

Learning from the Reducing Barriers to School Attendance initiative

Final report

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About Education Northwest

Founded as a nonprofit corporation in 1966, Education Northwest builds capacity in schools, families, and communities through applied research and development.

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Executive summary

The Kaiser Permanente Northwest (KPNW) *Reducing Barriers to School Attendance* initiative is part of Kaiser Permanente's Thriving Schools program. Beginning in spring 2018, *Reducing Barriers to School Attendance* initiative supported seven community-based organizations and their partners as they developed and tested innovative approaches to reducing chronic absenteeism in Oregon and southwest Washington. Chronic absenteeism occurs when a student misses 15 days of school or more in a school year (U.S. Department of Education, 2019). It is a critical issue with wide-ranging consequences for student success both in school and in later life.

During the grant period, KPNW supported grantees with three years of funding as well as technical assistance from Attendance Works, a national and state organization that works to reduce chronic absenteeism through improved policy and practice. At the request of KPNW, Education Northwest conducted an external evaluation of the initiative and introduced a framework for organizing the diverse approaches to achieving shared goals.

Group	Grantees	Approach				
Systems change	 Clackamas Education Service District Educational Service District 112 	Grantee teams work with multiple districts to raise awareness of chronic absenteeism, establish shared objectives across districts, and influence policy				
Prevention focus (Tier 1)	 Adelante Mujeres Salem/Keizer Coalition for Equality 	Grantee teams use curriculum-based programs to educate groups of students or families (regardless of current attendance status)				
Cross-sector (Multiple tiers)	 Latino Network Oregon School-Based Health Alliance Self Enhancement, Inc. 	Grantee teams work on cross-sector interventions and/or case management, and/or they hire a coordinator to direct supports towards students with higher levels of need related to attendance				

Framework for organizing grantees' approaches to reducing chronic absenteeism

With the support of KPNW, grantees accessed a variety of resources and supports to address and ultimately reduce—chronic absenteeism in their communities.

Key findings



All grantees modified their organizational goals and approaches to better address chronic absenteeism

Awareness, goals, and approaches

- Grantees and their partners appreciated opportunities to learn more about chronic absenteeism during convenings
- All grantees adjusted their goals to include a focus on chronic absenteeism

Grantees either expanded on or created new approaches to reducing chronic • absenteeism



Grantees strengthened and increased communication among partners and families during the grant period

Partnerships

- KPNW grantees formed new or expanded existing partnerships to reduce chronic absenteeism
- Grantees increased the frequency and/or changed the nature of communication ٠ with their partners to reduce chronic absenteeism
- Several grantees increased their contact and communication with families
- All grantees experienced challenges securing buy-in from school partners and • competing with other priorities in schools



Grantees built organizational capacity to address chronic absenteeism through new hires and new ways of using attendance data

- Capacity building
- Grantees built operational capacity with resources provided through the Reducing • Barriers to School Attendance initiative
- Grantees increased their capacity to implement best practices to reduce chronic ٠ absenteeism
- Grantees found new ways to use attendance data to identify students in need of support, monitor attendance, and engage in a cycle of inquiry
- Grantees faced multiple capacity-related challenges during the grant period •
- Attendance Works provided opportunities for grantees to reflect as well as • models and tools to build capacity and address challenges

Key findings in response to the COVID-19 pandemic

During the pandemic, the Reducing Barriers to Chronic Absenteeism initiative built a foundation that allowed grantees to support student learning and wellbeing

- Overall, grantees and partners modified their definition of attendance, strategies, and supports during the COVID-19 pandemic
- Prior collaboration helped grantees and their partners respond to student and family needs at the start of the pandemic
- During the shift to distance learning, grantees used additional factors (besides • attendance) as evidence of student engagement

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Introduction. Learning from the Reducing Barriers to School Attendance initiative

When a student misses 15 days of school or more in an academic year, they are considered chronically absent (U.S. Department of Education, 2019). Chronic absenteeism is a critical issue with wide-ranging consequences: If students are not in school, they cannot learn or prepare for healthy, successful adult lives. Current research suggests that practices such as engaging families, eliminating exclusionary discipline, and improving school climate can reduce chronic absenteeism (Attendance Works, 2014; Kenworthy & Williams, 2017). However, chronic absenteeism can be difficult to address because related data are not routinely measured, reported, or easily accessible (Balfanz & Byrnes, 2012). This became even more problematic as schools shifted to distance learning during the COVID-19 pandemic.

With the support of Kaiser Permanente Northwest's (KPNW) *Reducing Barriers to School Attendance* initiative, grantees in Oregon and Washington accessed a variety of resources and supports to address—and ultimately reduce—chronic absenteeism in their communities by:

- Creating systemic solutions that united schools, communities, and families
- Growing organizational capacity and knowledge of chronic absenteeism and tiered interventions
- Developing strategic partnerships to address chronic absenteeism

Initiative overview

Beginning in spring 2018, the *Reducing Barriers to School Attendance* initiative supported five community-based organizations and two education service districts (ESDs) as they developed and tested innovative approaches to reducing chronic absenteeism in Oregon and southwest Washington. KPNW engaged consultants from Attendance Works, a national and state organization that works to reduce chronic absenteeism through improved policy and practice, to provide technical assistance to all grantees. KPNW also engaged Education Northwest to track implementation of the practices designed to reduce chronic absenteeism.

KPNW provided the following supports to each grantee:

- \$150,000 over three years to support efforts to reduce chronic absenteeism
- Semiannual convenings that brought together grantees and their partners to build capacity and connections across groups
- Ongoing coaching from Attendance Works

One in six students in the United States were chronically absent in 2015–16 (U.S. Department of Education, 2019).

All grantees described the grant funding as useful in their efforts to reduce chronic absenteeism.

Attendance Works: Fostering innovative and collaborative solutions

Attendance Works supported the *Reducing Barriers to Chronic Absenteeism* initiative and KPNW grantees and partners through guidance, coaching, and connections.

Specifically, consultants from Attendance Works:

- Supported KPNW in the development of the initiative
- Delivered professional development to grantees and their partners during semiannual convenings
- Provided state-level leaders with coaching, resources, and connections to local and national networks focused on reducing chronic absenteeism

In addition to providing training, tools, and technical assistance, Attendance Works also held a series of six coaching calls with grantees from fall 2018 to fall 2020. Attendance Works consultants differentiated their approach for each grantee due to the range of contexts and approaches that the grantees took to reduce chronic absenteeism. During the calls, Attendance Works provided space and tools for *reflection*, opportunities to *discuss challenges*, and *models and examples* that could help grantees advance their work.

Key findings

By the end of the initiative:



All grantees modified their **organizational goals and approaches** to better address chronic absenteeism



Grantees strengthened and increased **communication among partners and families** during the grant period



Grantees **built organizational capacity** through new hires and new ways of using attendance data

About this report

In 2017, KPNW contracted with Education Northwest to conduct a three-year external evaluation of the *Reducing Barriers to Attendance* initiative. This report summarizes changes to KPNW grantee activities, capacities, and partnerships in the third and final year of the project. It aims to provide insight on efforts to reduce chronic absenteeism through a diverse set of grantee approaches and programming. This report also captures lessons learned about multi-tiered approaches to reduce chronic absenteeism that can inform future work for KPNW, their stakeholders, and similar organizations.

At the end of 2019–20, Education Northwest evaluators gathered feedback on the *Reducing Barriers to Attendance* initiative, changes to grantee activities during the COVID-19 pandemic, and perceived impacts of the grant. Evaluators gathered information via Zoom interviews with grantees, their partners, and Attendance Works coaches.

Drawing from Attendance Works' (n.d.) three-tiered approach to attendance, we developed a framework for organizing grantees' diverse approaches to achieving shared goals (table 1). See appendix A for more details about methods.

Group	Grantees	Approach				
Systems change	 Clackamas Education Service District Educational Service District 112 	Grantee teams work with multiple districts to raise awareness of chronic absenteeism, establish shared objectives across districts, and influence policy				
Prevention focus (Tier 1)	 Adelante Mujeres Salem/Keizer Coalition for Equality 	Grantee teams use curriculum-based programs to educate groups of students or families (regardless of current attendance status)				
Cross-sector (Multiple tiers)	 Latino Network Oregon School-Based Health Alliance Self Enhancement, Inc. 	Grantee teams work on cross-sector interventions and/or case management, and/or they hire a coordinator to direct supports towards students with higher levels of need related to attendance				

Table 1. Framework for organizing grantees' approaches to reducing chronic absenteeism

The findings of this report are organized as follows:

- Chapter 1 offers an overview of changes to grantee and partner **awareness**, **goals**, **and approaches** to chronic absenteeism
- Chapter 2 describes how grantees **built capacity** to address chronic absenteeism during the course of the grant period

- Chapter 3 provides examples of how grantees **strengthened partnerships** to reduce chronic absenteeism over time
- Chapter 4 draws connections between grantees' responses to **the COVID-19 pandemic** and their prior activities to reduce chronic absenteeism

The report concludes with lessons learned and recommendations for sustaining efforts to reduce chronic absenteeism.



Key finding: All grantees modified their organizational goals and approaches to better address chronic absenteeism

Grantees and their partners appreciated opportunities to learn more about chronic absenteeism during convenings

Beginning in 2018, grantees convened each fall and spring to reflect on progress and participate in shared learning. The goal of these convenings was to help grantees gain resources, connections, and perspectives that would support them in reducing chronic absenteeism. KPNW and Attendance Works provided training, tools, and technical assistance during the semiannual convenings by leading activities such as reviewing frameworks, attendance data resources, and tiered approaches to reduce chronic absenteeism. During site visits at the end of year 2, grantees indicated that they had learned more about the root causes of chronic absenteeism.

All grantees adjusted their goals to include a focus on chronic absenteeism

A better understanding of the root causes of chronic absenteeism led grantees to reconsider their organization's role in addressing the issue. During interviews, all grantees and partners across all types of organizations described modifying their goals to specifically focus on chronic absenteeism.

- Systems change grantees and their partners said that their goals shifted to focus on attendance in a broader sense (not just truancy, which captures only unexcused absen); training; and connecting with schools to provide training, resources, and data tools. Additionally, they began to look at chronic absenteeism from a district level with greater attention to equity, data, social and emotional learning, and school climate and positive behavioral supports.
- **Prevention focus grantees** and their partners said that while they continued to focus on developing collaborative partnerships and support systems for students and families, they did modify their goals to more intentionally **promote attendance** and **explain its importance to families**.
- **Cross-sector grantees** said that they changed their goals to focus more strongly on **communication**, **addressing trauma**, **equity**, and taking a more **preventive approach**. Some said that their goals expanded to include building partnerships with schools to understand the root cause of absenteeism, increasing family involvement, and using data to provide better school environments.

In a December 2019 survey, almost all grantees described the convenings as helpful to their efforts to reduce chronic absenteeism.

Grantees changed their goals to focus more deeply on attendance, training, partnerships, and prevention.

Grantees either expanded on or created new approaches to reducing chronic absenteeism

Grantees varied in how much they changed their overall strategies in response to increased understanding of chronic absenteeism. However, the grantees did make several changes over time.

- Systems change grantees created supports for tiered interventions and data tools to address chronic absenteeism. For example, Clackamas ESD began working with schools to build attendance systems and expand its focus beyond truancy alone. ESD 112 began offering school districts customized training around tiered interventions and increased contact with school attendance teams. Grantees also worked with their state education agency to provide professional development and support within the district.
- **Prevention focus grantees** built on existing programming to increase capacity to address chronic absenteeism through **school partnerships and family engagement**. For example, Salem/Keizer Coalition for Equality (SKCE) provided additional parent workshops focused on empowerment, effective parenting, and social and emotional and academic supports. Adelante Mujeres also provided additional parent workshops on attendance and worked closely with school staff and attendance teams to foster connections between school attendance and participation in their Chicas after-school program.
- **Cross-sector grantees** expanded or built networks to address chronic absenteeism by **improving communication and collaboration** with school, health, and/or family partners. For example, Latino Network created school attendance teams and hired a staff person to facilitate the teams' weekly check-ins. Oregon School-Based Health Alliance (OSBHA) reported that they included more stakeholders in conversations about interventions for specific students. Self Enhancement, Inc. (SEI) administered school climate surveys which revealed the need for a stronger partnership between school staff and students.

"I have had to adapt and learn throughout the grant experience ... Each year, I have had to learn new strategies to connect with the districts. I do appreciate the guidance and support I have had with [the state education agency], Attendance Works, and the convenings on how to deal with these challenges."

- Systems change grantee

Grantees changed their approaches to increase and improve training, partnerships, and family engagement.



Key finding: Grantees strengthened and increased communication among partners and families during the grant period

KPNW grantees formed new or expanded existing partnerships to reduce chronic absenteeism

Systems change grantees primarily focused on **regularly convening** district and school personnel and community members to build capacity to address chronic absenteeism. Prevention focus grantees **deepened partnerships** within local school districts and communities receiving services. Cross-sector grantees created **new partnerships** with staff and administrators at target schools.

