



Session 3:

Partnering to Make a Difference



Professional Learning Series

October 20, 2021



Welcome!



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Founder and Executive Director



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Getting Started: Introductions

Use the Chat and share:

- ✓ Your name and organization / school / district
- ✓ A key community partner for engaging students in school



Three E-Learning Sessions

During these sessions, participants will learn how to work as a team to take a multi-tiered approach to improve attendance in their schools:

- ❖ **Session 1** — Whole School Engagement Strategies for Reducing Student Absenteeism
- ❖ **Session 2** — Early Intervention Strategies: Using Teams to Monitor and Identify Students in Need of Support
- ❖ **Session 3** — Partnering to Make a Difference



Learning Goals for Session 3

Participants will:

- Learn strategies to mobilize school staff, community and agency partners to provide support
- Determine if efforts are making a difference

Review of Sessions 1 & 2





True or False?

1. We don't need to worry about absences if they are excused.

True

False

2. Missing just a few days of school every month isn't a problem.

True

False

3. If our school has average daily attendance of 95%, we don't need to worry about chronic absence.

True

False

4. Chronic absence is missing 10 days of school for any reason in a year.

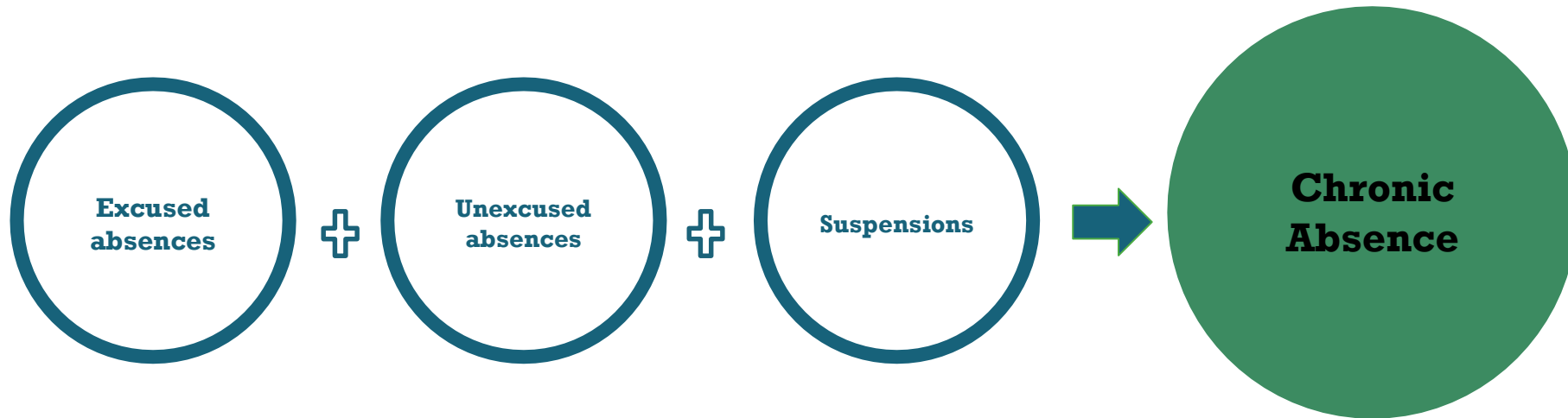
True

False



Chronic Absence Measures Lost Opportunity to Learn

Chronic absence is missing so much school for any reason that a student is academically at risk. Chronic absence is defined as **missing 10 percent or more of school for any reason.**

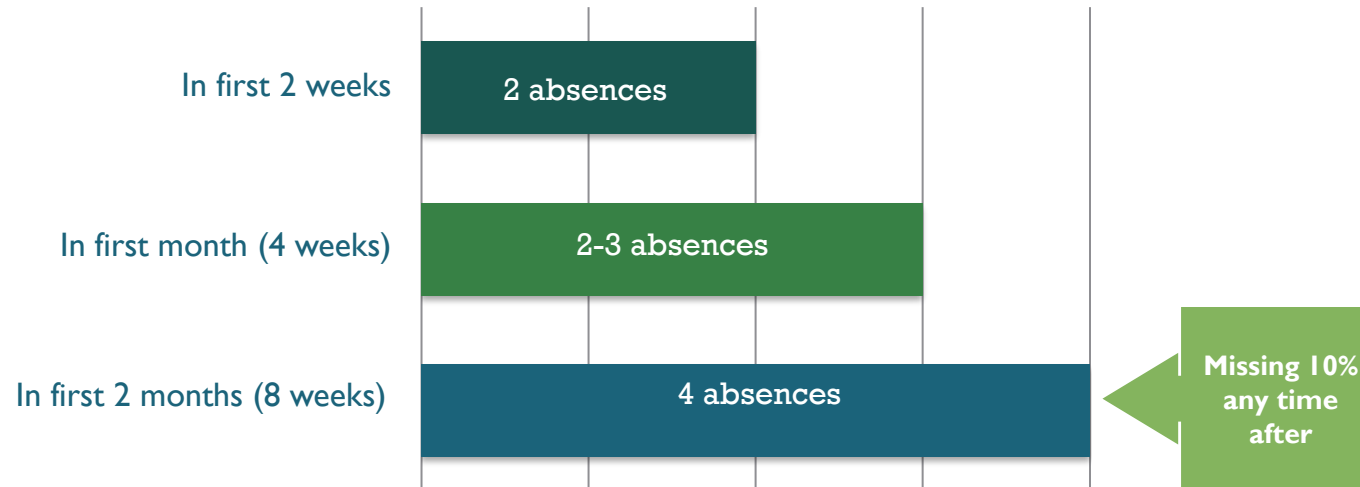


Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).



Chronic absence in prior year or 1st Month of School = Need for Additional Support

- ✓ Chronic absence (missed 10% or more of school) in the prior year, assuming data is available.
- ✓ And/or starting in the beginning of the school year, student has:



What's the Difference Between Chronic Absence vs. Truancy?

Truancy

- ▲ Counts **ONLY** unexcused absences
- ▲ Emphasizes individual compliance with school rules
- ▲ Uses legal, typically more blaming and punitive, solutions



Chronic Absence

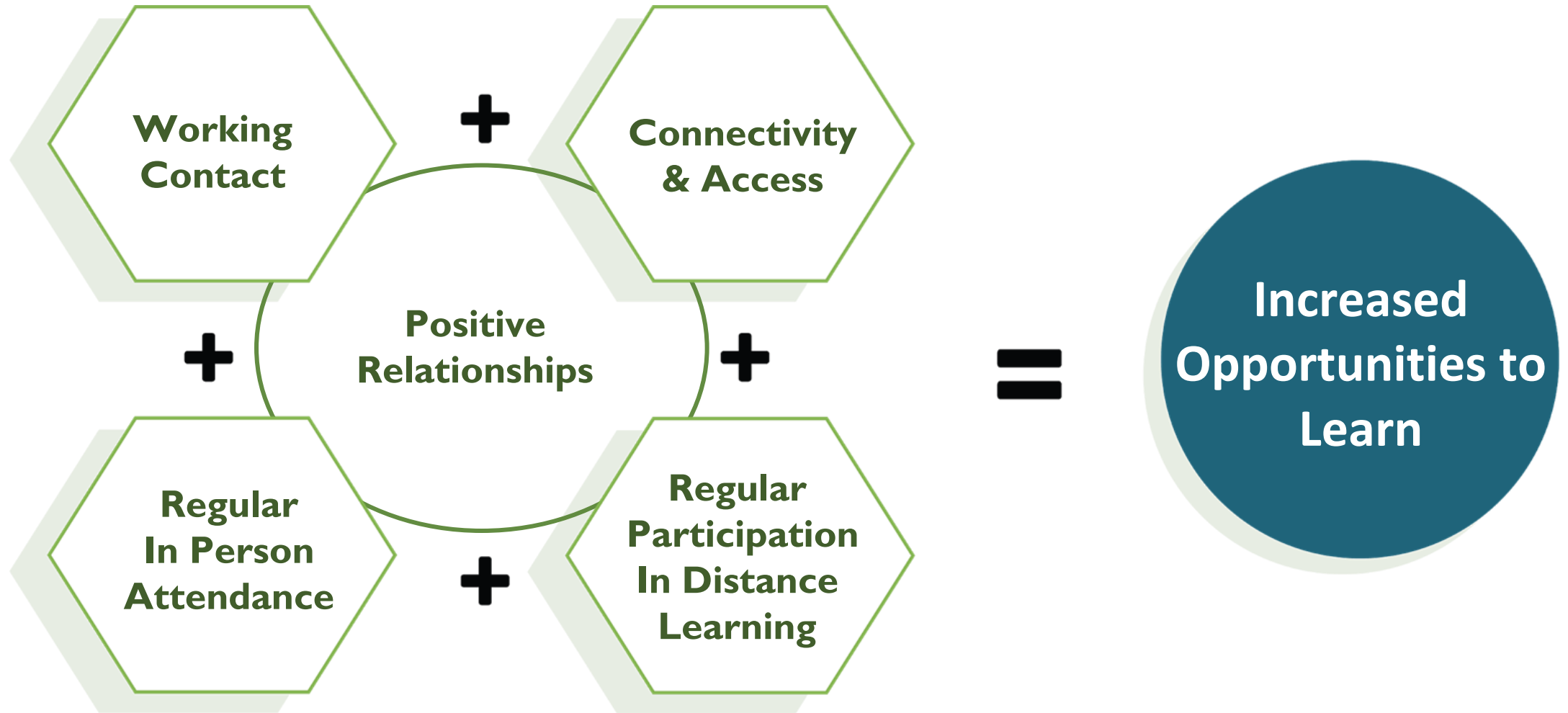
- Counts **ALL** absences (*excused, unexcused & suspensions*)
- Emphasizes impact of missed days
- Uses preventative, problem-solving, trauma-sensitive strategies
- Cultivates family & student engagement



