Network to Advance State Attendance Policy and Practice

Attendance Works

Introductions

In the Chat, please share:

- Your name

- Organization

- State

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Agenda

A. **Presentation and Discussion - Covid-19 and Education: An Emerging K-Shaped Recovery.**

- Presenter: Emma Dorn, Global Education Practice Manager, McKinsey and Company

B. **Planning for Summer – National Summer Learning Association**

- How are states anticipating they will use summer to support connection and recovery? What policies, practices or planning resources are in place or ready for development?

C. **Comprehensive Attendance Data Collection and Reporting**

- AW 50 state scan
- Accountability Implications

D. **AW latest resources**

- Winter toolkit
- Attendance Awareness Campaign

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McKinsey & Company

COVID-19 Unfinished learning – December 2021 Report

An emerging K-shaped recovery

December 2021

What is the impact of the pandemic on student learning to date?

By the start of the 2021-2022 school year, students were on average 4 months behind in math and 3 months behind in reading

Cumulative months of unfinished learning due to the pandemic, grades 1 though 6

Math
Number of months behind

Reading
Number of months behind

By race
Schools that are >75% ...

Math:
- Black 5.5
- Hispanic 4.5
- White 2.5

Reading:
- Black 4.9
- Hispanic 3.6
- White 2.3

By income
Average school income ...

Math:
- <25k 5.2
- 25-75k 4.0
- >75k 3.0

Reading:
- <25k 5.3
- 25-75k 3.5
- >75k 2.3

By location
School location

Math:
- City 4.0
- Suburb[2] 3.4
- Rural 3.0

Reading:
- City 3.6
- Suburb[2] 3.0
- Rural 2.6

Average ~4 months[1]
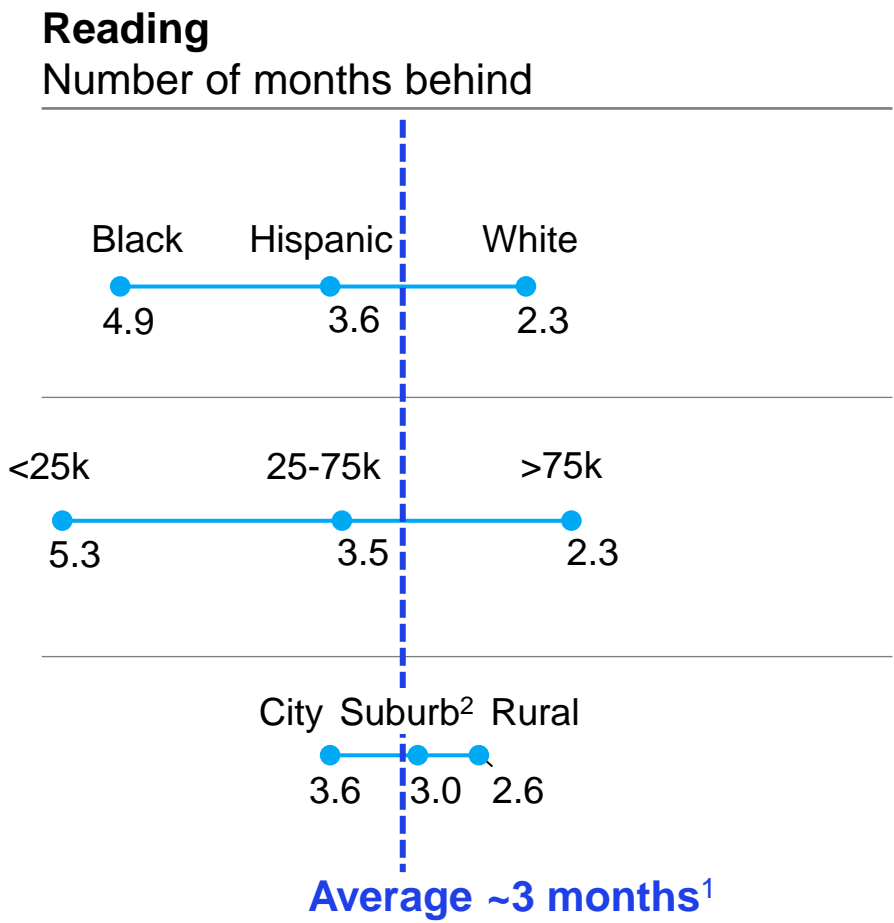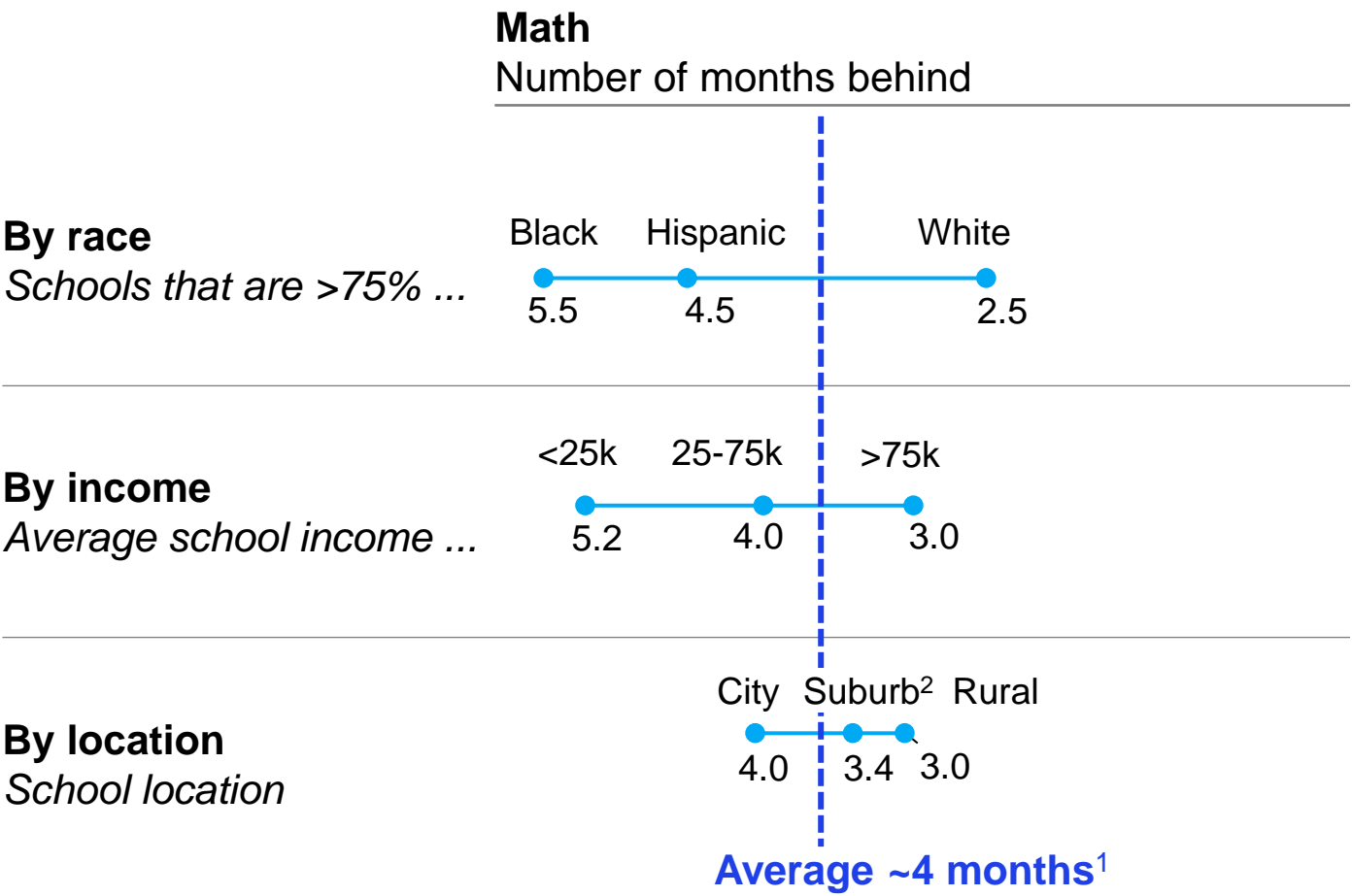
Average ~3 months[1]

1. Values have been rounded to the nearest whole number. Averages are 3.5 months for math and 3.1 months for reading; 2. Town or suburb

