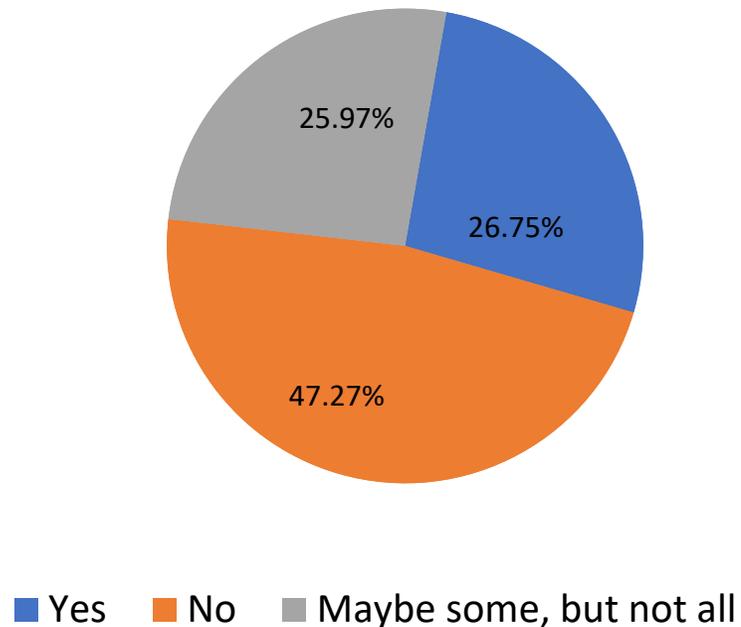
Parents struggle, not only with being educators but also with managing day-to-day activities. Specifically, setting a routine for the day, creating a place for home schooling, and keeping their children busy throughout the day. One parent said; ***“We don’t have a structure. I tried to keep the same 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

Special Education Anxiety...

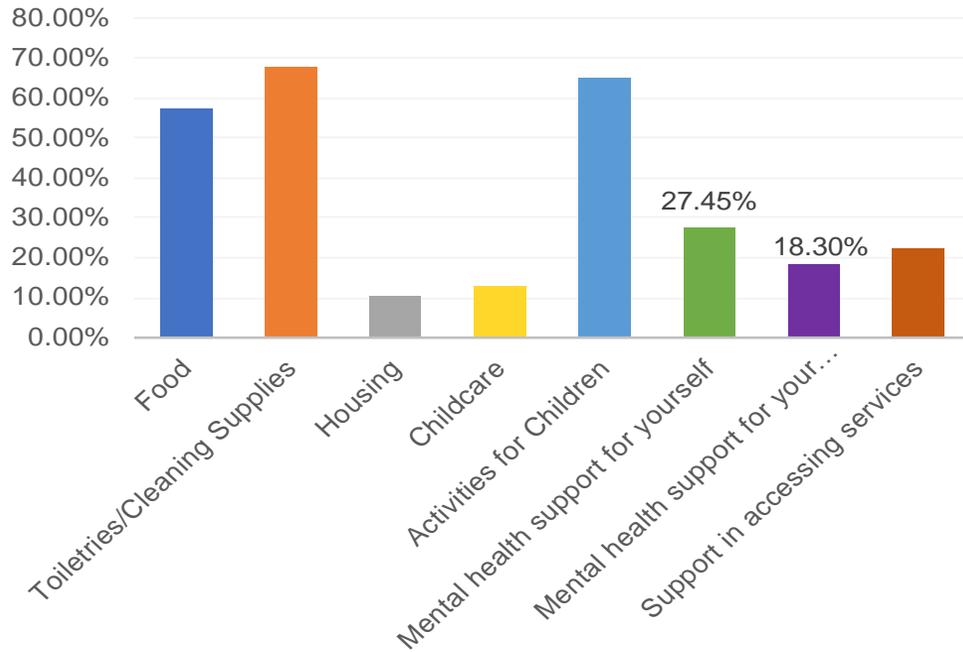
If your child has an IEP, do you feel that your child will receive his or her services?