Grantees deepened and expanded their partnerships during the grant period.

Grantee	Partners
Clackamas Education Service District	Members of nine participating district teams, including administrators, counselors, teachers, other personnel, and community members
Educational Service District 112	Truancy board members and key stakeholders in 13 elementary, middle, and high schools representing five districts across four counties
Adelante Mujeres	District and school administrators and staff members from Hillsboro and Beaverton school districts and community-based partners such as the Pacific University psychology clinic
Salem/Keizer Coalition for Equality	Salem-Keizer School District and other school, district, and community groups
Latino Network	Shaver Elementary and Russell Elementary school administrators and staff members
Oregon School-Based Health Alliance	Various partners in school and health communities, such as the Central School District superintendent, school health center staff members, the trauma-informed school pilot program coordinator, and the Polk County family and community outreach coordinator
Self Enhancement, Inc.	Administrators and staff members at middle and high schools in the David Douglas School District

Table 2. Reducing Barriers to School Attendance grantee partnerships, 2017–2020

"We have learned about how to be true partners with the schools."

- Prevention focus grantee

Several grantees increased the frequency and/or changed the nature of communication with their partners to reduce chronic absenteeism

One prevention focus grantee now has regular contact with school staff members to **gain information about attendance**. Both systems change grantees increased the frequency of their communication. One systems change partner reported **more collaboration** across districts due to a platform established by the grant. Two cross-sector grantees increased consistent contact with key staff members, helping to **build camaraderie and relationships** and **improve family engagement**.

Several grantees increased their contact and communication with families

Cross-sector grantees emphasized the importance of **increasing regular contact** with families, as well as maintaining a **visible presence in schools**. OSBHA indicated that their work has helped to normalize the discussion of mental health as a component of overall health among families. SEI engaged in more frequent contact and outreach to parents. Latino Network had **multiple touchpoints** with families such as posters and communications about attendance in Spanish, follow-up calls with parents, home visits with chronically absent students and their families, and a coffee hour and after-school program for parents to build rapport with staff members. Only one prevention focus grantee and one systems change grantee reported changes to existing outreach to students or families.

All grantees experienced challenges securing buy-in from school partners and competing with other priorities in schools

Grantees varied in how these challenges impacted their work.

- **Prevention focus grantees** struggled to get schools to buy in to KPNW's attendance goals and processes. Throughout the grant period, challenges included **establishing school partnerships**, competing with other priorities, and **not being well-integrated** into the school system.
- **Two cross-sector grantees** reported initial challenges to securing partner buy-in. OSBHA partners reported that it was initially challenging to **schedule regular meetings;** this was resolved by establishing effective meeting practices. SEI also struggled to get buy-in from school staff until they began to **understand how the program could be helpful**.
- Systems change grantees found that that competing priorities in schools challenged implementation. Clackamas ESD hoped for more teacher participation in its programming; however, even with substitute teachers being offered to cover classrooms, there were few teacher participants at district convenings. ESD 112 also struggled to increase participation among school staff, who reported feeling "overwhelmed."

Grantees increased communication and contact with partners and families during the grant period.

Challenges to implementation included competing priorities in schools, lack of awareness of the initiative, and not being integrated into the school systems.



Key finding: Grantees built organizational capacity to address chronic absenteeism through new hires and new ways of using attendance data

Grantees built operational capacity from resources provided through the Reducing Barriers to School Attendance initiative

Grantees used funding in different ways. Some **expanded their services** by adding new locations or increasing the frequency at which they were offered. Other grantees **hired employees** to coordinate efforts, while some **regularly convened stakeholders** and partners to build capacity and partnerships.¹ Most grant-funded activities in year 1 involved adults, but direct family and student services increased over time.²

Grantees increased their capacity to implement best practices to reduce chronic absenteeism

Trainings provided by KPNW and their partners helped to **deepen grantees' confidence** in several best practices, including engaging families; calculating, tracking, and protecting student attendance data; identifying factors that contribute to chronic absenteeism; and addressing systemic barriers (see figure B2 in appendix B). Grantees reported less confidence in areas such as creating and using data systems, avoiding "attendance slumps," and implementing and sustaining attendance teams.

Grantees found new ways to use attendance data to identify students in need of support, monitor attendance, and engage in a cycle of inquiry

Through ongoing coaching with Attendance Works and collaboration with stakeholders and partners, grantees changed how their organizations used data.

• Systems change grantees used data hubs to monitor student attendance and the progress of interventions. Clackamas ESD used Schoolzilla for these purposes. ESD 112 used a data hub called Skyward to run reports, which staff members discussed in meetings with school personnel. Reports covered school and district-level data on excused and unexcused absences and patterns that appear in those data. Grant funds were used to increase staffing, services, and partnerships to address chronic absenteeism.

Grantees used data to monitor progress, improve services, and inform outreach and interventions.

¹ See appendices C-I for summaries and examples of each grantee's KPNW grant-funded activities.

² The evaluation team expanded on this key finding in an unpublished memo shared with KPNW in June 2019.

- **Cross-sector grantees** reported **increasing the frequency** with which they review and **discuss data to improve services**. Latino Network now reviews data weekly instead of monthly to increase the timeliness of interventions to attendance problems. Similarly, OSBHA now regularly reviews and discusses a variety of data on the school-based health center, the school, and the county to improve their services. In year 2, SEI started attending monthly check-in meetings with staff at two middle schools to discuss student attendance and data.
- **Prevention focus grantees** reported having access to data, as well as using data to **inform outreach and interventions** for students and families. For example, Adelante Mujeres used data to identify students in need of different interventions. SKCE used attendance and parent survey data to identify connections between student attendance and home and family characteristics.

Grantees faced multiple capacity-related challenges during the grant period

Staffing was a challenge across all grantees. For Adelante Mujeres and SKCE, limited staff availability led to reduced programming and services. SEI found that it was difficult for one staff person to maintain a visible presence across four schools while also completing administrative tasks. Additionally, four grantees experienced staff turnover during the grant period. Access to data was also a common challenge among grantees at various points during the grant period. One grantee continued to face challenges accessing data despite having established a data-sharing agreement early in the grant period. Two cross-sector grantees reported challenges related to a lack of facilities, such as an office or a space to meet one-on-one with students.

"We've taken a look not only at our school data but also at the [partner organization] data to see not only how we're tracking the data ... but how we're using that data to inform Plan Do Study Act cycles."

- Cross-sector grantee

"[E]ven though they are part of the same district it's really depends on the lead at the school [if they will share data]. Whether they want to be supportive and partner with us...or they just want to not deal with us."

- Prevention focus grantee

Adequate staffing, data access, and facilities were common challenges among grantees.

Attendance Works provided opportunities for grantees to reflect as well as models and tools to build capacity and address challenges

From 2018 to 2020, Attendance Works held a series of six coaching calls with grantees to provide space for reflection and opportunities to discuss and solve challenges. Attendance Works also offered tools, models, and examples that could help grantees advance their work, particularly around using student attendance data. Coaching sessions focused on different topics over the course of the grant period.

- **During the 2018–19 school year**, Attendance Works helped new grantees with their challenges in **building relationships with partners and parents**, **aligning initiatives to best practices** to reduce chronic absenteeism, and **gaining access to data**. In addition to providing specific suggestions from the field, consultants shared tools and processes to guide self-assessments, root cause analyses, and review of chronic absenteeism data.
- During the first half of the 2019–20 school year, grantees continued to address challenges to maintain organizational capacity and relationships with partners due to staff turnover, sluggish data systems, and/or attendance team rollouts. Attendance Works provided a range of personalized and general strategies to improve data systems, attendance tracking, and webinars. Grantee needs and coaching shifted during the onset of the COVID-19 pandemic.
- **Starting in spring 2020,** Attendance Works coaches met with grantees to support changes to goals and activities that occurred during the shift to online learning. Coaches helped grantees identify ways to partner with schools and districts to support student and family needs and keep students connected to learning. They provided a multi-phase framework to assist educators and partners in thinking strategically about supporting students and families and had grantees consider how student data could help inform future re-opening.
- At the beginning of the 2020–21 school year, Attendance Works coaches met with grantees to reflect on how their goals and activities had changed as a result of the pandemic. Grantees reported that they faced challenges getting families online consistently for distance learning as well as measuring engagement and participation. Coaches connected grantees with supports tailored to their needs, as well as guides to support the return to school.³

Grantees received coaching on building relationships, aligning best practices with initiatives, and developing data systems.

Attendance Works supported grantees during the shift to distance learning due to the COVID-19 pandemic.

³ Guides that were offered to grantees included Kaiser Permanente's <u>Continued Learning</u>: <u>Playbook for Healthy School Communities</u> and Attendance Works' <u>Present, Engaged and</u> <u>Supported: A Guide to Planning Transitions to School</u>.

Chapter 4. Changes to services and supports during the COVID-19 pandemic

Key finding: The Reducing Barriers to Chronic Absenteeism initiative built a foundation that allowed grantees to support student learning and well-being during the COVID-19 pandemic

The COVID-19 pandemic struck during the second full year of implementation when grantees were expanding, deepening, and innovating their use of best practices to reduce chronic absenteeism.

In interviews conducted in June 2020, grantees and partners explained how, with the support of KPNW and Attendance Works, they supported students, families, and educators with the shift to distance learning. Findings from these interviews are grouped by key finding categories used throughout this report: awareness, goals, and approaches; partnerships; and capacity-building.



Overall, grantees and partners modified their definition of attendance, strategies, and supports during the pandemic

Grantees and partners discussed how the very definition of attendance has changed during distance learning. Grantees indicated that the "language of attendance" has changed: Districts no longer define attendance as "physical bodies in the seats of classrooms." Systems change grantees described their efforts to change the **working definition of attendance** to make state guidance and local implementation more consistent. Other grantees commented that **changing mindsets** around attendance during the shift to distance learning has **impacted expectations** for students. For example, one grantee commented that the COVID-19 pandemic is "changing our whole thought process around attendance...and making care and connections [a priority]." Grantees supported families and partners during the COVID-19 pandemic.

Definitions of attendance and organizational goals changed during the pandemic.

"[W]e're still keeping track of students who are connecting on a weekly basis...whether it's attending a class meeting, reaching out to a teacher, [or] turning in assignments online. We're counting, we're checking how often they're doing that."

- Prevention focus partner

Grantees differed in how much they changed organizational goals and activities due to the shift to distance learning. Systems change grantees and their partners reported that, at the start of the pandemic, they focused on providing resources and supports to students and families, especially those who had already been struggling with engagement. Additionally, grantees spoke about their efforts to use resources "differently" to support the family's role in maintaining engagement and access in distance learning.

Prevention focus grantees and their partners continued to track student and family engagement while helping students and families **navigate distance learning** and **meet basic needs**. Adelante Mujeres and SKCE increased support for families' **social and emotional needs** through coaching and mentoring. They also helped families **obtain internet access and computers** so students could attend distance learning. Adelante Mujeres shifted their after-school program, Chicas, to a virtual platform.

Cross-sector grantees mentioned that they did not change their overall goals but did broaden their services or activities. Latino Network and SEI continued to connect with families but increased the **frequency of connections** through oneon-one case management, phone, text, and social media. They worked to **meet families' specific needs** with resources such as food boxes, utility assistance, housing, and mental health referrals. Many partners worked to support families and students at the start of the pandemic, OSBHA focused on **advocacy efforts** to address students' physical and mental health needs that will arise after the COVID-19 pandemic.

"I know that we jumped into a virtual world, that was the shift, but I would say we're still doing the same amount of contacting kids and family, if not more."

- Cross-sector grantee

"I think that there's areas of alignment in that we've talked about attendance being more than having kids physically at school, but I think there's been a significant expansion of how we are starting to think about using the resources to think differently about how to support particularly the families and the family role in distance learning."

- Systems change grantee

Grantees shifted supports and activities to focus on the immediate needs of students and families.



Prior collaboration helped grantees and their partners respond to student and family needs at the start of the COVID-19 pandemic

Several grantees moved away from regular partner-focused activities to provide or coordinate direct supports. Grantees whose prior activities primarily included partner meetings, convenings, and staff trainings responded to the pandemic by pivoting to provide direct family and student services and outreach. Cross-sector and prevention focus partners explained that their partners' priorities had changed in response to the pandemic, resulting in no inperson meetings. Systems change partners said they continued to meet virtually; some have been meeting more often because of the additional planning required to respond to the pandemic.

Grantee partnerships provided a strong foundation for responding to challenges resulting from the pandemic. Systems change grantees mentioned that prior trainings and data-sharing agreements facilitated collaboration around student engagement during distance learning. Cross-sector grantees said

that their partners' **collaboration and relationships** helped them be successful and created momentum for responding to challenges. Interviews with prevention focus partners emphasized that the **support** that grantees provided to families has been beneficial.