The gap between students in majority-Black schools and students in majority-white schools is now 3 months wider than it was prior to the pandemic
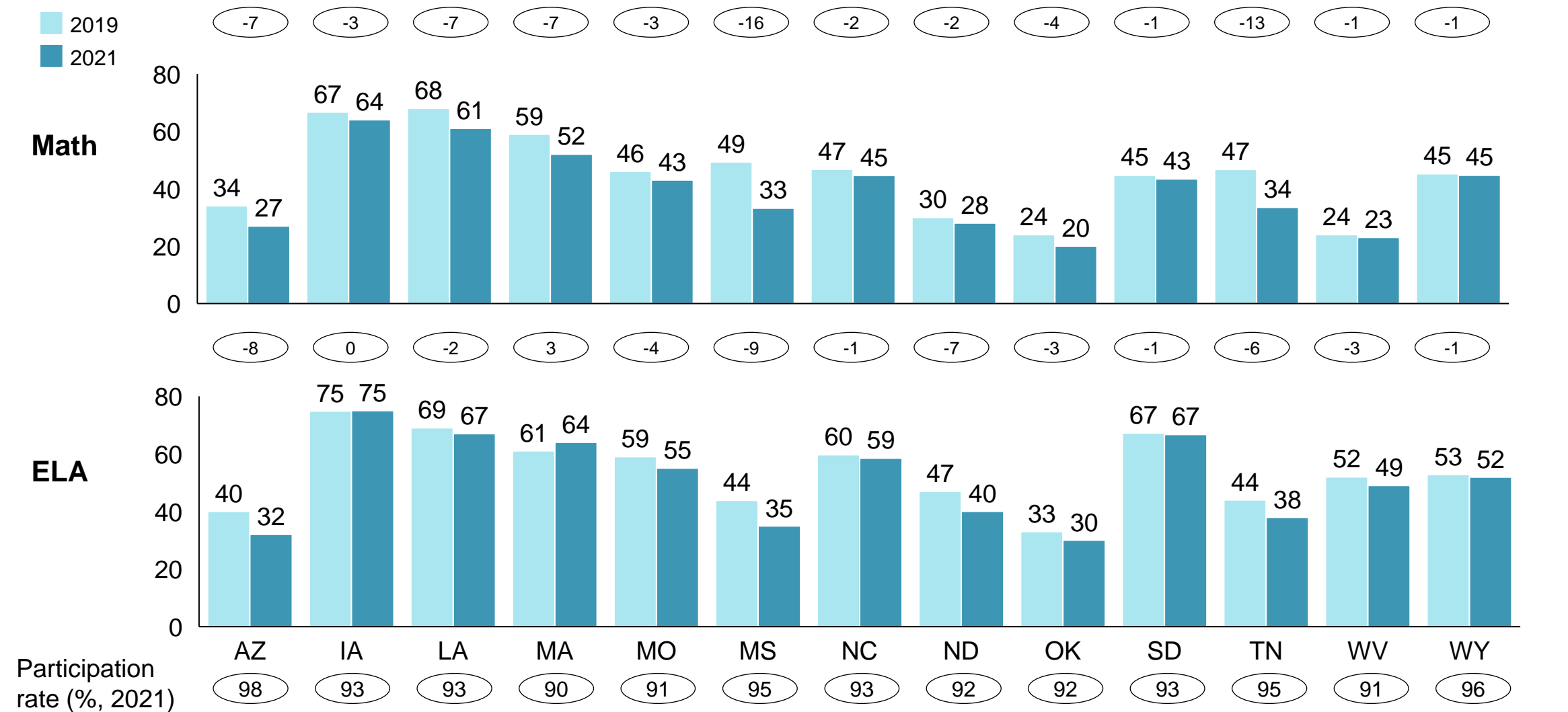
Cumulative months of math unfinished learning, pre-pandemic and due to the pandemic, grades 1 though 6[1]
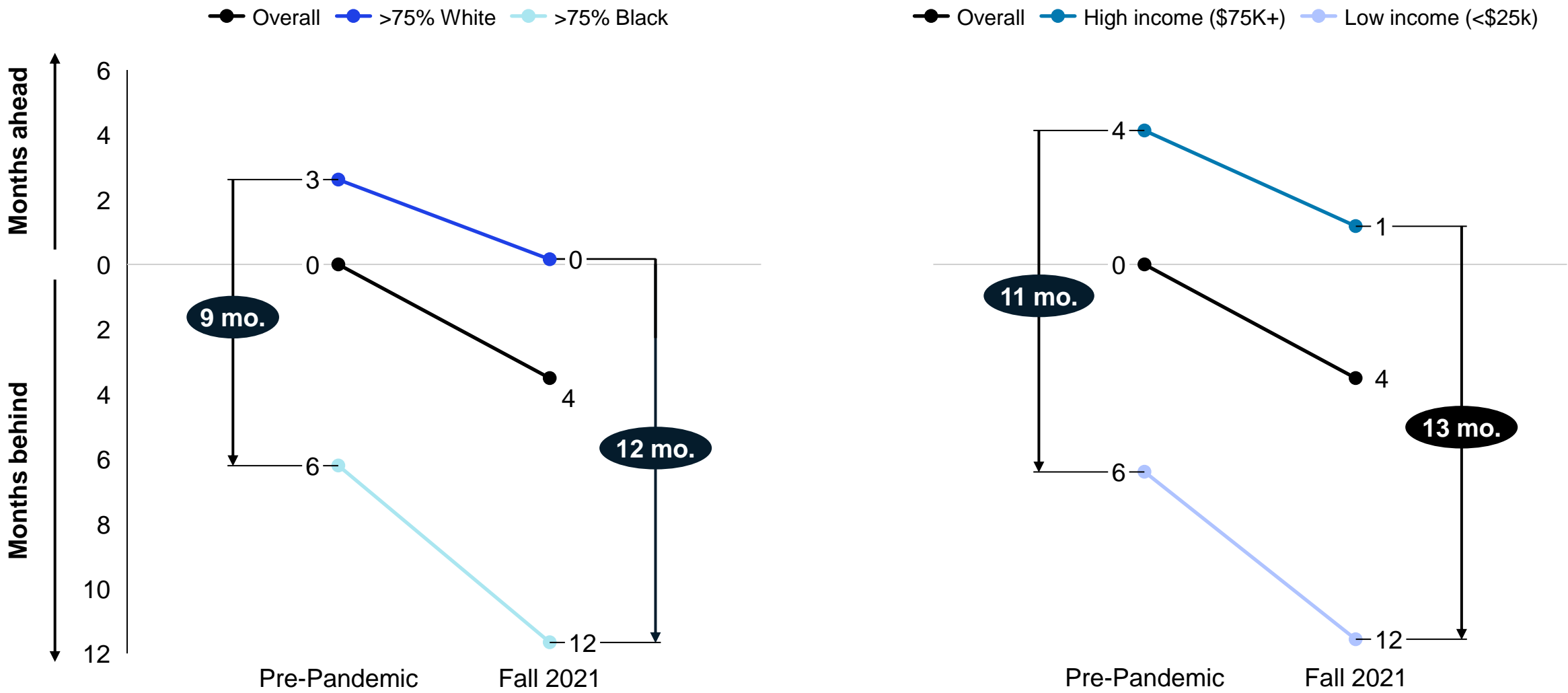
1. Values, including deltas between lines, have been rounded to the nearest whole number (ethnicity gap widened by 3.0 months, income gap by 2.2 months)
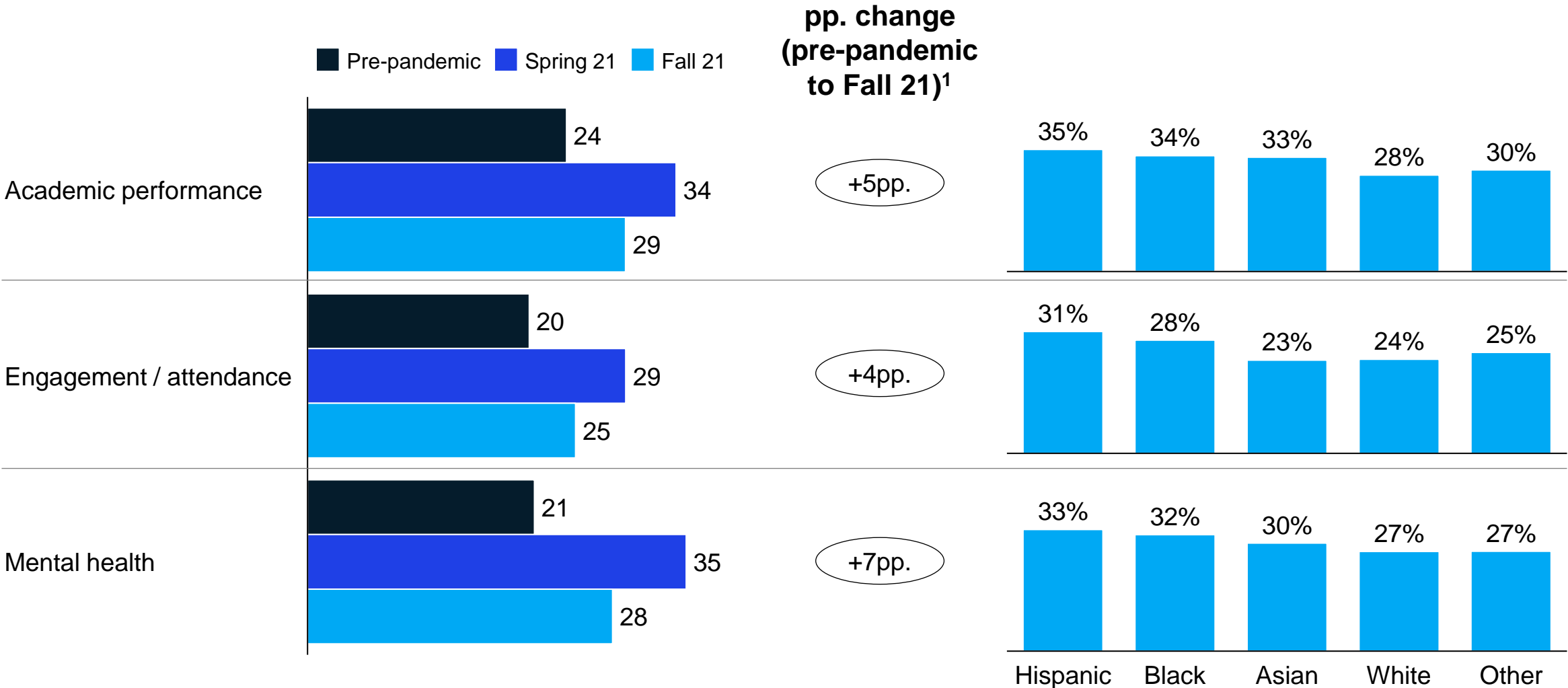
Unfinished learning is also present among high schoolers, as evidenced by lower proficiency rates in 2021 v. 2019 across most States

2019 and 2021 average Math & ELA proficiency rates by State, for those with >90% participation in 2021

Math

Change: -7, -3, -7, -7, -3, -16, -2, -2, -4, -1, -13, -1, -1

State	2019	2021
AZ	34	27
IA	67	64
LA	68	61
MA	59	52
MO	46	43
MS	49	33
NC	47	45
ND	30	28
OK	24	20
SD	45	43
TN	47	34
WV	24	23
WY	45	45

ELA

Change: -8, 0, -2, 3, -4, -9, -1, -7, -3, -1, -6, -3, -1

State	2019	2021
AZ	40	32
IA	75	75
LA	69	67
MA	61	64
MO	59	55
MS	44	35
NC	60	59
ND	47	40
OK	33	30
SD	67	67
TN	44	38
WV	52	49
WY	53	52

Participation rate (%, 2021): AZ 98, IA 93, LA 93, MA 90, MO 91, MS 95, NC 93, ND 92, OK 92, SD 93, TN 95, WV 91, WY 96

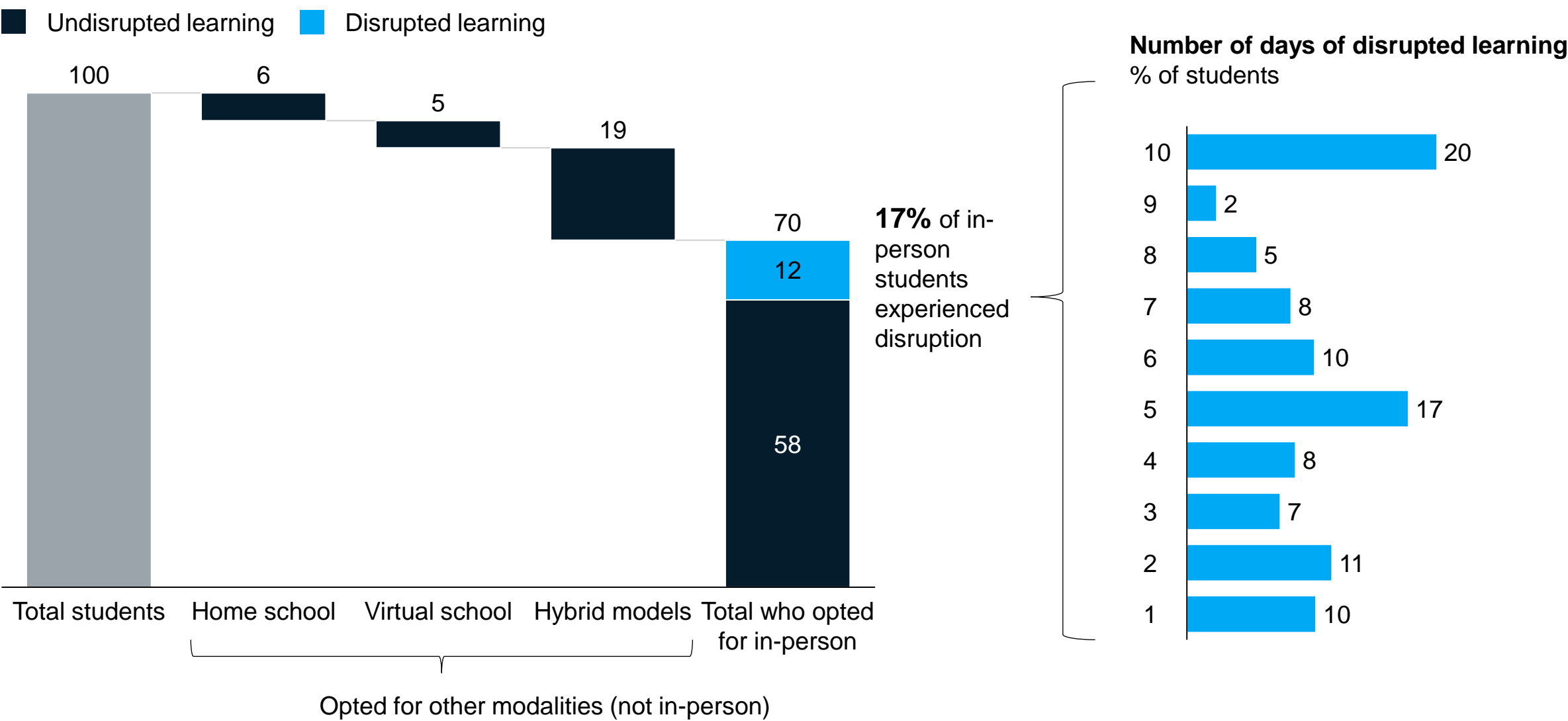# Parental concerns are still above pre-pandemic levels; parents of Black and Hispanic students are most concerned

% of parents with children in grades K-12 indicating they are very or extremely concerned about their child's…

Legend: ■ Pre-pandemic ■ Spring 21 ■ Fall 21

pp. change (pre-pandemic to Fall 21)[1]

Academic performance
- Pre-pandemic: 24
- Spring 21: 34
- Fall 21: 29
- +5pp.

Hispanic	Black	Asian	White	Other
35%	34%	33%	28%	30%

Engagement / attendance
- Pre-pandemic: 20
- Spring 21: 29
- Fall 21: 25
- +4pp.

Hispanic	Black	Asian	White	Other
31%	28%	23%	24%	25%

Mental health
- Pre-pandemic: 21
- Spring 21: 35
- Fall 21: 28
- +7pp.

Hispanic	Black	Asian	White	Other
33%	32%	30%	27%	27%

1. Values have been rounded to the nearest whole number

How are ongoing disruptions impacting students?