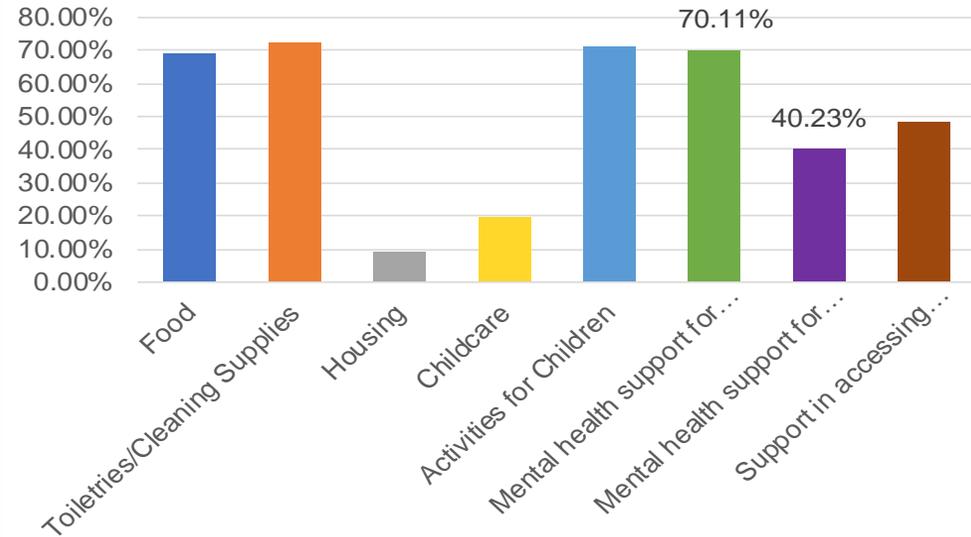
Almost three quarters of special education families feel their children will not be adequately served.

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 suggestions 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

Gloria Corral | President and CEO

gcorral@piqe.org

619.420.4499

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

[@PIQEUSA](https://www.instagram.com/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



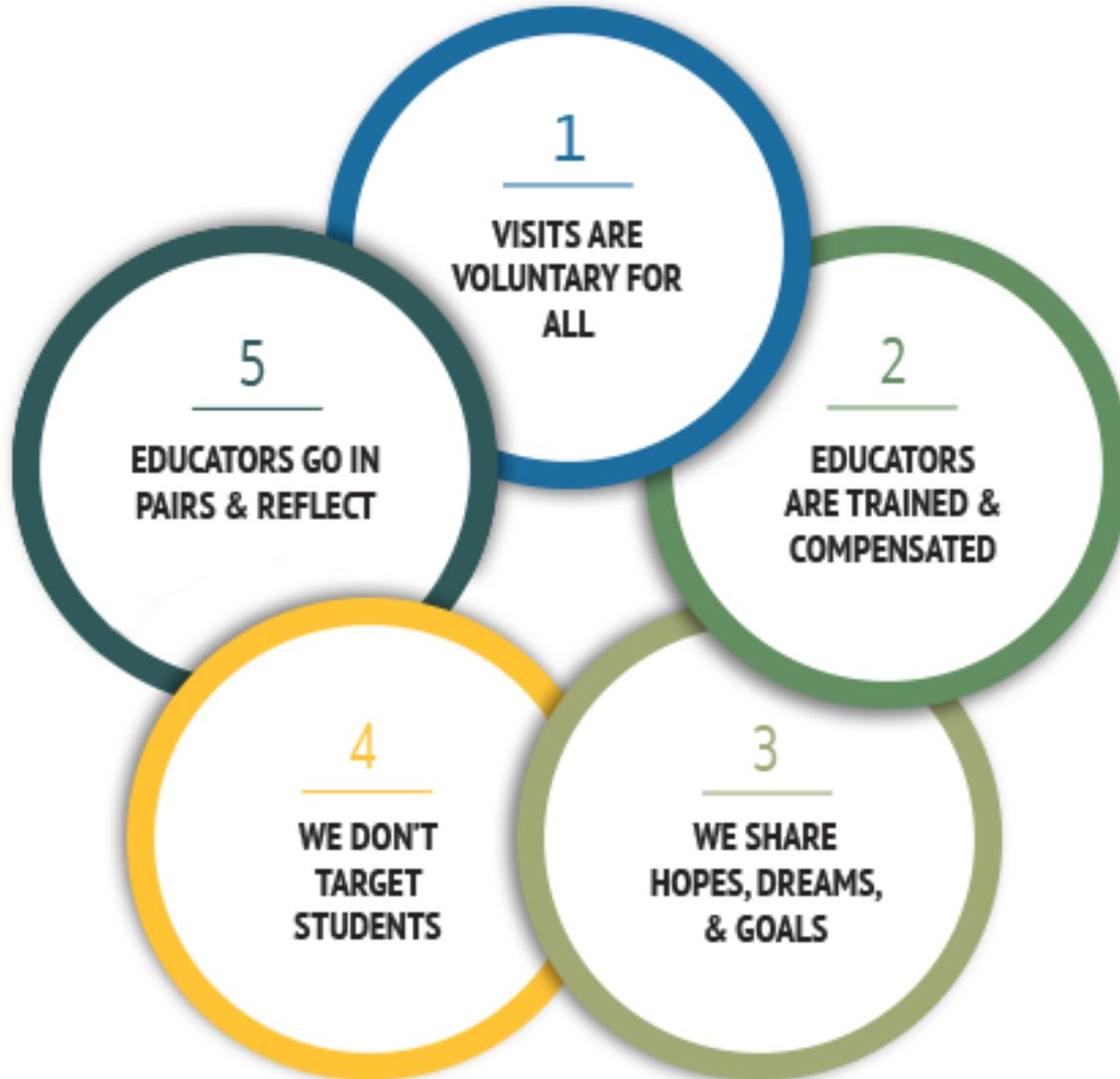
Todd Rogers
Professor of Public Policy
Harvard Kennedy School



