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

Institute for
Educational
Leadership
Innovation. Equity. Leadership.

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.

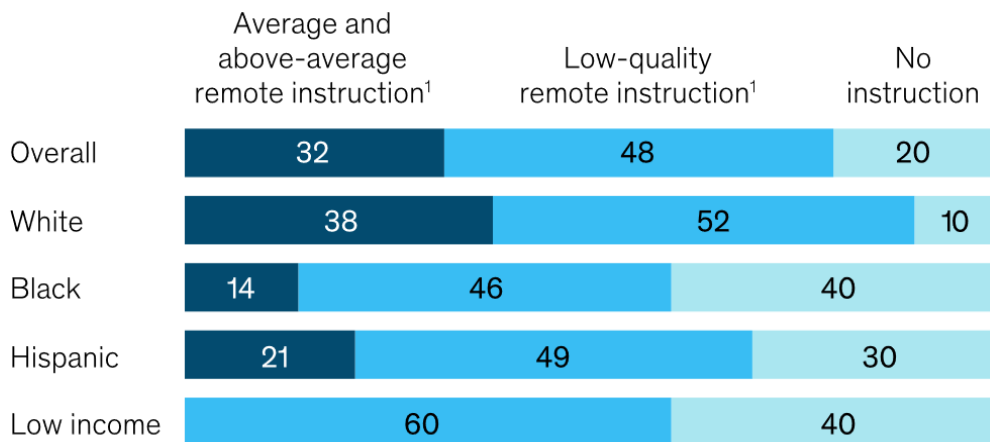To learn more, visit our website: www.iel.org

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.

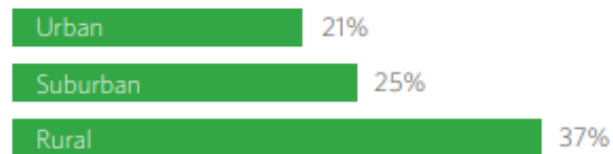**Quality level of remote instruction,** % of K–12 students

	Average and above-average remote instruction[1]	Low-quality remote instruction[1]	No instruction
Overall	32	48	20
White	38	52	10
Black	14	46	40
Hispanic	21	49	30
Low income		60	40

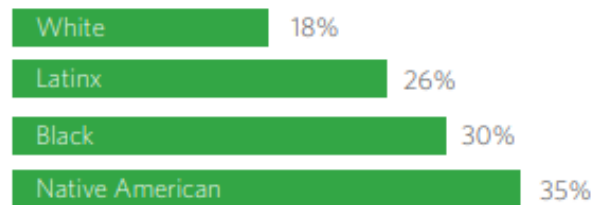Black, Hispanic, and low-income students are at higher risk of not receiving remote instruction of average or above-average quality …

The digital divide is a major problem across all 50 states

% OF STUDENTS WITHOUT ADEQUATE CONNECTIVITY
by geography

Region	%
Urban	21%
Suburban	25%
Rural	37%

by race/ethnicity

Group	%
White	18%
Latinx	26%
Black	30%
Native American	35%

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

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 wide spread 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

Hedy Chang
Executive Director
Attendance Works

Agenda

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 <u>daily participation</u> 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

www.PIQE.org
#LiftingUpVoices

PIQE
PARENT INSTITUTE FOR QUALITY EDUCATION
SINCE 1987

FAMILIES OF LOS ANGELES FEEL...

Families In Schools
Building Partnerships for Student Success

- "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 its 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...