17% of students who opted for fully in-person learning were subjected to a disruption, with over half disrupted for 5 days or more

■ Undisrupted learning   ■ Disrupted learning

Number of days of disrupted learning
% of students

100   6   5   19   70

17% of in-person students experienced disruption

12
58

Total students   Home school   Virtual school   Hybrid models   Total who opted for in-person

Opted for other modalities (not in-person)

Days	%
10	20
9	2
8	5
7	8
6	10
5	17
4	8
3	7
2	11
1	10

Parents of Black and Hispanic students were most likely to report disruptions to learning

Disruptions to learning (non in-person days for those who opted for fully in-person learning) and reasons why

Legend:
- Other (grey)
- Student was sick (purple)
- Student was quarantined (blue)
- Campus closure due to COVID-19 (light blue)

Of those who indicated preference for in-person instruction, % of parents who reported their child had at least 1 day of disrupted learning (i.e., not in-person)
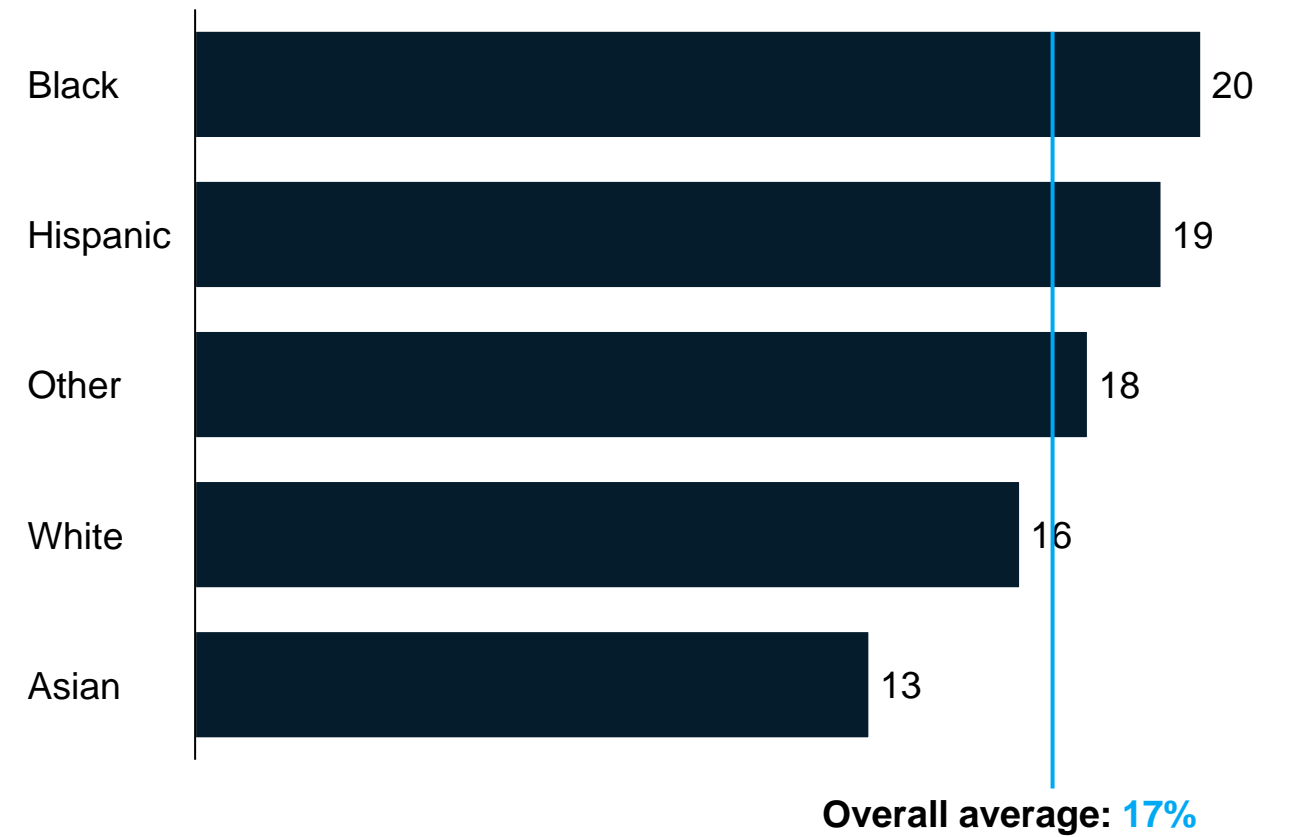
Group	%
Black	20
Hispanic	19
Other	18
White	16
Asian	13

Overall average: 17%

Reason for learning disruption, % of total

Group	Other	Student was sick	Student was quarantined	Campus closure due to COVID-19
Black	37	4	10	49
Hispanic	33	5	13	49
Other	41	4	12	43
White	37	6	13	44
Asian	42	6	12	40
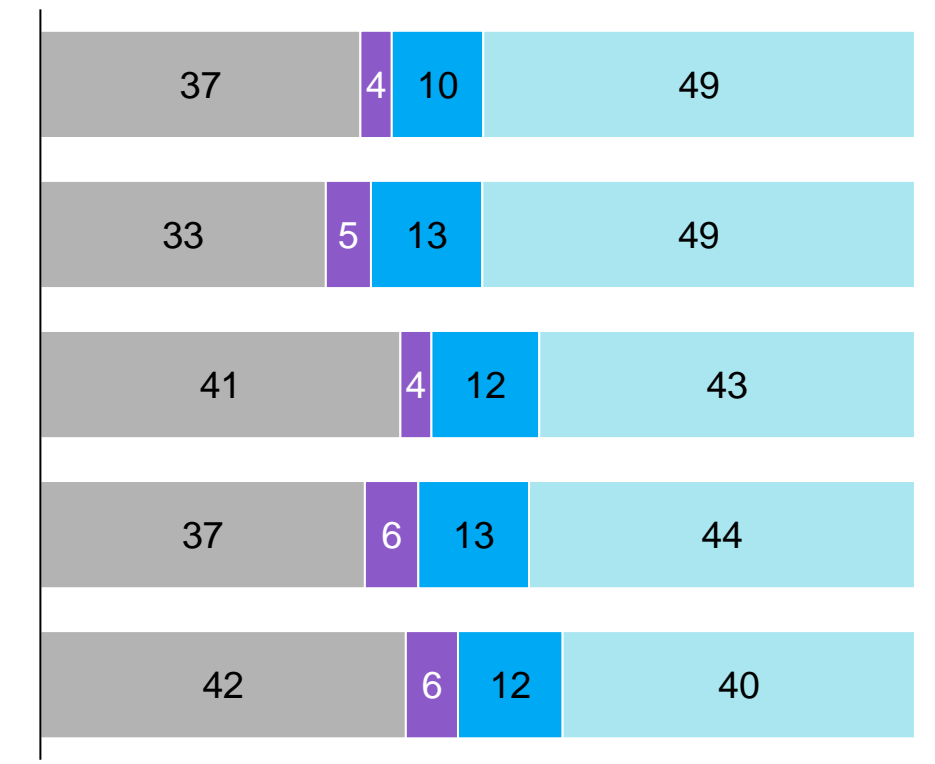
Parent reports of chronic absenteeism have increased by 2.7x since before the pandemic

% of parents with children in grades K-12 indicating their child could be chronically absent

■ Pre-pandemic (% of parents reporting their student used to miss 15+ days in a full year)
■ Spring 21 (% of parents reporting their student has missed 15+ days in 20-21 school year)
■ Fall 21 (% of parents reporting their student has missed 4+ days in 21-22 school year so far)

(#) Increase from pre-pandemic to Fall 21

Overall: 8, 18, 22 — 2.7x

Low income: 12, 23, 28

Medium income: 8, 17, 23 — 1.6x

High income: 6, 17, 17
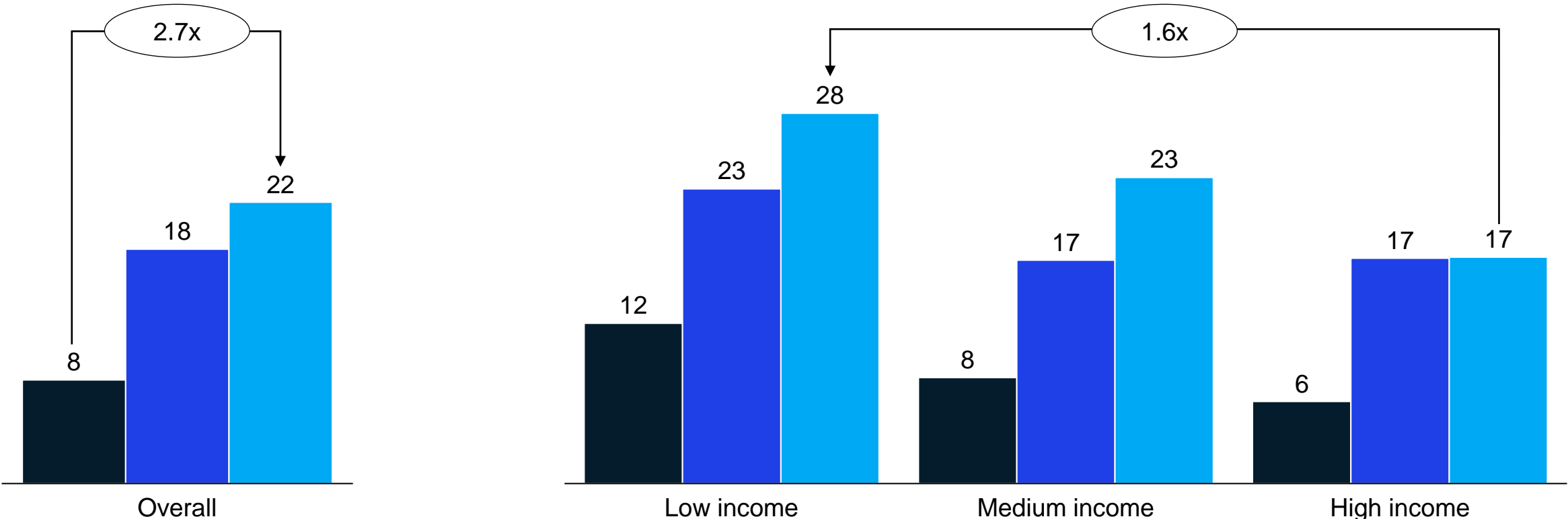
Attendance by income

% of parents with children in grades K-12 indicating their child could be chronically absent

■ Pre-pandemic (% of parents reporting their student used to miss 15+ days in a full year)
■ Spring 21 (% of parents reporting their student has missed 15+ days in 20-21 school year)
■ Fall 21 (% of parents reporting their student has missed 4+ days in 21-22 school year so far)

(#) Increase from pre-pandemic to Fall 21

Preliminary draft – not for circulation

2.7x   2.3x   2.7x   3.1x   3.4x   2.9x   1.8x

Overall: 8, 18, 22

Less than $24,999: 12, 23, 28

$25,000 to $49,999: 9, 19, 25

$50,000 to $74,999: 7, 15, 21

$75,000 to $99,999: 6, 16, 20

$100,000 to $149,999: 6, 18, 17

$150,000+: 8, 18, 14
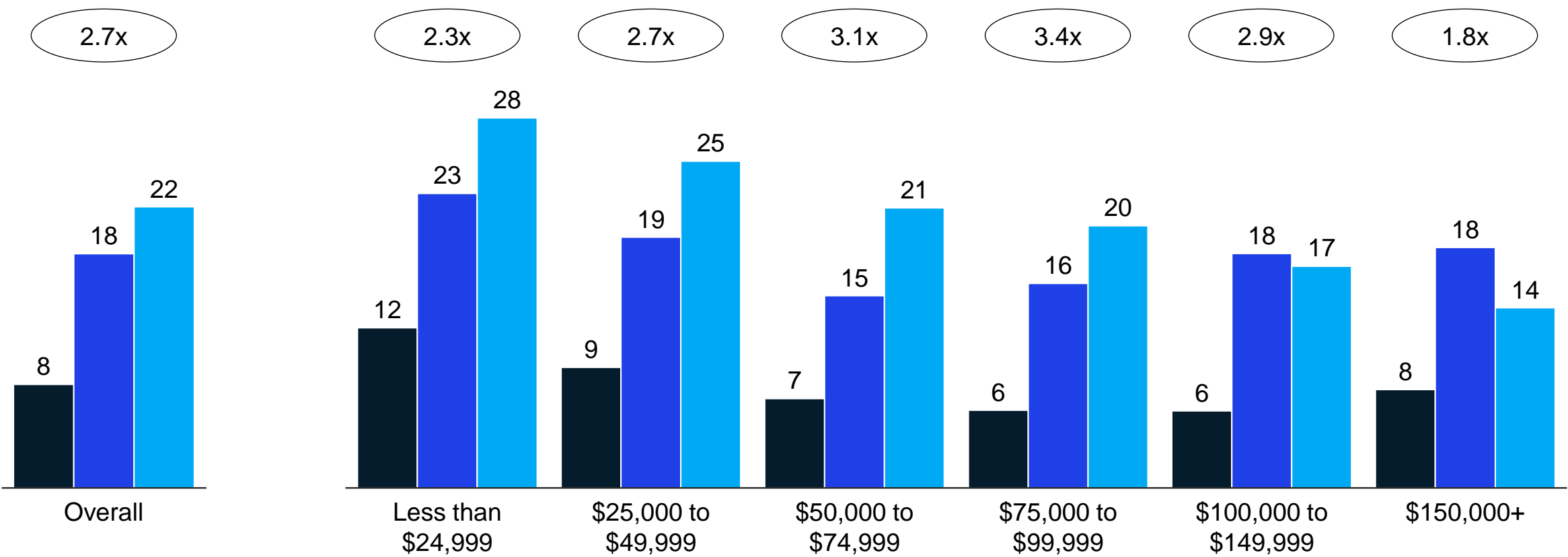
Attendance by ethnicity