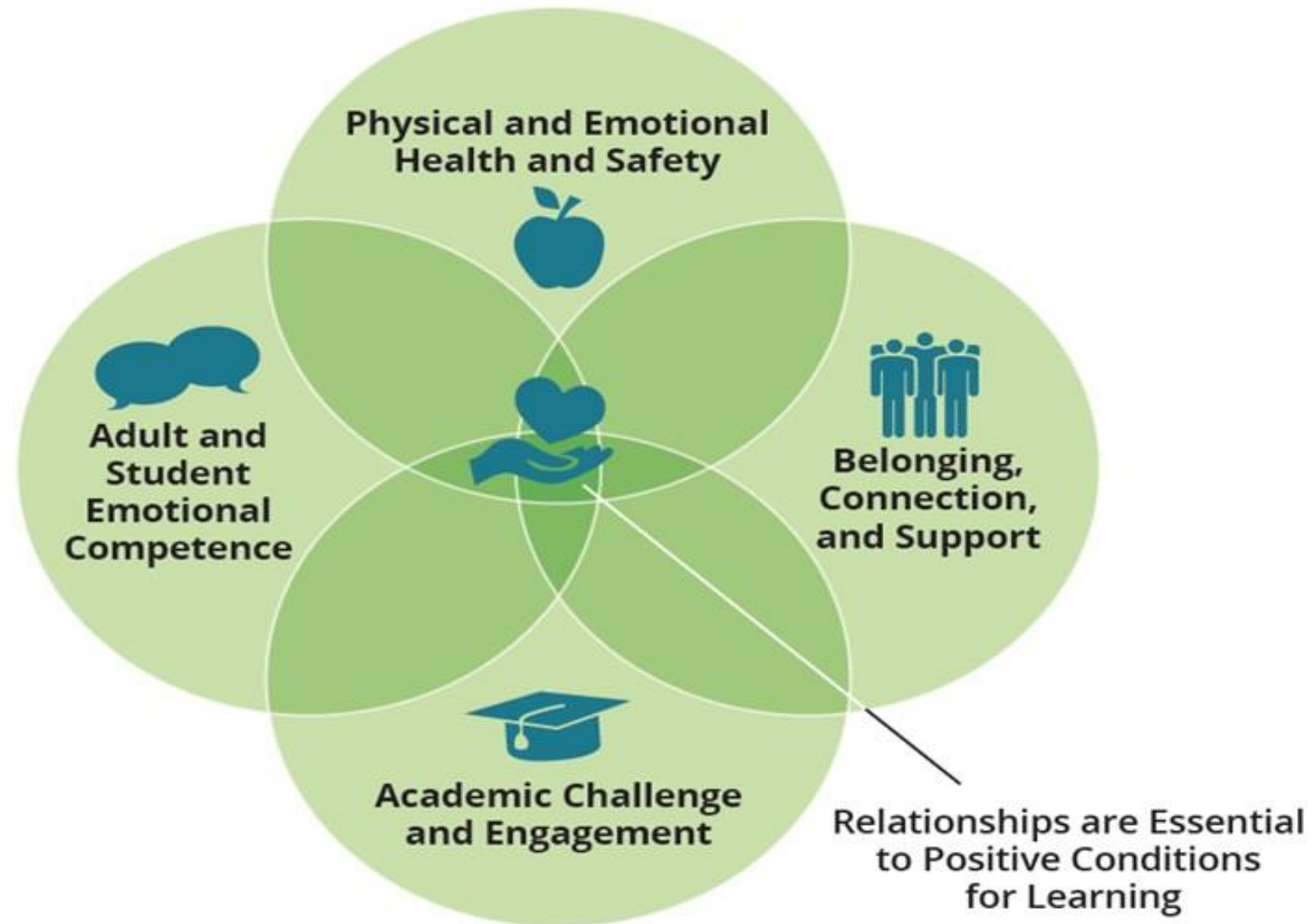
Chat

Share what makes it challenging for your school to shift from truancy to chronic absence.

Expanding How to Measure the Opportunity to Learn

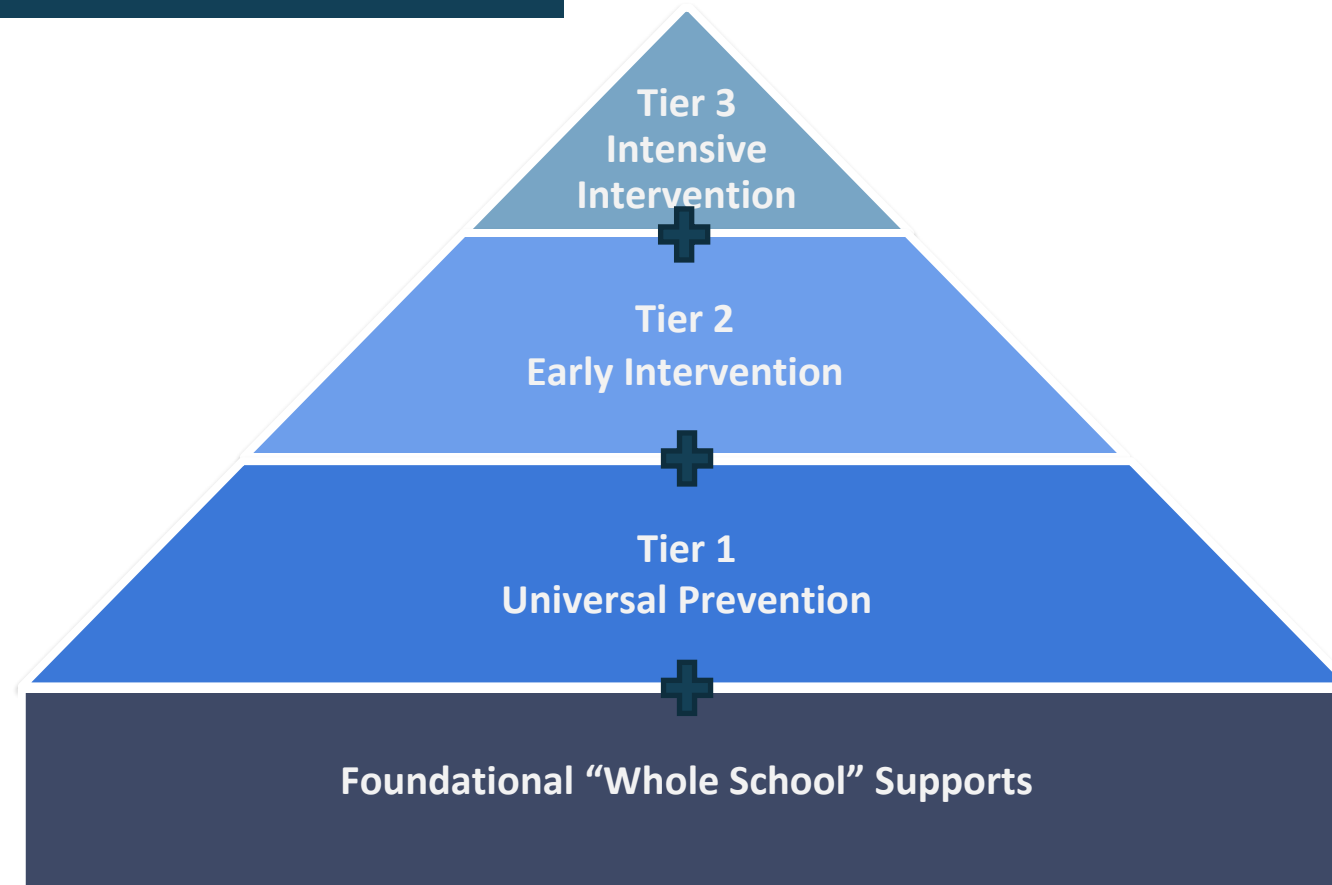


Absenteeism is a Sign that Positive Conditions for Learning are Missing, Whether Classes are In Person, Distance or Blended