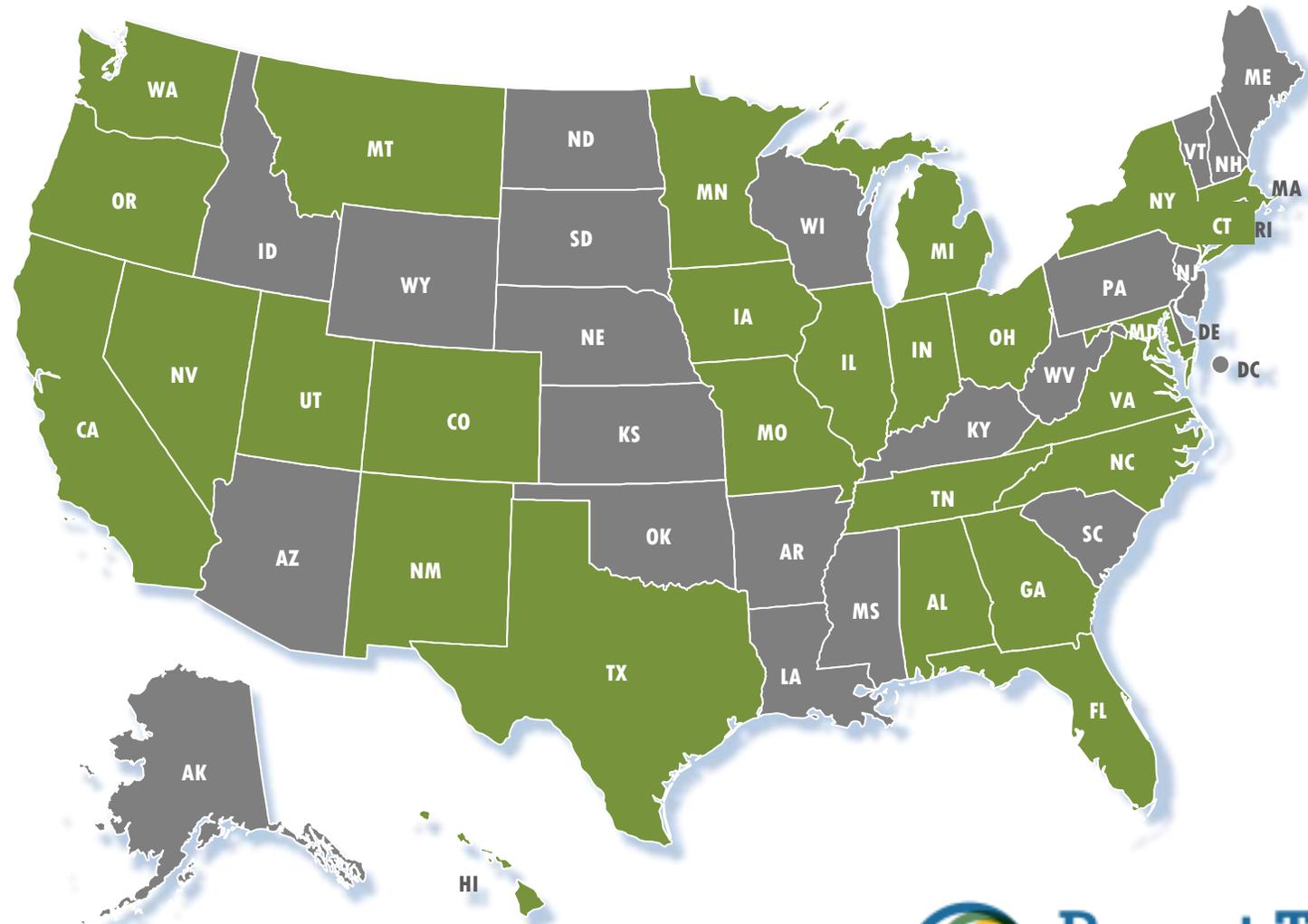
Parent Teacher Home Visits



Non-Negotiable Core Practices



27 States + DC 736 Sites 4,848 Trained 44,514 Visits



National Home Visit Tally
July 1, 2018 – June 30, 2019



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

“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

Readiness Factor	Description
Leadership	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.
Partnerships & Support	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.
Structures & Roles	Knowing who is responsible for what, having clear processes in place, and systems of support can make all the difference.
Funding	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.

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

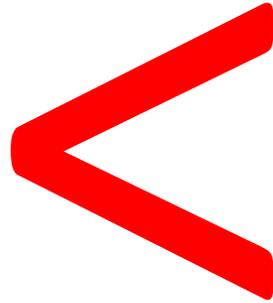
delivered ✓

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

Guiding psychology: People have limited bandwidth

- Time
- Attention
- Fluency

Senior High School
1234 Main Street
Town, CA 55555

October 20, 2015

John & Mary Rogers
124 1st Street
Town, CA 55555

RE: Todd
Student ID#: 12345

Dear Parent/Legal Guardian:

Good attendance is required for academic excellence. California Education Code section 48260 provides that a pupil (child) subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

School records indicate that the pupil named above was absent from school without a valid excuse on 5 occasions, beginning with the following dates:

9/23/2015, 10/2/2015, 10/5/2015

**For a complete report of your pupil's absences, contact the school*

Our goal is to partner with families to ensure that students attend school every day. While the following consequences may appear harsh based upon your pupil's initial classification as a truant, we are mandated by Education Code section 48260.5 to inform you that:

- The parent or legal guardian is obligated to compel the attendance of the pupil at school
- Parents or legal guardians who fail to meet these obligations may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 or Part 27 of the Education Code.