% of parents with children in grades K-12 indicating their child could be chronically absent

■ Pre-pandemic (% of parents reporting their student used to miss 15+ days in a full year)

■ Spring 21 (% of parents reporting their student has missed 15+ days in 20-21 school year)

■ Fall 21 (% of parents reporting their student has missed 4+ days in 21-22 school year so far)

(#) Increase from pre-pandemic to Fall 21

	Overall	American Indian or Alaska Native	Asian	Black	Hispanic	White	Other
Increase	2.7x	2.9x	1.6x	2.1x	2.7x	3.1x	1.8x
Pre-pandemic	8	10	10	10	8	7	11
Spring 21	18	19	15	19	18	18	20
Fall 21	22	28	15	20	22	22	25

Attendance by grade

% of parents with children in grades K-12 indicating their child could be chronically absent

- ■ Pre-pandemic (% of parents reporting their student used to miss 15+ days in a full year)
- ■ Spring 21 (% of parents reporting their student has missed 15+ days in 20-21 school year)
- ■ Fall 21 (% of parents reporting their student has missed 4+ days in 21-22 school year so far)

(#) Increase from pre-pandemic to Fall 21

Overall	K[1]	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
2.7x		1.4x	2.2x	3.0x	2.9x	3.0x	2.8x	3.2x	3.2x	2.9x	3.0x	2.9x	3.2x

Bar values:

- Overall: 8, 18, 22
- K[1]: –, 17, 23
- 1st: 11, 15, 23
- 2nd: 7, 17, 23
- 3rd: 8, 17, 22
- 4th: 6, 16, 19
- 5th: 8, 18, 21
- 6th: 6, 15, 21
- 7th: 7, 18, 22
- 8th: 7, 21, 21
- 9th: 7, 20, 22
- 10th: 8, 20, 22
- 11th: 7, 18, 22
- 12th: 8, 19, 19
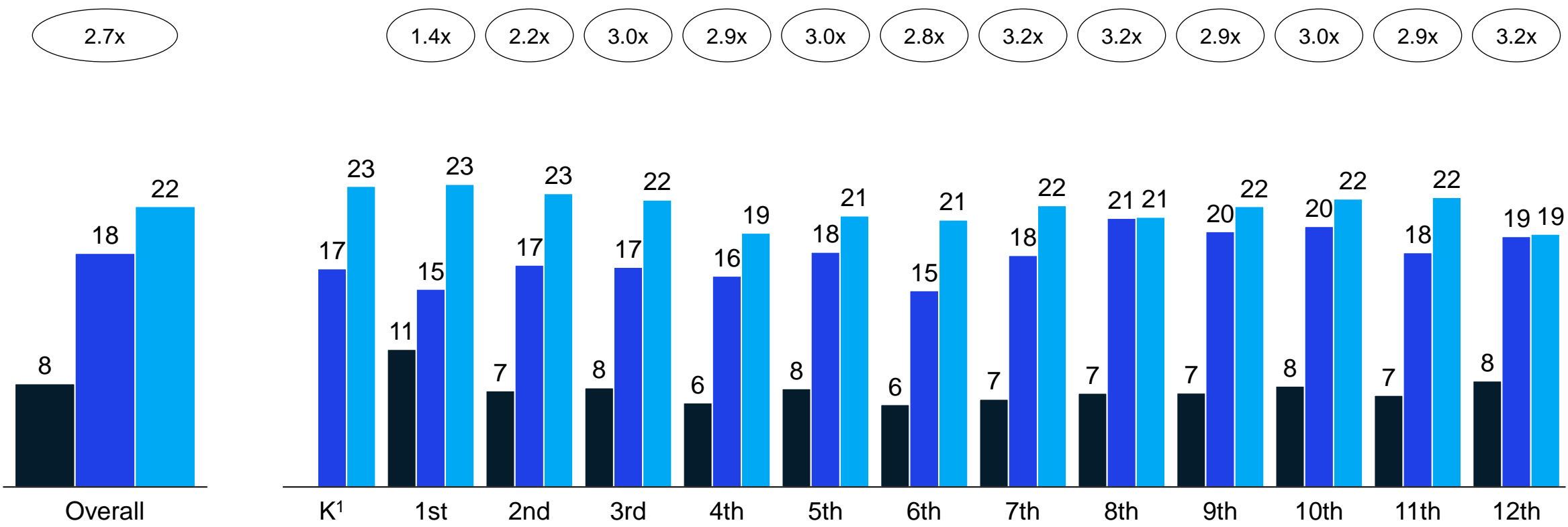
1. Pre-pandemic attendance for Kindergarten is omitted (increased responses of "My child did not attend school at all" may be attributable to lack of pre-K, not chronic absenteeism)

Fall 2021 attendance by State

% of parents with children in grades K-12 indicating their child could be chronically absent (4+ days missed to-date)

Legend:
- ≤18.0
- 18.0-21.0
- 21.0-23.0
- 23.0-27.0
- >27
- No data
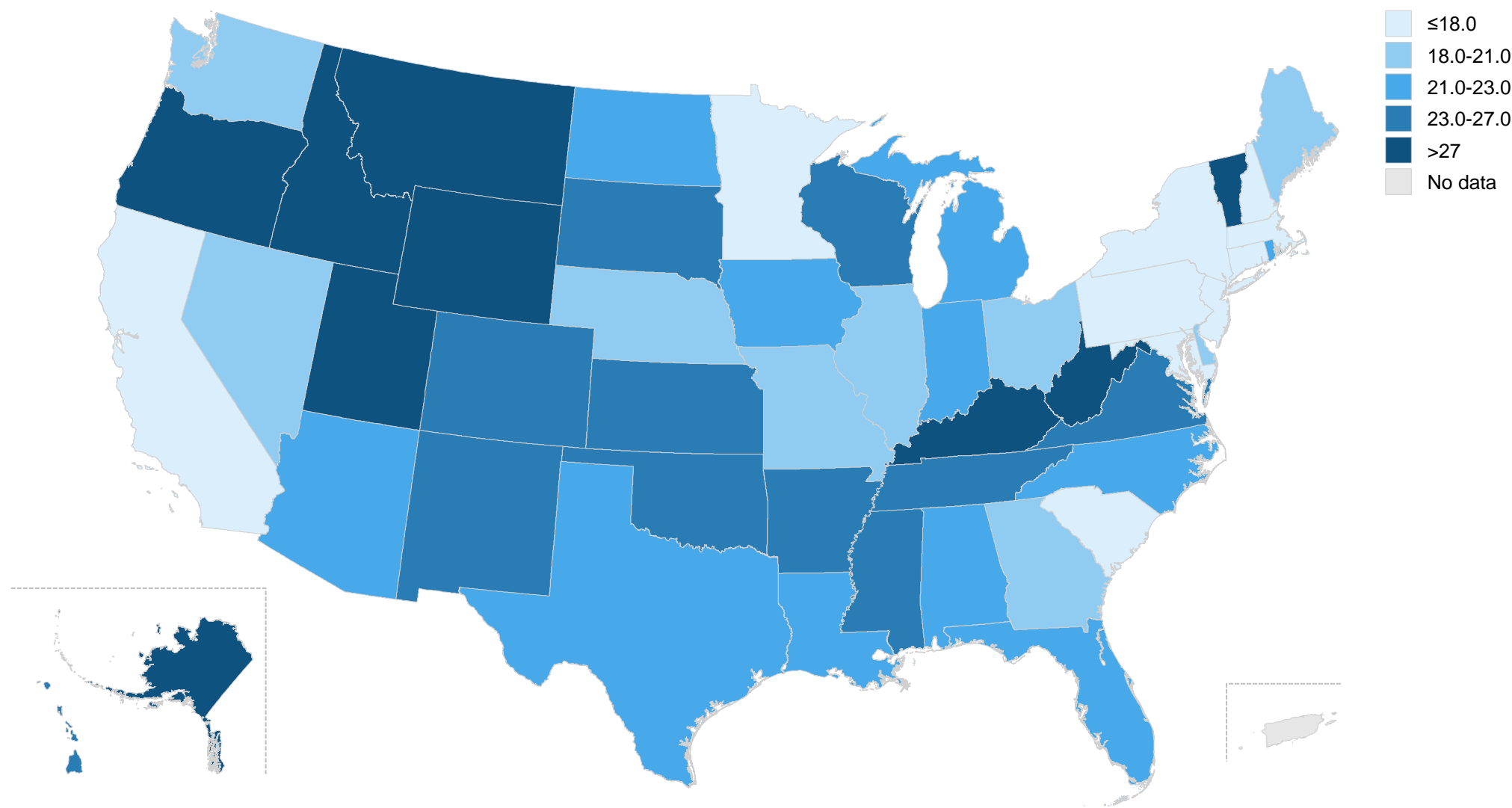
What efforts are underway to support student recovery?

About 30% of already committed ESSER III funding is going towards Academic Recovery programs

$37B

Total ESSER III committed

67%

Total not yet committed

33%

Total ESSER III grant funding (US-wide)

Category	%
Academic recovery	28%
Other learning interventions (incl. staffing)	23%
Facilities – public health measures	14%
Technology (incl. virtual learning infra.)	11%
Facilities & Transportation (non-COVID)	11%
All Other	7%
Mental Health (incl. staffing of MH professionals)	6%

Sub-category	%
Spend allocated to "Academic Interventions and Learning Loss" but not broken into sub-categories[1]	34%
Summer Learning and Supplemental Afterschool Programs (combined on Georgia App and others)	17%
Summer Learning	13%
Continuity of Service During Long-term Closures	13%
Academic Recovery - Other[2]	7%
Tutoring	7%
Afterschool Programs/ Extended Day	5%
Math/ELA Coaching and Programming	5%

1. Jurisdictions have committed funds to the overall category "Academic Interventions and Learning Loss: Minimum 20%" but not detailed how that spend will be broken down further
2. Includes Academic Advising, Credit Recovery, Evidence-based Curriculum and Practices that Maximize Students' Social, Emoional and Academic Benefits, Extended School Year/ Weekend Learning, Interventionists, Reading, pre-k to 3rd grade, and Student Attendance/ Enrollment/Re-engaging Disconnected Youth

High income students are more likely to have received support to recover from the impact of the pandemic

Parents indicating participation[1] since the end of the 2020-21 school year

	Number of parents	Total of modalities, % of parents		Low- and high-income gap, percentage points
	In person ■ Virtual ■ Both		Low income (<$25k) High income (>=$75k)	
Tutoring, homework help, or test prep	3,141	22	16 / 28	12pp.
Academic after-school	2,785	19	11 / 26	15pp.
Mental health or counselling support	2,581	18	15 / 21	6pp.
Academic summer school	2,104	15	10 / 19	9pp.
Mentoring program	1,980	14	9 / 19	10pp.

