



Engaging Students and Families During Covid-19



Welcome



S. Kwesi Rollins

Vice President for Leadership
& Engagement

*Institute for
Educational Leadership*

Chair, Advisory Board,
Attendance Works



Hedy Chang

Executive Director
Attendance Works



About IEL

The Institute for Educational Leadership acts as a catalyst and capacity builder at the intersection of education, community collaboration and workforce development to effectively promote equity and better opportunities for all children and youth. IEL:

- ✓ identifies and implements innovative strategies particularly where educational, economic, and social challenges or gaps exist.
- ✓ has developed, trained, and supported thousands of leaders across various networks.
- ✓ works at the local, state, and national level, investing in community leaders of all ages, stages, and sectors.

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



About Attendance Works

Website Resource Page:

[Coronavirus: Resources for Educators](#) which includes links to resources from CDC, AFT, Johns Hopkins, Education Week and other sources.

Attendance Works advances student success and closes equity gaps by reducing chronic absence. Operating at the local, state, and national level, Attendance Works:

- ✓ Advances better **policy**
- ✓ Nurtures proven and promising **practice**
- ✓ Promotes meaningful and effective **communication**
- ✓ Catalyzes needed **research**

Since our launch in 2010, we have become the nation's “go-to” resource for improving student attendance. To learn more, visit our website: www.attendanceworks.org



Agenda

- I. Welcome**
- II. Responding to Covid-19: Key Concepts**
- III. Panel: Strategies for Engaging Students and Families**
- IV. Panel: Building Systems to Strengthen Practice and Data Monitoring**
- V. Discussion: Implications for the Transition Back to School**



AW Phases of Covid-19 Response

1. Decide To Close School Buildings

- Involve the public health department
- Monitor **absenteeism** to detect potential health challenges
- Communicate clearly and frequently with families and students

2. Outreach After School Building Closure

- Develop and implement coordinated outreach approach
- Confirm contact info
- Reach out in trauma-informed, relationship building manner
- Address needs for food, shelter, and other supports
- Connect to learning supports and determine access to technology
- Link to needed virtual behavioral, emotional and physical health supports
- Leverage data (including **absences**, special ed status, and other demographic info) to triage and tailor supports

3. Support and Engagement During Distance Learning

- Use cross-departmental district and school teams to orchestrate a whole child/family approach to learning.
- Emphasize engagement and school connectedness for students and families
- Monitor **attendance** and **participation** in remote learning activities
- Use **data on lack of participation** for real time problem-solving
- Document challenges and interventions to inform current and future support

4. Transition Back to School

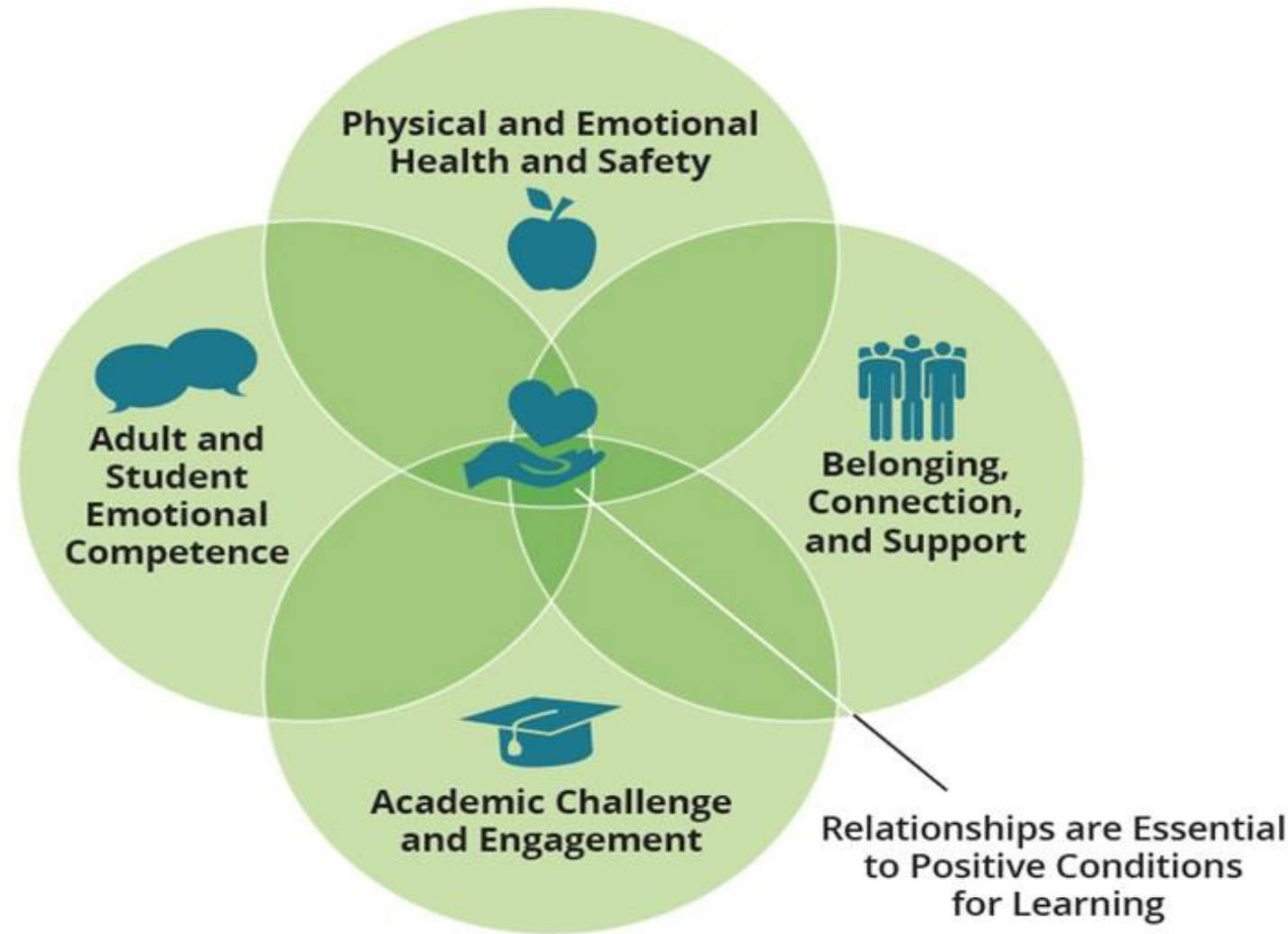
- Take team approach organize and implement cross-departmental school and district plans
- Partner with families to develop plans reflecting student's situation (health, academic, **attendance & engagement**, during and prior to remote learning.
- Use **chronic absence** and other participation data to provide additional support
- Promote trauma-informed, welcoming school climate
- Support seamless transitions between virtual and in person settings.