Families
In Schools
Building Partnerships for Student Success

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

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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

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Strategies & Tools

Monitoring Absenteeism and Developing Tiered Supports

Cecelia Leong, Attendance Works

Five Ingredients of a Systemic Approach to Reducing Absenteeism

## 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.**

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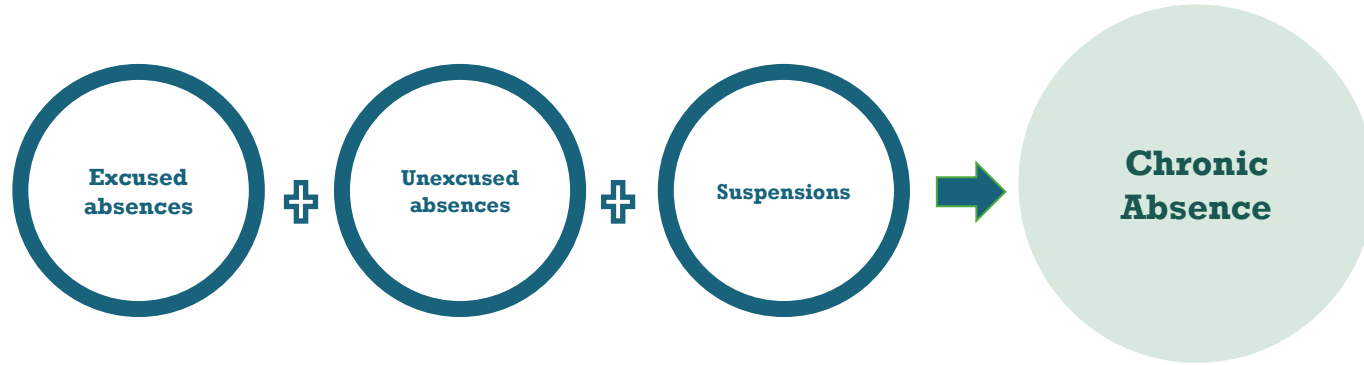
Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

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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.

