Equity at the Center: Strategies and Tools for Developing Better Learning Continuity and Attendance Plans
Welcome

S. Kwesi Rollins
Vice President for Leadership & Engagement

Institute for Educational Leadership

Chair, Advisory Board, Attendance Works
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
Poll:

Tell us a bit about yourself. Do you represent:

- School district
- Community-based organization
- Family engagement leader
- County Office of Education
- Other
Learning loss will probably be greater for low-income, black, and Hispanic students.

### Quality level of remote instruction, % of K–12 students

<table>
<thead>
<tr>
<th></th>
<th>Average and above-average remote instruction¹</th>
<th>Low-quality remote instruction¹</th>
<th>No instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>32</td>
<td>48</td>
<td>20</td>
</tr>
<tr>
<td>White</td>
<td>38</td>
<td>52</td>
<td>10</td>
</tr>
<tr>
<td>Black</td>
<td>14</td>
<td>46</td>
<td>40</td>
</tr>
<tr>
<td>Hispanic</td>
<td>21</td>
<td>49</td>
<td>30</td>
</tr>
<tr>
<td>Low income</td>
<td>60</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

Black, Hispanic, and low-income students are at higher risk of not receiving remote instruction of average or above-average quality...

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The digital divide is a major problem across all 50 states.

<table>
<thead>
<tr>
<th>% OF STUDENTS WITHOUT ADEQUATE CONNECTIVITY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>by geography</td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>21%</td>
</tr>
<tr>
<td>Suburban</td>
<td>25%</td>
</tr>
<tr>
<td>Rural</td>
<td>37%</td>
</tr>
<tr>
<td>by race/ethnicity</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>18%</td>
</tr>
<tr>
<td>Latinx</td>
<td>26%</td>
</tr>
<tr>
<td>Black</td>
<td>30%</td>
</tr>
<tr>
<td>Native American</td>
<td>35%</td>
</tr>
</tbody>
</table>

Even in states with the smallest divides, **1 in 4 students** still lack adequate internet.

For states with the largest divides, **half of students** lack adequate internet.

Furthermore, up to **400,000 teachers** can't teach because of lack of internet.

Nearly all students in the US are expected to be learning remotely in the Fall; the digital divide will prevent many students from accessing the education they deserve.

Source: Common Sense Media, Closing the Digital Divide, 2020

California:
A Place of Special Interest for IEL

➢ What happens in California can help to inform policy and practice nationwide

➢ California is home to longstanding and widespread commitment to community schools which are even more essential to reducing educational inequity during this time of COVID-19

➢ Schools alone can’t ensure student attendance, engagement and participation during distance or hybrid learning; families and community-based organizations are essential partners.

➢ The development of Learning Continuity and Attendance Plans (LCPs) by districts across California offer opportunity to change old ways of doing business and strengthen effective practices such as community schools and family engagement.
Introducing the Session Moderator

**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)

Hedy Chang
Executive Director
Attendance Works
I. Welcome
   
   Kwesi Rollins, Director of Leadership Programs, IEL

II. Agenda Review and Background on LCP
   
   Hedy Chang, Executive Director, Attendance Works (Moderator)

III. Panel – Equity Challenges
   ❖ Gloria Corral, President and CEO, Parent Institute for Quality Education (PIQE)
   ❖ Tina Ochoa, VP of Programs and Strategic Partnerships, Families In Schools (FIS)
   ❖ Natalie Wheatfall-Lum, Director of P-16 Policy, The Education Trust–West

IV. Panel – Strategies to Reduce Inequities
   ❖ Cecelia Leong, VP for Programs, Attendance Works
   ❖ Jennifer Peck, Executive Director, Partnership for Children and Youth
   ❖ Tina Ochoa, VP of Programs and Strategic Partnerships, Families In School (FIS)
   ❖ Gloria Corral, President and CEO, Parent Institute for Quality Education (PIQE)