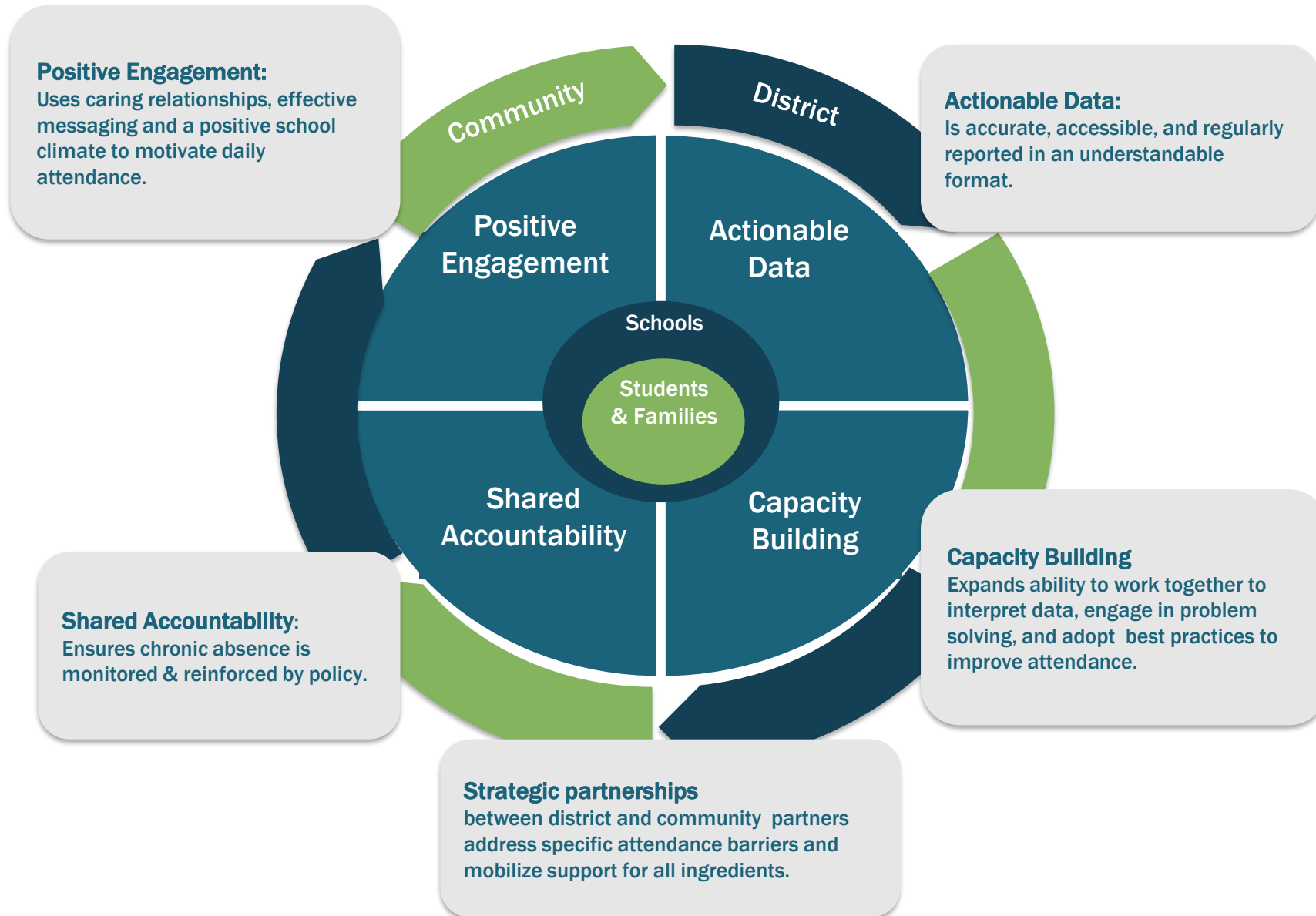
Covid-19 Reinforces the Critical Importance of These Approaches

- ✓ ***A whole child/family approach*** to education that pays attention to social emotional well-being and school climate, along with academics, and recognizes families as the first teachers of their children.
- ✓ ***Integrated virtual and in person learning*** that supports different learning styles and makes up for classwork when students face challenges (e.g. health or transportation) getting to the school building.
- ✓ ***Addressing inequitable access*** to resources and supports with significant attention to monitoring **absenteeism** (missing too much school) to promote prevention and early intervention vs punitive action.
- ✓ ***Promote integrated strategies*** by working across departments and organizations, including supporting an investment in community schools, and leveraging the assets of community partners and health providers.

Reducing the Adverse Impact of Covid-19 Requires Ensuring Positive Conditions for Learning in School, Whether In Person, Distance or Blended



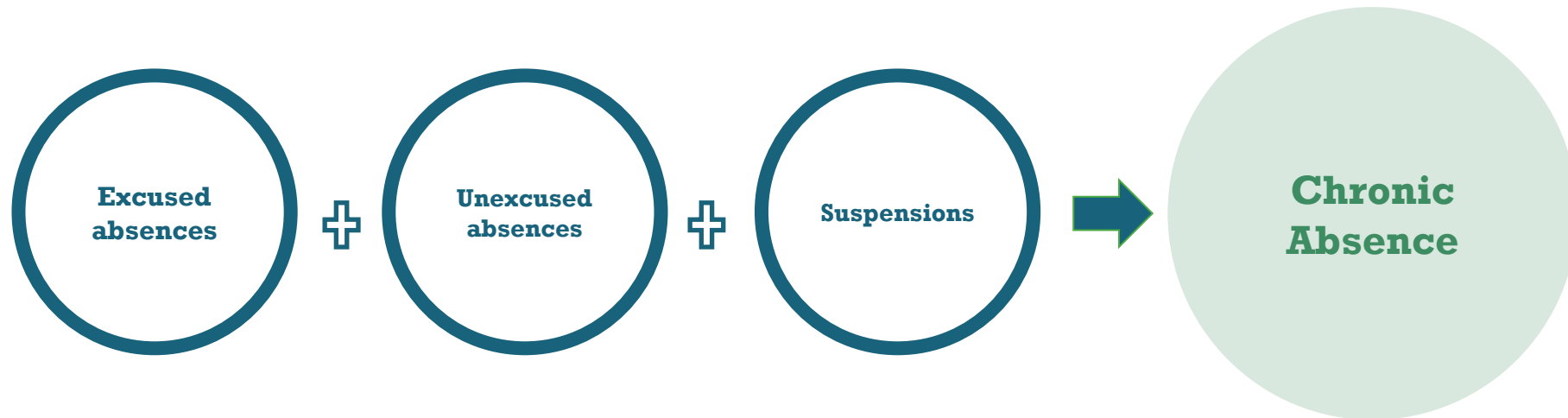
To Take a Systemic Approach – Need to Redefine Actionable Attendance and Absenteeism Data During Distance Learning





Chronic Absence Remains a Critical Measure When School Buildings are Open

Chronic absence is missing so much school for any reason that a student is academically at risk. To ensure it acts as an early warning sign, Attendance Works recommends defining it as **missing 10% or more of school for any reason**.



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

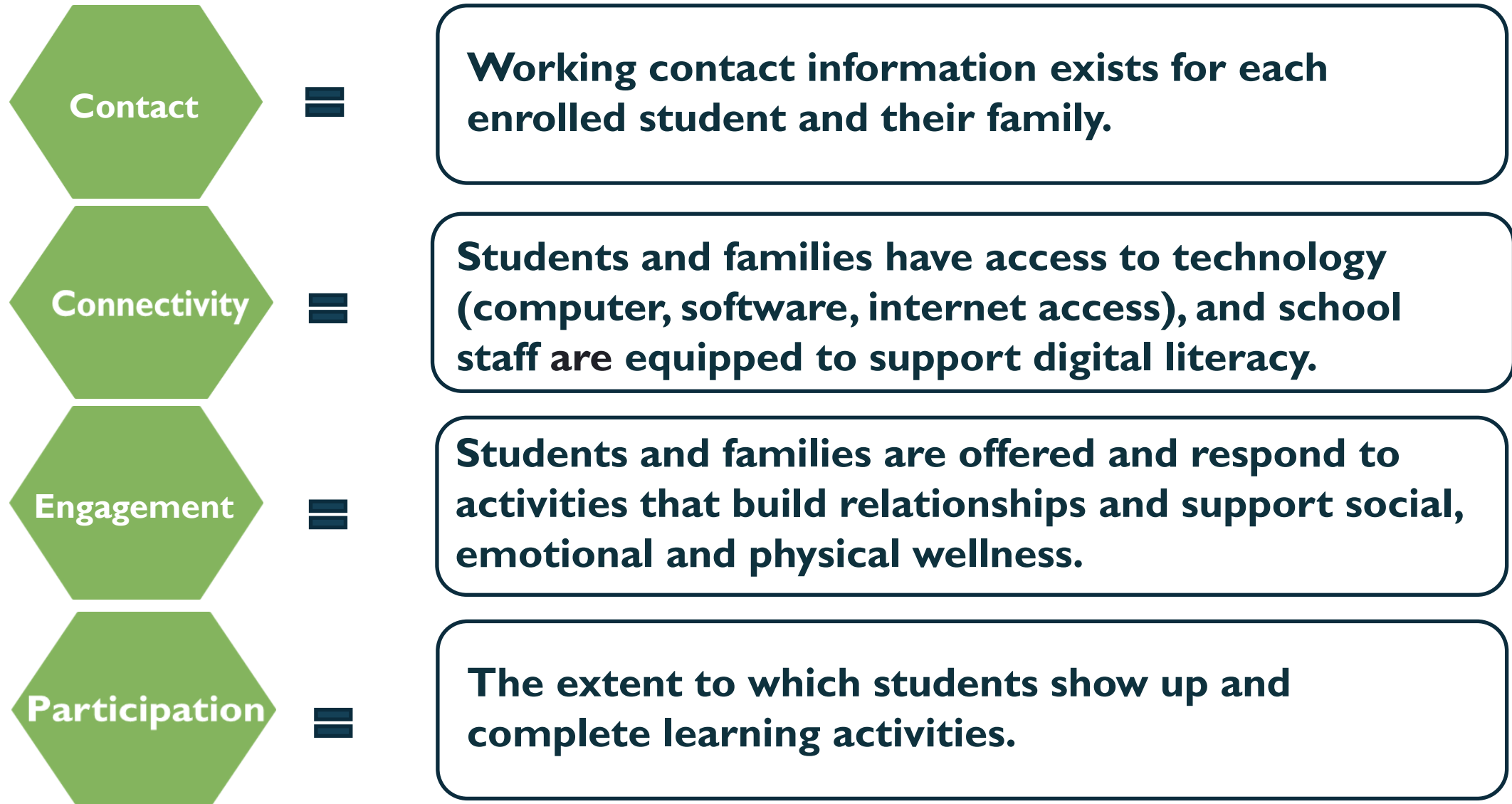


A New Data Framework Is Needed for Distance Learning

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

1. Encourage states, districts and communities to monitor lost learning time in school in order to promote student success regardless of ESSA accountability.
2. Adopt a holistic approach to data collection that informs current and future efforts to improve conditions for learning.
3. Promote a tiered approach to supporting students, beginning with prevention.
4. Strategically target investments that address the digital divide, lack of supports (health, economic, nutrition, housing, etc.) and other inequities.