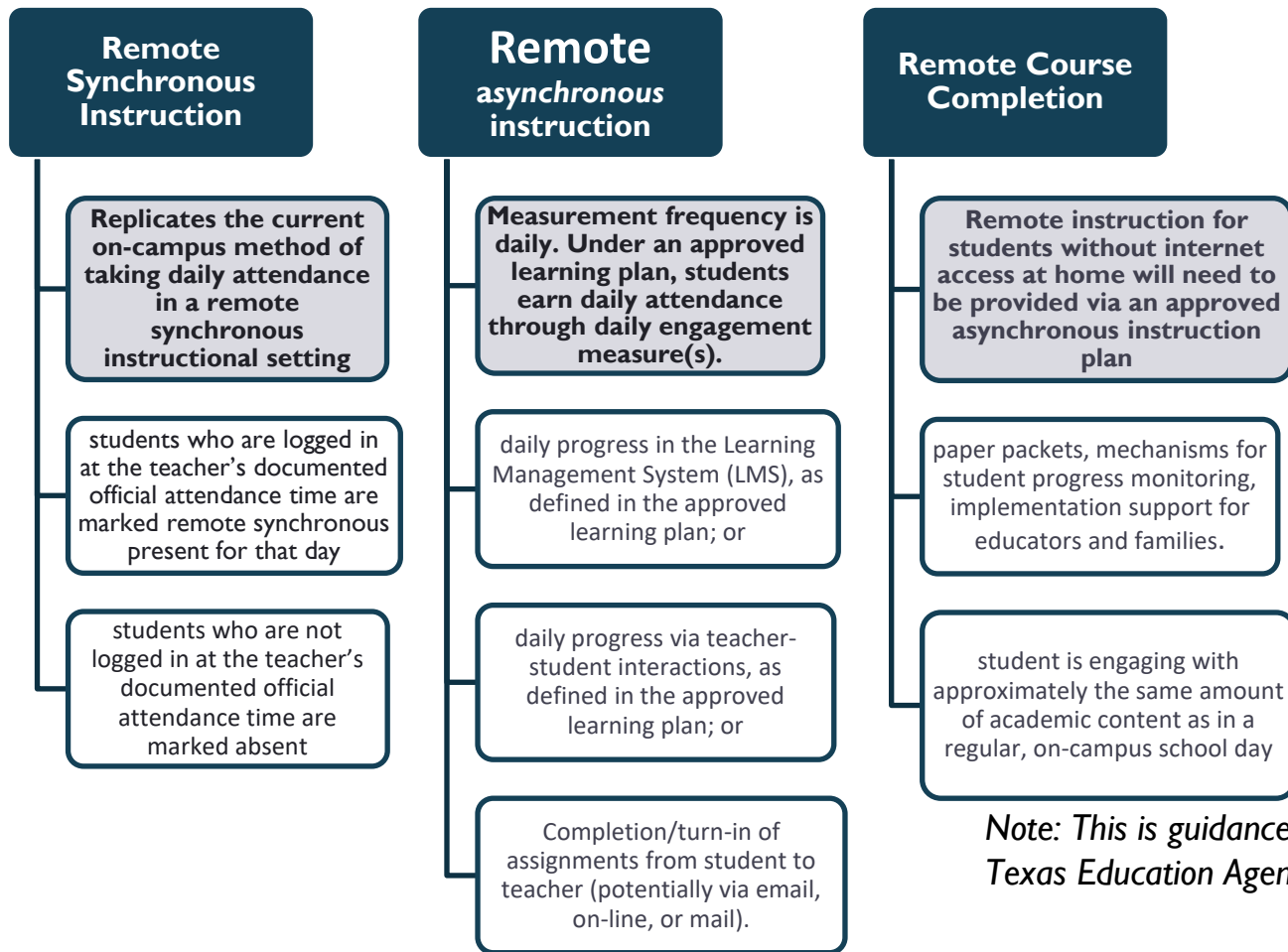**Relationships**
Students and families feel connected, supported and engaged in reciprocal, problem-solving relationships.
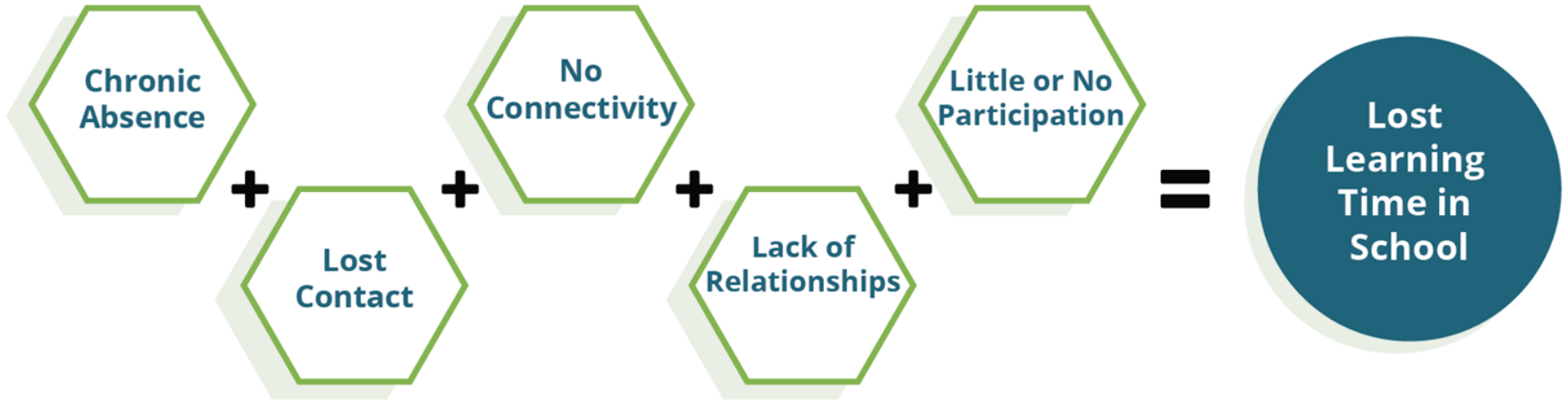
Participation
The extent to which students show up and complete learning activities.