V. Case Study: Sacramento City School District
   
   Jennifer Kretschman, Attendance and Enrollment Specialist, SCUSD

VI. Implications for Learning Continuity and Attendance Plans
   
   Natalie Wheatfall-Lum, Director of P-16 Policy, The Education Trust–West

VII. Call To Action
   
   Kwesi Rollins, Director of Leadership Programs, IEL
Learning Continuity Attendance Plans (LCP)

- Template posted on July 31st on CDE website.
- Stakeholder engagement required with both in-person and virtual options.
- LEAs submit LCPs by September 30.
- COEs review and offer amendments by October 30.
- LEAs have 15 days to schedule a public meeting and consider COE recommendations.
LCP and Attendance

The LCP offers multiple opportunities to make explicit how a district will ensure an equal opportunity for students to show up and learn from its instructional offerings.

It requires districts to describe how they will:

- provide access to devices and connectivity
- assess pupil participation and progress
- offer supports for students with unique needs
- address pupil learning loss during SY 2019-20 and SY 2020-21
- monitor mental health and social-emotional well-being
- use tiered re-engagement strategies to reach out to students and their families when students are absent from distance learning.
- provide nutritionally adequate meals
- Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students
Attendance Requirement in Distance Learning (Section 43504, SB 98)

- Local educational agency must document **daily participation** for each pupil on each school day.
- A pupil who does not participate in distance learning on a school day is documented as absent for that school day.
- Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians.
- Each local educational agency shall ensure that a weekly engagement record is completed for each pupil documenting participation.
Absences in Distance Learning

Missing more than three school days or 60 percent of the instructional days in a school week triggers action:

- LEAs must have written procedures for tiered re-engagement strategies
- LEAS must verify Contact Information
- Notify parents or guardians of absences
- Have a plan for outreach to determine pupil needs, including connection with health and social services as necessary
Equity Challenges
What are we hearing from parents and families?
What We’ve Learned | TRUST

- Holistic Support (Housing, Food, Health, Employment, Mental Health, Child Care)
- Create Safe, Trusting Environment
- Connectivity, Hardware, Digital Skills, Knowledge
- Language Barriers, Low Literacy, Culture
- Peer to Peer learning is key
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
FAMILIES OF LOS ANGELES FEEL...

• “Overwhelmed – I don’t know how to do the work my kids are doing.”

• “As a mom, it was difficult to become my daughter’s “teacher” too.” Academically it's been a total disaster.”

• “I can’t afford a babysitter and if I go to work will I bring the virus home? And who will look out for my kids if I do go to work?”

• “My child has nightmares that her parents will die from COVID – 19.”

• My English learner child lost her tutor now that we’re doing distance learning.

• Services for students with disabilities (SWD) just stopped.

• How will my kids still be able to get their lunch meals?
WHAT PARENTS HAVE TO SAY...
What are we hearing from educators?
Concerns for Marginalized Students

- Significant learning loss for English learners and students with disabilities
- Drop-out rates will increase for already-marginalized students
- Need to repair emotional harm and potential trauma (especially if left alone if parents are essential workers) through social emotional learning
- Lack of student data being collected could lead to assumptions about access and expectations
- Potential recession could lead to cutbacks in counselors, social workers, and wrap-around services that marginalized students need the most
- Reclassifying English Learners could be delayed, which can restrict their access to A-G courses
Need for Guidance & Support

**Guidance**

- District guidance varies widely
- Some districts (LAUSD) have provided robust PD opportunities, yet some PD did not provide basic guidance
- Unions advocated for specific needs of teachers
- Absence of state guidance on grading and attendance
- Overall lack of clarity to give students and parents.