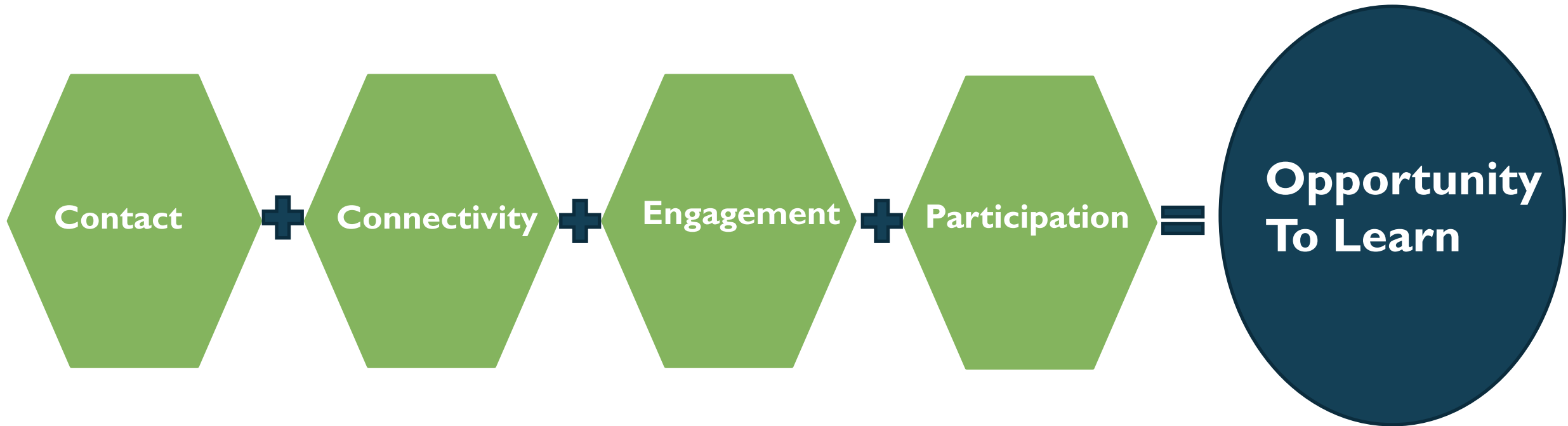
Additional Terms for “Attendance” During Distance Learning



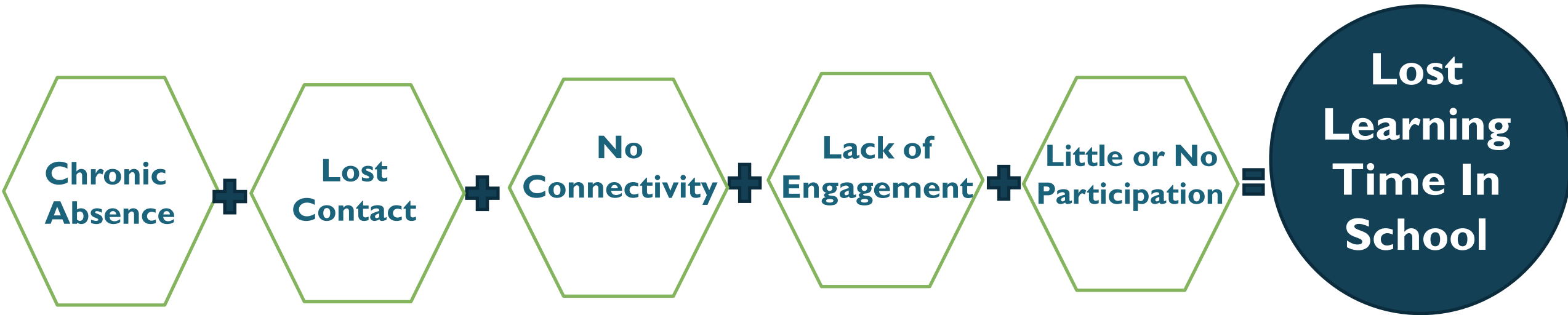
Measuring “Attendance/Being Present” During Remote Learning

	What are we (districts, schools & community partners) trying to find out?	What are school/district responsibilities, with support from community partners?	What data can we collect? (Possible data points)	The Equity Implications
Contact	Can we reach students and families?	Maintain regularly updated contact information.	% of families with working contact information. % of students unreachable, disaggregated by race/ethnicity, zip code, homelessness, foster care, free and reduced lunch, disabilities.	Working contact information is essential to offering supports and learning opportunities.
Connectivity	Are we ensuring all students and families have digital access and literacy?	Provide access to technology and equip school staff and families to use it effectively.	% of students/families with technology (have computer, software, and internet). % of staff who have the equipment and skills to support digital learning and literacy.	Lack of tech = less access to quality learning opportunities. Digital literacy requires offering support in the home languages of families.
Engagement	Are we building relationships with students and families and creating a sense of connection and support?	Ensure students and families have meaningful opportunities to connect with staff and each other, and receive needed supports.	% of students documented as participating in activities (adult led and among peers) every day. % of families documented as showing up to activities with school staff or other families, and receiving supports.	Students and families who feel connected and supported are more likely to do well academically and stay in school.
Participation	Are students participating in learning opportunities?	Offering the opportunity to participate in meaningful learning opportunities.	% of students signed on to classes. % of students completing assignments. % of students partially completing assignments.	Students who participate regularly are less likely to fall behind and drop out.