1. Multi-select: parents may choose more than one option (thus totals will not equal 100%)

Parents are consistently more interested in free in-person programs compared to their virtual counterparts

Parents with children in grades K-12

Legend: ▊ In person ▊ Virtual

Interest in free programs,[1]
% of parents

Gap between low- and high- income parents interested[2], percentage points

Program	In person	Virtual	Gap (in person)	Gap (virtual)
Tutoring, homework help, or test prep	29	24	1	1
Academic after-school	28	18	1	6
Mental health or counselling support	25	19	-3	2
Mentoring program	23	17	1	5
Academic summer school	17	14	4	6
Not interested	25		-13	
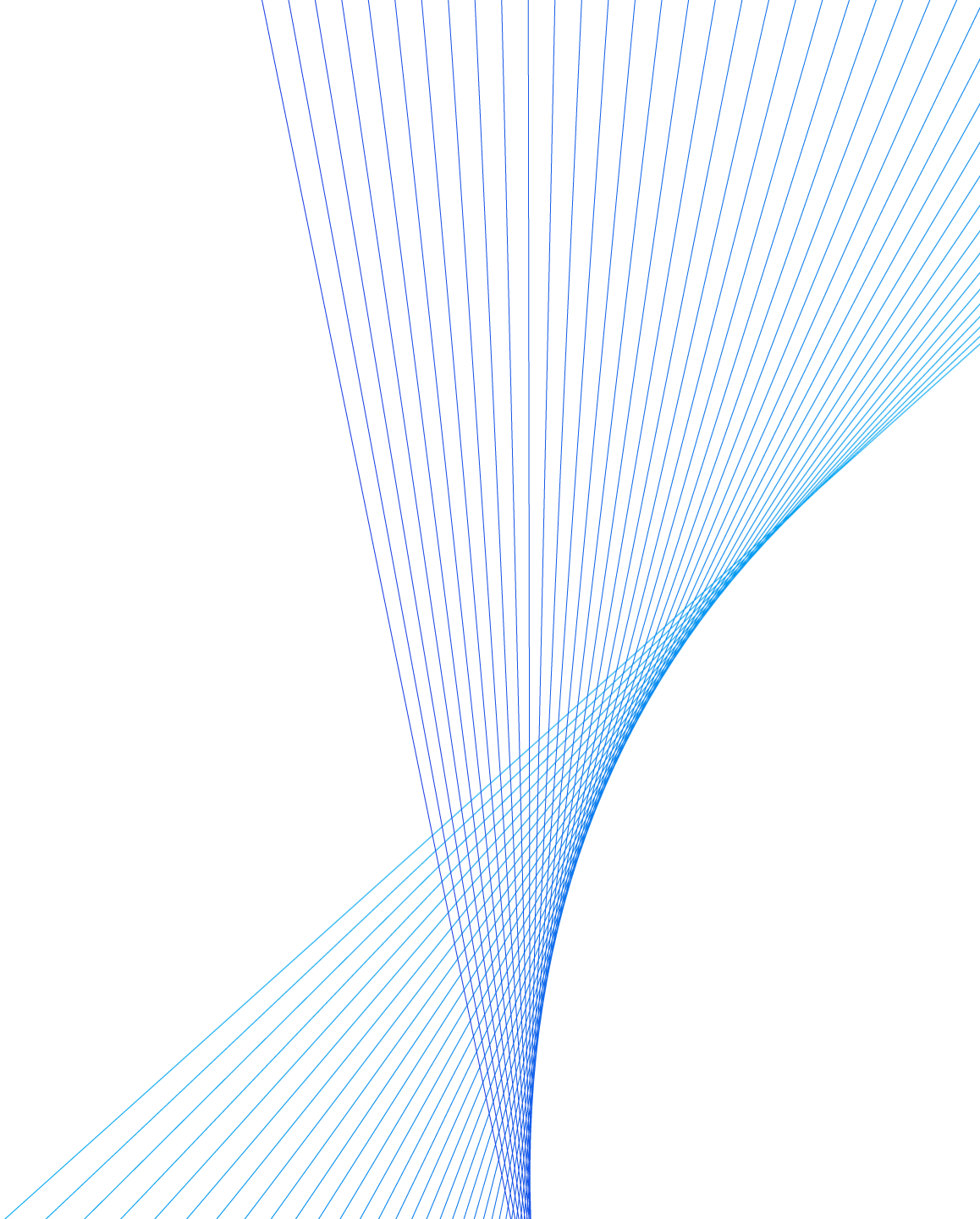
Supporting Students, Families and Schools this Summer

When We Talk About Summer learning...

We are really talking about:

- **Promoting Equity**

- **Creating Opportunity**

- **Building Community**

Our Vision and Reach

Vision

To ensure all young people in America, regardless of background and income, can afford and access a high-quality summer learning experience every year.

We serve and support more than 15,000 leaders from

- School Districts and State Education Agencies
- Youth-serving Government Agencies
- Wide-range of Non-profit partners and programs:
- Summer Camps, Nature-based, Travel, STEM, Arts, Sports. Service, College Prep Programs
- Summer Youth Employment and Internships

Summer School vs. Summer Learning

Summer School	Summer Learning
• Remedial Education	• New and Accelerated Learning
• Punitive and Boring	• Exciting, Engaging, Experiential
• School-based	• Multitude of Settings
• "Academic-Only" Focus	• Combines Academics, Health, Enrichment, SEL
• Mandatory Only for Some Students	• Voluntary and Open to All
• Adults Decide All	• Student Voice, Choice, and Leadership
• Feels No Different than School	• Unique and Special Experience & Culture

nsla

Start with "The Why?" NSLA's 4 I's of Summer

Improvement → Provide *both* students and staff opportunities to learn, develop and practice new skills. "No training about kids without kids."

Innovation → Most entrepreneurial time in education. Chance to incubate and try out new ideas before scaling. Many well-known, year-round programs started in summer

Interconnectedness → Chance to break down artificial silos in education. Model and develop multi-sector partnerships which can last all year long.

Impact → Hands on learning is immediate and lasting. Summer is a high ROI life transition point. Nationally, this is a solvable challenge.

NSLA Priorities: Our 5 P's

Program Quality	Partnerships	Policy	Public Awareness	People
Staff Trainings and Consulting	Professional Summer Learning Communities	Federal Advocacy and Hill Days	Clear Channel and I Heart Radio PSA Campaign	Summer Innovation Fellowship
New Research	School-Camp Partnership Project	State CCSSO project	New York Life National Awards	National Youth Leadership Institute
Monthly Webinars	Coalitions and co-sponsored projects	Community Landscape reports	New DiscoverSummer.org website	National Summer Learning Week
New Resources and Publications	National Conferences	Congressional Summer Internship Program	Newsletters and PR efforts	Board Development

COVID-19:

Hard for Everyone, Worse for Some

COVID-19's Devastating Impact on Learning Loss

- Children fell far behind in school during the first year of the pandemic and have not caught up

- Math and reading levels were all lower than normal

- Shortfalls were largest for Black and Hispanic students and students in schools with high poverty rates

  Source: NWEA

COVID-19's Impact on Mental Health

- [American Academy of Pediatrics recently declared a national sate of emergency in children's mental health](#)

- Dramatic increases in ER visits for all mental health emergencies

- [According to the CDC, suspected suicide attempts by 12-17 year old girls rose by 51% from early 2019-to early 2021](#)

COVID-19's Impact on Safety, Wellness, and Behavior

- [School shootings have risen and the Washington Post counted 42 incidents last year , the most on record and up from 27 in 2019](#)

- [Schools across the country reporting an uptick in disruptive behaviors.](#)

- Many schools have not returned to normal, [leading to more anguish and isolation and disruption](#).

- Omicron just did it again.

We've Been Here Before, a Century Ago

Societal Changes and Challenges	1900-1920
• Immigration	• 15 million+ people moved to US
• Urbanization	• Many settled in cities
• Industrialization	• Rise of Automation, Factories
• 1918 Spanish Flu Pandemic	• 675,000 American Deaths
World War I (1914-1918)	• 117,000 US Deaths

We've Been Here Before, a Century Ago

Doubled Down on Community	National Organization (Year Founded)
• 4-H (1901)	• American Camp Association (1910)
• Goodwill Industries (1902)	• Boy Scouts (1910)
• Big Brothers (1903)	• Girl Scouts (1912)
• Rotary (1905)	• Community Chest renamed United Way (1913)
• Boys Clubs of America (1906)	• Kiwanis (1915)
• YWCA (1906)	• American Legion (1919)
• NAACP (1909)	• League of Women Voters (1920)

We Know What Works: High-Quality Programs

A first-ever study

3,192 rising 4th graders were given the opportunity to attend two summers of programming

49% AFRICAN-AMERICAN
38% HISPANIC
13% OTHER

The study was conducted in five school districts

- BOSTON, MA
- ROCHESTER, NY
- PITTSBURGH, PA
- DALLAS, TX
- DUVAL COUNTY, FL

The study focused on **low-income students:**

86% qualified for free or reduced price lunch
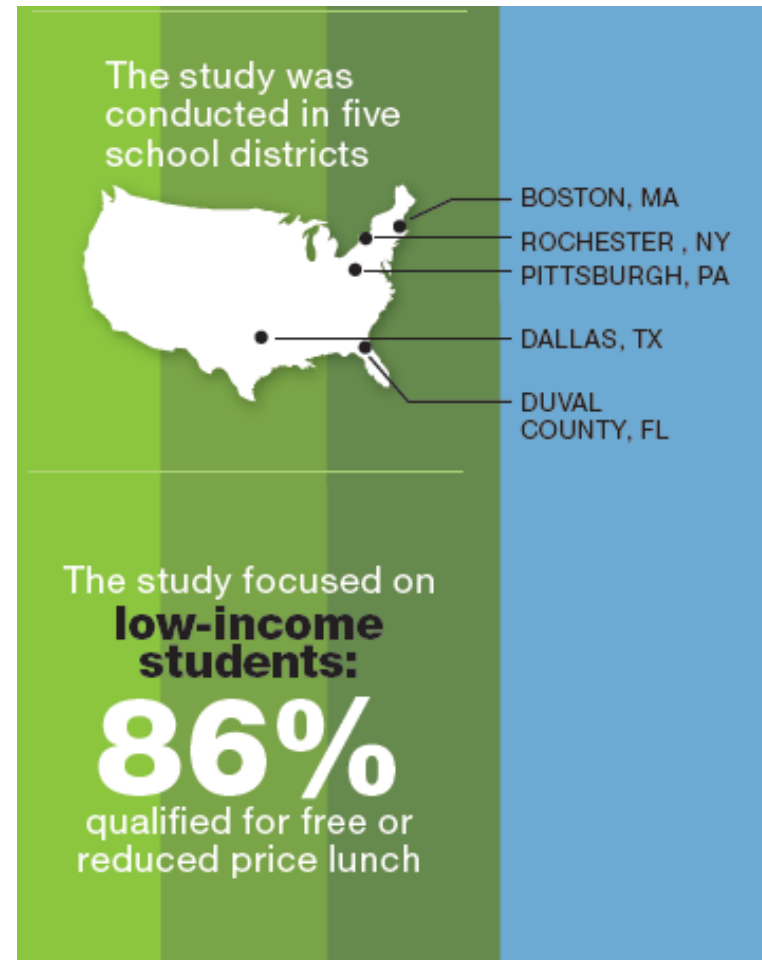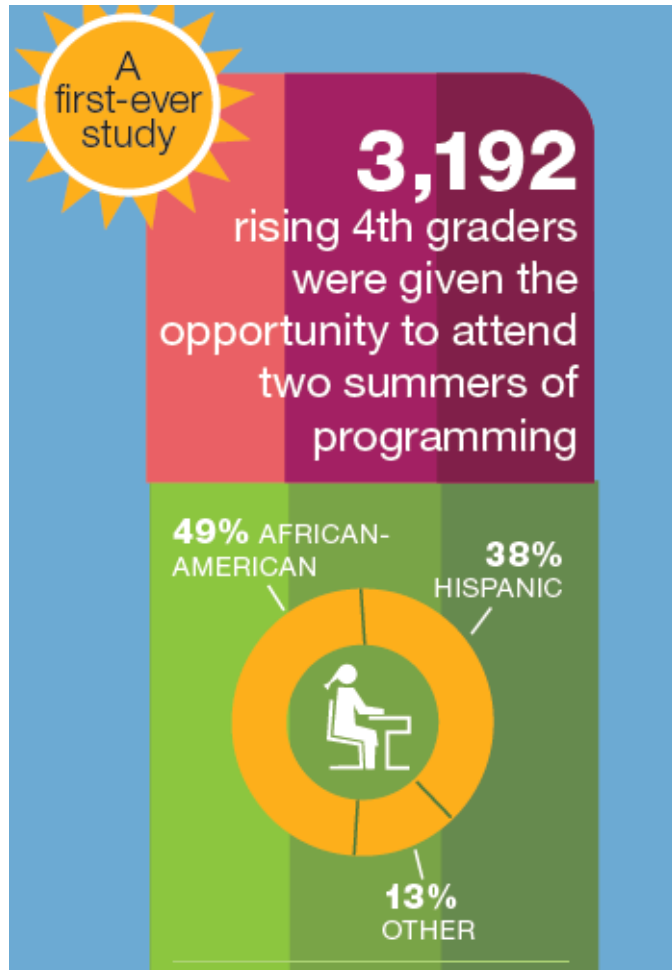
Elements of Success
RAND Research Study

