



# Session 3:

## Partnering to Make a Difference



Professional Learning Series

March 17, 2021



**Welcome!**



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Vice President of Programs



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Director of Strategic Programming



## 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, *Tuesday, February 10*
- ❖ **Session 2** — Early Intervention Strategies: Monitoring and Identifying Students in Need of Support during Distance Learning, *Tuesday, March 3*
- ❖ **Session 3** — Partnering to Make a Difference, *Tuesday, March 17*



## Learning Goals for Session 3

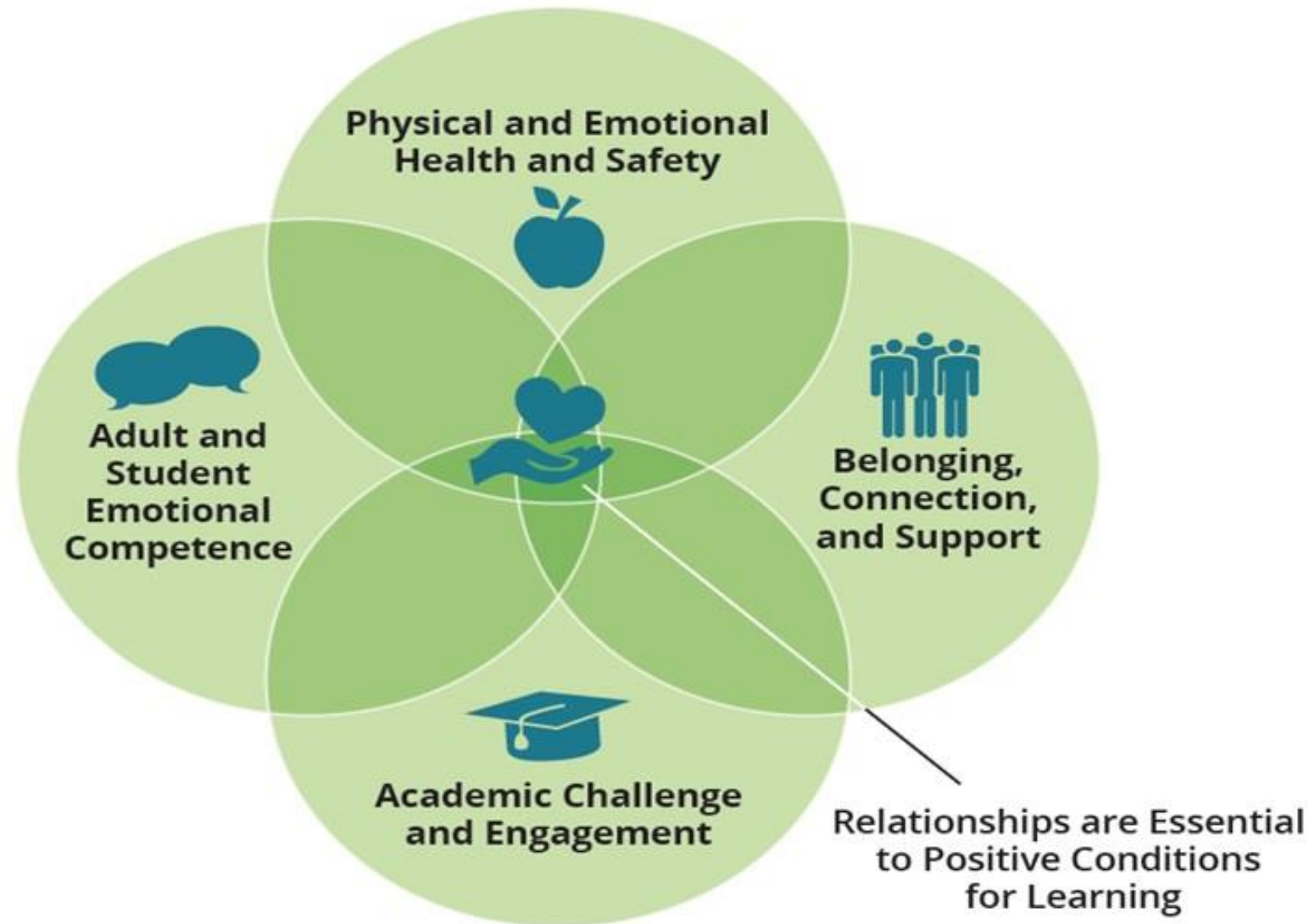
### *Participants will:*

- Identify the key functions of a school team that addresses attendance.
- Mobilize school staff, community and agency partners to provide support.
- Communicate more effectively with families.
- Determine if your efforts are making a difference.