Measuring “Attendance/Being Present” During Distance Learning



Identifying Students At Risk Due to Absenteeism



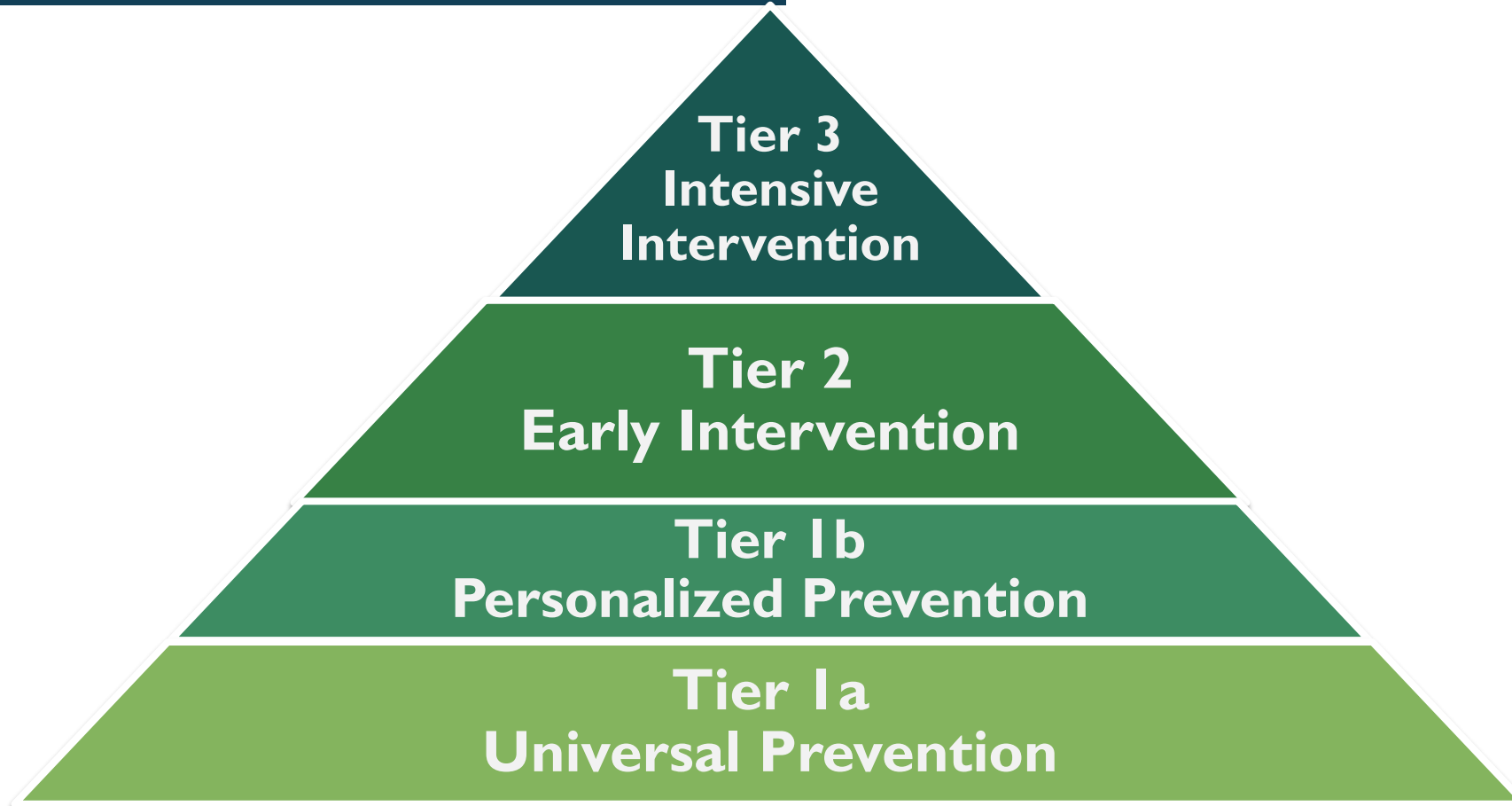


Use Data to Identify and Address Inequities

- a) Analyze data for chronic absence prior to closure, plus contact, connectivity, engagement and participation data overall, broken down by school, grade, race/ethnicity, home language, disability and zip code.
- b) Use qualitative information, especially drawing upon the perspectives of students and families, to deepen an understanding of the contributing factors and how they might be addressed.
- c) Determine how to address unequal access to resources.



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





Need to Define Flags to Activate Additional Support

	Early Warning Flags
Tier 1b Personalized Prevention	What triggers a more personalized preventive check in? (e.g. I missed interaction, I missed assignment) Who provides this? Teachers?
Tier 2 Early Intervention	What triggers more ongoing sustained early intervention ? (e.g. Multiple missed interactions over a week or month, 2 missed assignments) Who is involved in outreach and support? Attendance staff? Counselors? Nurses? Others depending upon need for intervention?
Tier 3 Intensive Intervention	What triggers intensive intervention? (e.g. Loss of contact?) Who is involved in outreach and support? Social Workers? Staff of public agencies, etc.?

Panel 1: Strategies for Engaging Students and Families During Covid-19



Sharon Locke
Superintendent
Naugatuck Public Schools
Connecticut



Sadiq Ali
Executive Director
Maryland MENTOR



Ellie Mitchell
Executive Director
Maryland
Out of School Time Network



Gloria Corral
President and CEO
Parent Institute for
Quality Education



Engagement During COVID

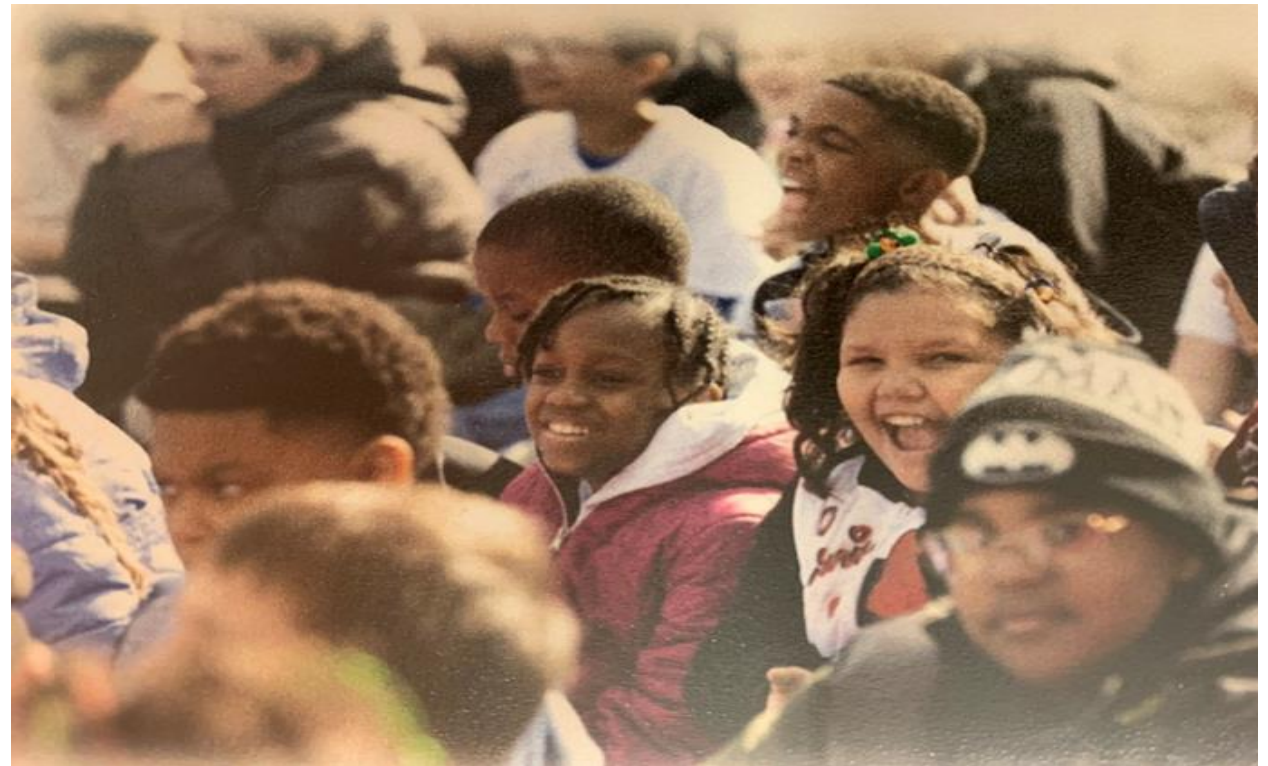
Naugatuck Public Schools

January 2020



Naugatuck

- A quasi-urban Connecticut community of about 4500 diverse students. Formerly known as the Rubber Capital of the World.
- One of CT's Alliance Districts





Distance Learning In Naugatuck

3 Core Values: Safety/Health/Wellness, RELATIONSHIPS, Access and Opportunity for ALL (equity) students, families, staff

- Over Communication
- Food Distribution
- Roles for EVERY staff member
- Connection first, learning next
- Synchronous and Asynchronous Learning opportunities – evolved in collaboration with teachers (differentiated by level)
- Multiple Tiered Supports and Interventions