Meet ESSA Tier 1 standards

5 week minimum

School-based

Academics + enrichment + SEL

43 Summer Programs Meet ESSA Standards
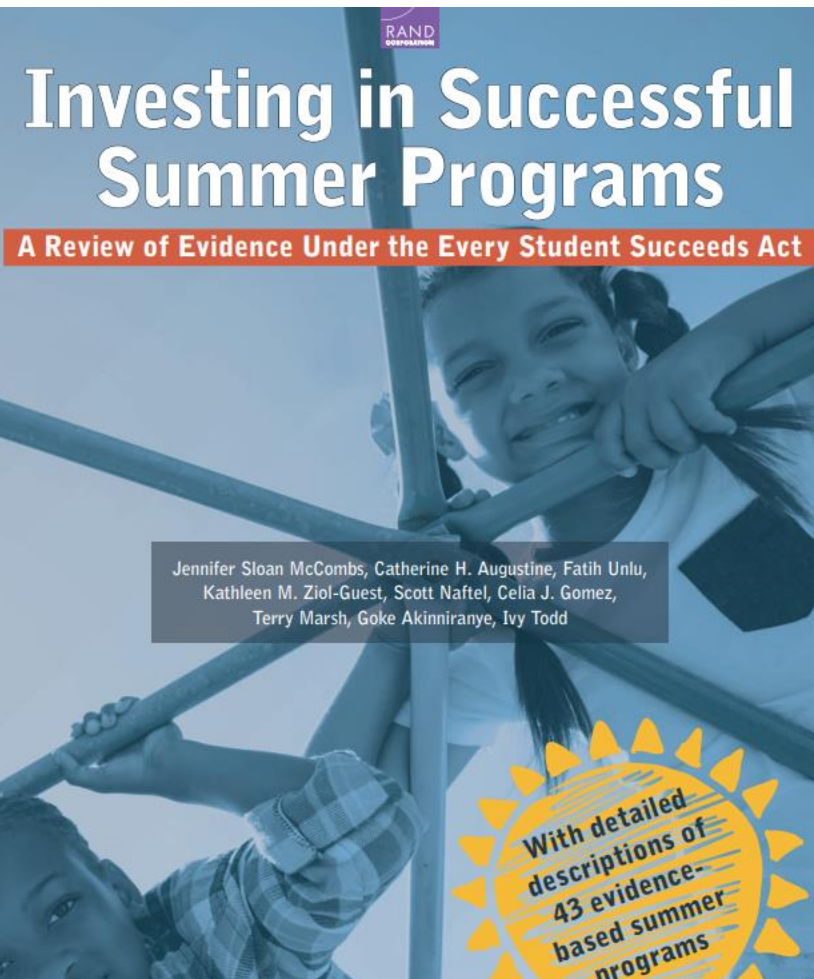
Figure 3.1
Number of Summer Programs with ESSA Tier I–III Evidence, by Program Type

Employment and career: Tier III 3, Tier I 1

At-home learning: Tier III 3, Tier I 2

Social and emotional well-being: Tier III 12

Academic: Tier III 20, Tier II 1, Tier I 1

Legend: Tier III, Tier II, Tier I

Number of programs
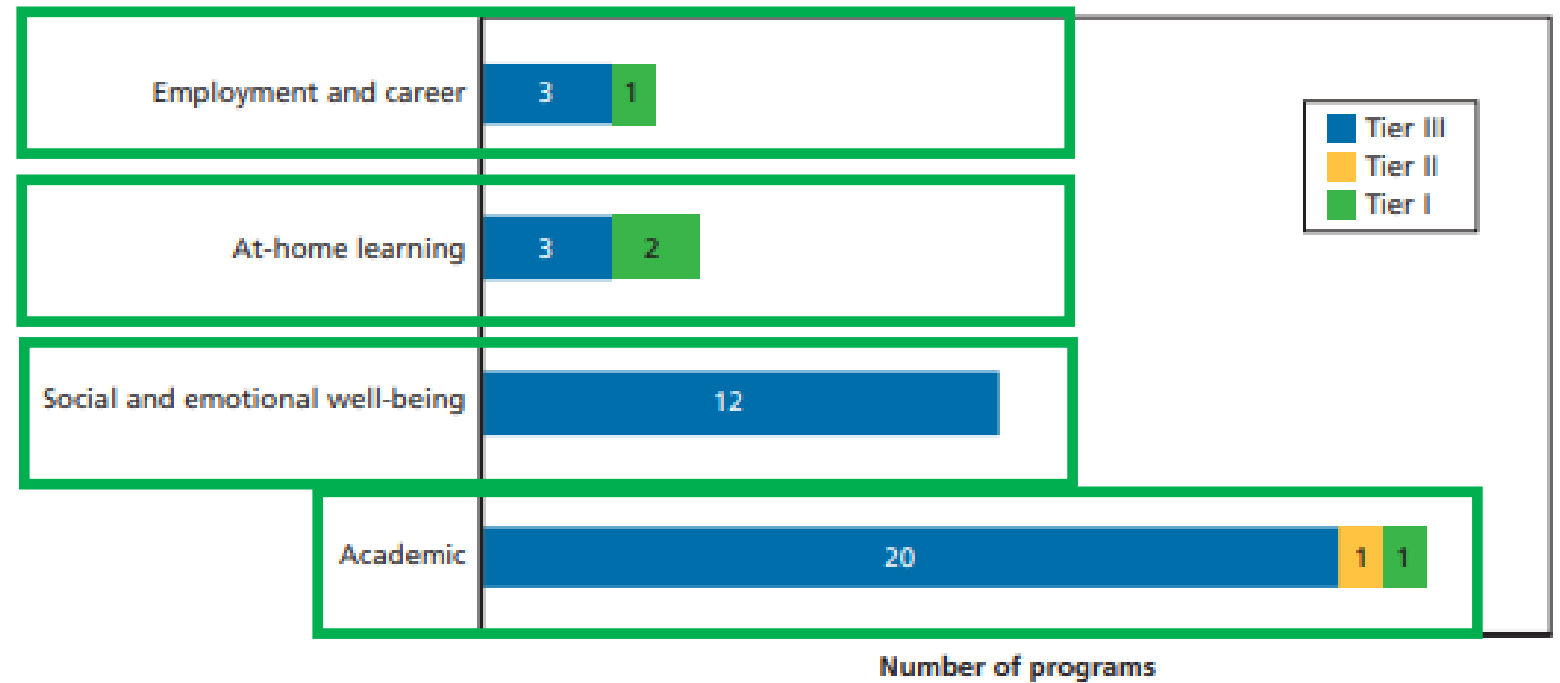
Summer Learning System-Building

NSLA's *Community Indicators of Effective Summer Learning Systems* identifies 6 key domains for summer system building:

1. Shared Vision and Citywide Coordination
2. Engaged Leadership
3. Data Management System
4. Continuous Quality Improvement
5. Sustainable Resources
6. Marketing and Communications

The *New* Vision for Summer School

THE *new* VISION

FOR SUMMER SCHOOL *NETWORK*

5

Core Principles

1. Increase and enhance the scope of traditional summer schools
2. Target participation by students who would benefit the most
3. Strengthen systems-level supports through community-wide partnerships and coordination
4. Provide innovative professional development for staff
5. Embed summer learning into the district's school-year operations

Federal Funding: When Preparation Meets Opportunity

Key Highlights

Out of $1.9 trillion 2021 American Rescue Plan (ARP), $121 billion for K-12 Education of which $30 billion available for summer learning and afterschool programs helping with recovery

- $8.45 billion available from SEAs
  - 5% at SEA level for learning recovery = $6.01 billion
  - 1% for summer enrichment partnerships = $1.22 billion
  - 1% for afterschool partnerships= $1.22 billion
- $22 Billion to LEAs for Learning Recovery
- $1 billion for AmeriCorps
- Can be spent through 2023
- Guidance and support being provided
- OST Field ready to step in and help

On the Horizon: What is Next for Our Field?

Know and Grow Your Student Numbers
- How many students need programs? How many don't have them? Set a goal for how many more you can serve?
- Identify a plan to communicate and recruit them. If they're not coming. Who else can help you?
- Coordinate and collect data with others who might already be serving them

Move from Rigid to Reimagined Programs
- Move away from false binary choices (i.e academics vs SEL, Enrichment, Health)
- Expand program models and sense of what's possible to offer
- Focus on Quantity and Quality of Programs and Complimentary Partnerships

Move from Competitive to Collaborative
- Minimize zero-sum, scarcity mindset
- Break down artificial silos and focus on systematic coordination
- Reach out. Make the first move. Time to be hyper-creative and hyper local.

Move From Five Year Plans to Fierce Urgency of Now
- Federal ARP Funding has a time limit
- Students and immediate crisis can't wait for long term strategies
- Ask how many more students can we serve? How can our programs expand?

NSLA Signature Events, Services and Cohorts

Join an NSLA *Professional Summer Learning Community*

Tap NSLA's Training and Support

Attend a weekly "Voices of Summer" Webinar Series

Summer Planning Bootcamp March 30-31, 2022

Summer Learning Week
July 11-15, 2022

Summer Changes Everything National Conference

October 24-26, 2022

Thank you and Open Discussion!

Aaron Dworkin
Chief Executive Officer
National Summer Learning Association

Adworkin@summerlearning.org

Comprehensive Attendance Data Collection and Reporting

May an SEA that uses chronic absenteeism as an SQSS indicator modify its definition of chronic absenteeism?
Yes, an SEA has the discretion to revise its definition and/or its methodology for calculating an indicator based on chronic absenteeism for one year through the COVID-19 State Plan Addendum. An SEA may want to revise its definition of attendance during the COVID-19 pandemic to differentiate between a student who is absent and receives no instruction versus a student who is quarantined but participating in instructional activities. For EDFacts purposes, if a student is quarantined and still participating in instruction for at least 50 percent of the school day, the student would not be counted as absent. An SEA may elect to modify its definition of attendance for an SQSS measure of chronic absenteeism so that the SQSS indicator best reflects the State's context.

What additional information might an SEA include on its State report card?
An SEA may include on its State report card any additional information it believes will best inform parents and families, students, and other members of the public about the progress of each elementary and secondary school. For example, as part of the waiver that SEAs received regarding the accountability, school identification, and related reporting requirements for the 2020-2021 school year, the SEA assured that it would make publicly available the following data elements, which could be included on State report cards:
- Chronic absenteeism data, either as defined in the State's School Quality or Student Success indicator

https://oese.ed.gov/files/2021/12/DRAFT-Accountability-FAQ-12.15.pdf

Attendance Works
2022 Survey of State Attendance Policy, Practice and Data

Preliminary Results

California	Michigan
Colorado	Missouri
Connecticut	Nebraska
Delaware	New Jersey
District of Columbia	New Mexico
Hawaii	New York
Illinois	North Dakota
Indiana	Ohio
Iowa	Oregon
Kentucky	South Carolina
Maine	South Dakota
Maryland	Wyoming
Massachusetts	

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Q5 What learning modes does your state currently require districts to offer?

Required   Allowed   Not Allowed

N=25
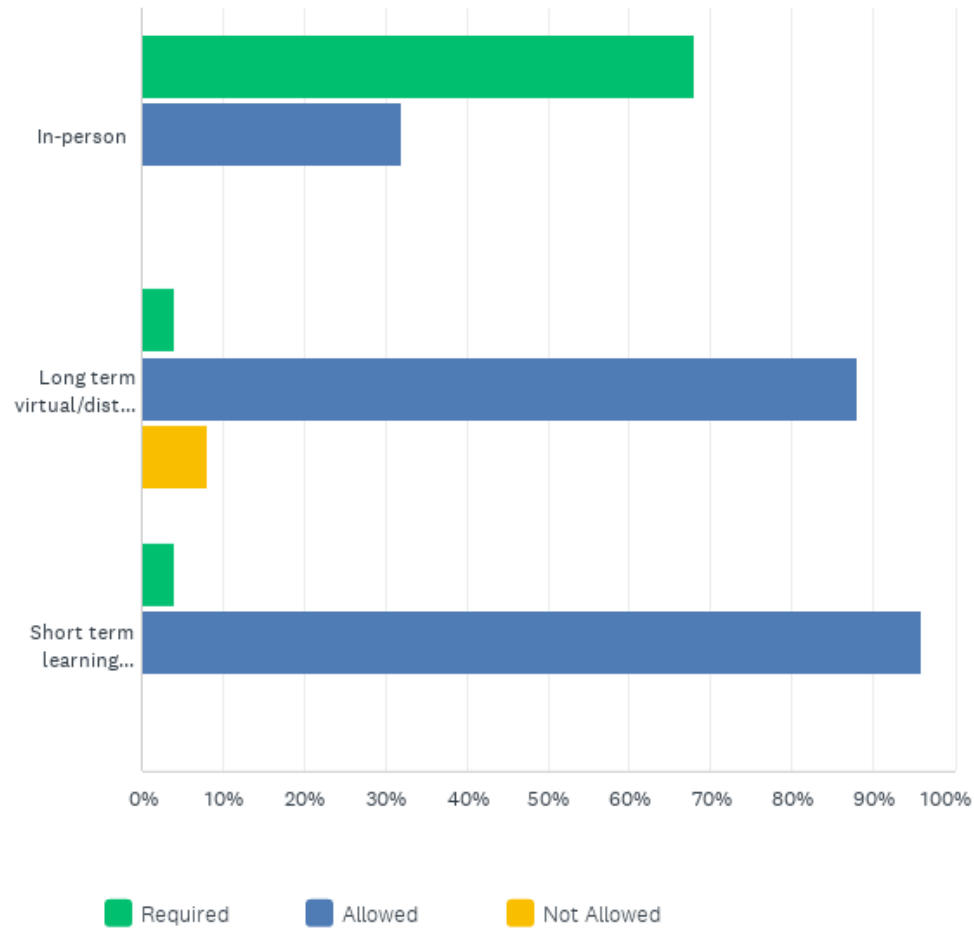
Q7 Does your state require taking daily attendance for in-person learning?