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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

Note: This is guidance from the Texas Education Agency

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

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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.
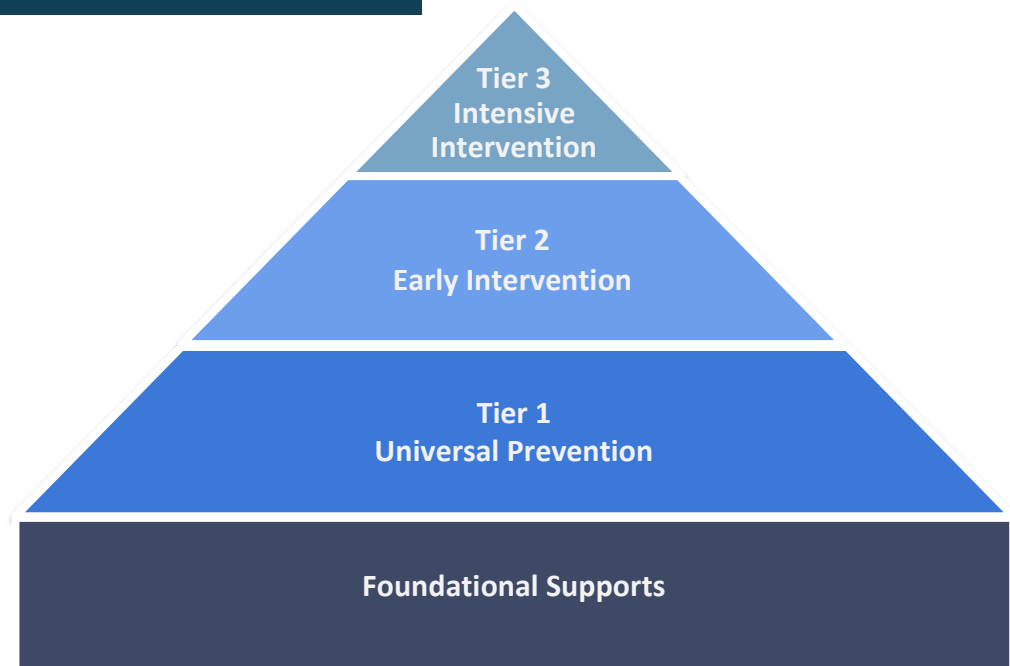
c) Determine how to address unequal access to resources.

Pay Attention to Transition Grades

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.
6th	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.
9th	Students on-track in the 9th grade are *almost four times* more likely to graduate than off-track students. Students may not recognize the impact of absences on passing courses and gaining needed skills.
12th	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

Tier 3
Intensive
Intervention

Tier 2
Early Intervention

Tier 1
Universal Prevention

Foundational Supports

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Foundational Supports are Building Blocks of Good Schools That Promote Attendance

Physically healthy learning environment	Enrichment activities and clubs (with virtual options)	Positive relationships between school staff, students and families	Support for all families to facilitate learning at home
Access to tech equipment and connectivity	Access to Learning Supports		A culture of continuous improvement
Welcoming, socially-emotionally safe, trauma-informed school climate	Home rooms and/or Advisory (with virtual options)	A schedule of classes and where/how they are held	Active engagement of parents and students in planning and problem solving

Foundational Supports

Which Tier	Examples of Tiered Distance/Blended Learning Practices
Tier 3 **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 **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 **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**

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

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

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

Capacity Building	**Actionable Data**	**Positive Engagement**	**Strategic Partnerships**	**Shared Accountability**
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.	Use chronic absence (prior to closure) and other participation data gathered during the Spring to coordinate outreach and provide additional support as	Build upon your assets to organize a warm trauma informed welcome to school for students, families and staff	Partner with school staff, families, and community partners to develop plans for the coming school year	Ensure data and systems help key stakeholders work together, across silos, to support a coordinated approach to the return to school.