# Review of Sessions 1 & 2



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





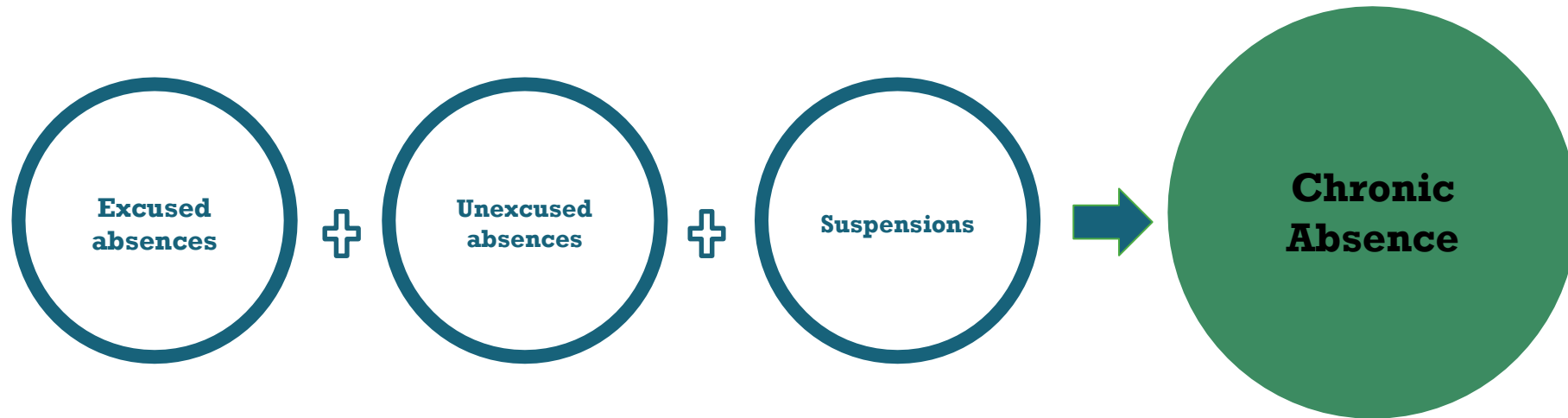
**What is the relationship  
between absences and equity?**

**Absenteeism is a *leading* indicator  
and a *cause* of educational  
inequity**



## Chronic Absence Measures Lost Opportunity to Learn

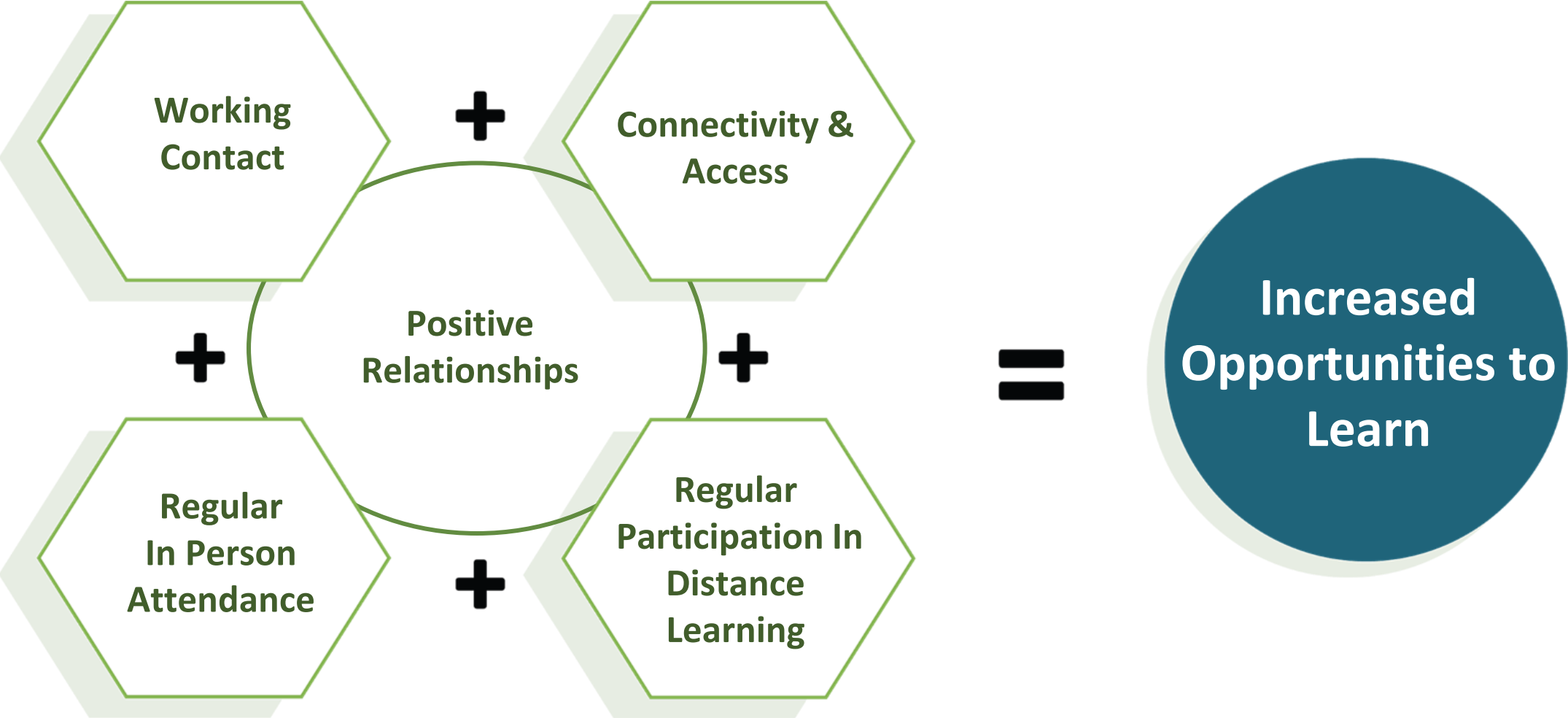
Chronic absence is missing so much school for any reason that a student is academically at risk. Chronic absence is defined as **missing 10 percent or more of school for any reason.**