N=25
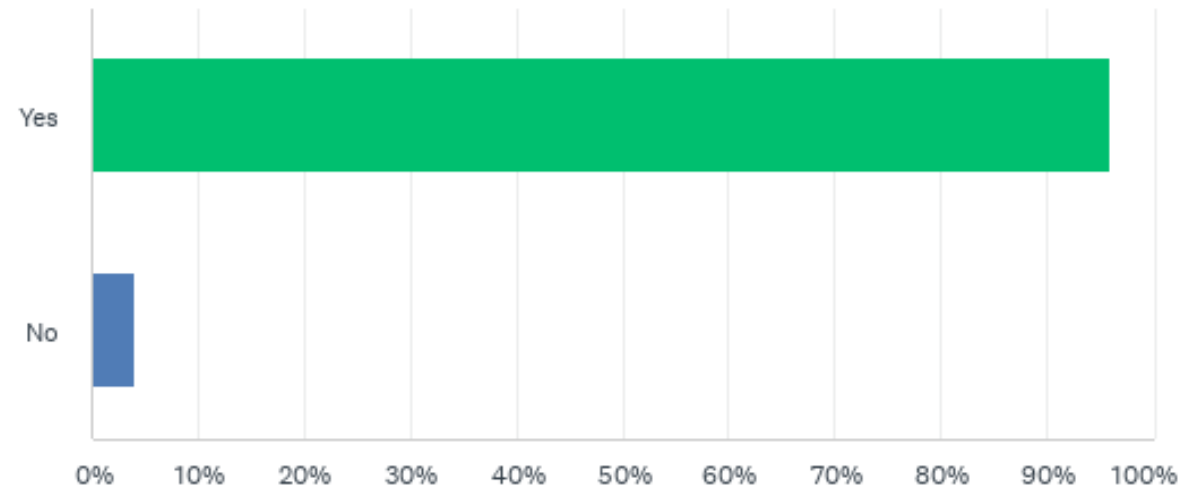
Q8 Does your state require taking daily attendance for long term virtual or distance learning?

N=25
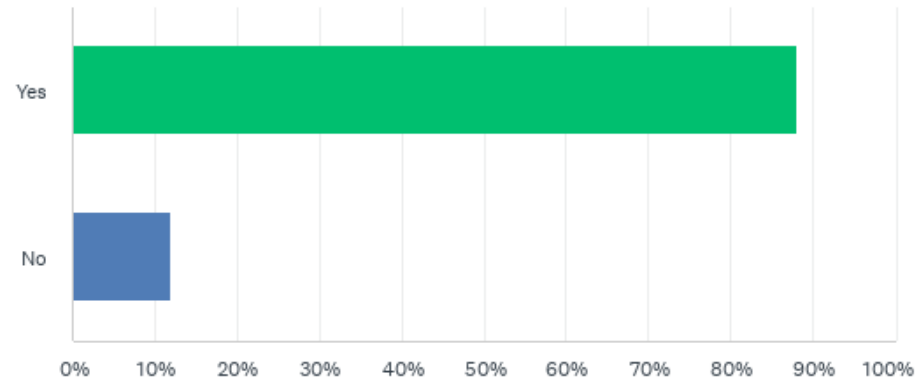
Q9 Does your state require taking daily attendance for short term virtual or distance learning during quarantine?
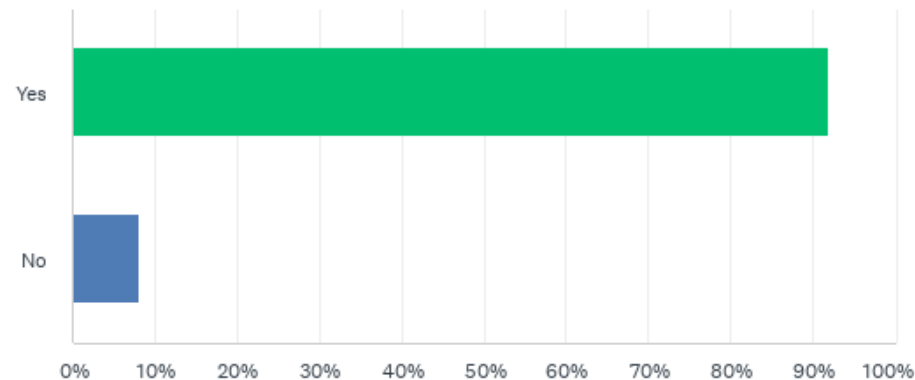
Q10 Does your state require districts to submit attendance coded by learning mode?

N=25

Attendance Works ©
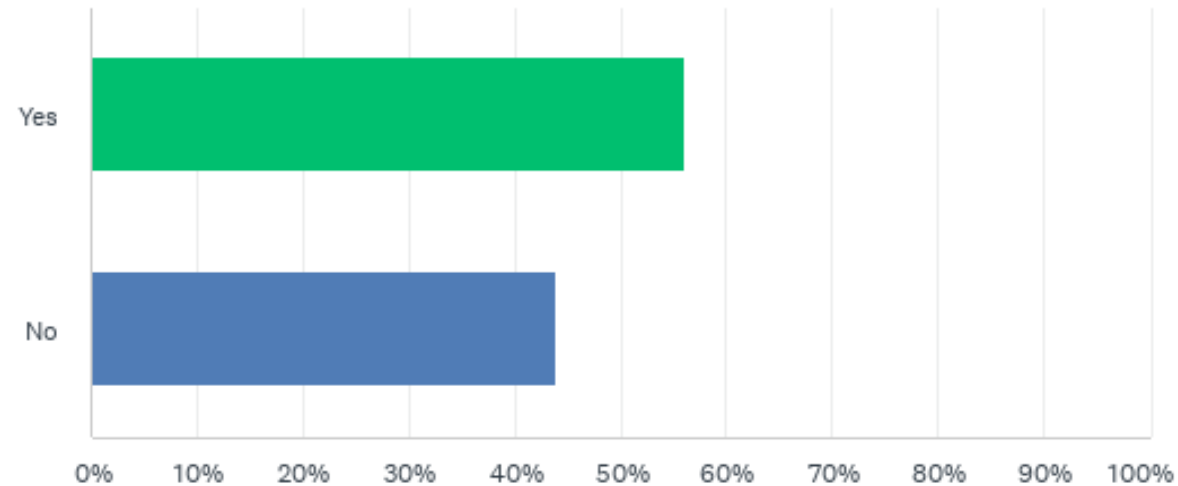
Q17 Is your state collecting data from districts about the number of absences due to Covid-19 quarantine or exposure?

N=25
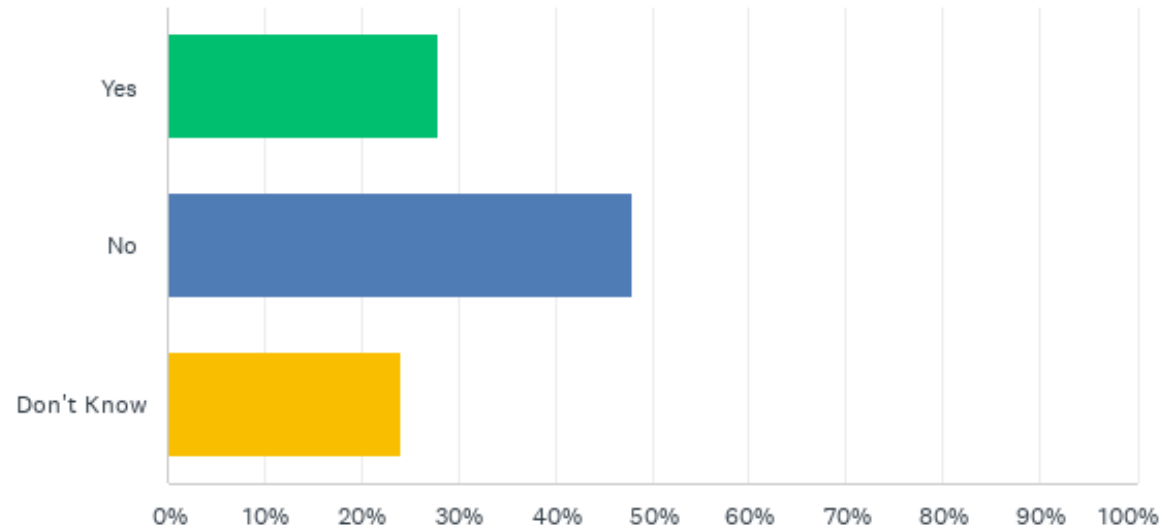
Q14 Has your state published chronic absence data on its website for the 2020-2021 school year?