**Support**

- Need support for students with disabilities and non-English speaking students and families
- Need support in reaching students
- Need support in gaining understanding of students' living situations
- Need support in helping families create structures for learning at home and setting up tech
- Need to plan for next school year
- Want teacher input in policies
- Need a balance between targeted support and general, overwhelming resources
Strategies & Tools
Monitoring Absenteeism and Developing Tiered Supports

Cecelia Leong, Attendance Works
Five Ingredients of a Systemic Approach to Reducing Absenteeism
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

<table>
<thead>
<tr>
<th>Remote Synchronous Instruction</th>
<th>Remote asynchronous instruction</th>
<th>Remote Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replicates the current on-campus method of taking daily attendance in a remote synchronous instructional setting</td>
<td>Measurement frequency is daily. Under an approved learning plan, students earn daily attendance through daily engagement measure(s).</td>
<td>Remote instruction for students without internet access at home will need to be provided via an approved asynchronous instruction plan</td>
</tr>
<tr>
<td>students who are logged in at the teacher’s documented official attendance time are marked remote synchronous present for that day</td>
<td>daily progress in the Learning Management System (LMS), as defined in the approved learning plan; or</td>
<td>paper packets, mechanisms for student progress monitoring, implementation support for educators and families.</td>
</tr>
<tr>
<td>students who are not logged in at the teacher’s documented official attendance time are marked absent</td>
<td>daily progress via teacher-student interactions, as defined in the approved learning plan; or</td>
<td>student is engaging with approximately the same amount of academic content as in a regular, on-campus school day</td>
</tr>
<tr>
<td>Completion/turn-in of assignments from student to teacher (potentially via email, on-line, or mail).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: This is guidance from the Texas Education Agency
Identifying Students At Risk Due to Absenteeism

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

\[ \text{Lost Learning Time in School} \]
Use Data To Identify and Address Inequities

a) Analyze contact, connectivity, engagement and participation data overall, broken down by school, grade, race/ethnicity, home language, disability and zip code.

b) Use qualitative information, especially drawing upon the perspectives of students and families, to deepen an understanding of the contributing factors and how they might be addressed.

c) Determine how to address unequal access to resources.
## 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>6th</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>9th</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>
</tr>
<tr>
<td>12th</td>
<td>Senior year is a critical time for ensuring students complete all the requirements for graduation and enrolling in post-secondary education.</td>
</tr>
</tbody>
</table>
Use Data to Support an Integrated Multi-tiered System of Support
### Foundational Supports are Building Blocks of Good Schools That Promote Attendance

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

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>
</tr>
</thead>
<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>Use chronic absence (prior to closure) and other participation data gathered during the Spring to coordinate outreach and provide additional support as needed.</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>
Reopening with an Equity Focus: The Role of Expanded Learning Programs

Jennifer Peck
President & CEO
Partnership for Children & Youth
California’s Expanded Learning System

Largest publicly funded afterschool program in the US

- > 980,000 students served in high-need schools (ASES & 21st CCLC)
- 84% of children in afterschool programs are socio-economically disadvantaged
- 9/10 of children in afterschool programs are children of color
- 1/3 of children in ASES programs are English learners
- 25% of the state’s homeless students are in afterschool programs

Staff are diverse and reflect the communities they serve

- 70% of staff are people of color
- 78% of staff live in the communities they serve
- 90% of staff are bilingual (English & Spanish)
- 63% of staff are between 20-29 years of age
Role of Expanded Learning Providers

- Care & supervision for families of essential workers
- Help with school work
- Enrichment & fun
- School & afterschool meals
- Assess tech & wifi needs
- Wellness checks: see how kids & families are doing, what they need, make sure contact info is up-to-date
DISTRICTS NEED...

- An overall consistent framework that requires schools to put more emphasis on outreach to support families

- To confirm that students have access to not only technology (devices) but to the Internet

- To ensure enough face time with students, especially English learners and students with disabilities, so they don't disengage
FIS RESOURCES AND TOOLS

Website:
- familiesinschools.org/
- familiesinschools.org/coronavirus-resources/

- Educational Resources
- Financial Support
- Food Resources
- Know Your Rights
- Stay Safe
- Undocumented Immigrants
- Wellness Resource
- Stay Connected

COMING SOON:
FREE Online Family Session – Using Technology to Support Your Child’s
What Can Districts Do?