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

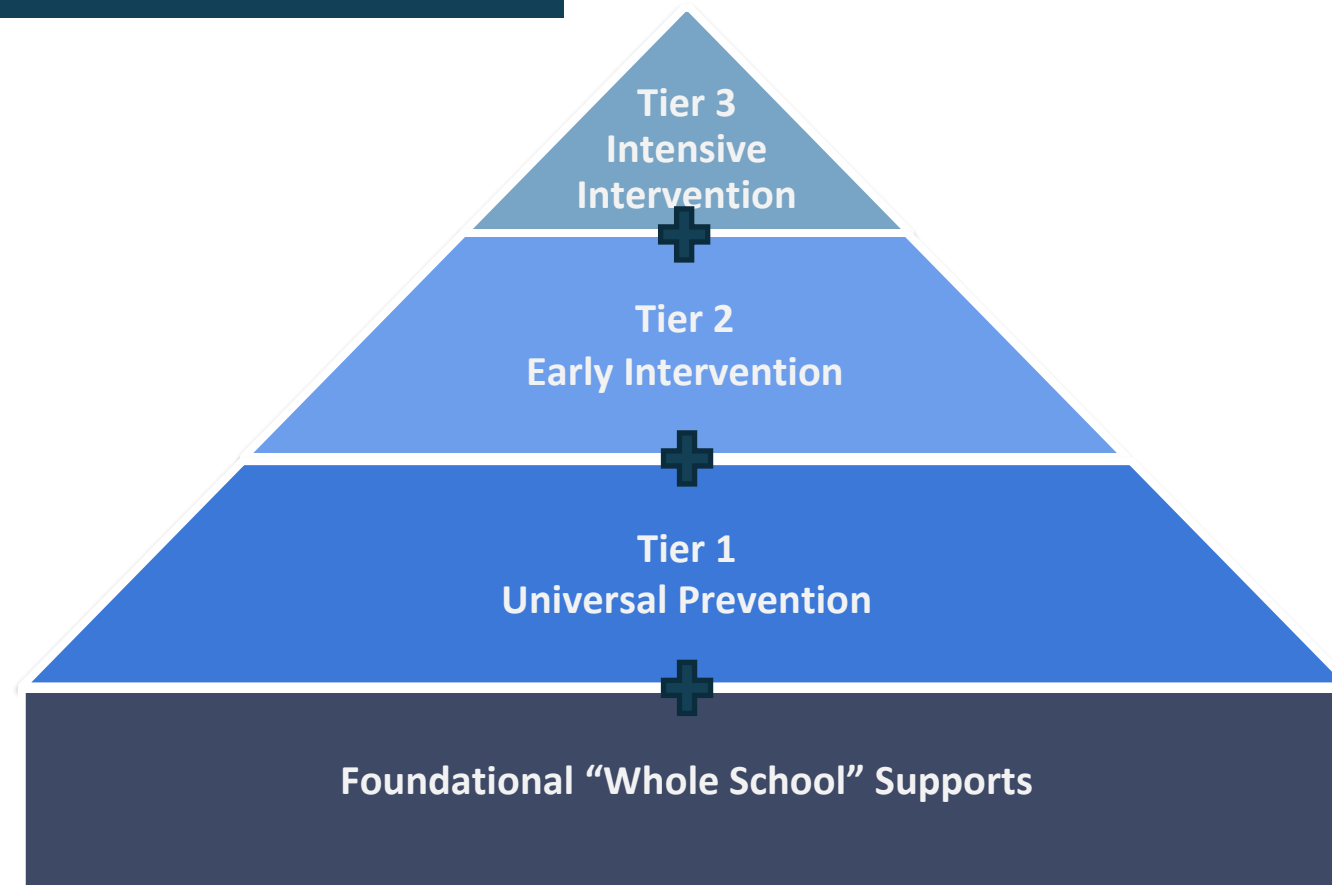


# Expanding How to