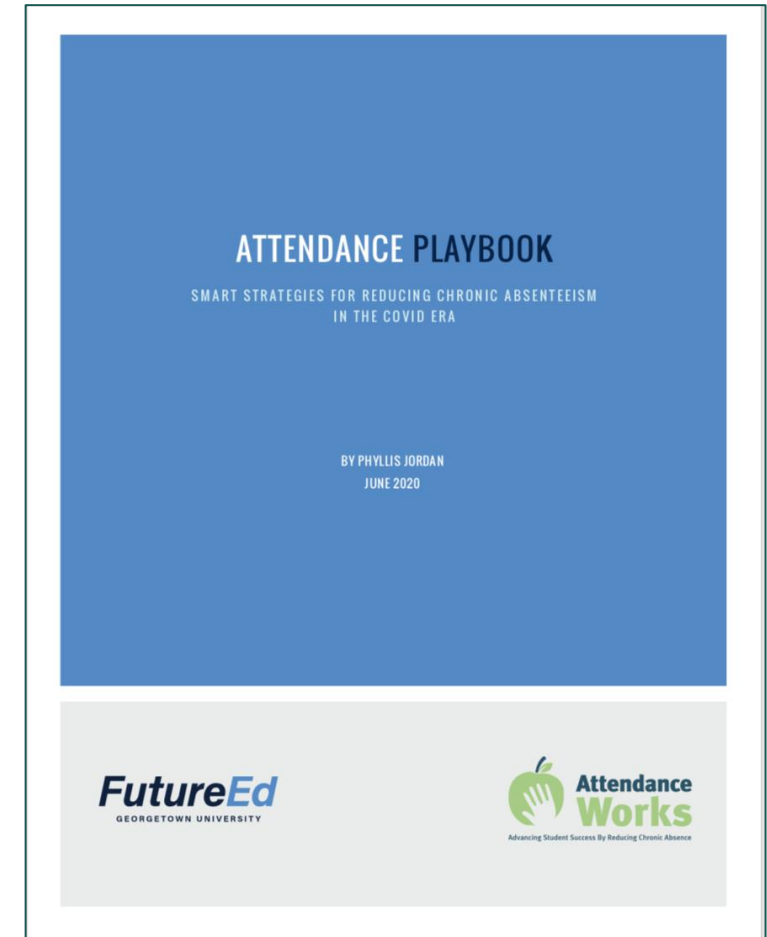
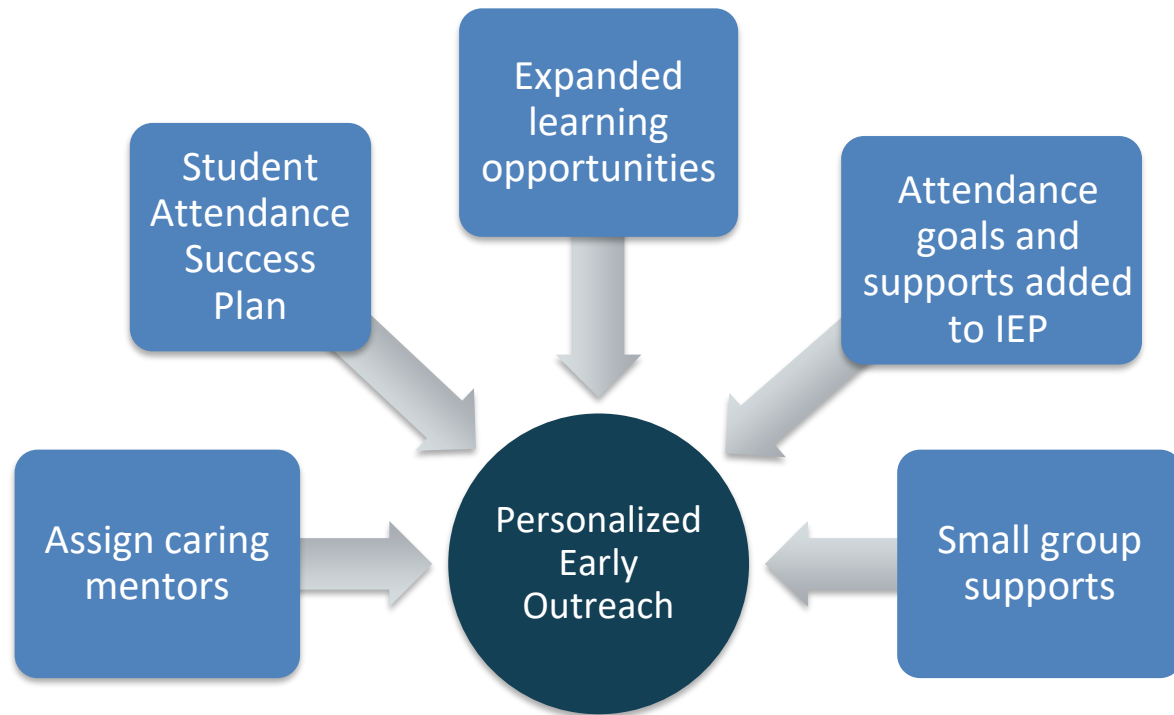
When Tackling Absenteeism, Take a Multi-Tiered Approach Beginning with Prevention



<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>



Tier 2: Strategies Layer in Support, Strengthen Relationships and Take a Problem-Solving Approach

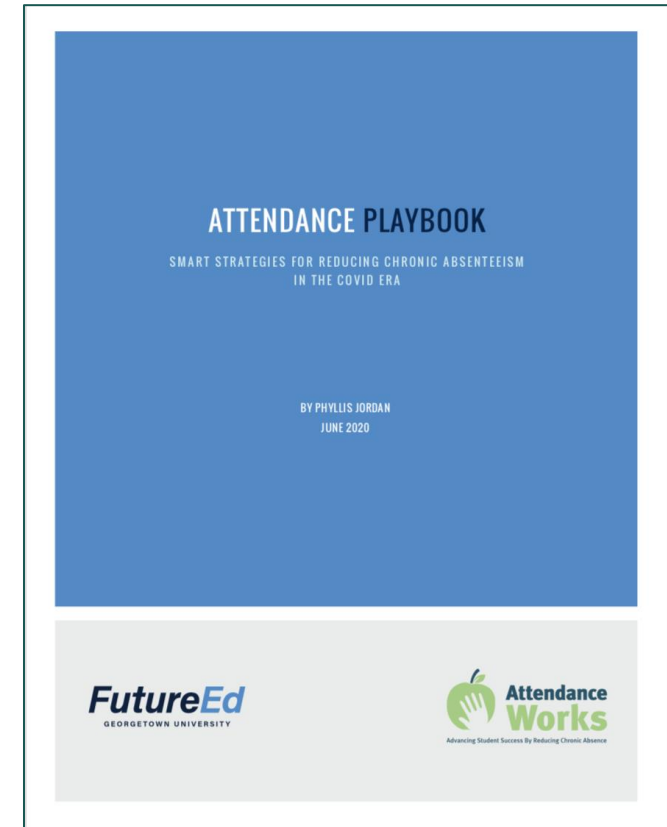
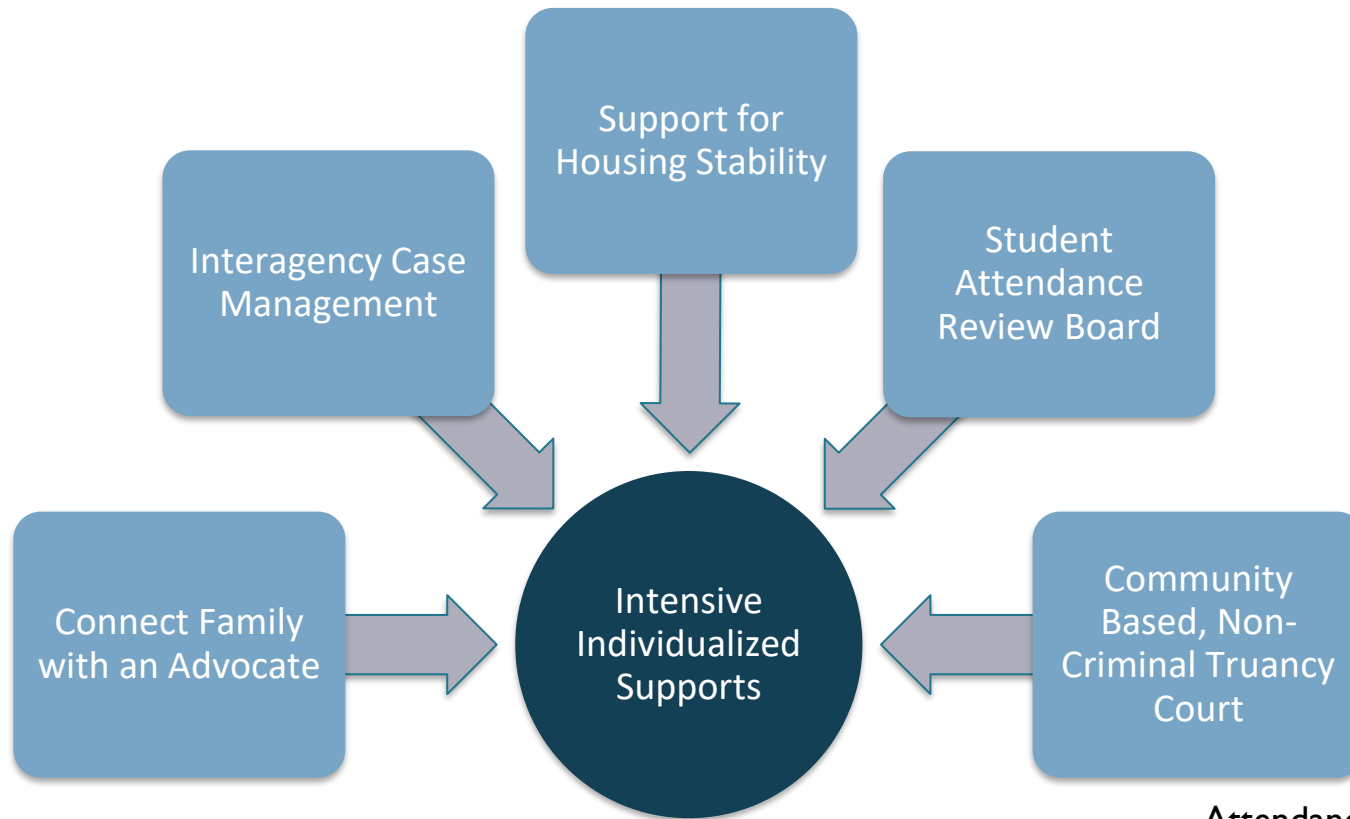