**Multiple Communication Channels**
- social media, text, personal calls *don’t give up*

**Digital Literacy Training for families**

**Staff Development**
- on effective family engagement practices

**Information in an accessible manner**
- Minimal text clear graphics

**Establish parent “cafes”**
- in different languages for parent support

**Homework supports**
- tutoring, phone calls, videos

**Community Partnerships**

**Prioritize in-person instruction**
- for English Learner and children with Special Needs
Resources

Parent Institute for Quality Education (PIQE)

- [www.piqe.org](http://www.piqe.org) + dedicated regional pages
- @PIQEUSA + regional offices

Terminology Definition
Frequently Asked Questions
Know Your Rights Information
Keep Learning California

Websites with various shared resources
What burning question or comment do you have about addressing equity in LCPs?

Please type into the chat
District Perspective: Sacramento City Unified School District
Ensuring Engagement for Sac City Students

2020-2021 Distance Learning
Spring 2020- “Crisis” mode

- 1,646 Unreachable Students- Zero Contact since school closures on 3/13/20
  - Students experiencing homelessness
  - EL Designation
  - Foster Youth
  - African American/Black, Pacific Islander, Asian-Laotian
- What did we do?
  - Phone Banking from sites and multiple district offices
    - Verify ALL contact info
    - Assess Needs
      - Basic, Connectivity, SEL
  - Safety Home Visits
    - Over 800 Conducted
    - Delivered over 200 devices, connected to wifi, hotspots
    - Delivered food and necessities
- We located and connected 1,557 students (89 remain)
SUPPORTING STUDENTS THROUGH MTSS

No Contact/Unreachable Home Visits, Outside agencies, CBO collaboration, SARB

Engagement Support Plan Meeting, student support center/CC referral, home visits

Phone calls, texts, email for every absence, letter home on 3rd absence

Clear, consistent communication, connectivity issue solutions, tech support, parent support, home languages, preventative outreach

Expand data analysis to include prior to COVID-19 chronic absence AND student engagement in spring distance learning in order to begin targeted interventions prior to the start of the school year.
The Youth Perspective

*What is one issue you have been experiencing with COVID-19 and distance learning?*

“It gives people on the street more of a reason to be wary of me. Crossing to the other side, or side stepping away is all things that happened before, but now I feel they might feel justified because of COVID.”

“The environment isn’t always good when it comes to having classes and online learning due to family relations and just all the distractions there are at home. Life gets more in the way of learning when you are home rather than when you’re at school.”

“My mother has some underlying health issues that make her more susceptible to covid so even if I do social distance it’s still scary because we don’t have the best health insurance and if she were to get covid she’d be in a really tough place financially. Families with larger sources of income don’t have to worry as much about going out.”

“With online learning kids lose their access to safe spaces when they don’t have them at home”
Questions?
Key Equity Take-Aways for the LCP

- Communication and relationship-building with students and families
- Offering care-givers supports for facilitating distance learning
- Identifying and addressing the needs of particularly vulnerable students
- Social emotional and mental health supports for students, families, and educators
- Using data to identify and support students and families in distress
- Clear communication, support, and professional development for educators to shift their practice to a distance learning environment
- Leveraging community partnerships to effectively serve students.
Additional Resources
Resources for Families:

COVID-19 Resources in English [familiesinschools.org/coronavirus-resources](familiesinschools.org/coronavirus-resources)

COVID-19 Resources in Spanish [familiesinschools.org/recursos-durante-coronavirus](familiesinschools.org/recursos-durante-coronavirus)

Learn at Home Resources and Tips in English [familiesinschools.org/recursos-durante-coronavirus](familiesinschools.org/recursos-durante-coronavirus)

Learn at Home Resources and Tips in Spanish [familiesinschools.org/recursos-y-consejos/](familiesinschools.org/recursos-y-consejos/)