Measure the Opportunity to Learn



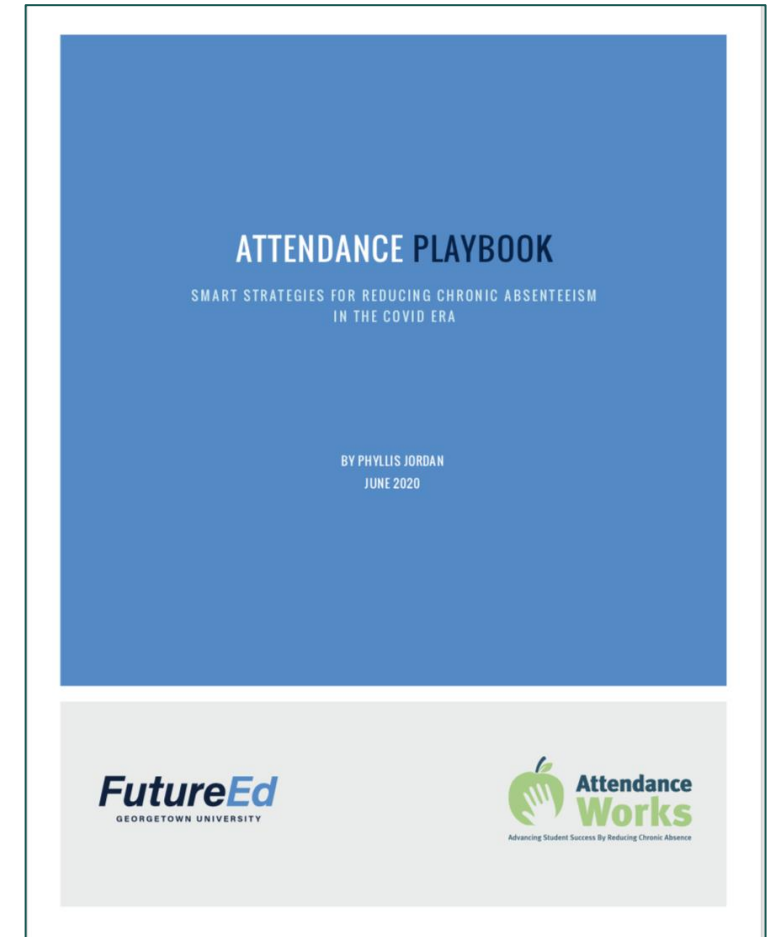
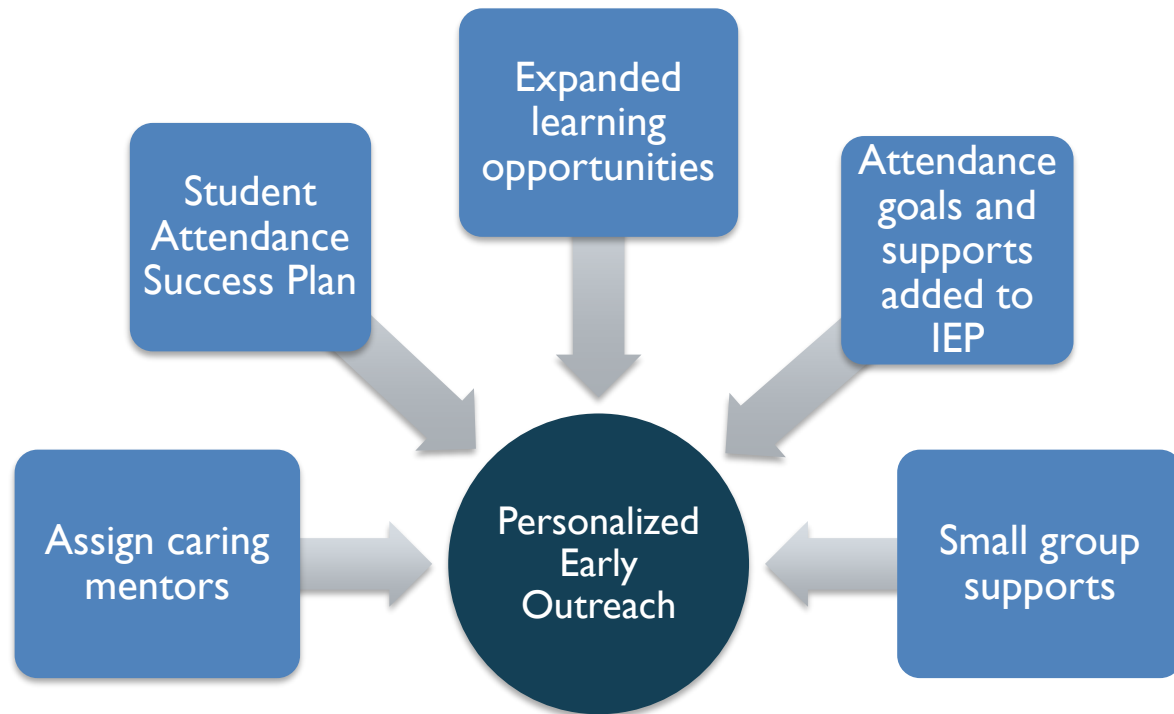