Attendance Playbook: <https://www.future-ed.org/attendance-playbook/>

Implementation Guide: <https://www.attendanceworks.org/resources/attendance-playbook/>



Tier 3: Strategies Involve Public and Community Partners and Integrated Case Management



Attendance Playbook: <https://www.future-ed.org/attendance-playbook/>

Implementation Guide: <https://www.attendanceworks.org/resources/attendance-playbook/>



Reducing Chronic Absence Requires a Team Approach



Primary Purpose of a Team Approach

Organize and facilitate a schoolwide attendance strategy and ensure it is an integral component of the school's plan to improve outcomes for all students.

Ensuring Attendance Requires A Team



The Attendance Strategy should be led by the school principal and the leadership team.

Teams working on improving student attendance could include the school's:

- * Nurse
- * Counselor
- * Social Worker
- * Administrative support staff
- * Special education staff
- * Teachers
- * Early education staff
- * Community School Directors and Coordinators
- * Expanded Learning program staff
- * Family Resource Center Directors and Coordinators
- * Pupil Personnel Workers
- * Child Welfare and Attendance Officers

Members should be able to bring the perspectives of the student demographics. Teams should incorporate input from families and students along with the community.



Attendance Functions of a School



Session 2

- 1. Organize a multi-tiered attendance strategy that begins with prevention and early intervention.**
- 2. Examine attendance and absenteeism data to assess which groups of students have higher or lower levels of absence.**
- 3. Identify barriers and inequities that prevent students from attending school.**

Session 3

- 4. Mobilize everyone in the school community to address attendance.**
- 5. Determine if you are making a difference.**



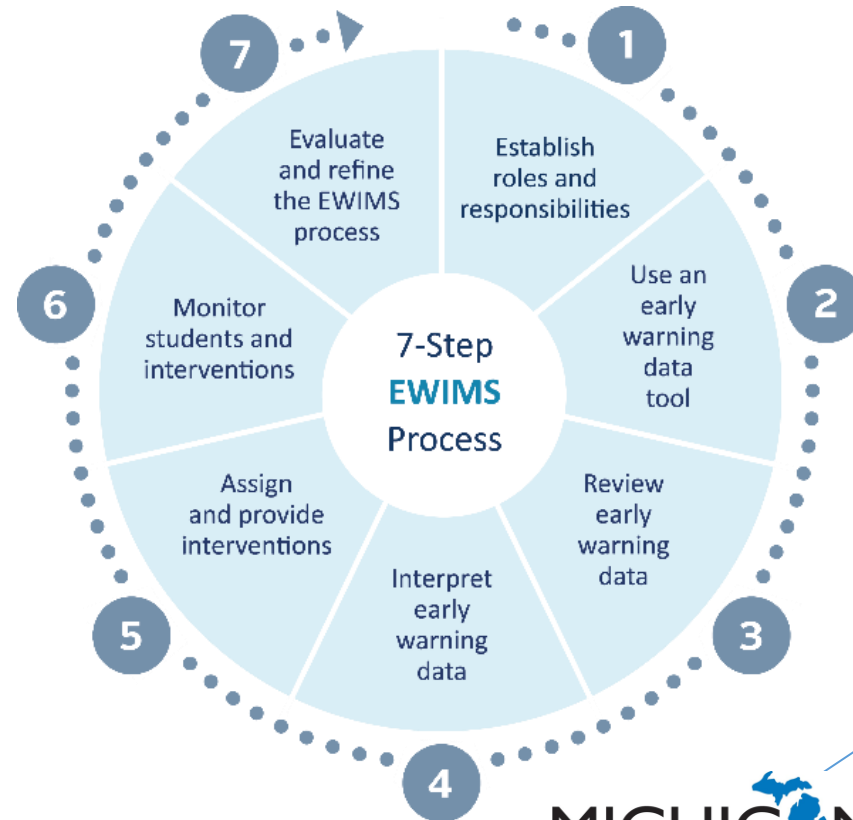
Poll

What has been most valuable to you from the first 2 classes?
(check all that apply)

- The key functions of an attendance team
- Taking a multi-tiered approach to reducing absenteeism beginning with prevention
- Effective communication strategies
- Expanded measures of attendance
- School climate and culture and attendance
- Matching strategies to root causes of absenteeism
- Other (*type in chat*)

Michigan Resource: Early Warning Intervention and Monitoring System (EWIMS)

- ▶ EWIMS is a seven-step, data-driven, decision-making process that helps educators identify, monitor, and support students who show symptoms of risk for dropping out of high school



Universal Support

- ▶ Videos
- ▶ EduPaths courses
- ▶ PowerPoints
- ▶ Facilitator guide
- ▶ Implementation guide
- ▶ Handouts
- ▶ <http://mi.gov/mde-ewims>

Contact: Bersheril Bailey
(baileyb1@michigan.gov)



Team Function #4:

*Mobilize everyone in the school community
to address attendance*





Mobilize the School Community to Address Attendance

Involve the Whole School Staff

Engage External Partners

We All Have a Role



<https://vimeo.com/230451908>



School Self-Assessment

Sample question #1

Our entire school staff has bought into an “all hands on deck” approach to attendance.

- Strongly in Place
- Measurable Progress
- Needs Improvement
- Urgent Gap

School Team Self-Assessment tool: <https://www.attendanceworks.org/resources/self-assessment/>



Chat

***Share what you did (or plan to do)
to get all hands on deck.***





School Self-Assessment

Sample Question #2

We have professional development opportunities that equip the members of our school staff and partners to address attendance.

- Strongly in Place
- Measurable Progress
- Needs Improvement
- Urgent Gap

School Team Self-Assessment tool: <https://www.attendanceworks.org/resources/self-assessment/>



Add Professional Development to the Year-Round Calendar

Identify points in the year for professional development.

- ❖ Before the start of the school year (*regular PD or summer bridge*)
- ❖ Prior to fall or spring parent-teacher conferences
- ❖ “Bite-size” PD during staff meetings



Attendance Begins with Creating a Warm and Welcoming School Climate

Let's watch this video demonstrating the difference a positive school climate can make.



This is an example of “bite-sized” PD

<https://drive.google.com/file/d/1OBzlu72RI ZxXYWUI I S I hIM250aVE/view>

Share in chat:

- How did the beginning of the video make you feel?
- What makes it hard for schools to maintain a positive school climate? What helps?