During the shift to distance learning, grantees used additional factors beyond attendance as evidence of student engagement

In interviews, grantees and partners described using various means to track attendance data and identify student needs. These methods included making phone calls, conducting home visits, sending out surveys, tracking student login information, reaching out to partners to identify needs, and engaging additional staff to help. For example, Adelante Mujeres mentioned that their system of tracking students' school connections has changed now that "attending school is not a factor" for participating in class meetings, reaching out to teachers, and turning in assignments.

"Knowing who is out there to connect with, how they can offer supports... If the grant had not happened, there would have been a lot more disconnect ... I do think that there would be kids falling through the cracks in larger numbers, but we have systems in place because of the work that is happening."

- Cross-sector grantee

Grantee partnerships deepened to respond to COVID-19 challenges.

Grantees and their partners used new metrics to assess student engagement during the pandemic.

Chapter 5. Lessons learned and recommendations to reduce chronic absenteeism

The *Reducing Barriers to Attendance* initiative helped to build awareness, partnerships, and capacity to systemically address—and ultimately reduce—chronic absenteeism in Oregon and Washington communities. During interviews, partners and grantees shared lessons they learned and recommended ways that similar organizations could reduce chronic absenteeism. Additionally, they shared information about what resources would support future work.

Create a shared vision with families, staff, and stakeholders

Grantees and partners emphasized that it is important to **establish a model and an overall vision for success** with families, staff, and stakeholders. One prevention focus grantee highlighted the importance of securing buy-in from the entire staff in advance by providing trainings that **create a shared understanding** of the root causes of chronic absenteeism. A crosssector grantee mentioned the need to **dispel misinformation** that parents may have about school attendance. Finally, cross-sector grantees and partners also highlighted the importance of establishing a model to **address virtual attendance** due to the shift to distance learning.

Set goals early and evaluate them regularly

Systems change and prevention focus partners and grantees emphasized the importance of evaluating program goals, activities, and outcomes. One systems change grantee mentioned they would take an "improvement science approach" that uses **ongoing and targeted data collection** to ensure that services address the specific needs of students and families who need them, as opposed to a more generalized, "scattershot" approach. Another prevention focus grantee highlighted the importance of "being really, really intentional" about **yearly goal-setting** and **evaluating progress**.

"Make sure your whole staff is on board ahead of time. And not just the program manager, coordinator... but the whole staff who might be working with these students. [Provide] training on some of the things we learned in the partner meetings [such as], "What does chronic absenteeism mean?" "Why is it related to health"? And all these really important aspects that we learned but we definitely should have shared earlier on.

-Prevention focus grantee



Strategic communication with partners and schools is key to establishing relationships and trust

Effectively communicating the shared vision for student attendance with families and partners was vital for successful implementation. Systems change and cross-sector partners and grantees emphasized the importance of **establishing expectations with families** around attendance. They also suggested sharing resources, such as a yearly calendar, to communicate these expectations. Additionally, systems change partners discussed the need to engage families early in the process. Prevention focus and cross-sector grantees and partners also stressed that buy-in was easier to secure when they engaged in **early and ongoing communication with staff and partners** about the organization's approaches to reduce chronic absenteeism, how the work of staff and partners aligned with those efforts, and what roles staff and partners played in the initiative. Two grantees also mentioned the importance of getting buy-in from the district—not just schools—to access **systemic supports** for implementation, such as data-sharing agreements.

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Additional funding, coaching, staff members, and continued support from community-based partners would help sustain efforts

Grantees needed distinct organizational supports to sustain their efforts to reduce chronic absenteeism. Systems change partners and grantees requested **continued coaching** from Attendance Works and **tools for responding to challenges related to the COVID-19 pandemic**. Cross-sector partners and grantees said they especially needed **bicultural and bilingual staff members**, in addition to funding that could **incentivize students** to attend school. Prevention focus partners and grantees said they would benefit from **continuing to review attendance data** and from **working with community-based partners** to offer more parent workshops and after-school opportunities.

Overall, grantees felt confident in their ability to sustain their work to reduce chronic absenteeism, despite disruptions caused by the COVID-19 pandemic. One systems change grantee requested **opportunities to convene with community partners** doing similar work to continue building networks for sustainability.

"Sustainability is always a challenge, although I think there was a lot built into this grant that will sustain on its own because we built capacity..."

- Systems change grantee

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Appendix A. Evaluation methods

The report documents implementation activities and identifies lessons learned on how to address chronic absenteeism. The findings from this report address evaluation questions 1, 2, and 3 and were primarily drawn from interviews with grantees and their partners in the final year of the evaluation. The Education Northwest team also administered a survey and conducted document review of program and grantee activities to inform the findings. Evaluation question 4 is addressed within grantee site profiles and within unpublished memos shared with KPNW.

Evaluation questions

- 1. To what extent do:
 - *a. Grantees implement program activities to accomplish their evolving goals of reducing chronic absenteeism among student populations of interest?*
 - b. Grantee teams, including community partners, participate in implementation?
- 2. In what ways do grantee teams adapt their plans and implementation strategies over time?
 - *a.* How do grantees demonstrate innovation in adapting best practices to serve student populations of interest?
- 3. How do grantees perceive the usefulness of specific grant components (including funding, communication, technical assistance, and convenings) for their work in reducing barriers to attendance?
- 4. What are grantee student attendance rates during the second year of the grant period?
 - a. How do patterns in attendance rates differ among student groups?

Methods

Interviews

Members of the Education Northwest evaluation team interviewed all seven grantees and a selection of grantee partners in June 2020. Across all sites, a total of 17 individuals (eight grantee participants and nine partners) participated in an online interview. Only the partners at Clackamas Education Service District (ESD) were not available for an interview due to addressing the COVID-19 pandemic in their districts at that time. Interview questions focused on their goals and approaches to reducing chronic absenteeism during and prior to the pandemic, the organization's partnerships to reduce chronic absenteeism, lessons learned during the grant, and supports needed to sustain their efforts to reduce chronic absenteeism. The evaluation team then used content analysis methods to explore patterns and themes across responses.

Survey

The Education Northwest evaluation team administered a survey to all grantees and selected grantee partners in December 2019. Survey questions focused on perceptions of grantee partnerships, perceived usefulness of Kaiser Permanente Northwest (KPNW) supports, knowledge and resources needed to implement best practices to reduce chronic absenteeism, use of data, and confidence to use data. Partners were also asked about the usefulness of grantees' grant-funded activities. At least one respondent from each of the seven grantees responded to survey, for a total of 11 grantee respondents. Overall, 19 of the project partners completed the survey, including at least one partner from all seven grantees. Four grantees had more than one of their partners complete a survey. This report provides a selection of figures from the January 2020 report *Reducing Barriers to School Attendance: Analysis of year 2 implementation and school-level attendance data*.

Document review

In August 2018, all grantees submitted a "back-to-school plan" with a list of their planned activities for addressing attendance. Throughout 2018 and 2019, the evaluation team from Education Northwest participated in Attendance Works-led individualized coaching calls with all grantees to support them as they implemented their activities. At three points in the grant period (November 2018, June 2019, and November 2019), the evaluation team requested that all grantees submit records of their grant-funded activities and outreach strategies to date.⁴ The team also provided optional templates for reporting. The documentation that grantees provided ranged from meeting minutes and calendars to internal spreadsheets that tracked activities and services. Our analysis of grantee activities involved reviewing and categorizing the activities and services with narrative descriptions. A small selection of grantees provided updates to their activities in October 2020. Education Northwest has given all grantees a copy of their site profile to check for accuracy and to provide additional details.

District administrative attendance records

The Education Northwest evaluation team worked with grantees and their respective districts to establish data-sharing agreements to collect 2018–19 school-level attendance and absenteeism data for schools participating in grant-funded initiatives.⁵ The data-sharing agreements were tailored to the needs of each district to ensure the data collection and reporting process would not be overly burdensome.

⁴ We requested that grantees submit documentation only for activities directly funded by the KPNW grant as of June 2019. However, some grantees documented their ongoing work more broadly, including activities that may have been partially or indirectly funded by the KPNW grant.

⁵ For 2018–19, we have complete data for quarters 1–3 for six of the seven grantees. Quarter 1 is the beginning of the school year through November 2018, quarter 2 is December 2018 through the end of February 2019, and quarter 3 is March 2019 through the end of June 2019.

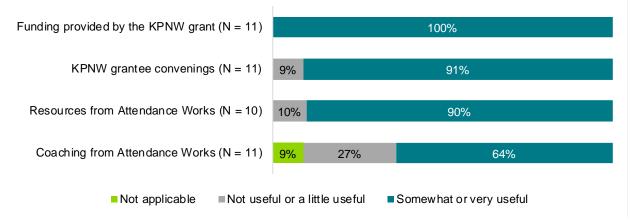
Specifically, the evaluation team requested a record of the attendance rate for the entire population in each school and for the student groups of interest across grantees: gender, race/ethnicity, and free or reduced-price lunch eligibility. These data were collected for the smallest time frame allowed by the school or district, which ranged from daily to monthly attendance rates. Education Northwest also collected quarterly chronic absenteeism data for each school. When applicable, these data were collected for student groups of interest for each grantee's programming. Data for quarters 1–3 are included in this report. For our data collection, chronic absenteeism is defined as the percentage of students missing at least 10 percent of school days in a given time period. This matches the federal and state definitions of chronic absenteeism.

This report draws on school-level data (data that are not restricted to students participating in grantee programming). Therefore, the findings cannot demonstrate the impact of each grantee's programming. Rather, they are meant to provide context for the grant activities and to help grantees track schoolwide patterns and trends to inform their program decisions.

Appendix B. Kaiser Permanente Northwest grantee and partner survey responses

The Education Northwest evaluation team administered a survey to all grantees and selected grantee partners in December 2019. The following are a selection of figures from the January 2020 report *Reducing Barriers to School Attendance: Analysis of year 2 implementation and school-level attendance data*.

Figure B1. Grantees' perceptions of the usefulness of Kaiser Permanente Northwest supports



KPNW is Kaiser Permanente Northwest.

Source: Education Northwest analysis of 2019 Kaiser Permanente Northwest grantee survey data

Engage families (N = 10)	<mark>10%</mark>		50%		40	9%
Communicate messages about strategies to reduce chronic absenteeism (N = 10)		30%			60%	
Protect student data (N = 11)	9% 9%	<mark>6</mark> 2	7%		55%	
Develop programmatic responses to systemic barriers (N = 10)	20%		50%)		30%
Identify factors that contribute to chronic absenteeism (N = 11)	9%	18%		55%		18%
Identify and implement surveys and self- assessments ($N = 10$)	30)%	20%		50%	
Calculate and track chronic absenteeism (N = 10)	30)%		60%		10%
Identify incentives to recognize good and improved attendance (N = 10)	20%	20)%	30%		30%
Implement and sustain attendance teams (N = 11)	9%	18%	36%	0	18%	18%
Avoid attendance slumps (N = 10)	10%		70%)		20%
Create/use/share integrated data systems ($N = 11$)	18%	9%		55%		9% 9%
■N/A ■Not at all confident ■Somewha						

Figure B2. Grantees' confidence in implementing best practices to reduce chronic absenteeism

Source: Education Northwest analysis of 2019 Kaiser Permanente Northwest grantee survey data

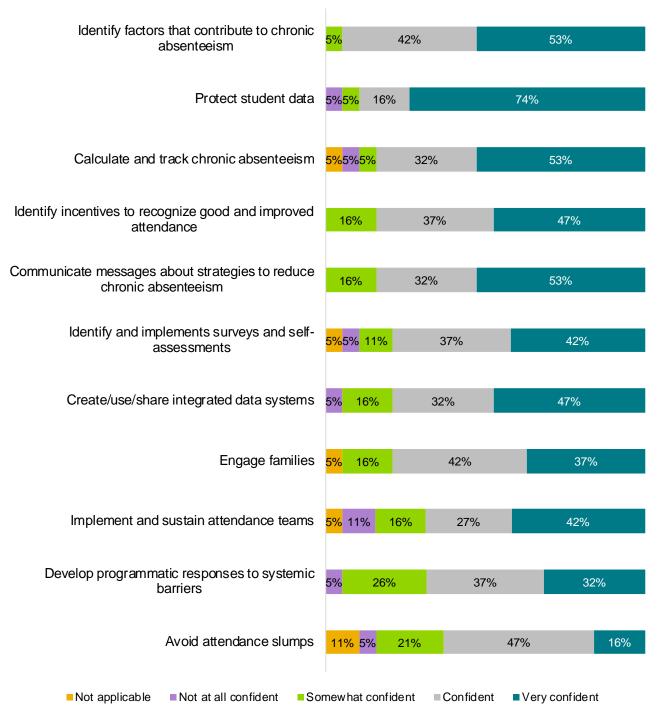


Figure B3. Partners' confidence in implementing best practices to reduce chronic absenteeism

Note: N = 19 for all items.