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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

40

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 Immigran
- Wellness Resource
- Stay Connected

COMING SOON:

FREE Online Family Session – Using Technology to Support Your Child's

Families In Schools
Building Partnerships for Student Success

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

Social media updates

Parent Institute for Quality Education (PIQE)

- www.piqe.org + dedicated regional pages
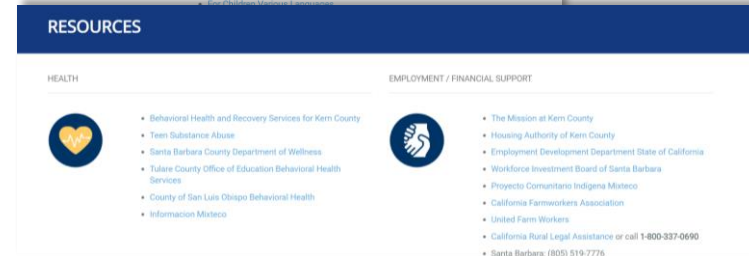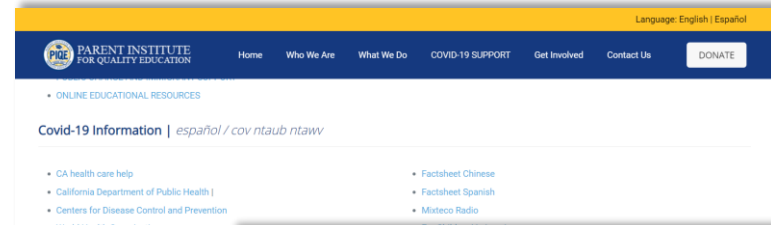- @PIQEUSA + regional offices

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
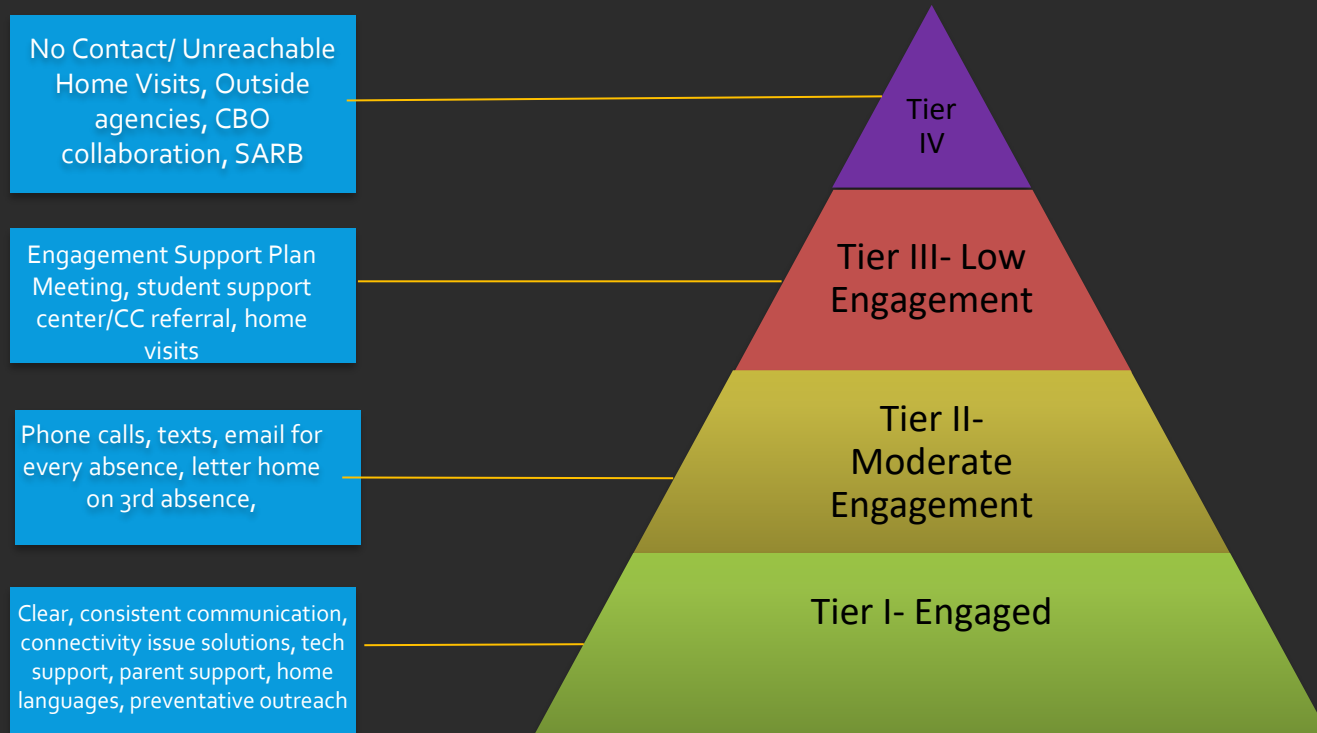
2020-2021 Distance Learning