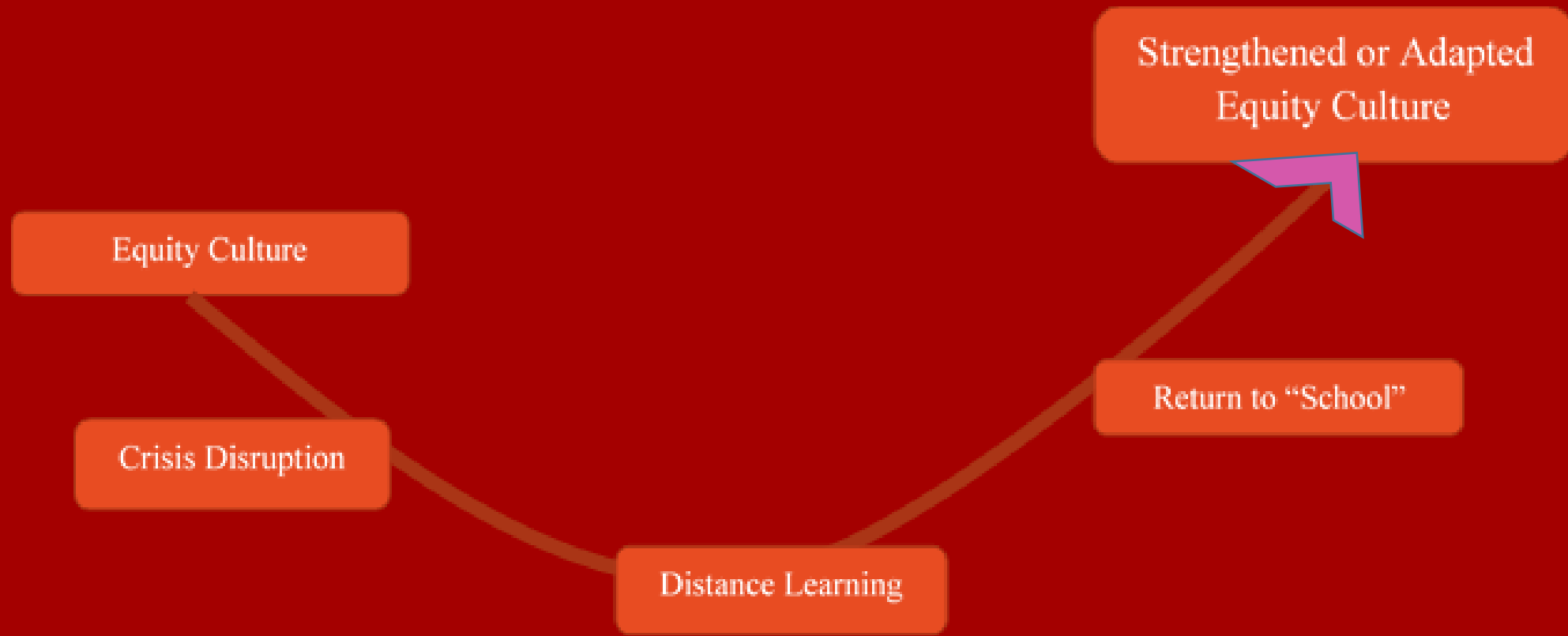


What we are Learning...

- RELATIONSHIPS – [Reciprocal PARTNERSHIPS](#)
- Listening to family need and tailoring accommodations and supports
- Differentiated needs by level – elementary reporting much more time with parents
- COVID SEL Team

	May 8, 2020 (Day 29 of Distance Learning)								
	Student Count (3.1.2020)	# of Student Fully Engaged (majority of work, check-ins, live events, meets etc.)	% Fully Engaged	# of Students Partially Engaged--Some work, check-ins, meets, etc.)	% Partially Engaged	# of Students Not Engaged-Very limited or no work, minimal to no particaption in meets, check-ins etc.)	% Not Engaged	# of Students - No contact at all	% No Contact all
Andrew	258	200	77.52%	25	9.69%	12	4.65%	1	0.39%
Hop Brook	321	300	93.46%	54	16.82%	6	1.87%	2	0.62%
Maple	506	500	98.81%	63	12.45%	11	2.17%	3	0.59%
Salem	269	206	76.58%	50	18.59%	12	4.46%	1	0.37%
Western	256	204	79.69%	42	16.41%	10	3.91%	0	0.00%
Cross St.	326	226	69.33%	63	19.33%	34	10.43%	2	0.61%
Hillside	347	277	79.83%	58	16.71%	12	3.46%	0	0.00%
City Hill	703	609	86.63%	71	10.10%	22	2.00%	0	0.00%
NHS	1277	812	63.59%	289	22.63%	148	11.59%	28	2.19%
District	4263	3334	78.21%	715	16.77%	267	6.26%	37	0.87%

Adaptive Equity Leadership



Engaging the Youth Development Field in Maryland



About Us



Mission is to increase the quality and quantity of mentoring relationships across Maryland and to close the mentoring gap.



Mission is to increase opportunities for more and better out of school time programming and to advocate at the state and federal levels for more resources for all programs.



The Coalition advocates for equity in education through the expansion of the Community Schools model in the state of Maryland.

Our 4 C's of Engagement

- **Creativity**
- **Community**
- **Collaboration**
- **Capacity Building**



Creativity

The youth development/program field in Maryland has been quick to innovate!

- Going Virtual
 - Synchronous & Asynchronous learning
 - Proms, DJ Parties, Forums
- Creative Use of Social Media (Hybrid)
 - Virtual pizza parties
 - Open Mics, Cyphers
- Socially Distanced Celebrations
 - Car Parades



Creativity Examples!



More Creativity Examples!



#CommunitySchoolsCOVID
#CommunitySchool

"The Community School Model doesn't shut down when other systems need to because our families still have needs, & we still have resources that we can provide."

-Ramona Dodwell,
CSC at Lakeland
Elementary



Community School Coordinator
SPOTLIGHT



Even More Creativity Examples!!



Community

- Community Fundraising
 - Funds directly for families/students
 - Evolving messaging for organizations
- Volunteer/Mentor Recruitment
- Addressing Immediate Needs
 - Food Service
 - Supplies
 - Referrals for supports (bills, medical, mental health)



Collaboration

Joining together to tackle long standing issues.

- Tech Access
 - Mesh Network Wi-fi
 - Laptop Drives
- Task Force Creation
 - Public/private partnerships
 - Community/institution
- Sharing ideas, resources, networks



Capacity Building



COVID-19 Virtual Youth Development Training Series: How to Apply for COVID Grants & Funding

There are a number of local, state, federal and foundation grant opportunities. Join us as we discuss the best ways for mentoring & OST programs to access these funds!

Friday, April 17, 2020 | 2P-3PM

Register: bit.ly/mdcovid19training2



COVID-19 Virtual Youth Development Training Series: Self-Care Strategies for Students & Families

Join us to discuss strategies for making sure we are taking care of ourselves and how to support our youth and families to do the same!

Friday, May 8, 2020 | 2P-3:30PM

Register: bit.ly/mdcovid19training4



Hosted by:



COVID-19 Virtual Youth Development Townhall

All mentoring & OST programs are invited to join us as we share updates, resources and have open dialog on how we best support our young people during these trying times.

Friday, March 27, 2020 | 2P-3:30PM

Register: bit.ly/mdcovid19townhall



Hosted by:



COVID-19 Virtual Youth Development Training Series: Navigating Youth Safety & Privacy Online

As mentoring and OST programs are facing the unprecedented challenge of delivering programming exclusively online, we invite you to join us as we focus on best practices to protect youth and mentors/volunteers.

Friday, April 10, 2020 | 2P-3:30PM

Register: bit.ly/mdcovid19training1



Hosted by:



COVID-19 Virtual Youth Development Training Series: Virtual Explorative Circle: The Un-Townhall Edition

Please join us for this unprogrammed opportunity to share, ask random questions and learn from other youth development practitioners on what's been working well and what has been challenging. Bring your own topic!

Friday, May 22, 2020 | 2P-3:30PM

Register: bit.ly/mdcovid19training5



Hosted by:



COVID-19 Virtual Youth Development Training Series: Creative Virtual Youth Engagement Ideas in 25 Minutes

Join us as five mentoring & OST programs across the state share how they're engaging and staying in touch during social distancing!

Friday, April 24, 2020 | 2P-3:30PM

Register: bit.ly/mdcovid19training3



Hosted by:



Capacity Building

- Connecting directly with students & families
- Virtual Townhall Series
 - 1000+ attendees since launch
 - Topics crowd sourced from attendees
- Ongoing web-based training
- Providing safe space for providers and program leaders to share and get ideas



FIELD TRIPS & AFTERSCHOOL EVENTS MIGHT BE ON HOLD, BUT WE CAN TALK ABOUT LIFE DURING COVID-19. LEARN ABOUT CONGRESS, AND ASK QUESTIONS ABOUT ANY ISSUES ON YOUR CHILDREN'S MINDS.

PLEASE JOIN SENATOR CHRIS VAN HOLLEN AND 4-H, THE MARYLAND OUT OF SCHOOL TIME NETWORK, MARYLAND MENTOR, JACK AND JILL, AND THE BOYS AND GIRLS CLUBS OF MARYLAND FOR A VIRTUAL KIDS TOWN HALL!

THURSDAY, MAY 7TH
3:00 – 4:00 PM

bit.ly/KidsTownhall

****link is case sensitive****

SPECIAL GUEST DR. LEANA WEN, THE FORMER BALTIMORE CITY HEALTH COMMISSIONER, AND VISITING PROFESSOR AT GEORGE WASHINGTON UNIVERSITY WILL ALSO JOIN US TO TALK ABOUT THE CURRENT HEALTH SITUATION AND HELP ANSWER QUESTIONS.