Source: Education Northwest analysis of 2019 Kaiser Permanente Northwest grantee partner survey data

Appendix C. Site profile: Clackamas Education Service District

Education Northwest has prepared a brief profile of each recipient of the Kaiser Permanente Northwest (KPNW) *Reducing Barriers to School Attendance* grant. This profile of Clackamas Education Service District (ESD) provides a preliminary overview of implementation as of June 2019, comparing recorded activities with the plans submitted at the start of 2018–19. This is followed by a summary of changes that Clackamas ESD has made to activities in response to the COVID-19 pandemic. Finally, we report trends in student attendance data from the 2018-19 school year.

As of June 2019, the majority of activities focused on partner meetings and convenings (table C1).

Activity/event name	Partner meeting/ convening	Staff meeting/ training	Direct family services	Family outreach/ recruitment	Direct student services	Student outreach/ recruitment
Clackamas County convening	12					
Total	12					

Source: Grantee-provided documentation

Examples of activities

Partner meetings or convenings

In Year 1, Clackamas ESD's strategy focused on regularly convening members of nine participating Clackamas County district teams. Each team comprises administrators, counselors, teachers, other school personnel, community members, and other local partners who attend all convenings. Each team is also charged with meeting regularly with district administrators and other partners, as appropriate.

Attendance at each of the eight convenings of this collaborative has ranged from 12 to 45, with the lowest attendance occurring at the February kickoff and the August convening. The convenings provide structure, time, and processes for team-based collaboration and reflection to design local interventions in the nine partner districts. Midway through 2018–19, each district had the opportunity to

present to the group an overview of its chronic absenteeism work to date. In addition, meetings have included guest speakers and group discussions on various topics, including:

- District- and school-level attendance data
- Student and family needs data
- Adverse childhood experiences and trauma
- School climate
- Learning to use tools, such as Attendance Works' self-assessment tools and program logic models
- Learning from stakeholders

The advent of statewide work and coaching supports has been another significant development, allowing the statewide coordinator of chronic absenteeism to work directly with districts in addition to attending all meetings and planning sessions.

Changes to activities or services during the COVID-19 pandemic

Education Northwest interviewed Clackamas ESD in April 2020 after Oregon issued its first stay-at-home order in response to the COVID-19 pandemic. The grantee stated that they held weekly "Care and Connection" planning meetings to give district staff and community partners an opportunity to provide insights on the communities they represented. These meetings also provided space for shared learning, as attendees used the time to plan activities that could support student engagement during distance learning.

As of October 2020, schools within participating districts had used attendance and engagement data to identify students and families needing additional assistance. Teams then made home visits to re-establish relationships, connect families with resources within the community, provide welcome baskets, and troubleshoot connectivity issues.

Progress on "back-to-school" plan

Below is a list of the activities Clackamas ESD indicated it would aim to conduct over the course of the grant (table C2). As of October 2020, the grantee reported completing all but one of their initial objectives from their "back-to-school" plan.

Table C2. Clackamas Education Service District's "back-to-school" plan: Planned program activities associated with Kaiser Permanente Northwest funding

Activity	Evidence submitted as of October 2020
Program activities will provide structure, time, and processes for team-based collaboration and reflection to design local interventions in nine partner districts.	>
In Stage 1, each participating district will select target populations for key interventions.	\checkmark
Participation by districts will include establishing a district team (composed of admin, counseling, teaching, and other staff members; community members; and other local entities) that attends all convenings.	~
Specific program activities may include an examination of current state activities and data, including reflection of data with Tier 1 fundamentals of healthy schools and systems.	~
Four team meetings: A kickoff meeting followed by three events that will be oriented around team-based self-assessment of fundamental indicators and root cause analysis.	\checkmark
Some goals for the groups involve integrating and aligning district and ESD work on trauma, equity, family engagement, rigor, and relevance; using inquiry and specialized tools and data to focus on chronic absenteeism; using gap comparison and root cause analysis to support current efforts underway; and examining new health and sex education standards.	~
Each district team will meet regularly with its full admin team or others, as appropriate.	

Source: Grantee-provided documentation and self-report

Attendance data for 2018-19 school year

Clackamas ESD provided data on attendance for the 2018-19 school year by quarter that was used to calculate attendance rates and chronic absenteeism rates. The figures below summarize the ESD wide attendance rates for each quarter of the school year by student subgroups.

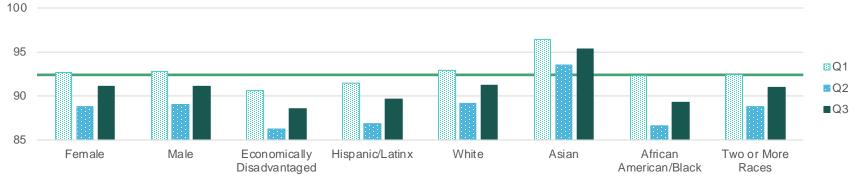
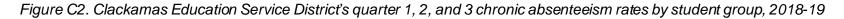
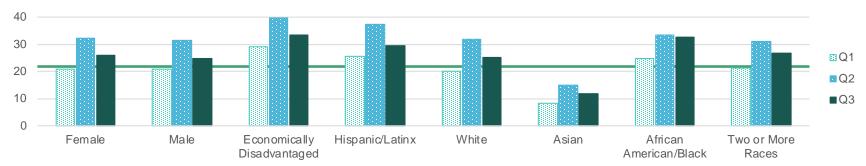


Figure C1. Clackamas Education Service District's quarter 1, 2, and 3 attendance rates by student group, 2018-19

Note: The horizontal line represents the average attendance rate for all students during school year.

Source: Clackamas Education Service District data provided to Education Northwest





Note: The horizontal line represents the average attendance rate for all students during school year.

Source: Clackamas Education Service District data provided to Education Northwest

Appendix D. Site profile: Educational Service District 112

Education Northwest has prepared a brief profile of each recipient of the Kaiser Permanente Northwest (KPNW) *Reducing Barriers to School Attendance* grant. This profile of Educational Service District (ESD) 112 provides a preliminary overview of implementation as of October 2020, comparing recorded activities with the plans submitted at the start of 2018–19. This is followed by a summary of changes that ESD 112 and its partners have made to activities in response to the COVID-19 pandemic. Finally, we report trends in student attendance data from the 2018-19 school year.

As of October 2020, the majority of activities focused on partner and staff meetings, convenings, and trainings; direct family and student services, and student outreach (table D1).

Activity/event name	Partner meeting/ convening	Staff meeting/ training	Direct family services	Family outreach/ recruitment	Direct student services	Student outreach/ recruitment
Attendance project school meetings, Vancouver Public Schools	6	uunng				
Meetings with Vancouver Public Schools Student Welfare and Attendance team	6					
Vancouver Public Schools Elementary Boards			6			
Vancouver Public Schools Elementary Case Management			22			
Virtual Truancy Board and Workshop Prep Meetings	3					
Virtual Elementary Truancy Board			1			
Fall regional training planning meeting	4					
Meeting with Don Iverson, director of student services (Kelso School District)	2					
Kelso Case Management			6		6	2
Meeting with Jill Diehl, director of student services/career and college readiness at Longview Public Schools	3					
Meeting with Barry Nussbaum, Longview Public Schools	4					
Virtual Truancy Board Prep Meeting (Longview Public Schools)	2					

Table D1. Educational Service District 112's Kaiser Permanente Northwest grant-funded activities (as of October 2020
Table DT. Educational Corride District TTE of alcort of manorite Northwood grant fanded detivities	

Activity/event name	Partner meeting/ convening	Staff meeting/ training	Direct family services	Family outreach/ recruitment	Direct student services	Student outreach/ recruitment
Truancy Project Team Attendance Team/Tiered systems trainings		4				
Regional Trainings – Attendance Teams/Family Engagement/Virtual Learning skills and resources		3				
Zoom Skills Trainings		1				
Rebranding meeting with the ESD 112 Communications Department	1					
Presentation Skills Training with Guila Muir		1				
Meeting with Kenan Ginsburg, Family Engagement	3					
Meetings with Krissy Johnson, OSPI	4					
OSPI Attendance/Truancy Liaison Network Meetings	11					
Outreach with Stevenson/Carson and Wahkaikum Districts	3					
Total	52	9	35		6	2

Source: Grantee-provided documentation and self-report

Examples of activities

Partner meetings or convenings

For this project, ESD 112 identified 13 elementary, middle, and high schools in five districts across four counties. Project activities have taken place in Longview, Kelso, Vancouver, Stevenson-Carson, and Wahkiakum school districts. One of the goals of the project is to revise and rebrand the region's practices regarding truancy, specifically, to have a less punitive name that reflects the partners' focus on intervention and prevention. To this end, the documented activities included a series of meetings with truancy boards and a cross-sector rebranding committee. The team also recorded meetings with state-level attendance staff members and key partners from participating districts. Additional activities included meetings to discuss best practices, training materials, and technology for district attendance teams.

Staff meetings or trainings

A preliminary data analysis pointed to family poverty and disabilities as the two leading root causes of chronic absenteeism in this region, and Washington state has mandated an intervention for students with disabilities who are experiencing chronic absenteeism. This project seeks to address the issue of generational poverty through trainings. For example, Communication Across Barriers, a local agency that conducts nationally recognized work on generational poverty, provided a training for attendance teams, administrators, family resources personnel, and other school and community partners. The training addressed best practices for improving attendance in the context of generational poverty. Additional trainings included family engagement and the use of Zoom, a web-based conferencing platform.

Changes to activities or services during the COVID-19 pandemic

Education Northwest interviewed ESD 112 and its partners in April and May 2020 after Washington state first issued a stay-at-home order in response to the COVID-19 pandemic. The interviewees stated that the Clark County Juvenile Court, Vancouver Public Schools, and ESD 112 had met with the Washington Office of Superintendent of Public Instruction via Zoom for training on how to track attendance and progress during distance learning. The truancy court work shifted to focus on connecting students to resources, especially students who had struggled before the pandemic.

Progress on "back-to-school" plan

Below is a list of the activities ESD 112 indicated it would aim to conduct over the course of the grant (table D2). As of June 2019, the grantee reported completing all of their initial objectives from their "back-to-school" plan.

Table D2. Educational Service District 112's "back-to-school" plan: Planned program activities associated with Kaiser Permanente Northwest funding

Activity	Evidence submitted as of June 2019
Trainings with Communication Across Barriers for school teams	✓
Training in coaching for counselors and administrators	✓
School teams that focus on attendance at each site	✓
Rebranding the truancy boards in consultation with Donna Beegle (of Communication Across Barriers) and juvenile court staff members	✓

Source: Grantee-provided documentation and self-report

District level attendance data

Data for the 2018-19 school year were reported for each district receiving services from ESD 112: Kelso, Longview, Stevenson-Carson, and Vancouver. Figures D1 and D2 summarize the attendance and chronic absenteeism rates for all the students in the reported ESD 112 districts. Table D3 shows the attendance and chronic absenteeism rates for each district.

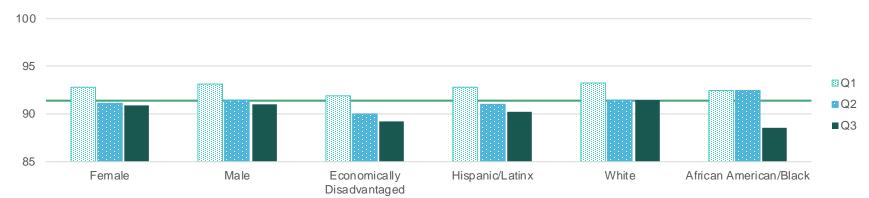


Figure D1. Educational Service District 112's quarter 1, 2, and 3 attendance rates by student group, 2018-19

Note: The horizontal line represents the average attendance rate for all students for the school year.

Source: Educational Service District 112 data provided to Education Northwest

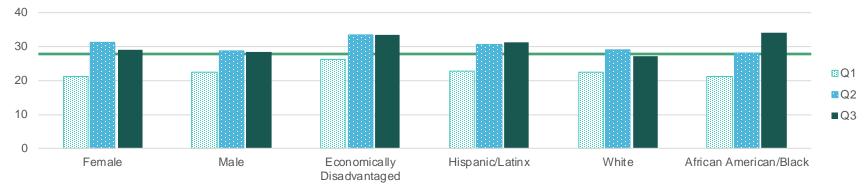


Figure D2. Educational Service District 112's quarter 1, 2, and 3 chronic absenteeism rates by student group, 2018-19

Note: The horizontal line represents the average chronic absenteeism rate for all students for the school year.