- Alternative education programs are available in the district.
- The parent or legal guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- The pupil may be subject to prosecution under Education Code section 48264.
- The pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the Vehicle Code.
- It is recommended that the parent or legal guardian accompany the pupil to school and attend classes with the pupil for one day.

This report is being issued under Education Code section 48264.5(a). As the parent/legal guardian you may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and to develop a joint plan to improve the pupil's attendance.

Please recognize that we are required to monitor attendance and notify parents/legal guardians of potential problems with student attendance. If you have concerns about your pupil's attendance or if you believe there is an error in this report, contact the school at (555) 555-5555. The designated attendance personnel will work with you to resolve this issue. We look forward to assisting you.

Sincerely,

John Smith
Principal

SCHOOL DISTRICT
Student Health and Human Services



John & Mary Rogers
123 Main Street
Town, CA55555

Increases
impact by
~40%

October 2015

We need your help. Todd's absences from school are concerning, and your partnership is critical. Students who miss just one or two days of school each month can fall seriously behind.

Todd is now "truant" because he missed school (or was more than 30 minutes late) without a valid excuse 5 days, beginning with:

- September 23, 2015
- October 2, 2015
- October 5, 2015

Being absent can lead to doing poorly in school. Students who miss many days of school are more likely to:

- Fail their classes
- Drop out from high school
- Have poor relationships with parents and teachers

We are required by California law to send you this letter and to warn you about the consequences of additional unexcused absences (see bottom bar).