Looking Forward

- Continued Virtual Training
- Learning Communities on Adaptation
- Individualized Technical Assistance
- Executive Director Only Planning Sessions
- Advocacy for including OST/Mentoring/CS in Recovery
- Exploring larger virtual convenings (Maryland United for Youth Conference)



MARYLAND
UNITED 4 YOUTH
CONFERENCE

Stay in Touch!



Sadiq Ali, Executive Director
Maryland MENTOR
sali@marylandmentor.net
marylandmentor.net



Ellie Mitchell, Executive Director
MOST Network
emitchell@mostnetwork.org
mostnetwork.org



Family Engagement

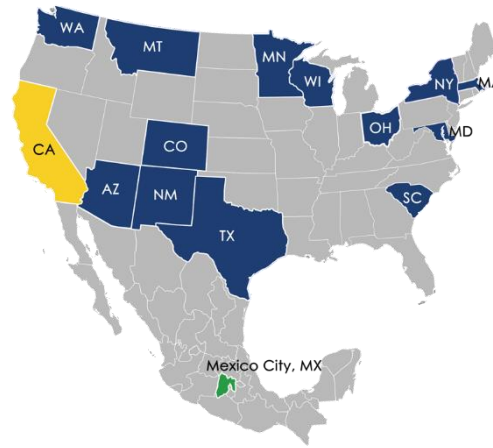
Building and supporting **parent-teacher-school** partnerships



Impact | Since 1987



36 Counties
128 School
Districts
381 Schools



spanning
13 States



16 languages
utilized



721K parents
completed
program

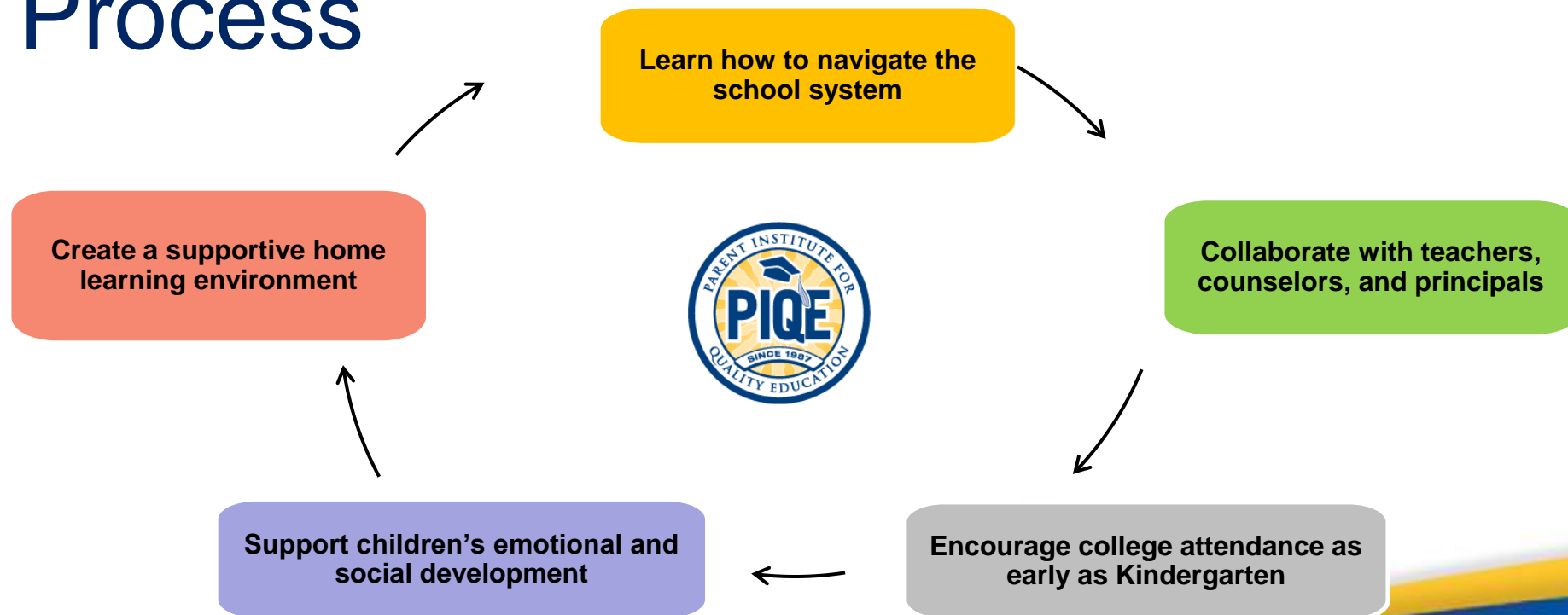


2.1M students
impacted





PIQE Process



Building Partnerships

Family Engagement Program



Planning Session



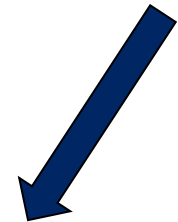
6 Core Weekly Classes



Principal's Dialogue



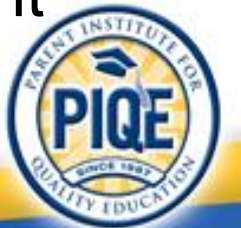
Graduation!



WE REACHED OUT AND LISTENED



- Made over 9,300 phone calls (and counting)
- Connected to identify and respond to needs, coach and support technology skills development and re-engage with school community
- Over 1,200 parents have joined online virtual parent engagement sessions
- Phone interviews with 1,400 parents to complete a Needs Assessment



Learn. Pivot. Re-Adapt.



online connectivity



bridging to resources



re-engaging and
transitioning to distance
learning





What We've Learned | TRUST

- Holistic Support
- Safe, Trusting Environment
- Connectivity, Hardware, Skills, Knowledge
- Language, Literacy, Culture
- Peer to Peer

Discussion



Sharon Locke
Superintendent
Naugatuck Public Schools
Connecticut



Sadiq Ali
Executive Director
Maryland MENTOR



Ellie Mitchell
Executive Director
Maryland
Out of School Time Network



Gloria Corral
President and CEO
Parent Institute for
Quality Education

Panel 2: Building Capacity for Engagement



Charlene Russell-Tucker
Deputy Commissioner of Education
Connecticut State Department of
Education



Beth Fraster
Vice President and Chief Program Officer
Mass Mentoring Partnership



Dudney Sylla
Program Director
MENTOR



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Engaging Students and Families During COVID-19 Webinar