Source: Educational Service District 112 data provided to Education Northwest

		Economically disadvantaged	Female	Male	White	Hispanic/ Latinx	Black/ African American	All students	Total student count
<i>t t</i>	Attendance	91.4%	92.6%	92.3%	92.6%	91.9%	92.0%	92.5%	
Kelso School District	Chronic absenteeism	28.7%	24.9%	25.9%	24.9%	28.1%	21.3	25.4%	5,138
3	Attendance	90.2%	91.2%	91.4%	91.5%	90.6%	91.9%	91.3%	
Longview School District	Chronic absenteeism	26.3%	23.5%	23.1%	23.3%	22.7%	30.5%	23.3%	6,776
S t e	Attendance	89.0%	90.4%	90.8%	91.0%	88.6%	*	90.6%	957

Table D3. Educational Service District 112's quarter	1 attendance and chronic absenteeism rates by district and student group
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	Chronic absenteeism	40.3%	35.9%	33.4%	33.0%	41.7%	*	34.7%	
r nict	Attendance	88.5%	90.5%	90.7%	91.3%	89.8%	88.3%	90.6%	
Vancouver School District	Chronic absenteeism	35.5%	30.1%	29.3%	27.9%	32.3%	34.9%	29.7%	24,044

*n < 10 students

Source: Educational Service District 112 data provided to Education Northwest

Appendix E. Site profile: Adelante Mujeres

Education Northwest has prepared a brief profile of each recipient of the Kaiser Permanente Northwest (KPNW) *Reducing Barriers to School Attendance* grant. This profile of Adelante Mujeres provides an overview of implementation as of June 2019, comparing recorded activities with the plans submitted at the start of 2018–19. This is followed by a summary of changes that Adelante Mujeres and its partners have made to activities in response to the COVID-19 pandemic. Finally, we report trends in student attendance data from the 2018-19 school year.

As of June 2019, Adelante Mujeres activities focused on all partner and staff meetings, convenings, and trainings; and family and student services and outreach (table E1).

Activity/event name	Partner meeting/ convening	Staff meeting/ training	Direct family services	Family outreach/ recruitment	Direct student services	Student outreach/ recruitment
Aloha High School Club Rush	6					1
Aloha High School Latino Family Night				1		
Aloha High School sessions begin					2	
Beaverton High School Back to School Night				1		
Beaverton High School sessions begin					1	
BSD end-of-year celebration			1			
BSD FAFSA Night			1			
BSD Parent Workshop			4			
Career and college pathways steering committee	1					
Chicas bonding field trip					6	
Chicas career-focused field trip					1	
Chicas college visit			3			
Chicas community service field trip					1	
Chicas outdoor field trip					2	
Chicas soccer academy					1	

Table E1. Adelante Mujeres' Kaiser Permanente Northwest grant-funded activities (as of June 2019)

Activity/event name	Partner meeting/ convening	Staff meeting/ training	Direct family services	Family outreach/ recruitment	Direct student services	Student outreach/ recruitment
Chicas STEM field trip					1	
Chicas youth leadership group			1		5	
Collaboration meeting with Aloha-Huber Park Latino parents						
Conference					1	
Continuous outreach via parent phone calls, texts, social media posts, word of mouth, posters, and flyers				6		
CPR training		1				
Evergreen Back to School Night				1		
Evergreen sessions begin					1	
Family night of information and sharing			1			
Field trip to University of Washington					1	
Fiesta en Familia				1		
Five Oaks sessions begin					1	
Girls Circle Training		1				
Grant reporting training		1				
Hillsboro High School Back to School Night				1		
Hillsboro High School Club Rush						1
Hillsboro High School sessions begin					1	
HSD Chicas Family Workshop			1			
HSD Day of the Dead celebration				1		
HSD end-of-year Celebration			1			
HSD FAFSA Night			1			
HSD parent workshop			6			
Ice skating field trip					1	
K-12 student success initiative	1					
Last Chicas sessions at all sites (14 days)					1	
Latina Health Symposium		1				

	Partner meeting/	Staff meeting/	Direct family	Family outreach/	Direct student	Student outreach/
Activity/event name	convening	training	services	recruitment	services	recruitment
OSU College Night for Latino Families				1		
Parent leadership group			2			
Public charge webinar		1				
Rock climbing field trip					1	
South Meadows Back to School Night				1		
South Meadows Chicas lunch recruitment						1
South Meadows parent conferences				1		
South Meadows sessions begin					1	
Staff retreat		2				
Staff training		5				
Summit		1				
Supervisor training		4				
Teen Health Expo						1
Trauma-informed care workshop		1				
Washington County Youth Substance Use Prevention Committee	1	1				
Western Oregon University field trip					1	
Youth Program Quality (YPQ) basics		1				
Total	3	20	22	15	30	4

Source: Grantee-provided documentation

Examples of activities

Partner meetings or convenings

Adelante Mujeres reported participating in two steering committee meetings, one at Beaverton School District and one with the Washington County Youth Substance Use Prevention Committee, in conjunction with its participation in student outreach efforts and staff trainings with these partners. In addition, Chicas' staff members joined Oregon educators at two-day workshops on supervising and best practices for working with youth at the K–12 Student Success Initiative.

Staff meetings or trainings

All 20 staff trainings reported were specifically for staff members of Adelante Mujeres' Chicas program, which is the focus of the KPNW grant-funded activities. Examples of trainings included a two-day staff retreat focused on recruitment, retention, and engagement; a workshop on supervising and leadership; a workshop on trauma-informed care; trainings on implicit bias, microaggressions, and equitable discourse; and a training on youth voice, improvement plans, and the Youth Program Quality model. In addition to holding its own training events, the Chicas staff participated in outside training opportunities, such as a day focused on information and tools for working with Hispanic/Latina women on health issues that was targeted at public health professionals, community health educators, and social service professionals. Chicas staff members also attended the Youth Mentoring Summit in Washington, D.C.

Direct family services or family outreach

Adelante Mujeres participated in various family activities focused on both outreach and direct services. Outreach activities included Back to School Nights (where family members could meet teachers and learn about programs offered — including Chicas) and a Fiesta en Familia (where parents were able to meet district and Chicas staff members to strengthen relationships between the school system and families). Adelante Mujeres also reported outreach campaigns to families via parent phone calls, texts, social media, word of mouth, posters, and flyers. Direct family services included parent workshops in Beaverton and Hillsboro school districts that covered topics such as "positive guidance" behavior techniques, transitions to middle school and college, reproductive health, financial aid, mental health and self-care, and substance abuse prevention; a family leadership group in which the parents/guardians of Chicas participants from both school districts were invited to discuss leadership qualities, family engagement, and future community service projects; and district-based end-of-year celebrations to recognize Chicas participants for their accomplishments throughout the year.

Direct student services or student outreach

Direct student services mostly consisted of the 90-minute weekly after-school sessions that are the foundation of the Chicas program, as well as 13 field trips for Chicas participants (two college visits, seven recreational bonding trips, three community or career focused trips, and one five-week soccer academy). Participants could also take part in a Chicas youth leadership group, as well as attend the Women of Color Community Empowerment Conference at Portland Community College. Student outreach included recruitment activities at schools and participation in other student-focused activities, such as a countywide health fair promoting sexual health through educational activities.

Changes to activities or services during the COVID-19 pandemic

Education Northwest interviewed Adelante Mujeres and its partners, the Beaverton and Hillsboro school districts, in April and May 2020 after Oregon issued its first stay-at-home order in response to the COVID-19 pandemic. Adelante Mujeres stated that their organization focused on responding to the immediate needs of families, such as food and mental health support, by calling families and providing resources. Their staff also used social media to engage the youth involved in the Chicas program and began offering after-school programming virtually via Zoom or Google Classroom. As schools transitioned to distance learning, the grantee was a key partner in helping keep students connected by ensuring they had Chromebooks and internet access. Interviewees reported that internet access was a major barrier for families with students involved in the Chicas program.

The Chicas program also offered virtual programming during the summer. Adelante Mujeres organized a week-long virtual leadership camp, Youth Empowering Youth, for middle school students. Staff members delivered Chromebooks and supplies to each participant to ensure they could participate fully. Additionally, the social media accounts for the Chicas program featured weekly posts highlighting activities that youth could try at home with their families.

Partners at the Beaverton and Hillsboro school districts continued to build "systems of connectivity for students to adults." However, they reported that these systems looked different because students no longer met in person. The partners indicated that they were focused on contacting families to make sure they were connected to school and community resources in some capacity, as well as ensuring systems were in place to support students during distance learning.

Progress on "back-to-school" plan

Below is a list of the activities Adelante Mujeres indicated it would aim to conduct over the course of the grant (table E2). As of October 2020, the grantee reported completing four out of seven initial objectives from their "back-to-school" plan.

Table E2. Adelante Mujeres' "back-to-school" plan: Planned program activities associated with Kaiser Permanente Northwest funding

Activity	Evidence submitted as of October 2020
25 weekly 90-minute sessions of after-school programming	\checkmark
Receive presentations/training from social-health care providers in Washington County	\checkmark
Provide family workshops and/or summits with school district partners	\checkmark
Bullying/harassment family-driven workshops and after-school sessions	~
1:1 mentoring sessions for "transition" students in grades 8–9 and 12–college	
Provide home visits by family engagement coordinator for students who are chronically absent or considered high risk	
Dialogue with each district's stakeholders to share yearly outcomes on this project's initiative	

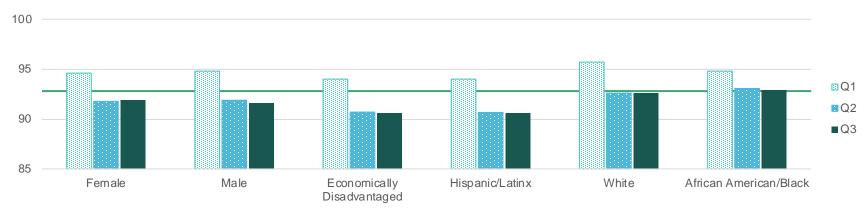
Source: Grantee-provided documentation and self-report

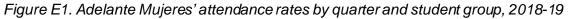
School-level attendance data for quarters 1, 2, and 3

Below is the reporting of the quarter 3 (March 2019 through June 2019) data on attendance and chronic absenteeism rates from the schools served by Adelante Mujeres in both Beaverton and Hillsboro school districts. The data were reported from each district in different formats. The data are what is available for each district and what can be combined to create a single measure of attendance and chronic absenteeism. The data can be compared with the baseline data in the prior memos.

Adelante Mujeres' programming targets a specific population: students who identify as female and Hispanic or Latinx. Therefore, it may be valuable to compare the attendance rate for that population to the overall attendance rate in the districts served. Data for this population was available for both districts in quarter 3 with a 90.3 attendance rate in Hillsboro and 92.0 attendance rate in Beaverton School District. Data for this population was available only for Beaverton School District in the previous two quarters so we could not analyze trends in Hillsboro. In Beaverton, the attendance rate increased in quarter 3 from quarter 2 by 0.8 percentage points (91.2 to 92.0 percent), which was still a drop from the quarter 1 attendance rate of 94.6 percent. In quarter 3, 32.3 percent of female and Hispanic or Latinx Hillsboro students were chronically absent and 26.1 percent of Beaverton's female and Hispanic or Latinx

students were chronically absent. We were able to compare the trend for Beaverton students and found that the trend was the same as for attendance – a slight improvement in quarter 3 (26.1 percent chronically absent) compared to quarter 2 (28.7 percent chronically absent), but still higher than quarter 1 (15.3 percent chronically absent).





Note: The horizontal line represents the average attendance rate for all students for the entire school year (92.8 percent).

Source: Adelante Mujeres data provided to Education Northwest

	Be	averton	Hillsboro		
	Attendance rate	Chronic absenteeism	Attendance rate	Chronic absenteeism	
Economically disadvantaged	91.2%	28.6%	89.9%	33.9%	
Female	92.5%	24.0%	91.3%	28.8%	
Male	92.5%	22.8%	92.0%	31.6%	
White	93.2%	26.8%	92.2%	28.6%	
Hispanic/Latinx	91.6%	24.9%	89.6%	34.7%	
Black/African American	92.0%	29.1%	93.8%	22.6%	
All students	92.5%	23.4%	91.0%	26.8%	
Total student count		5,529	2,714		

Note: Attendance data doesn't represent all schools or students in each district. The table only includes data for schools that received grantee services.

Source: Beaverton and Hillsboro School District data provided to Education Northwest

Appendix F. Site profile: Salem/Keizer Coalition for Equality

Education Northwest has prepared a brief profile of each recipient of the Kaiser Permanente Northwest (KPNW) *Reducing Barriers to School Attendance* grant. This profile of Salem/Keizer Coalition for Equality (SKCE) provides a preliminary overview of implementation as of June 2019, comparing recorded activities with the plans submitted at the start of 2018–19. This is followed by a summary of changes that SKCE and its partner have made to activities in response to the COVID-19 pandemic. Finally, we report trends in student attendance data from the 2018-19 school year.

As of June 2019, the majority of activities focused on partner meetings and convenings, staff trainings and meetings, and direct family services (table F1).

