

## Outline & Resources

### Session 2, Group 5 MICHIGAN Early Intervention Strategies: Monitoring & Identifying Students in Need of Support Wednesday, October 6, 2021

Slide #	Content
1-2	Welcome & Tech Support
3-5	Learning Goals & Audience Introduction
6-18	<p><b>Key Concepts from Session 1</b></p> <p><b>Why does attendance matter? Expanding the definition of “attendance”.</b></p> <ul style="list-style-type: none"><li>● <a href="#">10 Facts about School Attendance</a></li><li>● <a href="#">Summary of Key Research</a></li><li>● <a href="#">Key Concepts for Leveraging Chronic Absence During the Coronavirus Pandemic</a></li><li>● <a href="#">Monitoring Attendance in Distance Learning</a> (additional attendance measures)</li><li>● <a href="#">Expanded Attendance Metrics</a></li></ul> <p><b>Positive Conditions for Learning</b></p> <ul style="list-style-type: none"><li>● Research brief: <a href="#">Using Chronic Absence Data to Improve Conditions for Learning</a></li><li>● Resource from Harvard: <a href="#">How-to Guide to Relationship Mapping</a></li></ul> <p><b>Building Your Multi-Tiered System of Support</b></p> <ul style="list-style-type: none"><li>● <a href="#">3 Tiers of Intervention Pyramid</a> (Blank worksheet, sample filled in pyramid, and foundational supports)</li><li>● <a href="#">Kaiser Permanente Playbook for Healthy Communities</a></li></ul> <p><b>Schoolwide Strategies for Prevention: Three high leverage strategies</b></p>

	<ol style="list-style-type: none"> <li>1. Warm and Welcoming Environment</li> <li>2. Positive Relationship with Students &amp; Families</li> <li>3. Clear expectations and communication about attendance</li> </ol>
<b>19-29</b>	<p><b>Reducing Chronic Absence Requires a Team Approach</b></p> <ul style="list-style-type: none"> <li>● Attendance Team in Action <a href="#">video</a></li> <li>● <a href="#">Map of existing school teams</a> worksheet</li> <li>● <a href="#">School Team Self-Assessment tool</a></li> </ul>
<b>30-34</b>	<p><b>Team Function #1: Organize a multi-tiered attendance strategy that begins with prevention and early intervention</b></p> <ul style="list-style-type: none"> <li>● <a href="#">3 Tiers of Intervention &amp; Foundational Supports</a></li> </ul>
<b>35-49</b>	<p><b>Team Function #2: Examine attendance &amp; absenteeism data to assess which groups of students have higher or lower levels of chronic absence</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Monitoring Attendance in Distance Learning</a></li> <li>● <a href="#">Expanded Attendance Metrics</a></li> <li>● <a href="#">Key Concepts for Leveraging Chronic Absence During the Coronavirus Pandemic</a></li> <li>● <a href="#">What should happen at our school for each level of absence?</a> (sample form)</li> <li>● <a href="#">What should happen at our school for each level of absence?</a> (blank form)</li> <li>● Example of <a href="#">SY 2020-21 chronic absence data from Connecticut</a></li> <li>● <a href="#">Why September Matters: Improving Student Attendance</a> (Baltimore Education Research Consortium)</li> </ul>
<b>50-61</b>	<p><b>Team Function #3: Identify barriers &amp; inequities that prevent students from attending school</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Develop Programmatic Responses to Systemic Barriers</a></li> <li>● <a href="#">5 Whys Worksheet</a></li> <li>● Worksheet: <a href="#">Understanding the root causes for student absenteeism</a></li> <li>● Addressing Reasons for Absences <a href="#">video</a></li> <li>● <a href="#">Reasons for Chronic Absenteeism Survey – Blended or Virtual</a></li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">More surveys &amp; resources</a> from Harvard Proving Ground / Univ. of South Florida</li> <li>● <a href="#">Examples of Tier 2 Early Intervention</a> like: <ul style="list-style-type: none"> <li>○ <a href="#">Elementary Success Mentors</a></li> <li>○ <a href="#">Virtual mentoring portals</a> from MENTOR</li> <li>○ <a href="#">Student Attendance Success Plans</a></li> </ul> </li> <li>● <a href="#">Attendance Playbook (Covid edition) &amp; Implementation Guide</a> from Attendance Works and FutureEd</li> </ul>
<b>62</b>	<b>Q&amp;A</b>
<b>63-64</b>	<b>Review Learning Goals</b>  <a href="#">Evaluation Survey</a> <a href="https://app.upmetrics.com/data_collector/ckf2oltbqlt8k0759tfdbfybj">https://app.upmetrics.com/data_collector/ckf2oltbqlt8k0759tfdbfybj</a>
<b>65-66</b>	<b>Contact information for presenters:</b>  <b>Hedy Chang, Founder and Executive Director</b> <a href="mailto:hedy@attendanceworks.org">hedy@attendanceworks.org</a>  <b>Emma Herdean, Senior Fellow</b> <a href="mailto:emma@attendanceworks.org">emma@attendanceworks.org</a>
<b>67-71</b>	<i>Appendix: Additional Resources</i>