Taking a Systemic Approach

Charlene Russell-Tucker, Deputy Commissioner

Connecticut State Department of Education

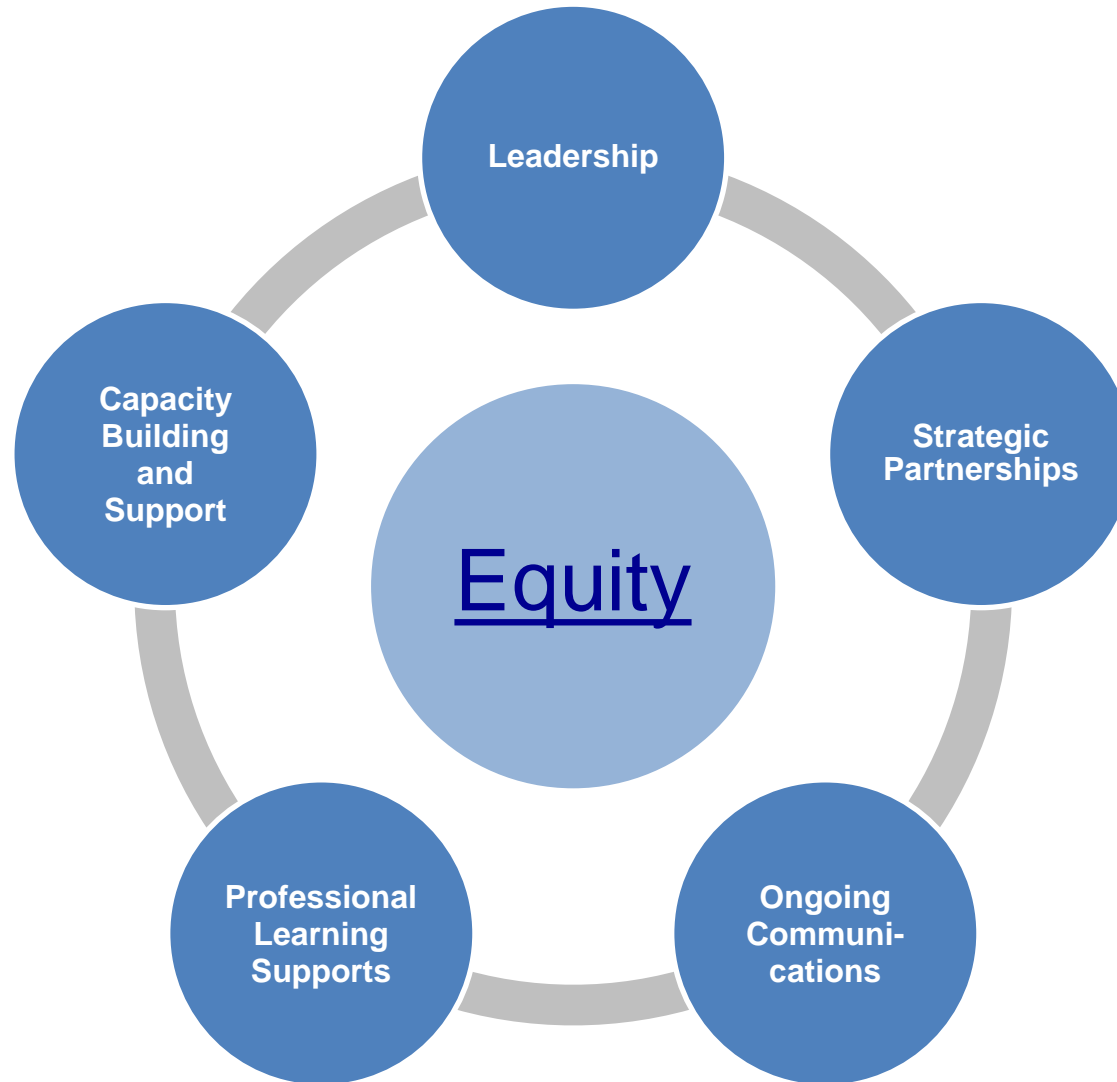
May 15, 2020

Snapshot of Connecticut

- **530,612 Students**
 - 47.6% Nonwhite
 - 42.1% Eligible for Free/Reduced-Price Meals
 - 15.4% with Disabilities
 - 7.6% English Learners
- **206 School Districts**
- **1,501 Schools/Programs**
- **51,850 Certified Staff**



Taking a Systemic Approach



Selected Actions Embedded in a Systemic Approach

- **Leadership**
 - Establish Strategic Priorities
 - Participate on Governor's Unified Command (Emergency Operations Center)
 - Address emerging issues and provide flexibilities – State and Federal
 - Ensure basic needs of students are addressed



Selected Actions Embedded in a Systemic Approach

(continued)

- **Strategic Partnerships — lead by convening critical partners in problem solving**
 - Facilitate weekly meetings with stakeholders for input and feedback (e.g., Education Associations, Teacher Unions, Superintendents' Association, Boards)
 - Connect with Foundations — Donated Book Packs/Laptops
 - Connect with State Agencies (e.g., Departments of Public Health, Children and Families, Social Services)
 - Listen to Student & Family Voices
 - Use surveys to gather critical data



Selected Actions Embedded in a Systemic Approach

(continued)

- **Ongoing Communications**
 - Develop dynamic feedback loop
 - Facilitate internal and external updates & communications
 - COVID-19 e-mail address and response team
 - Positive and supportive presence on **social media**
- **Professional Support Series for Districts & Families**
 - Develop resources for families and educators, updated regularly
 - Series of webinars and videos – redeploying internal staff and prioritizing efforts



Selected Actions Embedded in a Systemic Approach

(continued)

- **Capacity Building & Support – *Learn & Grow Together***
 - *Attendance Guidance and Ensuring Student Engagement during School Class Cancelations Due to COVID-19,*
Commissioner memorandum, April 9, 2020
 - *Talk Tuesdays*, bi-weekly virtual meetings with nine attendance leads from least-performing districts
 - One-to-one personal phone calls



State Level Priorities in Connecticut

Connecticut will support districts through a strategic alignment of resources.

Four Priority Areas:

1. Equitable Access to Technology
2. Equitable Access to High Quality Online Curriculum Including Necessary Supports
3. Education Recovery & Reopening Schools
4. Social and Emotional Well-being

[Connecticut State Board of Education Statement](#)





***Thank You.
Be Safe & Be Well!***

MENTOR &

Mass Mentoring Partnership



About MENTOR

- **OUR WHY:** We aim to close the mentoring gap and drive equity through quality mentoring relationships for young people.
- **OUR WHAT:** We enter 2020 with an updated, sharper, and renewed strategy to carry our work forward. The mission and vision remain, while focusing on four strategic pillars.
- **OUR HOW:** MENTOR will accomplish this work through four strategic pillars.



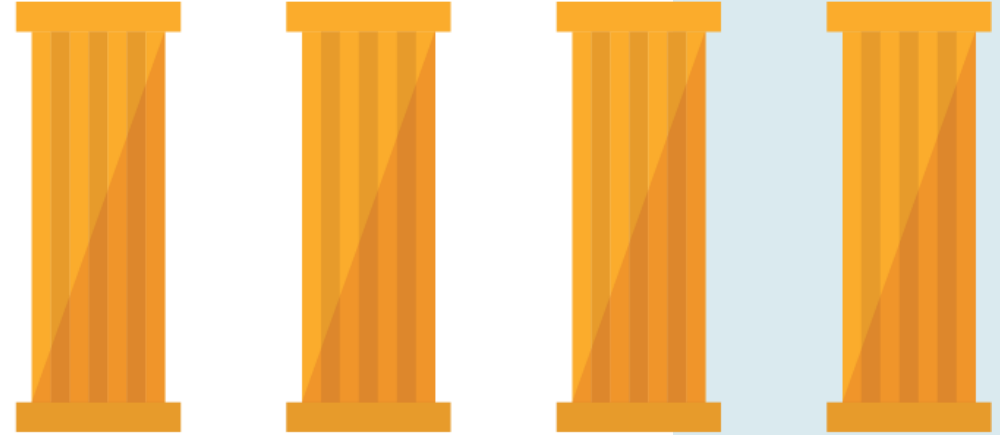
MENTOR's Work: Four Levers to Close the Mentoring Gap

 **Prioritizing Quality**

 **Ensuring Local Field Leadership**

 **Expanding the Movement**

 **Influencing Systems**



Resources

Affiliates

Affiliates serve as a clearinghouse for training, resources, public awareness and advocacy. Find your local affiliate here:

<http://www.mentoring.org/our-work/our-affiliates/>

Mentoring Connector

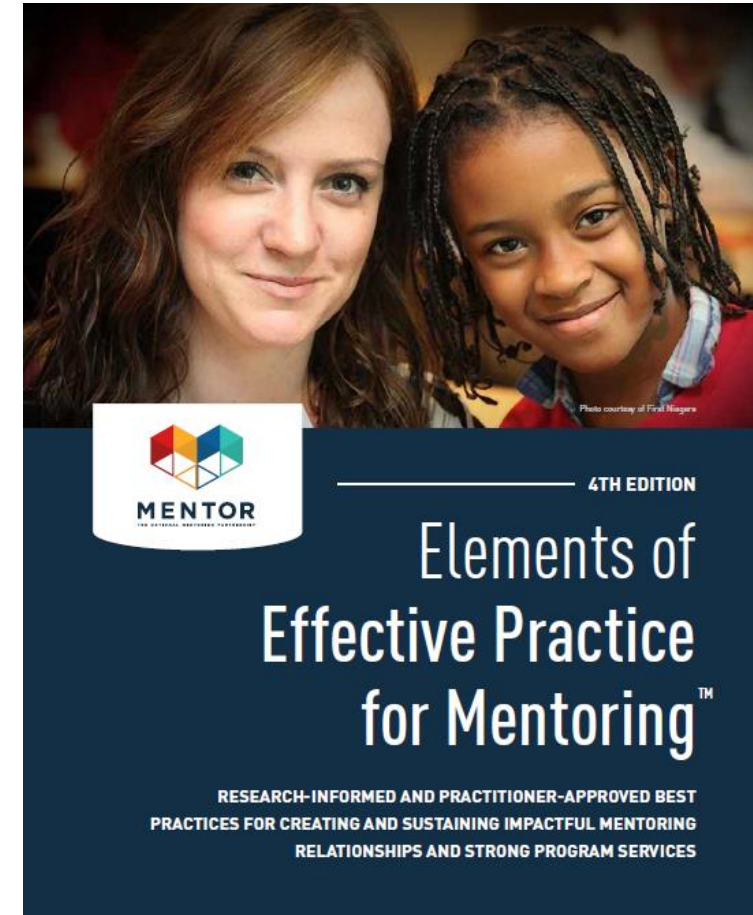
Recruit mentors by submitting your program to the Mentoring Connector