Year-Round Planning



BLANK FORM for K-12 Activities: rev. 2-23-21

Attendance Activities School Year Plan (K-12)

School Name		School Year	
-------------	--	-------------	--

For each tier and time frame, fill in activities for your school or program. For each activity, you might specify who is responsible for leading and how to measure results of the activity. You can also re-create this chart in a larger format and use post-it notes to add activities as a group exercise. See the 3 Tiers of Intervention (<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>)

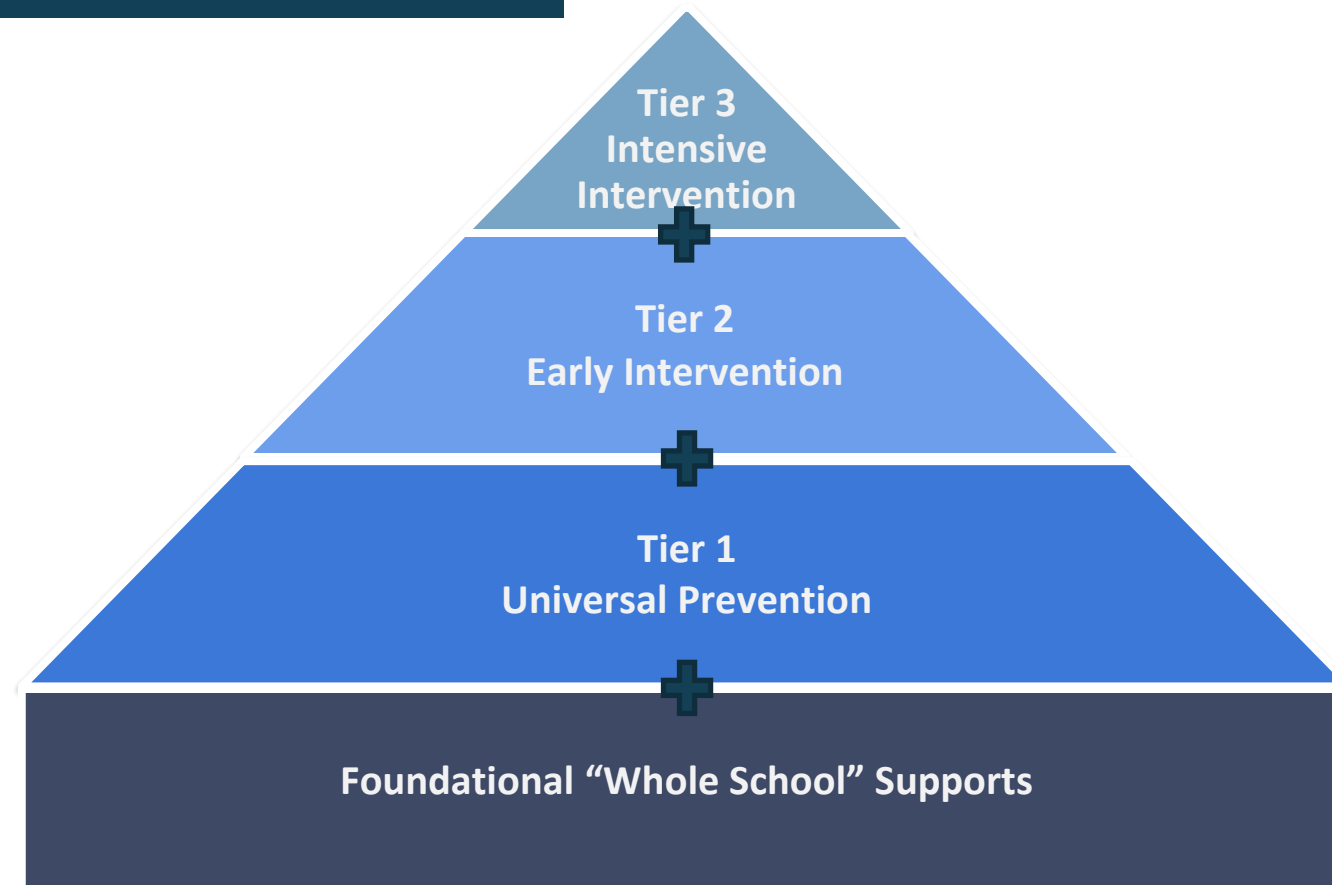
Timing	Before Start of School Year (July/August)	Welcome Back (August/September)	Ongoing (Weekly/Monthly)	Fall Semester (October - November)	Winter Semester (December - February)	Spring Semester (March-April)	End-of-Year (May/June)
School Staff							
Tier 1 (universal)							
Tier 2 (targeted – moderate chronic absence)							
Tier 3 (targeted – severe chronic absence)							