N=25
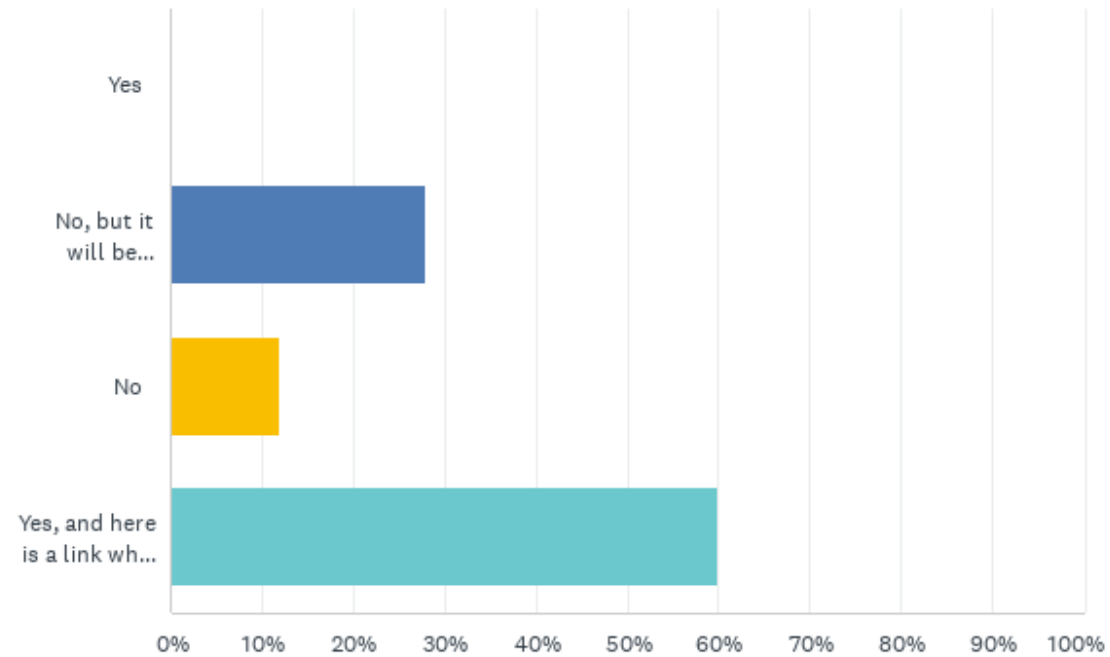
www.attendanceworks.org

Q15 If chronic absence data has or will soon be published on your website, is it disaggregated? Please check all that apply:
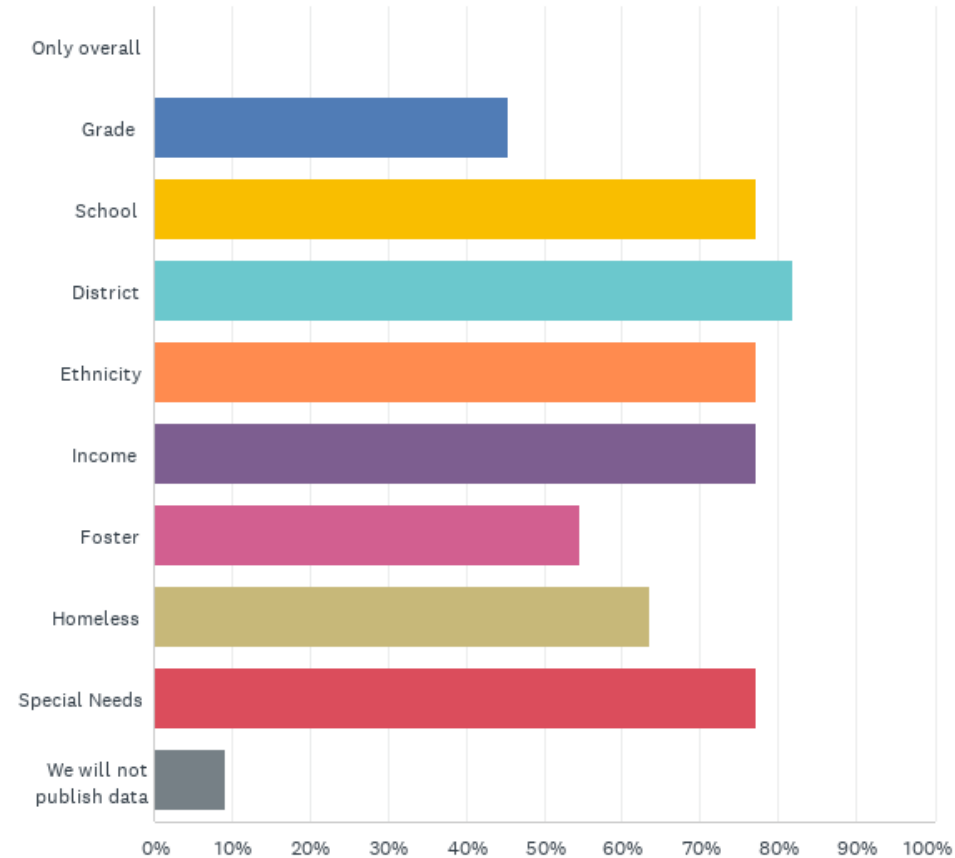
N=23

www.attendanceworks.org

Variations of Attendance Definitions in Virtual Settings*

- Measuring attendance is left to local discretion

- Attendance is counted through course completion or participation requirements

- Students are marked "in attendance" if they attend at least a half day

- Students are marked "in attendance" if they complete at least 2 daily attendance checks

most respondents reported the same definition of attendance for long term and short term virtual settings

N=23

Attendance Awareness Campaign:
Key Strategies

I.   **A strategic messaging and awareness-building campaign** that includes the designation of September as Attendance Awareness Month as the launch of year-long attendance campaigns

II. **Community-level action and engagement,** especially in conjunction with Attendance Awareness Month; and

III. **National and local-level public events**, to occur all year with an emphasis on the month of September, that garner media attention and raise public awareness

AND THIS WILL BE OUR 10th ANNUAL CAMPAIGN!!

Attendance Works ©

Key Resources

PROMOTE THE CAMPAIGN

✓ **Download and share our key messages and free social media materials**

✓ **Promote the Attendance Awareness Campaign Webinars**

✓ **Proclaim September Attendance Awareness Month building off our sample proclamation**

✓ **Join our listserv**

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

2022 Theme

Stay Connected, Keep Learning!

2022 AAC Webinars

Day of Week: All Wednesdays
Time: 12:00pm – 1:30pm PT / 3:00pm - 4:30 pm ET

- **Session 1 (April 6):** Prioritizing Connection, Relationships and Well-Being (Proposed Focus)

- **Session 2 (May 25):** Leveraging Summer Programming (Proposed Focus)

- **Session 3 (August 3):**   (TBD)

- **Session 4 (September 28)** (TBD)

Collaborating Partner Role

The 90+ collaborating partner organizations, including state agencies, help expand participation to an even broader array of stakeholders.

Collaborating partners agree to:

1. Disseminate updates and materials

2. Generate excitement about attendance

3. Share success stories

4. Nurture media coverage

See the current partners here:
https://awareness.attendanceworks.org/partners-2/

Interested in becoming a Collaborating Partner?

Contact:
Catherine Cooney
Director of Communications
Catherine@attendanceworks.org

Attendance Works
Updated Resources

Winter Weather Messaging

Promoting Good Attendance All Winter Long

Resources to help parents and community members develop strategies to overcome weather-related barriers. Download:

- Parent flyer

- Sample letter to send home

- Sample robocall

- Ideas and tips for action for schools and community leaders

Find the toolkit: www.attendanceworks.org/resources/messaging/stay-the-course-a-winter-messaging-toolkit/

Attendance Works ©

Additional Resources from Attendance Works

Handouts for Families

- ✓ Preschool
- ✓ Elementary
- ✓ Secondary Grades

https://www.attendanceworks.org/resources/handouts-for-families/

Work With Students and Families to Create a Success Plan

- ✓ Set attendance goals

- ✓ Make backup plans

- ✓ Track absences

- ✓ Recognize success!

http://www.attendanceworks.org/resources/student-attendance-success-plans/

Professional Development E-Learning Series
from Attendance Works

- ✓ 3-part online training series for educators

- ✓ Can be adapted for state specific series

- ✓ Learn proven, evidence-based tiered strategies to engage students and promote attendance

- ✓ Interact with peers and the AW team

- ✓ School administrators are encouraged to attend with their teams

- ✓ Cost: $300 per person. Eligible for Title 1, Title 2A, and Covid relief funds.

Learn more and register here:
https://www.attendanceworks.org/technical-assistance/e-learning-series-for-educators/

**To purchase an E-Learning series for your state contact:
Cecelia Leong, Vice President at Cecelia@attendanceworks.org**

NASAPP Evaluation

Please tell us how we're doing!

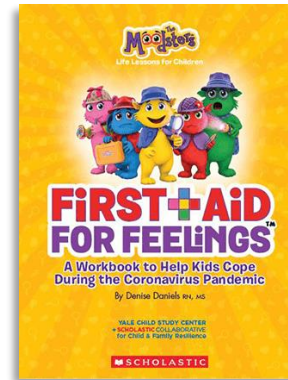*https://app.upmetrics.com/data_collector/cklwj8q71w9w707306xnps5vv*

Thank you!

www.attendanceworks.org
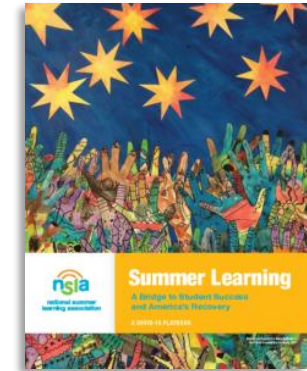
Summer Learning Appendix

Additional Resources

A Summer Like No Other: Lessons from the Field During COVID-19

Yale Child Study Center + Scholastic Collaborative for Child & Family Resilience

Summer Learning: A Bridge to Student Success and America's Recovery, a COVID-19 PLAYBOOK
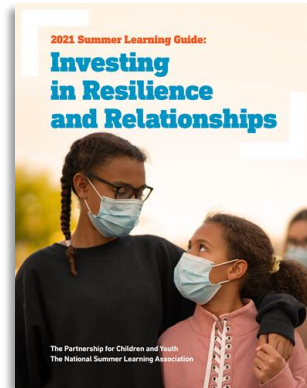
Summer Starts in September Planning Guide

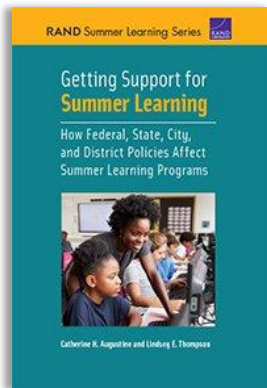**Wallace Summer Planning Toolkit**

Scenario Planning and Partnership Resources

2021 Summer Learning Guide: Investing in Resilience and Relationships

Site Leader's Guide to Summer Program Planning

Getting Support for Summer Learning: How Federal, State, City, and District Policies Affect Summer Learning Programs
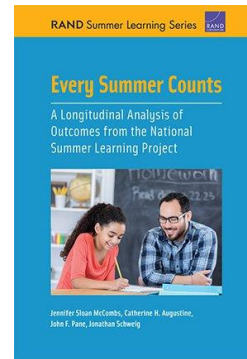
Shaping Summertime Experiences

Family-Educator Resource Accelerator

Safety and Enrichment Resources

NCASE: Listening Session: The State of School-Age Child Care – Summer 2020

Wallace Foundation: Every Summer Counts

COVID-19 Resources

Field Guide for Camps

Georgia State Afterschool Network & 50 State Afterschool Network: Summer Activity Guide

SEL and Culturally-Responsive Resources

SEL+OST=Perfect Together: A Conference Report

Fortt Media: The Black Experience in America

The Partnerships for Social and Emotional Learning Podcast
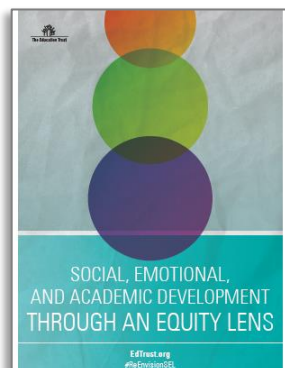
The Education Trust: Social, Emotional, and Academic Development Through an Equity Lens

Social and Emotional Development in Early Adolescence: Tapping into the Power of Relationships and Mentoring

SEL in Action

SLPQA Supplemental Scales

- Math

- Literacy

- Greeting

- Transitions (AM and PM)

- Departure

LEARNING STRATEGIES | Youth are supported developing learning initiative and persistence.

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1. **1** When youth make errors or need to make improvements, staff does not have youth attempt to figure out for themselves how to correct or improve.	**3** When youth make errors or need to make improvements, staff has youth attempt to figure out how to improve or correct, but does not guide or support the youth in responding (e.g., staff jumps in with correct answer before youth has time to respond; when youth doesn't know how to improve, staff does not rephrase question or give a hint).	**5** When youth make errors or need to make improvements, staff guides or supports youth in attempting to figure out for themselves how to correct the error, or how to improve (e.g., "So, what could you do differently?" "So what did you forget to do in that subtraction problem?" "Next time, what could you do to keep yourself focused?").	☐
2. **1** Staff does not discuss strategies/process.	**3** Staff has the youth identify a learning strategy once or twice, **OR** staff identifies strategies, but does not have youth identify a strategy (e.g., "I noticed that you used context clues to figure out the word." "Try breaking the word into syllables").	**5** Staff has youth identify learning strategy three or more times (preferably when youth is right *and* when youth is wrong). (Staff: "What strategy did you use to figure out that word? " Youth: "I figured it out from the rest of the sentence.")	☐
3. **1** Staff only attributes success or failure to factors outside youth's control (e.g. innate ability, fate, luck, the mistakes of others. "Some people just aren't good at math." "It was the teacher's fault for giving such a hard test.").	**3** Staff attributes success or failure to factors both within and outside their control <u>or</u> makes no attributions about youth's control over success or failure.	**5** Staff attributes success to effort, strategy, attention, practice or persistence (e.g.,"Your brain is like a muscle, the more you exercise it, the better it works", "It may take some extra practice, but you'll get better at it." "I see your effort paid off." "You can do this!--just try a different strategy this time.")	☐

IV. ENGAGEMENT: PLANNING, CHOICE , REFLECTION I LEARNING STRATEGIES I **HIGHER ORDER THINKING**

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	**1** No youth participate in mathematical problem solving.	**3** Some youth participate in mathematical problem solving (e.g. "How many tables do we need to set up if each table seats four?").	**5** All youth participate in mathematical problem solving (e.g., Youth explore given information and plan a solution; "I've got to figure out how much supplies to distribute so everyone has an equal amount." "I can determine the price based on the weight.").	☐
2.	**1** Youth are not given opportunities to solve mathematical problems.	**3** Youth are given an opportunity to solve mathematical problems or apply mathematical knowledge and skills in only one context or setting.	**5** Youth are given opportunities to solve mathematical problems or apply mathematical knowledge and skills in two or more contexts or settings (e.g., Youth are asked to measure the length of a string using a ruler during an experiment; Youth look for patterns in fabric during an art exploration; Youth use a formula to calculate their weight on another planet.)	☐
3.	**1** Youth do not develop or evaluate mathematical arguments.	**3** Once, youth develop or evaluate mathematical arguments using reasoning.	**5** More than once, youth develop or evaluate mathematical arguments using reasoning (e.g., "The reason I would go down Elm street rather than Monroe is because it is a straight line, and therefore a shorter distance." "I realized I must have an error with the decimal point because the amount seemed too small at the end.").	☐