Activity/event name	Partner meeting/ convening	Staff meeting/ training	Direct family services	Family outreach/ recruitment	Direct student services	Student outreach/ recruitment
Leyendo Avanzamos (Reading Together We Advance) pre-test at Four Corners Elementary			1			
Leyendo Avanzamos sessions			27			
Leyendo Avanzamos facilitator training		2				
Abriendo Puertas class at SKCE			13			
Adolescent behavior class at North Salem High School		1				
Boundary Task Force meetings and forums	10					
CAPE: The Teachers Union's Community Advocacy Partnership Engagement meetings	5					
Early learning regional implementation team	2					
Educa y Inspira sessions at Auburn, Parrish, Houck, Mary Eyre, Grant, and Highland (six-week series at each school)			36			
Educa y Inspira facilitator training		7				

Table F1. Salem/Keizer Coalition for Equal	'''' '''''''''''''''''''''''''''''''''	= 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1
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Activity/event name	Partner meeting/ convening	Staff meeting/ training	Direct family services	Family outreach/ recruitment	Direct student services	Student outreach/ recruitment
Crianza con Cariño (Growing with Love) sessions at Weddle Elementary			13			
Haga de la Paternidad un Placer at Woodburn and SKCE			18			
Paternidad Efectiva (Effective Parenting) workshops at North Salem High			3			
Soluciones Positivas (Positive Solutions) sessions at Hoover Elementary			13			
Listo! para Kinder Ready! for Kindergarten at 11 sites (weekly at each site, counted once per site as a series)			11			
Ready! for Kindergarten training		1				
Immigrant public charge forum	1					
Marion & Polk Early Learning HUB (MPELH) meetings	6					
MPELH training of trainers in nurturing parenting		3				
Popular Education at MPELH				1		
Milestonemeetings	6					
Systems change meetings	5					
NAACP meeting	1					
Parent gathering and resource table at Auburn and Washington elementary schools				2		
Parent meeting with school board co-chairs				1		
Racial justice organizing committee	1					
Recruitment and reminder calls and mailings to parents				47		
SKCE table at Binational Health Fair at Chemeketa Community College				1		
Recruitment calls for teachers' dinner				1		
SKCE's Cultural Institute teachers' dinner	1					
School board meetings and activities	2					

Activity/event name	Partner meeting/ convening	Staff meeting/ training	Direct family services	Family outreach/ recruitment	Direct student services	Student outreach/ recruitment
Meet with principals	2					
Total	42	14	135	53		

Source: Grantee-provided documentation

Examples of activities

Partner meetings or convenings

Focusing on the North High area of the Salem-Keizer School District, SKCE is using KPNW funds to support its efforts to engage, organize, train, mentor, and otherwise involve Latinx, Spanish-speaking immigrant families in capacity-building activities, advocacy, leadership, and systems change work. The schools appearing in SKCE's documentation are from the North High feeder area, except for Cesar Chávez Elementary School (with which SKCE has had a long-term relationship).

SKCE's documented activities reflect participation in various committees, task force meetings, events, and collaborations with local school, district, and community groups. Examples include the Teachers Union's Community Advocacy Partnership Engagement, the early learning regional implementation team, and several equity-related advocacy groups. Notably, the district invited SKCE to provide participants for the Boundary Task Force, and SKCE organized dozens of families from the North High area to participate in two community forums to examine the impact the boundary changes would have on thousands of Latinx families. At least 60 Latinx parents and parent leaders from SKCE's program attended school board meetings, and at least 12 testified, allowing for meaningful and empowering community input.

In addition, SKCE is collaborating with Salem-Keizer School District leadership to develop a change-process framework and action plan that sets goals for both organizations regarding equity, as well as family and community engagement, in advisory and decision-making opportunities. SKCE also works with the district's human resources (HR) department to examine hiring and interviewing practices through an equity lens.

Staff trainings

All family workshops are taught by parents from the Spanish-speaking immigrant community who have attended programs and been trained as facilitators. Since September 1, 2018, SKCE has documented facilitator trainings for Educa y Inspira, Ready! for Kindergarten, the Marion & Polk Early Learning Hub (MPELH) Nurturing Parenting Program, the parent-led literacy intervention program Leyendo Avanzamos, early childhood development, and leadership trainings at the CAPACES Leadership Institute and MPELH.

Other activities not included in SKCE's formal documentation—and not necessarily directly funded by the KPNW grant—are facilitator practice sessions before every workshop and ongoing partnership work with Salem-Keizer School District's HR department, which contracts with SKCE for ongoing professional development on cultural responsivity for school staff members.

Direct family services or family outreach

SKCE engages with families through its parent-led programming, by having a presence at events and public meetings, and through mailings and phone calls. Below are descriptions of the parent-led programs coordinated by SKCE.

Abriendo Puertas (Opening Doors) is an evidence-based, culturally designed parenting and self-empowering series designed to help immigrant parents of children up to 5 years old reconcile with their experiences and parenting norms and move forward into a more empowering way of advancing their children and family to reach new goals and experience less trauma.

Leyendo Avanzamos (Reading Together We Advance) uses SKCE's own parent-led reading intervention for emergent Spanish language readers. It is a curriculum created in partnership with bilingual teachers and SKCE parent-staff facilitators. It creates school-based relationships as school staff members partner with SKCE parent facilitators to coach parents while they learn literacy skills, brain development skills, and how to teach their children to read. This intervention comes with a lot of take-home materials.

The Educa y Inspira curriculum is only in Spanish. The first few units (workshops) were created by SKCE and based on Popular education—both the model and philosophy of self-actualization and valuing the knowledge and wisdom of the participants. More workshops were added, along with a training of trainers, in a partnership with the Oregon Department of Education and the Regional Educational Laboratory Northwest from 2005 to 2008. SKCE parents and staff members led the development of ideas, concepts, and materials. Since then, staff members have worked with Latinx teachers and counselors to create another 14 units based on the requests for help and information they heard repeatedly in their classes. The series has evolved to include six classes to address parents' issues with discipline and communication with their preteens and teens. The classes in this series are (in English)

The Reality of Latino Youth, The Reality of Latino Parents, Effective Communication in the Home, Understanding the Physical Expressions of Your Children, Building a Positive Environment at Home, and Be the Parent of the Child You Have (Not the One You Wish For). Attendance at Educa y Inspira ranged from 14 to 29 at different sites in 2019.

Crianza con Cariño (Growing with Love) uses a culturally specific curriculum created by Latinx personnel at Family Development Resources (<u>www.crianzaconcarino.org</u>). It creates awareness and transforms people, teaching them self-care so they have the capacity to care for others. It helps parents strengthen relationships, live in harmony, and reduce abuse and violence in families.

The Haga de la Paternidad un Placer (Make Parenting a Pleasure) curriculum was created by Parenting Now! and is its flagship program. Haga de la Paternidad un Placer is a translated version of the English original. It is culturally appropriate, and parents like it. It is a research- and evidence-based group curriculum for highly stressed parents of children up to 8 years old. SKCE trained staff members for this program and provided it in Spanish eight years before MPELH was created, and it has continued to brush up the skills of old personal and train new personnel at every training of trainers MPELH provides.

Paternidad Efectiva (Effective Parenting) was a new program in 2018–19. It was created and facilitated by a Mexican psychologist for parents of preteen through high school children. SKCE provided setup, child care, and food in partnership with North Salem High School. The classes covered many subjects that empower parents: leadership; education; discipline; developmental stages; physical and mental hygiene; goal setting; absenteeism and dropout prevention; emotional intelligence; understanding and preventing risky behaviors, including pregnancy, drugs, and alcohol; understanding sexuality and development; bullying and discrimination; and mental illness, including suicide. Attendance at Paternidad Efectiva ranged from 38 to 45 in 2019.

The Soluciones Positivas (Positive Solutions) curriculum for parents is translated from the English version created by the Center on the Social and Emotional Foundations for Early Learning at Vanderbilt University. It is focused on promoting the social and emotional development and school readiness of young children up to age 5 using the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. The curriculum provides user-friendly training materials, videos, and print resources to help early care, health, and education providers implement the model. MPELH brought this curriculum to the area and trained facilitators to provide it – and SKCE facilitators have been trained by MPELH to deliver in Spanish all curricula it provides.

The Listo! para Kinder (Ready! for Kindergarten) program helps parents learn how to develop their children's learning skills at home. There are three levels: 3-year-olds, 4-year-olds, and 5-year-olds. The series is provided in only one of these three levels to a given group of parents. Each parent is given a \$200 kit of materials to take home.

In addition to the formally documented family services and outreach activities—and not necessarily directly funded by the KPNW grant—in the fall, SKCE program staff members visit some schools' regularly scheduled parent nights to distribute flyers and talk to families about available programs. Program directors also hold multiple meetings with principals and each school's community outreach coordinator to supply flyers, talk to families, and participate in marketing. SKCE's director said families are making significant progress in leadership development at the school board and advisory committee levels but that it takes time to develop a strong relationship with school staff members and connect them with families.

Changes to activities or services during the COVID-19 pandemic

Education Northwest interviewed SKCE and its partner, the Salem-Keizer School District, in April 2020 after Oregon issued its first stay-at-home order in response to the COVID-19 pandemic. When the order was issued, SKCE distributed a survey to families to identify their needs. SKCE stated that they then focused their efforts on calling families; distributing Chromebooks to students; helping families get home internet access; delivering meals, art supplies and children's books; and offering emotional support virtually. SKCE shifted its services and activities from in-person to virtual formats but reported that this has been challenging since many families are not technologically savvy.

To educate families about COVID-19, SKCE also mailed several thousand letters providing families with social service resource packets and accurate information about the coronavirus.

Progress on "back-to-school" plan

Below is a list of the activities SKCE indicated it would aim to conduct over the course of the grant (table F2). As of October 2020, the grantee reported completing all but one of their initial objectives from their "back-to-school" plan.

Table F2 Salem/Keizer Coalition for Equality's "back-to-school" plan: Planned program activities associated with Kaiser Permanente Northwest funding

Activity	Evidence submitted as of October 2020
10-week sessions of evidence-based parenting classes	✓
Three-day sessions of evidence-based Ready! for Kindergarten program	\checkmark
Eight-week sessions of parent-led literacy intervention program	✓
Six-unit parent involvement workshops	✓
Monthly parent informational meetings/support groups	✓
Events and gatherings responsive to emerging issues affecting the Latinx community	✓
Latinx parent outreach and involvement (e.g., job fairs, focus groups, committees) and collaboration with 24J	~
Relationship-building events and activities that foster cross-cultural understanding with district staff members (e.g., welcoming dinner, event tabling, community tours)	~
Advise on a district-led assessment of and improvements to district policies and practices for equity	~
10-week sessions of parent-led pre-K program	✓
Parent leadership group at Parrish Middle School	
15-day summer language and culture institute for 24J staff	\checkmark

Source: Grantee-provided documentation

Attendance data for 2018-19

2018–19 school year were provided by Salem-Keizer School District for ten schools: Auburn Elementary, Englewood Elementary, Four Corners Elementary, Grant Elementary, Highland Elementary, Houck Middle School, Mary Eyre Elementary, Miller Elementary, North Salem High School, and Parrish Middle School. Figure F1 summarizes the attendance rate for all ten schools, and figure F2 summarizes the chronic absenteeism rate for all ten schools.

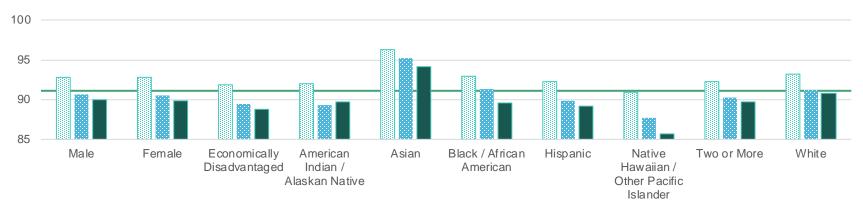
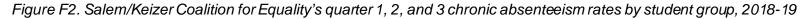


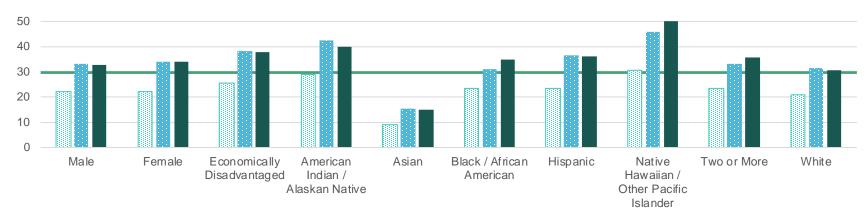
Figure F1. Salem/Keizer Coalition for Equality's quarter 1, 2, and 3 attendance rates by student group, 2018-19

■Q1 ■Q2 ■Q3

Note: The horizontal line represents the average attendance rate for all students in 2018-19 school year (91.1 percent).

Source: Salem-Keizer School District data provided to Education Northwest





■Q1 ■Q2 ■Q3

Note: The horizontal line represents the average chronic absenteeism rate for all students in 2018-19 school year (29.7 percent).