## When Tackling Absenteeism, Take a Multi-Tiered Approach Beginning with Prevention





## Connect Students Who are Chronically Absent to High Leverage and Evidence-Based Strategies



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

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



## Poll

### ***What has been most valuable to you from the first 2 classes?***

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



## **Key Functions of an Attendance Team**



## 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.

# Ensure Team Composition is Reflective of the School Community



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
- \* Expanded Learning program staff

Members should be able to bring the perspectives of the student demographics.

Teams should incorporate input from families and students along with the community.



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.**

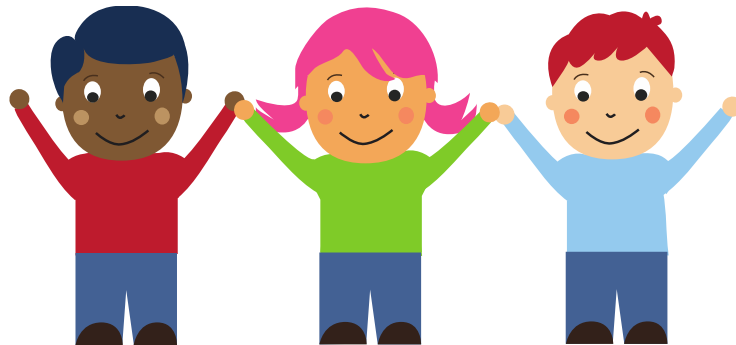
Session 3

- 3. Identify barriers and inequities that prevent students from attending school.**
- 4. Mobilize everyone in the school community to address attendance.**
- 5. Determine if you are making a difference.**