Families of LA --- Videos and one-pager:

English [familiesinschools.org/families-of-los-angeles](familiesinschools.org/families-of-los-angeles)

Spanish [familiesinschools.org/familias-de-los-angeles](familiesinschools.org/familias-de-los-angeles)

Five $1,000 Scholarship Opportunities due September 4, 2020


How to Fill Out Your Census Step-By-Step Video

In English [bit.ly/AllChildrenCountVideo](bit.ly/AllChildrenCountVideo)

In Spanish [bit.ly/LosNinosCuentanVideo](bit.ly/LosNinosCuentanVideo)

Informational Census Flyers in English, Spanish, Korean, Vietnamese, Chinese, Arabic, Tagalog

[familiesinschools.org/what-we-do/census-2020-informational-flyers/](familiesinschools.org/what-we-do/census-2020-informational-flyers/)
Parent Institute for Quality Education

Distance Learning Support: English - https://www.piqe.org/distance-learning-support/
Distance Learning Support: Spanish - https://www.piqespanish.org/aprendizaje-a-distancia/
Terminology – English: https://www.piqe.org/terminology/
Online Resources- English: https://www.piqe.org/onlineresources/
Online Resources – Spanish: https://www.piqespanish.org/recursosenlinea/
Resource Videos - https://www.piqe.org/piqe-videos/
Census: https://www.piqe.org/piqe-census-2020/

Parent Institute for Quality Education Regional Offices
Resources in Bakersfield: https://www.piqe.org/piqe-bakersfield/
Resources in Covina - https://www.piqe.org/piqecovina/
Resource in Fresno: https://www.piqe.org/fresno-2/
Resources in Los Angeles -https://www.piqe.org/piqe-losangeles/
Resources in Modesto - https://www.piqe.org/piqe-modesto/
Resources in San Diego - https://www.piqe.org/san-diego/
Resources in Santa Clara: https://www.piqe.org/piquesantaclara/

Community and Educational Websites:
Children Partnerships: https://www.childrenspartnership.org/research-and-resources/
Everyone One: https://www.everyoneon.org/
Wide Open School: https://wideopenschool.org/#grades-3-5/
Wide Open School in Spanish: https://wideopenschool.org/es/

Social Media – Updates and Resources
@PIQEUSA – Facebook, Instagram, Twitter – state and national
@PIQEBakersfield - Facebook
@PIQECovina – Facebook
@PIQELosAngeles - Facebook
@PIQEModesto - Facebook
@PIQEFresno – Facebook
@PIQESanDiego – Facebook
@PIQESantaClara - Facebook
The Education Trust–West

From Crisis to Opportunity: Recovering California’s Commitment to Equity -

Education Equity in Crisis: A Vision for Serving English Learners this Fall -

Education Equity in Crisis: Prioritizing Vulnerable Students with Federal CARES Act Stimulus -

Education Equity in Crisis: The Digital Divide (interactive map) -


Partnership for Children & Youth


Closing Reflections

Kwesi Rollins
Reflections

Call to Action:
• Use your position and leverage to improve guidance and support – parents & families need clarity;
• Teachers and educators need good PD relevant to this moment – we also have to Meet the Needs of Educators during and after the Pandemic

California Partnership for the Future of Learning – Policy Platform -
https://futureforlearning.org/wp-content/uploads/2020/05/PolicyDemands_r6-1.pdf
• Schools are irreplaceable—not just as places of learning, but as community hubs that provide resources and build connections beyond classroom instruction.
• Amid COVID-19 we continue to see students who live in rural areas, low-income communities, and students of color face the biggest disparities in being able to transition to online learning environments
• Center Racial Equity
• Prioritize Health & Wellness through Community Schools and other whole child strategies
• Engage Families and Students as Partners in Learning and Decisions
• Invest in “Restorative” Approaches to Learning Loss
• Provide Universal, Permanent Digital Access for All
Contact us!

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