Involve the Whole School Staff in Caring Conversations

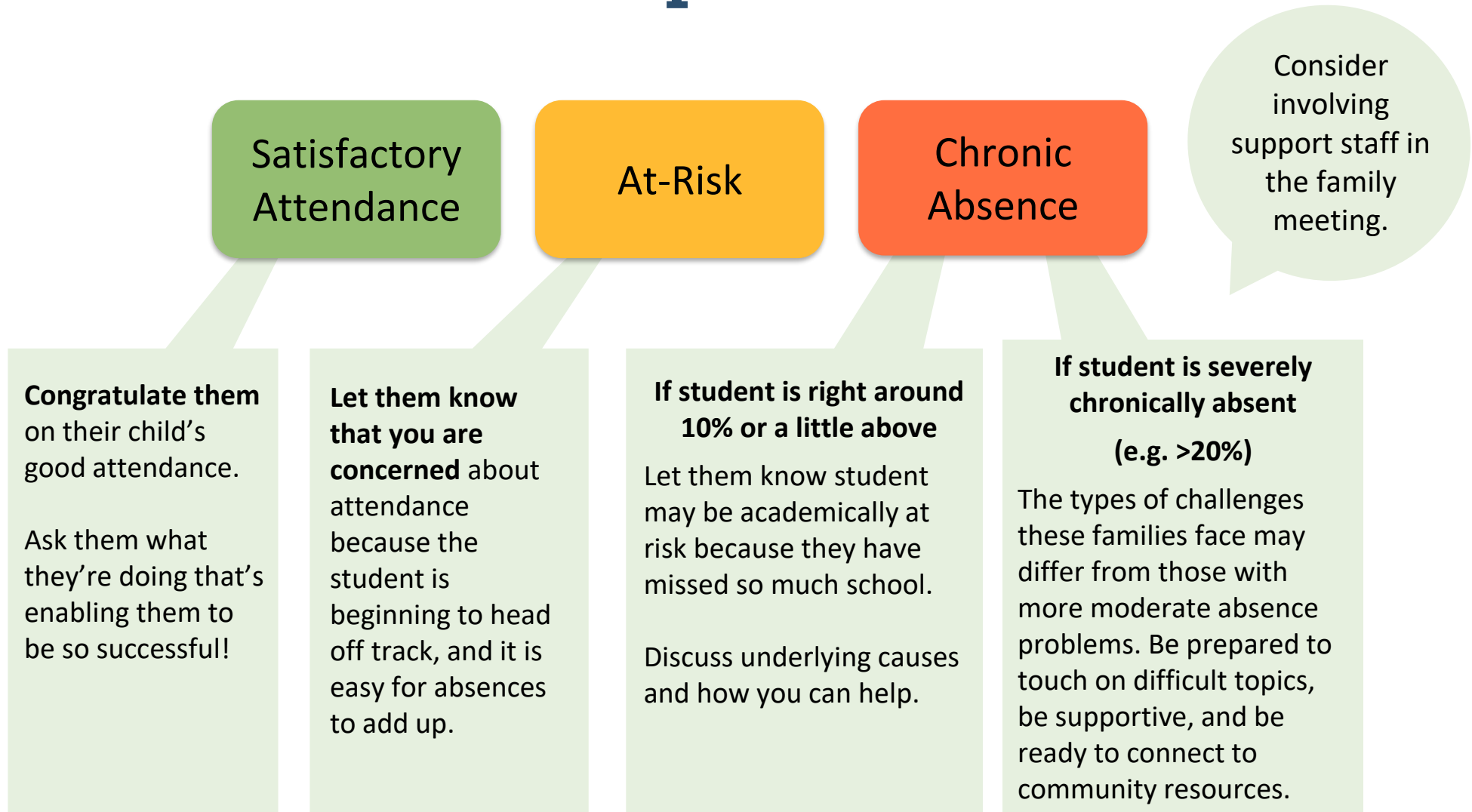




Caring Conversations are a Key Component of Every Tier



Tailor Conversations to Students' Attendance and Participation Level





How to Determine Level of Absenteeism

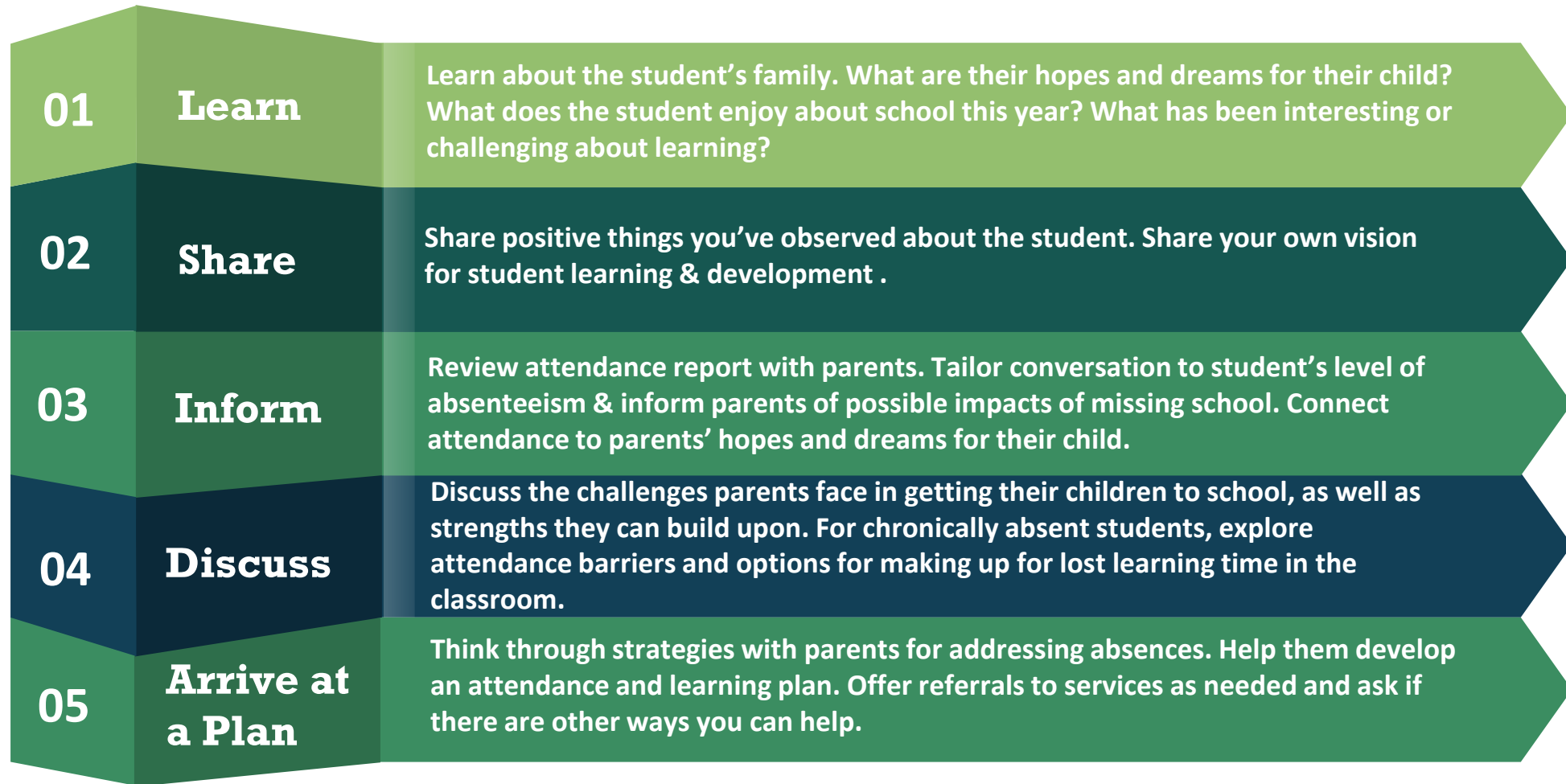
DAYS MISSED IN SCHOOL YEAR
Satisfactory Attendance Missed less than 5% (fewer than 9 days in a 180-day year)
At-risk Missed 5-9% (9-17 days in a 180-day year)
Moderate Chronic Absence Missed 10-19% (18-35 days in a 180-day year)
Severe Chronic Absence Missed 20% or more (36 or more days in a 180-day year)



Sample Scenario: *Modeling Caring Conversations*

- Charlotte Brown is a 7th grader who performs on an average level. She struggles to keep up with some of her more challenging classes.
- Since the first of the year, Charlotte has been unusually quiet and distracted in class. She has been sitting alone during recess. In the first twelve weeks of school, she has missed 8 days.
- Charlotte's mother is divorced, and Charlotte's father is not present in her life. Charlotte has a younger brother in 2nd grade. Whenever her younger brother is sick, Charlotte's mom asks her to stay home to take care of him.

The “Caring Conversations for Attendance” Process



Adapted with permission from materials created by © High Expectations Parental Service, 2011



Steps 1 & 2: Learn and Share

Share in Chat:

1. What excellent questions can you ask to learn about a student's family?
2. What are some positive observations about a student you might share with the student or family?

01

Learn

Learn about the student's family. What are their hopes and dreams for their child? What does the student enjoy about school this year? What has been interesting or challenging about learning?

02

Share

Share positive things you've observed about the student. Share your own vision for student learning & development.



Step 3: Inform

03

Inform

Review attendance and participation report with parents. Tailor conversation to student’s level of absenteeism & inform parents of possible impacts of missing school. Connect attendance to parents’ hopes and dreams for their child.

1. Show absences marked on a school calendar
2. Identify patterns
3. Share what key concepts a student missed relating back to the hopes and dreams that the student or parents shared

2021-2022 ACADEMIC CALENDAR

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



Step 4: Discuss

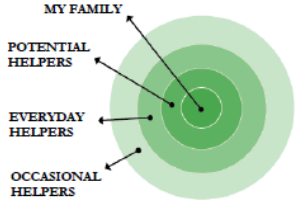
04

Discuss

Discuss the challenges parents face in getting their children to participate at school or from home, as well as strengths they can build upon. For chronically absent students, explore attendance barriers and options for making up for lost learning time in the classroom.

1. Learn about student motivations.
2. Discuss reasons for absenteeism.
3. Explore what would help reduce absences and increase engagement.
4. Identify opportunities to make up for lost learning in the classroom.
5. Use help bank to identify support systems.

MY FAMILY'S HELP BANK
CREATE BACKUP PLANS FOR GETTING TO SCHOOL



1. **My Family:** List who lives in your house.
2. **Everyday Helpers:** Identify who you can call on to help drop your child off or who can pick your child up when you cannot. These are people like friends, neighbors and relatives who can help regularly.
3. **Occasional Helpers:** Identify people who probably cannot help every day, but can help in a pinch. Maybe it's a godparent, a relative or a friend who lives outside your neighborhood but can be there for short stunts.
4. **Potential Helpers:** Identify people who are part of your school community, church or neighborhood who are able to help—if you ask.

1. My Family: _____

2. Everyday Helpers: _____

3. Occasional Helpers: _____

4. Potential Helpers: _____

If I need help getting my child to and from school, I will ask the following people to be our back-up:

Name: _____	Best Contact Number: _____
Name: _____	Best Contact Number: _____
Name: _____	Best Contact Number: _____




Step 5: Arrive at a Plan

05

Arrive at a Plan

Think through strategies with parents for addressing absences including difficulties in participating online or completing schoolwork. Work with them to develop a plan. Offer referrals to services as needed and ask if there are other ways you or others can help.

1. Work with the family to identify specific steps that will help to prevent absenteeism in the future.
2. Develop and complete a plan for attendance and learning
3. Ensure that the plan includes any support that the school will offer as well
4. Provide a copy of the plan to the student/parent
5. Agree on a timeline to check in and see how things are progressing


© Attendance Works

MY CHILD'S ATTENDANCE SUCCESS PLAN

POSSIBLE STRATEGIES TO REACH MY CHILD'S ATTENDANCE GOALS AND HELP MY CHILD GAIN THE SKILLS TO DO WELL IN SCHOOL AND TO READ BY 3RD GRADE.

- Keep an attendance chart at home to track absences. Consider using the attached calendar.
- At the end of the week, I will recognize my child for attending preschool every day with _____ (i.e., a visit to the park, a new book, a special treat, a hug, etc.)
- Make sure my child is in bed by _____ p.m. and the alarm clock is set for _____ a.m.
- Find a relative, friend or neighbor who can take my child to or from preschool if I can't. I can list who can help on the Help Bank (attached).
- Set up medical and dental appointments for weekdays after preschool.
- If my child has a slight stomachache, headache or allergy, and is not sick with a contagious illness including Covid-19, I will send my child to school. I will call the school or a health provider for advice if my child complains regularly.