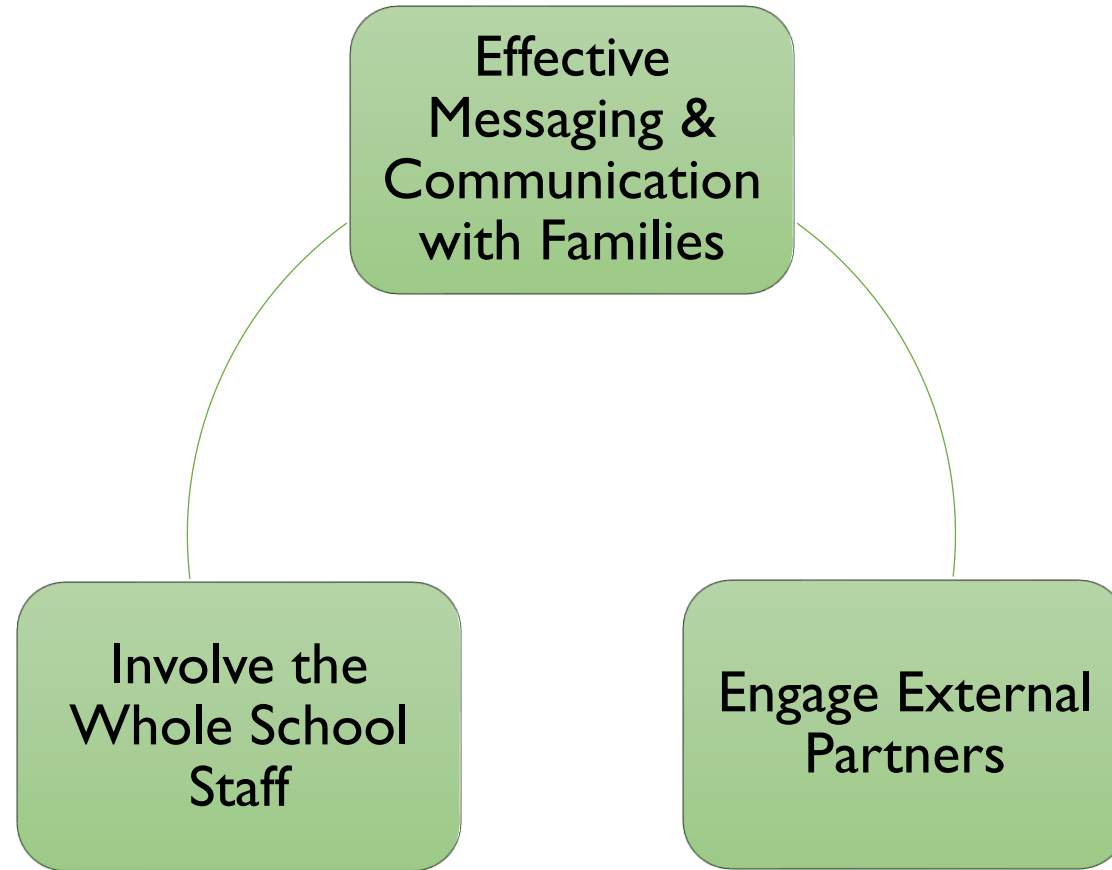
## **Team Function #4:**

*Mobilize everyone in the school community  
to address attendance*





# Mobilize the School Community to Address Attendance





## Poll

**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

**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



## Chat

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





# Year-Round Planning



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

## Attendance Activities School Year Plan (K-12)

|                    |  |                    |  |
|--------------------|--|--------------------|--|
| <b>School Name</b> |  | <b>School Year</b> |  |
|--------------------|--|--------------------|--|

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



## 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

What skills & knowledge do staff need in order to have caring conversations for attendance or to link families to attendance supports?

# Effective Messaging & Communication with Families



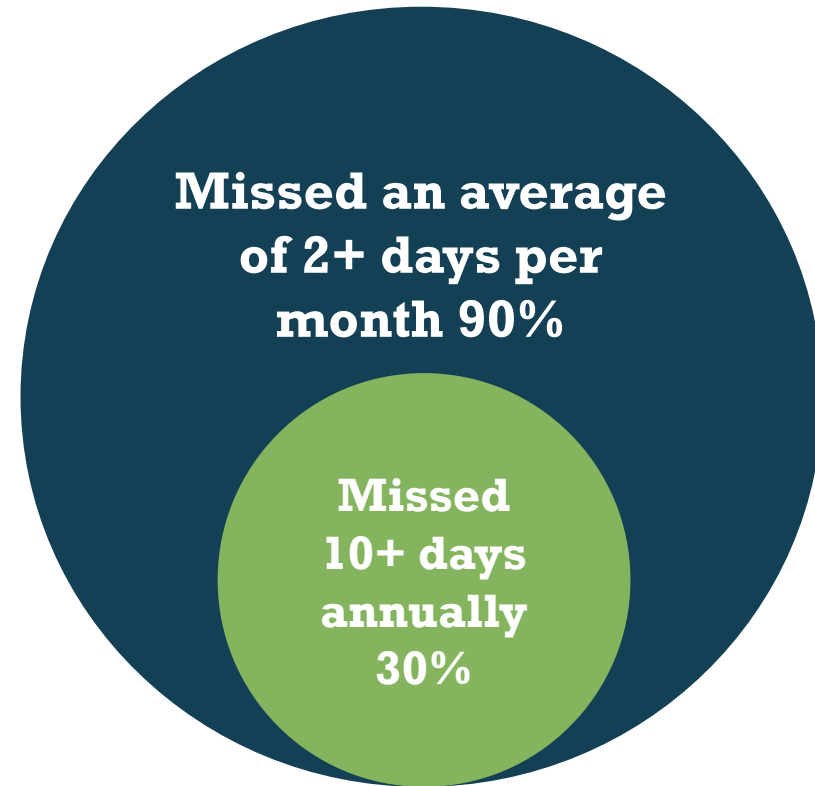


## Parents Underestimate the Number of Year-End Absences

Ad Council research commissioned by the CA Attorney General asked parents with students with a history of absence about their children's absences in two ways:

1. Was your child absent an average of 2 or more days a month?
2. Was your child absent more than 10 days over the year?

**60%** of parents said their child was absent an average of 2+ days a month, **but not** 10+ days a year



**The math: If a child is absent an average of 2+ days a month, then he or she is absent far more than 10+ days a year**





## Schools Inadvertently Reinforce Some Absence-Causing Beliefs

### Reinforces Parents' Existing Beliefs and Behaviors

- Impersonal letters
- Teachers send work home in response to absences
- Teachers do not address absenteeism issue with the parent
- Parents do not feel their child is safe in school
- High levels of absenteeism in the class

<https://oag.ca.gov/truancy/toolkit>



### Impersonal Letters:

- Easy to disregard
- Many parents felt the school miscounted—but parents couldn't verify because they weren't tracking absences
- Many parents felt that the school didn't understand them

### Sending Work Home:

- Parents thought that completing a makeup packet caught their child up for the missed day's work

### Teachers Not Addressing Absenteeism:

- Most parents reported that they regularly communicate with their children's teacher, but never about absences

# Using Science to Improve Communication

## 1. Readable

- ✓ Fewer words
- ✓ Accessibility:  
[Flesch-Kincaid](#) readability test
- ✓ Skimmability:  
*bullets, format reinforces message*

## 2. Programmatic

- ✓ Planned (*connected to current events, personalized to audience*)
- ✓ Chunked
- ✓ Timely
- ✓ Routinized

## 3. Purposeful

- ✓ Match mode  
*(how you communicate to the purpose)*

- ✓ What's the point?

1. Navigating?

2. Motivating specific action?

Behavioral science strategies:

- Make it easy, reduce friction  
(e.g., updating contact info, etc.)*
- Provide opportunity for  
commitment*



More information from Todd Rogers:

CNN opinion: [Why no one is reading your coronavirus emails](#) and an in-depth [webinar presentation](#)

Todd Rogers

[Todd\\_Rogers@hks.harvard.edu](mailto:Todd_Rogers@hks.harvard.edu)