Source: Salem-Keizer School District data provided to Education Northwest

Appendix G. Site profile: Oregon School-Based Health Alliance

Education Northwest has prepared a brief profile of each recipient of the Kaiser Permanente Northwest (KPNW) *Reducing Barriers to School Attendance* grant. This profile of the Oregon School-Based Health Alliance (OSBHA) provides a preliminary overview of implementation as of June 2019, comparing recorded activities with the plans submitted at the start of 2018–19. This is followed by a summary of changes that OSBHA and its partners have made to activities in response to the COVID-19 pandemic. Finally, we report trends in student attendance data from the 2018-19 school year.

As of June 2019, the majority of activities focused on partner and staff meetings, convenings, and trainings (table G1).

Activity/event name	Partner meeting/ convening	Staff meeting/ training	Direct family services	Family outreach/ recruitment	Direct student services	Student outreach/ recruitment
Central High School collaboration meeting	11					
Adverse Childhood Experiences (ACEs) and resiliency screening training		1				
Total	11	1				

Table G1. Oregon School-Based Health Alliance's Kaiser Permanente Northwest grant-funded activities (as of June 2019)

Source: Grantee-provided documentation

Examples of activities

Partner meetings or convenings

The overall objective of OSBHA's grant-funded activities is to leverage existing school-based physical and mental health services to develop a systematic identification, referral, and intervention system for students who experience health-related barriers to attendance. This work, with its focus on Tier 2 interventions, builds on the work of Oregon's Trauma-Informed Schools Pilot program, which focuses on Tier 1 prevention strategies in the same district. To date, OSBHA's strategy has focused on convening partners to learn, plan, and strategize for piloting Tier 2 interventions in Year 2 of the grant. Before convening the group, OSBHA

conducted stakeholder interviews with 11 people to assess buy-in, as well as perceived interests and barriers, and to share information about the grant.

OSBHA submitted notes and agendas from 11 partner meetings to date. Attendees included OSBHA staff members, the Central School District superintendent, school health center staff members, and the Trauma-Informed Schools Pilot program coordinator.

Meeting topics have included:

- Building a shared understanding of grant objectives, absenteeism, and current resources
- Reviewing relevant models, including Oregon's Trauma-Informed Schools Pilot program; the Positive Behavioral Interventions and Supports framework; and the Whole School, Whole Community, Whole Child model
- Analyzing school health data and other data sources and discussing data sharing with partners
- Gathering evidence and data to identify root causes of chronic absenteeism
- Analyzing and documenting how students move through supports in the school and community, including a review of referral systems
- Developing tools to use with families
- Brainstorming potential interventions for the next phase of the grant

During the second phase of the grant, OSBHA piloted Tier 2 interventions based on findings from partners in Year 1 (see Table A5.2 and below for examples of potential interventions).

- The school has a care team, a core group that identifies students of concern using data such as attendance, disciplinary-type referrals, suspensions, etc. The team then develops a plan and/or identifies an intervention. The Central Community Collaborative is exploring how to leverage the team to create a systematic and robust Tier 2 identification, referral, and intervention system to address health-related barriers to attendance.
- Central High school is in the process of establishing a wellness room to support students who need social and emotional skill development. The room will be staffed by a classified staff member, who will coach students through various coping strategies. This person will also help students understand how their brain works in the middle of stress and how to tame their brain when they feel stress arising in their body. Community partners can provide information to be used in the room, and having this Tier 2 intervention will help staff members identify when students need additional support beyond the school, allowing for a multi-pronged support system.

In the next phase of the grant, OSBHA plans to expand wellness rooms to other schools and explore how to integrate the wellness room into the school-based health center workflow. In addition, future meetings will continue to focus on data collection and data sharing across organizations and care settings.

Staff meetings or trainings

The Central Health and Wellness Center (a school-based health center) received a training on conducting Adverse Childhood Experiences (ACEs) and resiliency screening. School and Polk County staff members participated in the training to identify how the screening might be beneficial at a systems level and so there is clear communication regarding follow-up.

Changes to activities or services during the COVID-19 pandemic

Education Northwest interviewed OSBHA and its partner, Polk County Community & Family Outreach, in April and May 2020 after Oregon issued its first stay-at-home order in response to the COVID-19 pandemic. The interviewees stated that OSBHA activities and services had shifted to focus on influencing how the system will look after the COVID-19 pandemic, in addition to addressing the pandemic's impacts on individual participants. The grantee provided less technical assistance and more advocacy, using knowledge to influence decision-makers. At the state level, OSBHA advocated about how to provide students with coronavirus-related health services, including COVID-19 screening and monitoring and mental health supports, when they return to in-person learning. More locally, OSBHA worked with KPNW to funnel their grant funding to the Central Service Integration Team, which focused on meeting the basic needs of students and families in the Central School District, as well as to the youth advisory council that works with the school-based health center.

Instead of directly interfacing with students at school, Polk County Community & Family Outreach contacted students by phone and asked them to provide a weekly status update via an electronic form. The partner also reported conducting home visits to students who were struggling prior to the start of the pandemic. In lieu of face-to-face meetings, they offered mental health support virtually via Zoom or Google Meet and delivered Chromebooks and food supports to families.

Progress on "back-to-school" plan

Below is a list of the activities OSBHA indicated it would aim to conduct over the course of the grant (Table G2). As of October 2020, the grantee reported completing all but one of their initial objectives from their "back-to-school" plan.

Table G2. Oregon School-Based Health Alliance's "back-to-school" plan: Planned program activities associated with Kaiser
Permanente Northwest funding

Activity	Evidence submitted as of October 2020
Year 1 will focus on a workflow analysis and needs assessment to identify one or more Tier 2 interventions to pilot in Year 2.	~
Year 1 will also include developing a communications strategy to share before implementation. Completed in Year 2	~
 Year 2 examples of possible Tier 2 interventions to pilot include: Small-group and/or culturally specific interventions to teach students emotional regulation, coping, stress management, and problem-solving strategies Screening processes to determine whether students may benefit from supports, other assessments, or referrals Group counseling as an alternative to disciplinary actions Building consultation teams that support classroom teachers' efforts to be more responsive to students 	
Year 3 will involve taking selected interventions to scale, continuing evaluation activities, and documenting system development.	•

Source: Grantee-provided documentation and self-report

Attendance data for the 2018-19 school year

OSBHA's 2018-19 school year data were provided to Education Northwest from Central School District. The data reported the attendance and chronic absenteeism rates for Talmadge Middle School and Central High School. The figures show the full district attendance rates by quarter (figures G1 and G2).

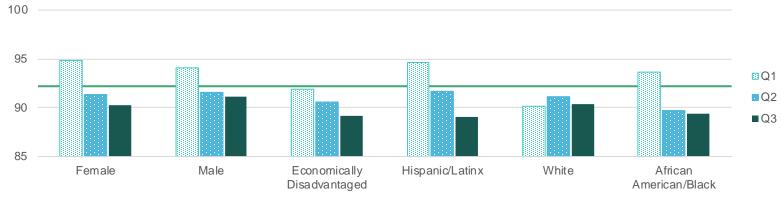


Figure G1. Oregon School-Based Health Alliance's quarter 1, 2, and 3 attendance rates by student group, 2018-19

Note: The horizontal line represents the average attendance rate for all students in 2018-19 school year (92.2 percent). Source: Central School District data provided to Education Northwest



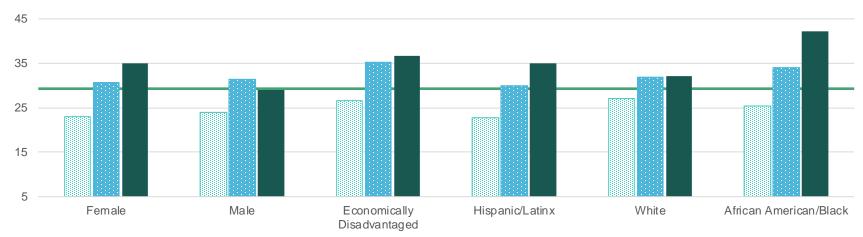


Figure G2. Oregon School-Based Health Alliance's quarter 1, 2, and 3 chronic absenteeism rates by student group, 2018-19

Note: The horizontal line represents the average chronic absenteeism rate for all students in 2018-19 school year (29.3 percent).

Source: Central School District data provided to Education Northwest

Education Northwest has prepared a brief profile of each recipient of the Kaiser Permanente Northwest (KPNW) *Reducing Barriers to School Attendance* grant. This profile of Latino Network provides a preliminary overview of implementation as of June 2019, comparing recorded activities with the plans submitted at the start of 2018–19. This is followed by a summary of changes that Latino Network and its partners have made to activities in response to the COVID-19 pandemic. Finally, we report trends in student attendance data from the 2018-19 school year.

As of June 2019, the majority of activities focused on partner meetings and convenings, direct family services and outreach, and student outreach (table H1).

Activity/event name	Partner meeting/ convening	Staff meeting/ training	Direct family services	Family outreach/ recruitment	Direct student services	Student outreach/ recruitment
Colegio de Padres at Russell			7			
Colegio de Padres at Shaver			10			
District-wide attendance team meetings	3					
Healthy Eating and Health Fair			1			
Kinder Literacy Night at Russell			1			
Latino Family Night: Parkrose districtwide			1			
Morning Coffee at Russell			6			
Morning Coffee at Shaver			2			
Multicultural Night at Shaver			1			
Russell outreach				10		
Russell recruitment						1
Shaver case management			7			
Shaver outreach				13		
Weekly Russell attendance team meetings	10					
Weekly Shaver attendance team meetings	13					

Table H1. Latino Network's Kaiser Permanente Northwest grant-funded activities (as of June 2019)

	Total	26		36	23		1
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Source: Grantee-provided documentation

Examples of activities

Partner meetings or convenings

Latino Network is using KPNW grant funding to implement a culturally specific three-tiered intervention in Parkrose School District, adapting its existing chronic absenteeism prevention and attendance improvement program to include more culturally inclusive strategies. These activities are meant to enhance, connect, and solidify the existing resources in the district, which are already in place in the middle school and high school but are new at the elementary school level.

To that end, the new full-time attendance coordinator meets weekly with attendance teams at both Russell and Shaver elementary schools. During meetings, they discuss overall attendance supports and check in about students in the "orange and yellow zones," who are at risk of having attendance problems. They compare updates from teachers and secretaries about why students may be missing school. They discuss ongoing interventions, such as Calendar Club, and work with teachers to make positive phone calls to the families of students who are at risk of chronic absenteeism. In addition, in 2018–19, Latino Network representatives attended districtwide attendance team meetings with district administrators, school staff members, and partners.

Direct family services

Latino Network's attendance coordinator meets with families when they are at school, such as during Back to School nights, while they are visiting food pantries, and during early release times. In addition, the coordinator provides more intensive services and outreach to families of students in the "orange and red zones," such as scheduling home visits, sending attendance letters, and connecting them with resources on housing and energy assistance. Latino Network staff members provided a series of Morning Coffee events at elementary schools, as well as family workshops on various topics, such as healthy eating and personal health, kindergarten literacy, and cultural events in the districts.

Latino Network also implemented Colegio de Padres at Shaver and Russell elementary schools, which seeks to provide resources for families to prepare students for college, support their child with schoolwork, understand the educational system, understand their child's development, and how to become more engaged in their school and community.

Changes to activities or services during the COVID-19 pandemic

Education Northwest interviewed Latino Network and its partners in April and May 2020 after Oregon issued its first stay-at-home order in response to the COVID-19 pandemic. In the interviews, Latino Network stated that it no longer implemented in-person Colegio de Padres or Café con Padres events. Instead, staff focused on providing families with basic needs and resources to facilitate distance learning at home. Both Latino Network and its partners reported that they provided more one-on-one case management to respond to families' specific needs. They continued to contact families on a weekly basis, but conversations tended to be longer to address the additional barriers that families faced, as well as an increased need for mental health support.

Progress on "back-to-school" plan

Below is a list of the activities Latino Network indicated it would aim to conduct over the course of the grant (table H2). As of October 2020, the grantee reported completing four out of nine initial objectives from their "back-to-school" plan.

Activity	Evidence submitted as of October 2020
Fund a bilingual school attendance coordinator position at 1.0 FTE.	✓
Implement a three-year culturally specific attendance program that connects youth and families to resources promoting positive health and attendance.	~
Provide intensive case management (as necessary).	\checkmark
Train existing staff members (four times a year) in culturally specific family engagement and referral to resources.	
Conduct monthly staff/family workshops and quarterly convenings to acclimate Latino families to the school's resources/environment and to connect families with school teachers, staff members, and leaders. Link families with their child's teachers, PTA groups, school nurses, and counselors so that they may receive crucial information in a warm and culturally appropriate environment.	~
Create personalized development/goal plans for students.	
Provide intervention guidance and support through staff training and mentoring.	
Manage health and wellness information/referrals.	
Conduct internal policy review/quality improvement (once-a-year extensive review).	