To improve _____'s attendance, I commit to the following:

- _____
- _____


To improve _____'s attendance, the program commits to:

- _____
- _____

We will review progress to meet this goal in one month.

Family Signature: _____ Date: _____

Program Signature: _____ Date: _____

 Attendance Works
To learn more, please visit www.attendanceworks.org
Adapted from materials created by Early Works at East Boyles Elementary School in Portland, Oregon (<http://www.dshsnet.org/connections/early-works>)

Breakout Groups: Discuss Caring Conversations

1. How might Caring Conversations be helpful for your school?
2. Who could be involved with Caring Conversations?
3. What would it take to increase capacity at your school to have Caring Conversations?




Ground Rules

- Turn on your video camera
- Briefly introduce yourself
- Raise your hand to speak
- Ask clarifying questions
- Explore differences of opinion
- Create space for everyone to speak (and use the chat to express ideas)
- The person whose first name is closest to the letter “A” should facilitate.




Small group handout: <https://www.attendanceworks.org/wp-content/uploads/2019/06/Caring-Conversation-Worksheet-v3.docx>

Caring Conversations Worksheet *(example)*

**Practicing Caring Conversations
for Attendance** 


Role #1: Facilitator





Instructions


Break out into groups (3 min)

- In small groups of 4, introduce yourself (*name, position, school/district, state*)
- Count off from 1-4 on who will take on each role


FACILITATOR-1


TEACHER-2


STUDENT-3


PARENT-4

Prepare (5 min)


- Open the small group handout.
- Read the scenario for your role.
- Consider the factors that contribute to chronic absence. Write down 2-3 factors.

Roleplay Activity (5 min)

- Do the roleplay, following the Caring Conversations worksheet at the end of this handout

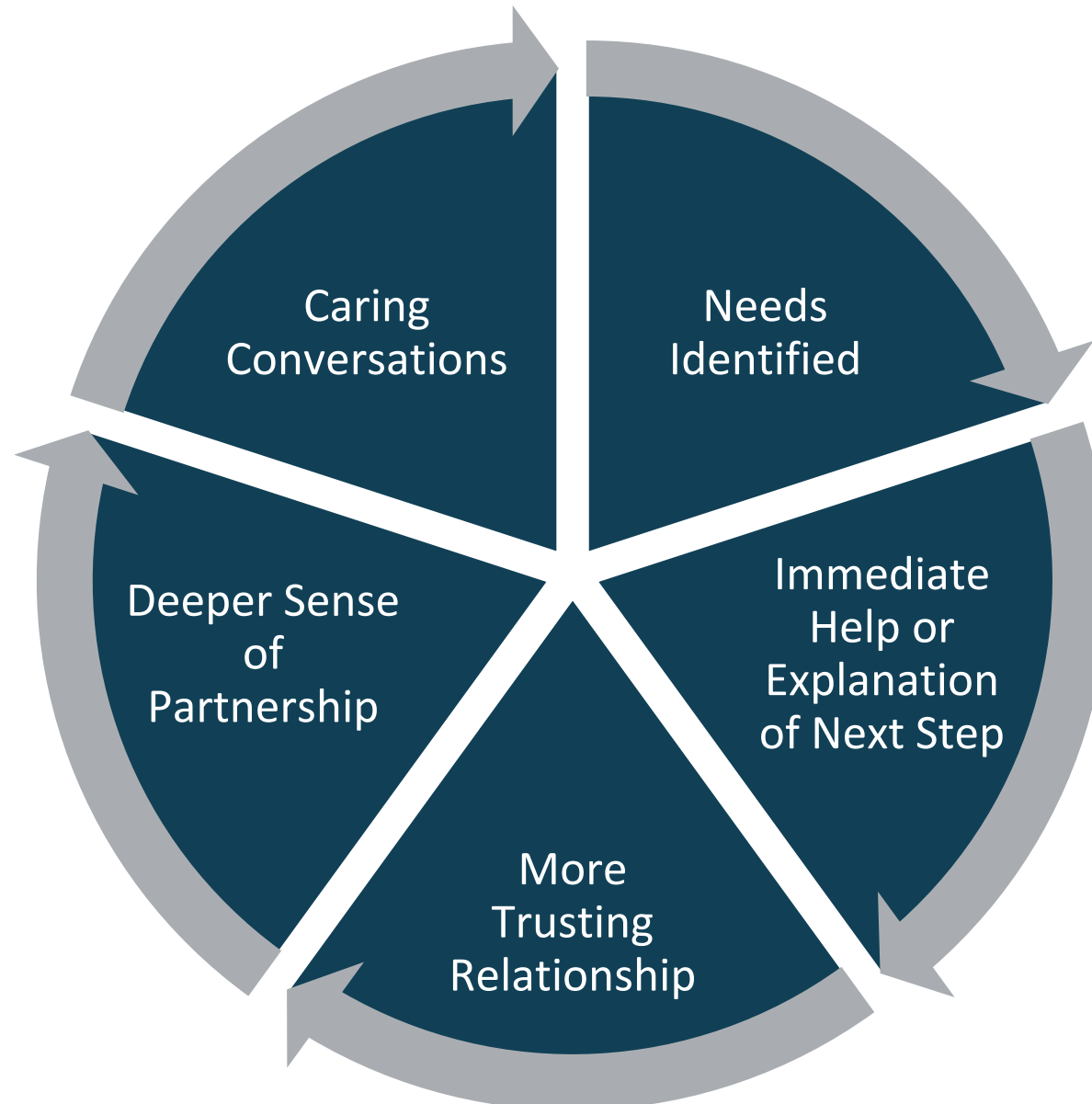
Debrief (2 min)

- For those in the role play, how did you feel during the discussion?
- For the observers, what did the teacher do well in the discussion?
- Are there any other observations?

 Attendance Works 1

	Key Points	Questions and Messages
1. Learn	<ul style="list-style-type: none"> Gather information Ask open-ended, supportive questions 	<i>What is your vision for <u>student's</u> future? (ask parent and student)</i>
2. Share	<ul style="list-style-type: none"> Positive observations about student so far What you want students to accomplish this year One goal is helping students acquire good habit of attendance 	<i>_____ is such a good listener. We love having her (you) in our class.</i>
3. Inform	<ul style="list-style-type: none"> Progress you've seen (start positive) Areas where child is struggling Review report card & update parents on child's attendance Deliver appropriate attendance messages 	<p><i>_____ is excelling at math! and is making progress with reading. Reading remains the area that needs work.</i></p> <p><i>_____ has been late five times and has missed two days during this first month of school. Absences impede reading and overall learning progress.</i></p>
4. Discuss	<ul style="list-style-type: none"> Challenges, attendance barriers Learning at home activities How to stay connected 	<p><i>What makes it hard for _____ to get to school?</i></p> <p><i>What helps _____ catch up on learning given their absences?</i></p>
5. Ask & Arrive at a Plan	<ul style="list-style-type: none"> Are there any questions? Is there anything you can do to support a partnership between home and school? Make referrals to community resources 	<p><i>What questions do you have?</i></p> <p><i>How can I help you?</i></p> <p><i>Would it help you to work with...?</i></p>

The Cycle of Effective Relationship Building



Listening to Parents

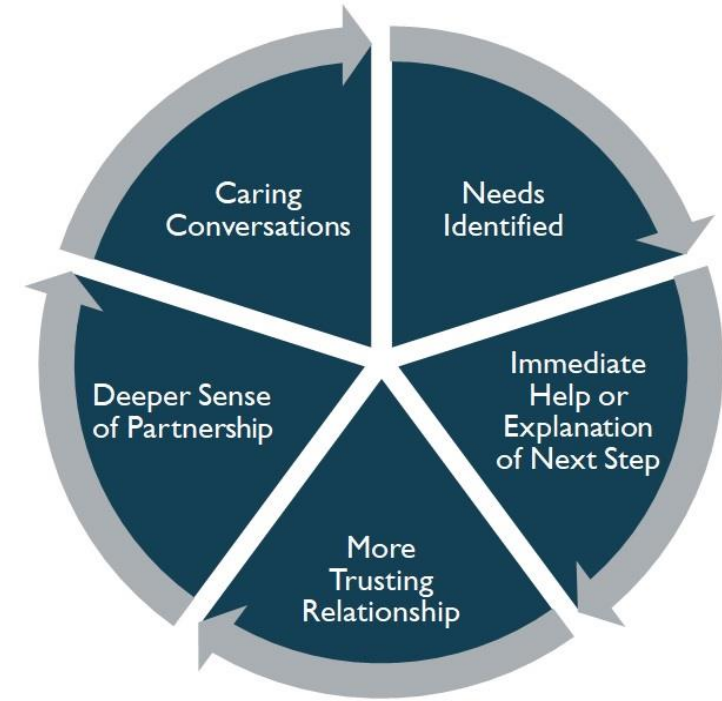


Lorri Hobson, Director of Attendance
Cleveland Metropolitan School District (CMSD) in Cleveland, Ohio

<https://youtu.be/f93RjyYvHb0>



Let's Chat



Type in chat:

- What might cause the cycle to break down?
- What can school teams do to keep it going?