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

Tier IV

Tier III- Low Engagement

Tier II- Moderate Engagement

Tier I- Engaged

return TOGETHER

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.

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Additional Resources

Families In Schools

Resources for Families:

COVID-19 Resources in English familiesinschools.org/coronavirus-resources

COVID-19 Resources in Spanish familiesinschools.org/recursos-durante-coronavirus

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

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

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

English familiesinschools.org/families-of-los-angeles

Spanish familiesinschools.org/familias-de-los-angeles

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

familiesinschools.org/passport-to-success-college-and-career-edition

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

In English bit.ly/AllChildrenCountVideo

In Spanish bit.ly/LosNinosCuentanVideo

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

familiesinschools.org/what-we-do/census-2020-informational-flyers/

Parent Institute for Quality Education

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/piqesantaclara/

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 - https://west.edtrust.org/resource/from-crisis-to-opportunity-recovering-californias-commitment-to-equity/

Education Equity in Crisis: A Vision for Serving English Learners this Fall - https://west.edtrust.org/education-equity-in-crisis-dual-language-learners-and-english-learners/

Education Equity in Crisis: Prioritizing Vulnerable Students with Federal CARES Act Stimulus - https://west.edtrust.org/education-equity-in-crisis-prioritizing-vulnerable-students-with-federal-cares-act-stimulus/

Education Equity in Crisis: The Digital Divide (interactive map) - https://west.edtrust.org/resource/education-equity-in-crisis-the-digital-divide/

Attendance Works

Measuring Daily Attendance and Participation During Covid-19: An Invaluable Tool for Reducing Educational Inequity, PACE Commentary, August 4, 2020, https://edpolicyinca.org/newsroom/measuring-daily-attendance-and-participation

Present, Engaged and Supported: A Transition Guide to Planning Transitions to Schools, https://www.attendanceworks.org/resources/transition-guide/

Attendance Playbook and Guide, https://www.attendanceworks.org/resources/transition-guide/

Partnership for Children & Youth

No Longer Optional: Why and How Expanded Learning Partnerships are Essential in School Reopening and Recovery, co-published by the Opportunity Institute and Partnership for Children and Youth, 2020: https://bit.ly/expandedlearningreopening

Expanding Learning: A Powerful Strategy for Equity, 2017: https://www.partnerforchildren.org/resources/2017/11/8/expanded-learning-a-powerful-strategy-for-equity

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!

Jennifer Peck
President & CEO
Partnership for Children & Youth
www.partnerforchildren.org
(510) 830-4200 x1601

Tina Ochoa
VP of Programs and Strategic Partnerships
Families In Schools
tochoa@familiesinschools.org
(213) 201-3914

Hedy N. Chang
Executive Director
Attendance Works
hedy@attendanceworks.org

Cecelia Leong
Vice President of Programs
Attendance Works
cecelia@attendanceworks.org

Gloria Corral
President & CEO
Parent Institute for Quality Education
gcorral@piqe.org

Jennifer Kretschman
Director MTSS
Be HERE Grant Coordinator
SCUSD
jennifer-kretschman@scusd.edu
(916) 643-2136

Natalie Wheatfall-Lum
Director of P-16 Policy
The Education Trust–West
nwheatfall@edtrustwest.org
(510) 465-6444 x323