<https://connect.mentoring.org/admin>

National Mentoring Summit - www.mentoring.org/summit

Collaborative Mentoring Webinar Series

- Free monthly webinars by practitioners for practitioners





MENTOR COVID-19 Website

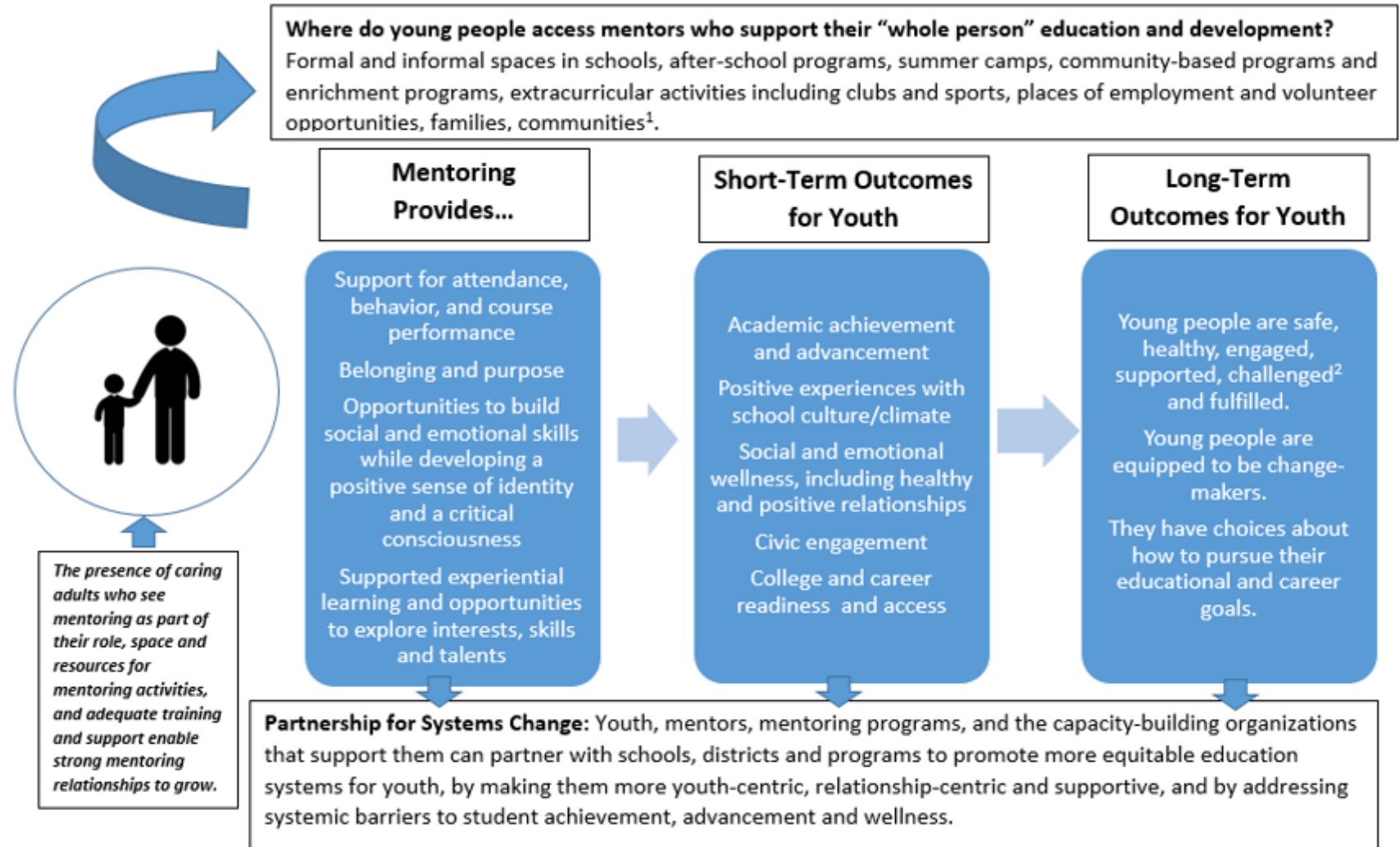


www.mentoring.org/coronavirus-resources

- Mentoring Tips
- Current Resources
- Advocacy & Policy Response
- Survey Results
- CEO Message
- Virtual Mentoring Portals
- FAQs
- Curated Resource List
- @MENTORnational

Why mentoring?

How do mentors and mentoring programs support young people in achieving a “whole person” education?



¹ASPEN SEAD Coalition, Youth Development Working Group, 2018.

²ASCD, 2018.



Relationships
in Action



- Massachusetts Success Mentor Collaborative
- Relationships in Action Training for School Districts
- Mentor Matching Grant
- Design Lab
- National Mentoring Resource Center



Training & Technical Assistance: National Mentoring Resource Center

- Established in partnership with the Office of Juvenile Justice & Delinquency Prevention (OJJDP)
- National training and technical assistance center for mentoring (programs can apply for no-cost)
- Tools, resources, reviews of mentoring research and best practices



<https://nationalmentoringresourcecenter.org/>

Contact Us:

bfraster@massmentors.org
dsylla@mentoring.org



Closing Discussion: Implications for Transition Back to School



Gloria Corral
President and CEO
Parent Institute for Quality
Education



Sharon Locke
Superintendent
Naugatuck Public Schools
Connecticut



Sadiq Ali
Executive Director
Maryland MENTOR



Ellie Mitchell
Executive Director
Maryland Out of School Time
Network



Charlene Russell-Tucker
Deputy Commissioner of Education
Connecticut State Department of
Education



Beth Fraster
Vice President & Chief Program Officer
Mass Mentoring Partnership
www.attendanceworks.org



Dudney Sylla
Program Director
MENTOR



Investing in Transition to Support School Staff, Students and Family

1. Assess and Expand Mental, Behavior, and Emotional Health Supports

- Begin the work in the summer
- Behavioral and emotional health for school staff, warm welcome for staff
- Focus on trauma informed strategies to promote wellness and support for staff, families, and students

2. Examining Student and Family Data

- Begin the work prior to the beginning of the school year
- Reflect on what has been learned from families about needed resources such as food, counseling, housing assistance, internet, and other learning materials etc.
- Expand data analysis to include prior to COVID-19 chronic absence along with information about student participation with remote learning

3. Develop Reengagement Strategy

- Begin the work prior to the beginning of the school year
- Reengagement activities that are welcoming for all students and families
- Targeted supports for vulnerable students and families
- Establish or strengthen two-way communications with students and families

4. Welcoming, Restorative, and Trauma Informed School Culture

- Begin the work during the first two weeks of school explicit restorative practice activities for all students and staff
- School plan in place agreed upon activities and staff roles and responsibilities
- Intensive supports for students for whom data show require additional reengagement strategies



Closing Comments



S. Kwesi Rollins

Vice President for Leadership & Engagement



WE'RE GOING VIRTUAL!

20 EVENTS - 20 DAYS: JUNE 1-26, 2020

RISE UP FOR EQUITY

A VIRTUAL SUMMIT
ON COMMUNITY SCHOOLS
& FAMILY ENGAGEMENT

[BIT.LY/RISEUPFOREQUITYSUMMIT](https://bit.ly/riseupforequitysummit)



Register Now!

Featured Sessions at the Rise Up for Equity Virtual Summit

Plenary:

Take a Comprehensive, Data Driven Approach to Transitioning Back to School

June 15, 2020 ~ 12:30-1:30 ET / 9:30-10:30 PT

- ❖ This plenary focuses on the critical importance of taking a comprehensive approach to supporting the transition back to school. It will also examine the critical importance of using relationships + data to encourage showing up, especially for students and families with a prior history of chronic absence.

Deep Dive:

Addressing Prek-2nd Transition During Covid-19

June 18, 2020 ~ 3:30-5:30 ET/ 12:30-2:30 PT

- ❖ In the aftermath of Covid-19, the transition to kindergarten will be even more challenging. Attend this session to discuss strategies for addressing the lack of preschool experience, heightened health concerns, increased exposure to trauma, and an even greater need for forging strong partnership with families.

And special appreciation to our philanthropic partners!

The California Endowment

The Heising-Simons Foundation

Jonathan Logan Family Foundation

Skillman Foundation

Stuart Foundation

United Way Southeast Michigan



Webinar Recording

We will post a recording of this webinar
within 72 hours:

<http://www.attendanceworks.org/resources/webinars/>



Feedback

Please let us know how we can improve:

<https://www.surveymonkey.com/r/engaging-students-families>

Thank you!