Please remember that every absence matters and just a couple days each month adds up. You are key to improving Todd's attendance.

Sincerely,
John Smith, Principal

Truancy- California Education Code School administrators determine what types of absences are excused or unexcused based on state law and on the facts of the pupil's circumstances. When a child is absent from school and/or tardy in excess of 30 minutes on three (3) occasions in one school year without a valid excuse, the law considers that child to be truant.

Education Code Section 48290.5 requires us to inform you of the following:

- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet these obligations may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 or Part 27.
- That alternative education programs are available in the district.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- That the pupil may be subject to prosecution under Education Code Section 48264.
- That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the Vehicle Code.
- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

If you have concerns about your child's attendance or if you believe our records are inaccurate contact the school at (555) 555-5555.
English #1F

Communicate Betterer

1. Readable

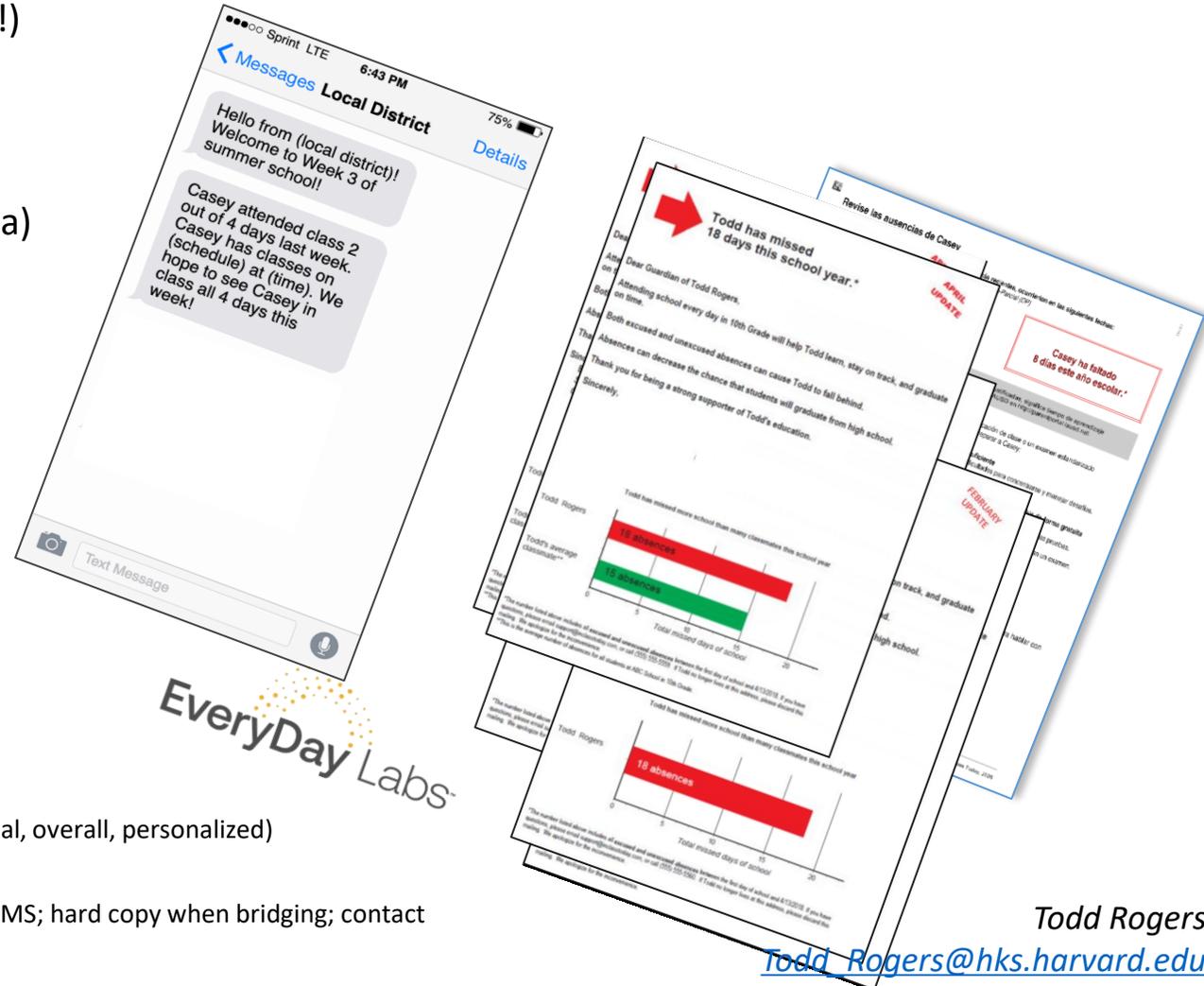
- Fewer words
- Accessibility: [Flesch-Kincaid](#) readability test
- Skimmability: bullets, format reinforces message (even SMS!)