Table H2. Latino Network's "back-to-school" plan: Planned program activities associated with Kaiser Permanente Northwest funding

Source: Grantee-provided documentation and self-report

School-level attendance data for quarters 1 and 2

Data from the 2018–19 school year were provided for the Latino Network grantees by Parkrose School District. Figure H1 shows the attendance rate for all schools served by Latino Network by student group, and Figure H2 shows the chronic absenteeism rate for all schools served by Latino Network by student group. Both Russell and Shaver elementary schools participate in the Community Eligibility Provision of the U.S. Department of Agriculture's school lunch program, which makes collecting individual-level economic data unnecessary. Therefore, we do not have attendance or chronic absenteeism rates for students who are economically disadvantaged.

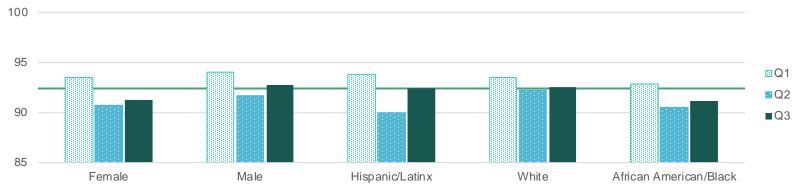


Figure H1. Latino Network's quarter 1, 2, and 3 attendance rates by student group, 2018-19

Note: The horizontal line represents the average attendance rate for all students during school year.

Source: Parkrose School District data provided to Education Northwest

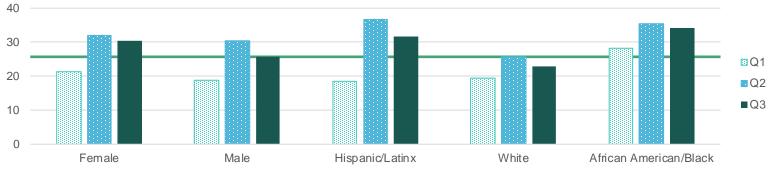


Figure H2. Latino Network's quarter 1, 2, and 3 chronic absenteeism rates by student group, 2018-19

Note: The horizontal line represents the average chronic absenteeism rate for all students during school year.

Source: Parkrose School District data provided to Education Northwest

	Russell Elen	nentary School	Shaver Elem	entary School
	Attendance rate	Chronic absenteeism	Attendance rate	Chronic absenteeism
Economically	*	*	*	*
disadvantaged				
Female	93.4%	20.8%	89.1%	40.7%
Male	93.4%	22.8%	92.0%	28.8%
White	91.0%	31.4%	89.5%	36.5%
Hispanic/Latinx	93.0%	27.8%	92.1%	34.1%
Black/African American	93.5%	19.0%	90.2%	31.3%
All students	93.4%	21.7%	90.4%	35.2%
Total student count	3	96	3	64

Note: Latino Network schools participate in the Community Eligibility Provision of the U.S. Department of Agriculture's school lunch program. Therefore, "economically disadvantaged" data are not available.

Source: Parkrose School District data provided to Education Northwest

Appendix I. Site profile: Self Enhancement, Inc.

Education Northwest has prepared a brief profile of each recipient of the Kaiser Permanente Northwest (KPNW) *Reducing Barriers to School Attendance* grant. This profile of Self Enhancement, Inc. (SEI) provides a preliminary overview of implementation as of June 2020, comparing recorded activities with the plans submitted at the start of 2018–19. This is followed by a summary of changes that SEI and its partners have made to activities in response to the COVID-19 pandemic. Finally, we report trends in student attendance data from the 2018-19 school year.

As of June 2020, SEI activities focused on all partner and staff meetings, convenings, and trainings; and family and student services and outreach (table I1).

Activity/event name	Partner meeting/ convening	Staff meeting/ training	Direct family services	Family outreach/ recruitment	Direct student services	Student outreach/ recruitment
Alarm clocks					1	
Black Male Challenge					1	
Biweekly meetings to form a girls empowerment group	2					
Bus schedules			8			
Class visits					15	
Día de los Muertos event				1		
Faculty meetings	21					
Financial reality fair						1
Holiday gifts giveaway					1	
Holiday party					1	
Incentive-based activity					61	
Incentives/activities: Goal report	1					
Learning to Love Yourself (February, March, and April)					1	
Middle school relationship building with students					1	

Activity/event name	Partner meeting/ convening	Staff meeting/ training	Direct family services	Family outreach/ recruitment	Direct student services	Student outreach/ recruitment
Monthly Attendance or Data Check-in meetings		6				
Monthly 1:1 Check-ins with principal		6				
Monthly Equity Committee meetings (DDHS)		6				
One-on-ones with caseload students					109	
Oregon State Penitentiary visits					1	
Positive phone calls			23			
Relationship building					65	
SEI outreach activities				1		
Student celebratory lunch					8	
Student and parent engagement			29			
Weekly assignment planners					1	
Total	24	18	60	2	266	1

Source: Grantee-provided documentation

Examples of activities

Partner meetings or convenings

SEI is using the KPNW grant to expand its existing services by establishing an attendance coordinator position at David Douglas High School. The coordinator works with an estimated 100 African American students in grades 9–12 each year to reduce chronic absenteeism—including excused and unexcused absences for health and discipline reasons. Within the larger group of students, SEI has identified a cohort of 43 students in grade 9, including 15 students requiring Tier 2 supports.

So far, partnership activities have included six faculty meetings, during which the attendance coordinator met with the school attendance team to discuss students, data, and intervention strategies. The coordinator also met with school staff members to report milestones and results from interventions, such as providing incentives for attendance. The attendance coordinator also met twice a month with several outside agencies that also work with David Douglas High School to better serve students.

Direct family services or family outreach

The attendance coordinator met with families in various ways. There have been two series of one-on-ones with families of the 15 students in the Tier 2 caseload, during which the coordinator used data to begin conversations about the importance of attendance and ways to help remove barriers to coming to school. The coordinator also provided families with bus schedules, highlighting the closest bus stop for each student, to help families find efficient and affordable ways to get their children to school. Additionally, the attendance coordinator called families when their child's attendance or grades improved.

In addition to working with caseload families, SEI reached out to a broader group of families through a Día de los Muertos event in collaboration with Latino Network through Successful Families 2020.⁶ Participants learned about Día de los Muertos while decorating sugar cookie skulls in an environment of open dialogue, allowing for conversation about the importance of attendance and education. Families were also invited to a holiday party hosted by Schools Uniting Neighborhoods for all outside partners in David Douglas School District, as well as a financial reality fair that provided a real-world simulation of adult financial decision-making.

Direct student services or student outreach

The attendance coordinator met with the 43 students in the grade 9 caseload to explain his role as an advocate who is there to get to know them better and assist them with their attendance success. The coordinator also held a one-on-one meeting with all students in the caseload to reiterate the importance of attendance; review students' personal interests in school activities, groups, and clubs; require students with non-passing grades to attend tutoring at least twice a week; and provide materials and resources, such as school bus schedules, an alarm clock, and school supplies. Other activities included working with students on their weekly assignment planners to help with organization and time management; working with middle school students on goal setting; and creating opportunities to attend outside school events, such as the Black Male Challenge all-day event at Mount Hood Community College and the Young World youth empowerment panel hosted by an organization at the Oregon State Penitentiary that focuses on gangs, drugs, bullying, and decision-making.

Outreach activities included providing incentives for attendance, such as tickets to Portland Trail Blazers games, Big Gulp coupons, a pizza party, and holiday challenges, which increased possible incentives available to students before holiday breaks.

⁶ https://www.reynolds.k12.or.us/rhs/successful-families-2020-sf2020

Changes to activities or services during the COVID-19 pandemic

Education Northwest interviewed SEI and its partners in May and June 2020 after Oregon issued its first stay-at-home order in response to the COVID-19 pandemic. SEI and one partner, United Way, reported that they continued to connect with families as often as they did prior to the stay-at-home order, if not more frequently. SEI contacted as many students and parents as possible via phone, text, and social media and assisted families with resources including food boxes, utility assistance, and housing and mental health referrals. In addition, SEI is running a series of listening circles for students and selected school staff members to increase student support, enhance trust between staff and students, and serve as a conduit for change within the school community. SEI is piloting the circles in fall 2020 during distance learning.

Progress on "back-to-school" plan

Below is a list of the activities SEI indicated it would aim to conduct over the course of the grant (table I2). As of October 2020, the grantee reported completing all but one of their initial objectives from their "back-to-school" plan.

Table I2. Self Enhancement, Inc.'s "back-to-school" plan: Planned program activities associated with Kaiser Permanente Northwest funding

Activity	Evidence submitted as of October 2020
This project funds an attendance coordinator position at David Douglas High	
School to work with an estimated 100 students in grades 9–12.	\checkmark
Support positive intervention steps at school and at home with parents/families	
to address/remove barriers to attendance. [Part of a five-step plan]	\checkmark
Team with other SEI and school staff members to increase knowledge and	
appreciation of the importance of school attendance and foster a climate and	
systems that support consistent attendance.	\checkmark
Involve parents and families with data as part of the attendance-monitoring	
and improvement plan.	

Source: Grantee-provided documentation and self-report

Attendance data for the 2018-19 school year

2018-19 school year data were provided by David Douglas School District for four schools: David Douglas High School, Alice Ott Middle School, Floyd Light Middle School, and Ron Russell Middle School. Figure I1 summarizes the attendance rate for all four schools, and Figure I2 summarizes the chronic absenteeism rate for all four schools. Tables I3 and I4 show the attendance and chronic absenteeism rates for each school.

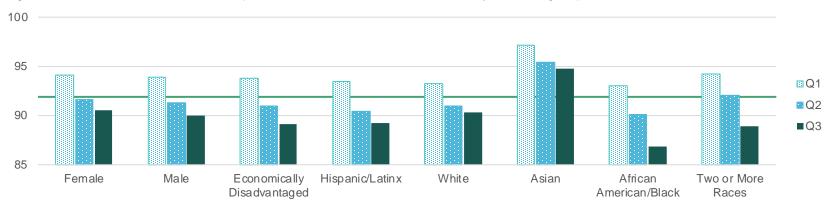


Figure I1. Self Enhancement, Inc.'s quarter 1, 2, and 3 attendance rates by student group, 2018-19

Note: The horizontal line represents the average attendance rate for all students in 2018-19 school year (91.9 percent).

Source: David Douglas School District data provided to Education Northwest

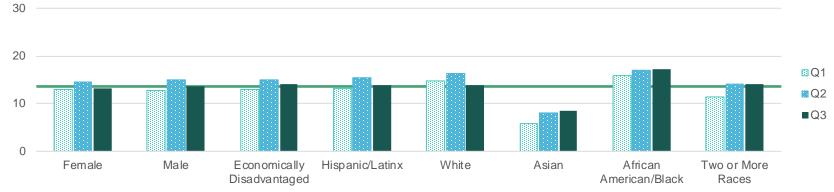


Figure I2. Self Enhancement, Inc.'s quarter 1, 2, and 3 chronic absenteeism rates by student group, 2018-19

Note: The horizontal line represents the average chronic absenteeism rate for all students in 2018-19 school year (13.6 percent).

Source: David Douglas School District data provided to Education Northwest

	Alice Ott Middle	Floyd Light Middle	Ron Russell Middle	David Douglas High
	School	School	School	School
Economically disadvantaged	93.0%	88.9%	89.7%	87.9%
Female	94.4%	90.5%	90.5%	89.4%
Male	93.2%	89.9%	90.8%	88.9%
Asian	98.5%	95.6%	95.8%	93.6%
White	94.3%	89.5%	89.9%	89.4%
Hispanic/Latinx	92.6%	90.5%	91.0%	87.4%
Black/African American	91.4%	86.0%	86.2%	86.3%
All students	93.8%	90.1%	90.7%	89.1%
Total student count	747	758	839	2714

Table I3. Self Enhancement, Inc.'s quarter 2 attendance rate by school and student group

Source: David Douglas School District data provided to Education Northwest

	Alice Ott Middle School	Floyd Light Middle School	Ron Russell Middle School	David Douglas High School
Economically disadvantaged	11.8%	13.4%	13.4%	14.9%
Female	11.1%	11.3%	11.0%	15.0%
Male	10.5%	14.0%	14.4%	14.0%
Asian	3.3%	8.7%	5.7%	10.5%
White	10.4%	11.5%	14.9%	15.2%
Hispanic/Latinx	11.5%	14.5%	13.0%	14.4%
Black/African American	15.8%	14.2%	14.7%	19.0%
All students	10.8%	12.7%	12.8%	14.5%
Total student count	747	758	839	2714

Table 14. Self Enhancement, Inc.'s quarter 2 chronic absenteeism rate by school and student group

Source: David Douglas School District data provided to Education Northwest