Engage External Partners





School Self-Assessment

Sample Question #3

Community partners and public agencies are partners in providing support to students and families in my school.

- Strongly in Place
- Measurable Progress
- Needs Improvement
- Urgent Gap

School Team Self-Assessment tool: <https://www.attendanceworks.org/resources/self-assessment/>



Partners for Change

The greater the size of the challenge, the more partners are needed. Many different types of partners can be enlisted, but local government and public agencies are especially important. Tap into existing initiatives and coalitions to engage potential partners.

- Businesses
- Community Schools Initiatives
- Family Support Organizations
- Early Childhood Providers
- Faith-Based Organizations
- Health / Mental Health Providers
- Housing Agencies
- Hunger Relief Organizations
- Institutes of Higher Education
- Local / Tribal Governments
- National Service / Volunteers / Mentors
- Out of School Time providers
- Social Emotional Learning Providers
- Social Services
- Population-Specific Service or Civic Organizations
- Philanthropy (including foundations and United Ways)

Align Interventions to Reasons for Absences

Reason for Absence	Possible Interventions	Potential Partner
Anxiety About In-Person School	<ul style="list-style-type: none">• Enlist trusted messengers (e.g. doctors) to talk with families• Review health and safety protocols• Hold a virtual open house to answer questions and address concerns• Make school counselors available for consultation	Local pediatricians Promotoras (<i>community health workers</i>) Public health clinic
Not understanding the impact of absences	<ul style="list-style-type: none">• Create an education campaign that connects academic achievement with attendance• When working with individual families, explore their hopes for their child and help connect them to school and attendance	Mayor's Office United Way Family Resource Center
Schedules Out-of-Sync	<ul style="list-style-type: none">• Offer before or after school programming• Organize a walking school bus• Provide a modified schedule that aligns school and family schedules	Parks & Rec program Boys & Girls Club
Transportation Barriers	<ul style="list-style-type: none">• Share ideas in the chat...	




Let's Chat

- 1. In your community, what barriers could be addressed with help from external partners?**
- 2. What external partners would you like to recruit?**

List of External Partners

- ❖ Use this worksheet to help keep track of your external partners
- ❖ Be sure to update the list on a regular basis

<https://www.attendanceworks.org/wp-content/uploads/2019/06/List-of-External-Partners.docx>



External Partners

School _____ District _____

Primary School / District Contact

Name _____ Title/Position: _____

Email: _____ Phone _____

Name of Partner	Contact Info. <small>(name, email, phone)</small>	What is being provided?	Who is being served?	Time Period of Partnership	Who established this partnership? <small>(name, email, phone)</small>	Last updated on <small>(mm/dd/yy)*</small>
<i>EXAMPLE: Springfield County Food Bank</i>	<i>name, email, phone#</i>	<i>food</i>	<i>all students</i>	<i>SY 2021-2022</i>	<i>name, email, phone#</i>	<i>8/1/21</i>

*Update the information for each partner at least annually.

Team Function #5:

Determine if you are making a difference





Measuring Progress

Answer these four key questions:

1. How much did we do? (*quantity*)
2. How well did we do it? (*quality*)
3. What difference did we make for the students who received support?
4. What was the impact on the school as a whole?





Review: *Learning Goals for Session 3*

Participants will:

- Learn strategies to mobilize school staff, community and agency partners to provide support
- Determine if their efforts are making a difference



Evaluation Survey

Please let us know how we can improve:

https://app.upmetrics.com/data_collector/ckf2oltbqlt8k0759tfdbfybj

Thank you!



Questions from the Audience



Additional Resources



Sample Letters

Reach out to families throughout the school year!



- ❖ Tailor the content for your school community
- ❖ Add links to district-wide guidance and resources
- ❖ Sample templates include a principal letter and one for families of early ed students

<https://www.attendanceworks.org/resources/welcome-students-to-school/>



Attendance Works Resources Updated for Covid-19



Handouts for Families

- ✓ Pre-K
- ✓ Elementary & Secondary Grades
- ✓ English, Spanish, Chinese, Vietnamese, Tagalog and Creole versions

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

Sign up for the 2021 Attendance Awareness Campaign

<https://awareness.attendanceworks.org/contact/aam-updates/>



Help Your Child Succeed in School: Build the Habit of Good Attendance Early

DID YOU KNOW?




- Starting in preschool and kindergarten, too many absences can cause children to fall behind in school.
- Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.
- Students can still fall behind if they miss just one or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Eventually good attendance will be a skill that will help them succeed in high school and college.

WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your children to their teachers and classmates before school starts.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.
- Keep in mind that complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home. If your child seems anxious about going to school, talk to teachers, school counselors and other parents for advice on how to make your child feel comfortable and excited about learning.
- If your child must stay home due to illness, ask the teacher for resources and ideas to continue learning at home.

When Do Absences Become a Problem?

	CHRONIC ABSENCE 18 or more days
	WARNING SIGNS 10 to 17 days
	SATISFACTORY 9 or fewer absences

Note: These numbers assume a 180-day school year.

Visit Attendance Works at www.attendanceworks.org for free downloadable resources and tools!



Tips for Finding and Re-Engaging Students

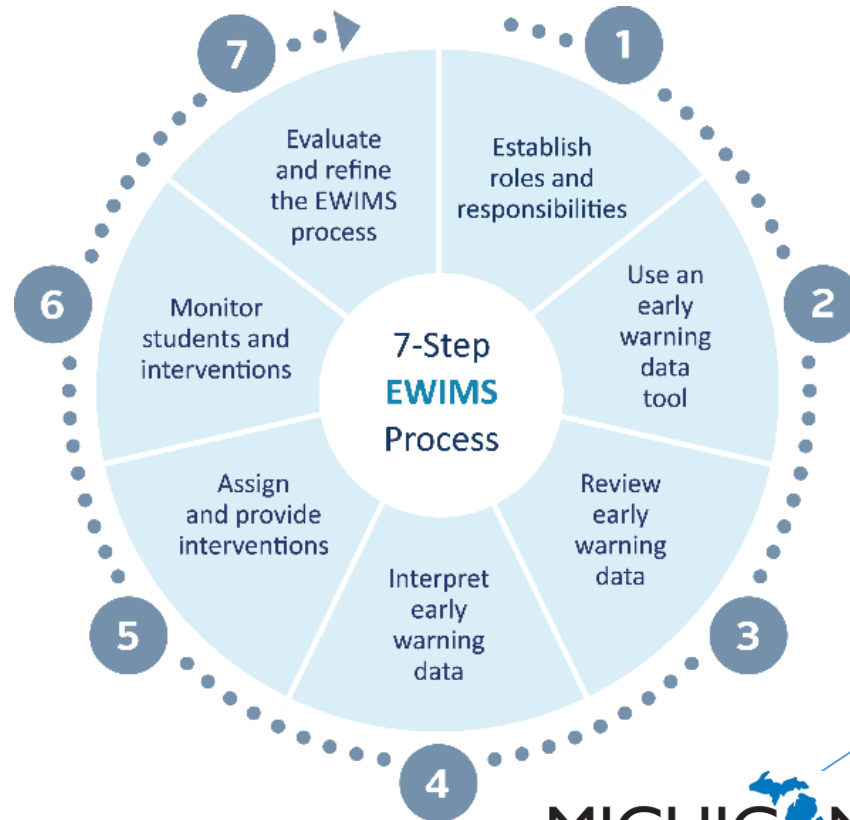
- Update contact information multiple times a year
- Use multiple modes of outreach (text, US mail, calls)
- Try various media (social, radio, multiple languages, trusted messengers)
- Leverage personal and social networks
- School marquees and sign boards
- Engage public and private partners
- Home visits

Strategies for Connecting with Students & Families:

<https://www.attendanceworks.org/wp-content/uploads/2019/06/Strategies-for-Connecting-with-Students-and-Families-rev-8-27-20.pdf>

Michigan Resource: Early Warning Intervention and Monitoring System (EWIMS)

- ▶ EWIMS is a seven-step, data-driven, decision-making process that helps educators identify, monitor, and support students who show symptoms of risk for dropping out of high school



Universal Support

- ▶ Videos
- ▶ EduPaths courses
- ▶ PowerPoints
- ▶ Facilitator guide
- ▶ Implementation guide
- ▶ Handouts
- ▶ <http://mi.gov/mde-ewims>

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About Us

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