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.)

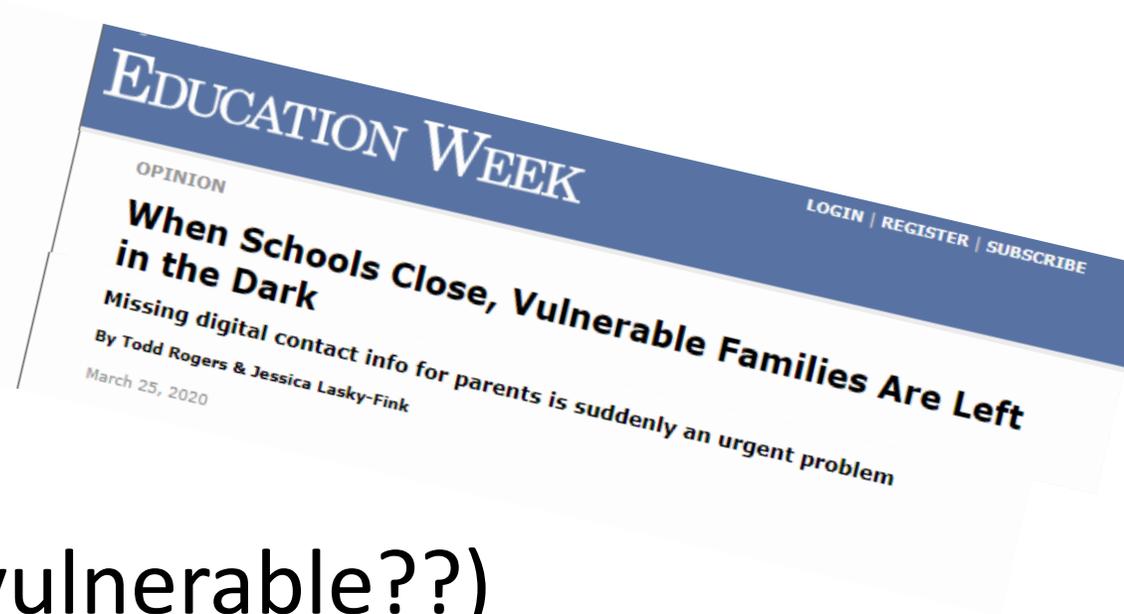


Todd Rogers

Todd_Rogers@hks.harvard.edu

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

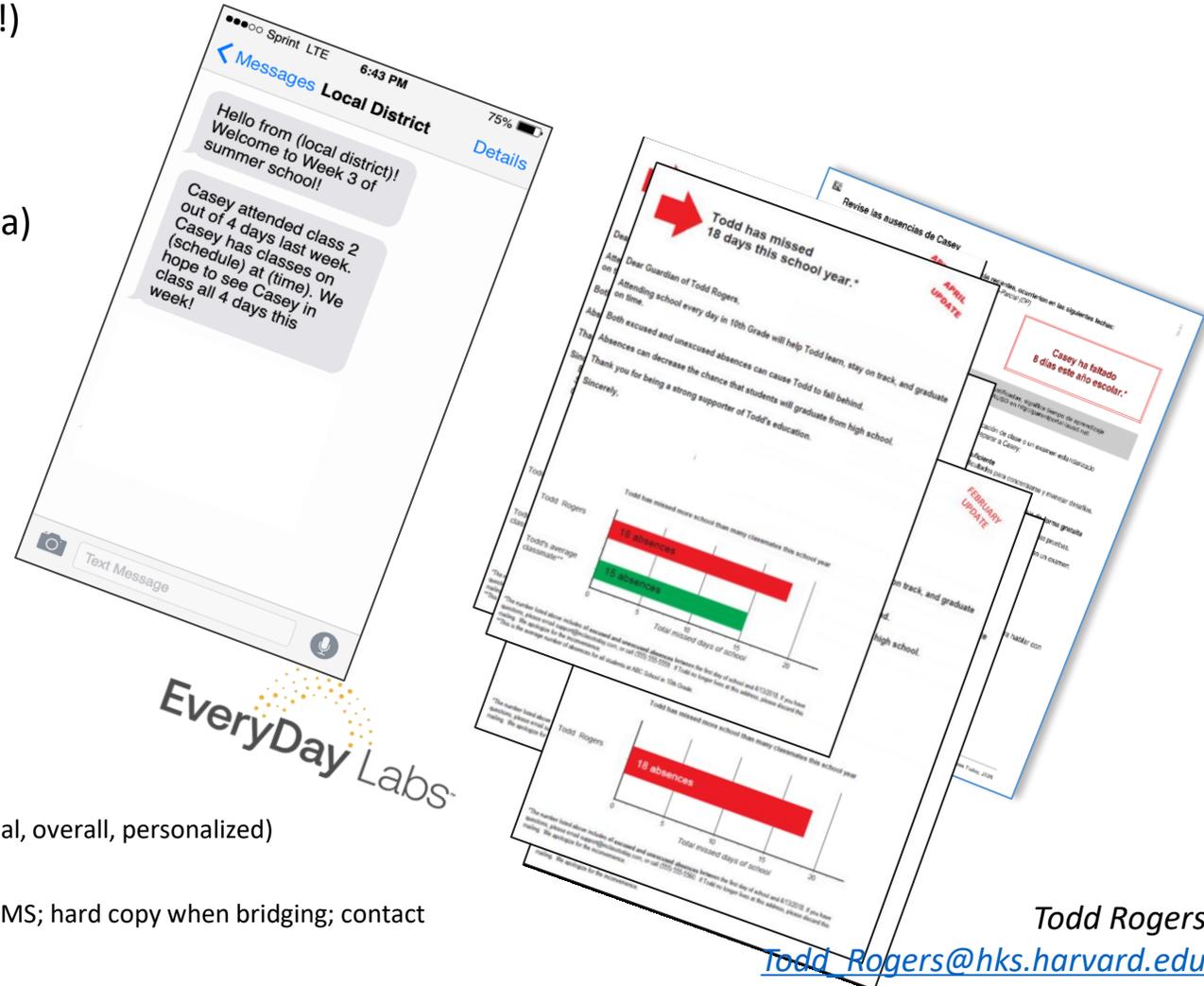
- Fewer words
- Accessibility: [Flesch-Kincaid](#) readability test
- Skimmability: bullets, format reinforces message (even SMS!)

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



Implications for Action

- 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.

PROMOTE THE CAMPAIGN

The screenshot shows the Attendance Awareness Website interface. At the top, there is a navigation menu with links for Attendance Works, Resources, Partners, Sponsors, and Blog. Below the navigation, the main heading reads "Attendance Awareness Month 2018". A prominent section titled "Promotional Materials" features a pencil icon and a breadcrumb trail: "Home / Resources / Promotional Materials". A dropdown menu is open, listing various resources: Count Us In! Toolkit 2018, Map 2018, Promotional Materials, Video/Multimedia, Share your story!, Host a house party, Webinars, Proclamations, Parent Handouts, What to Do When, and Media Outreach. Below this, a paragraph states: "All tools can be downloaded and used without express permission from the content of the handouts, please contact Attendance Works Associate I See the Attendance Works uses policy for more detail." A section titled "Social Media Tools" includes a bus image with the text "Absences Add up!" and "#SCHOOLREVENUE". A link is provided: "Click here to find graphics, sample tweets and posts created by Attendance Works to share on your social media pages. Download this bus image."

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



Opportunities to Promote AAC 2020!

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

And special appreciation to our philanthropic partners!

The California Endowment

The Heising-Simons Foundation

Skillman Foundation

Stuart Foundation

United Way Southeast Michigan



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!