## Chat

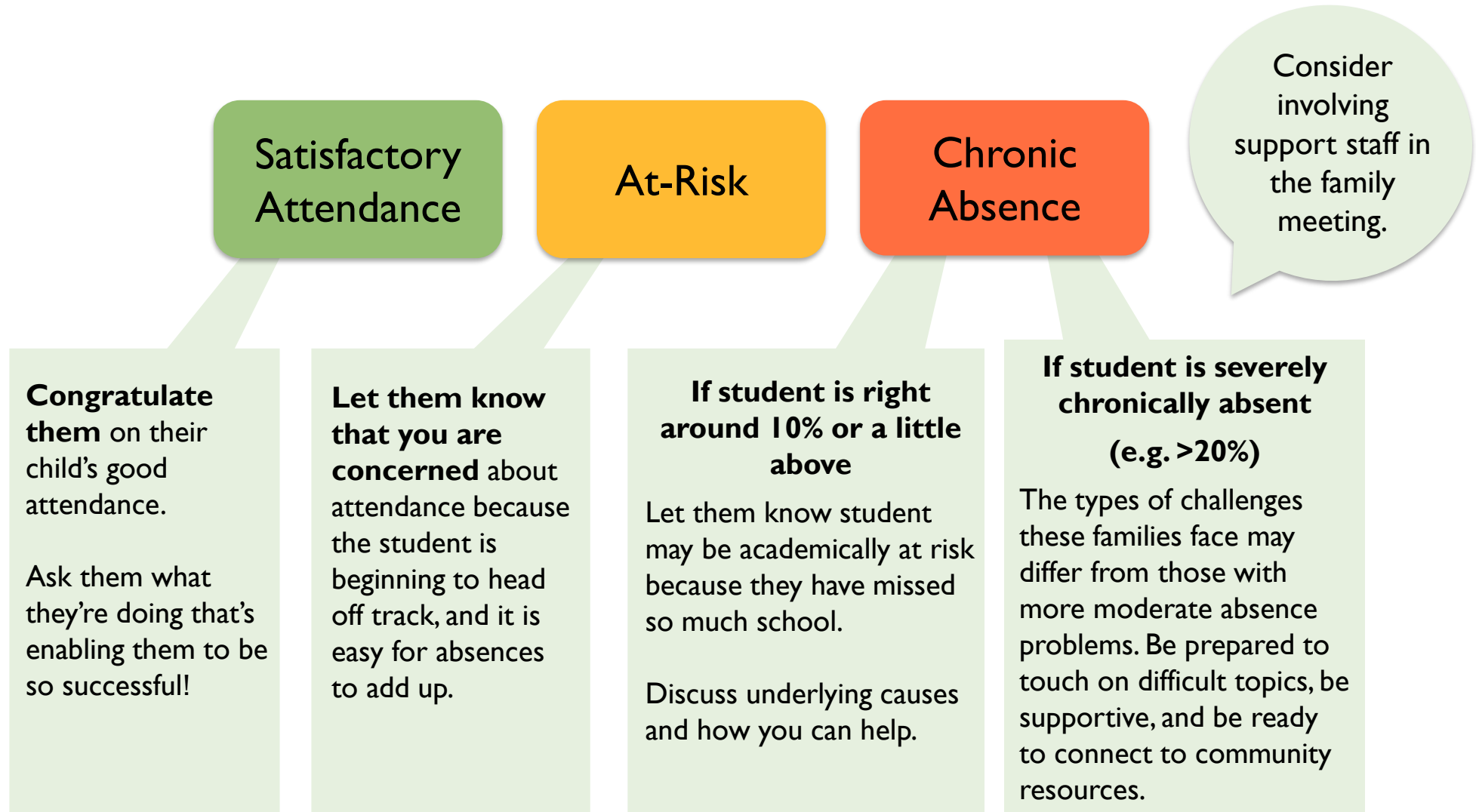
### *Type in chat:*

What other misconceptions have you heard families express about attendance during the pandemic?

# **Involve the Whole School Staff**

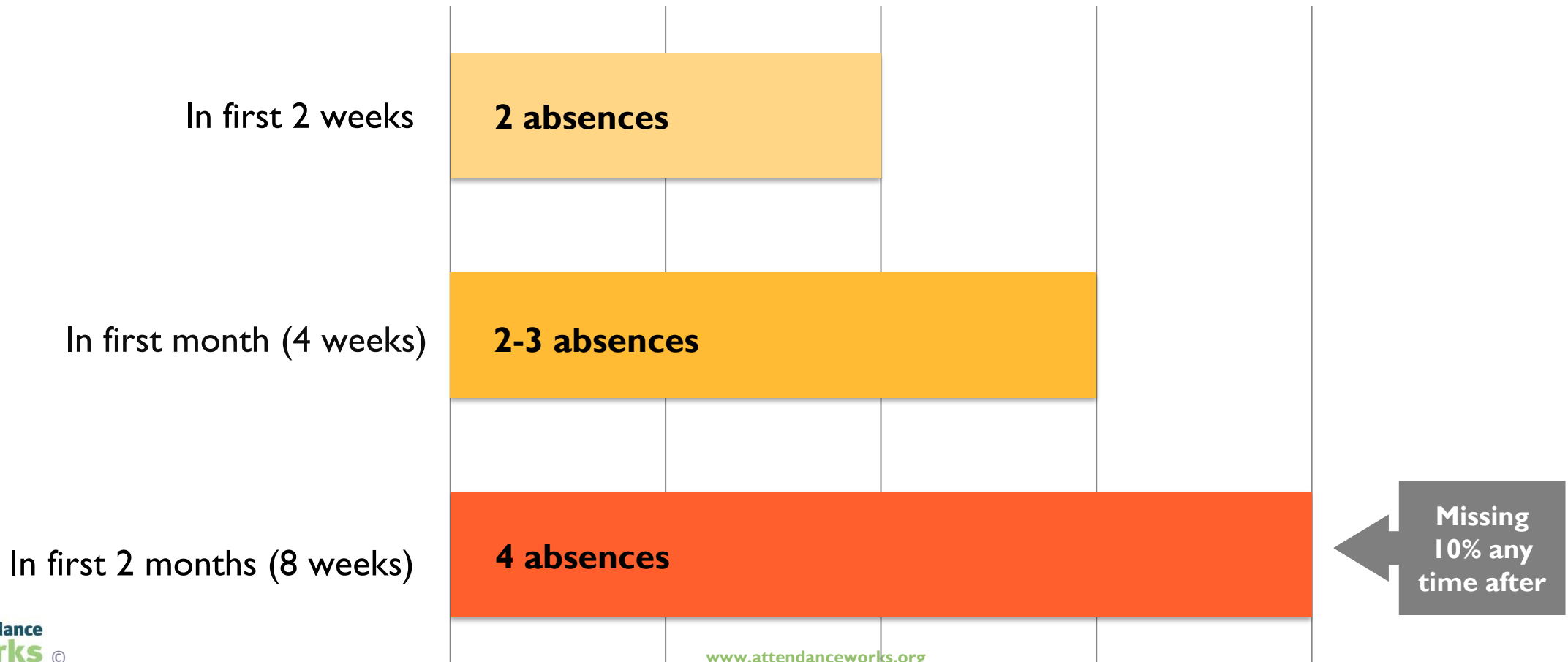


# Tailor Conversations to Students' Attendance and Participation Level





## Use 10% of Days Absent to Identify Which Students are Missing too Much School



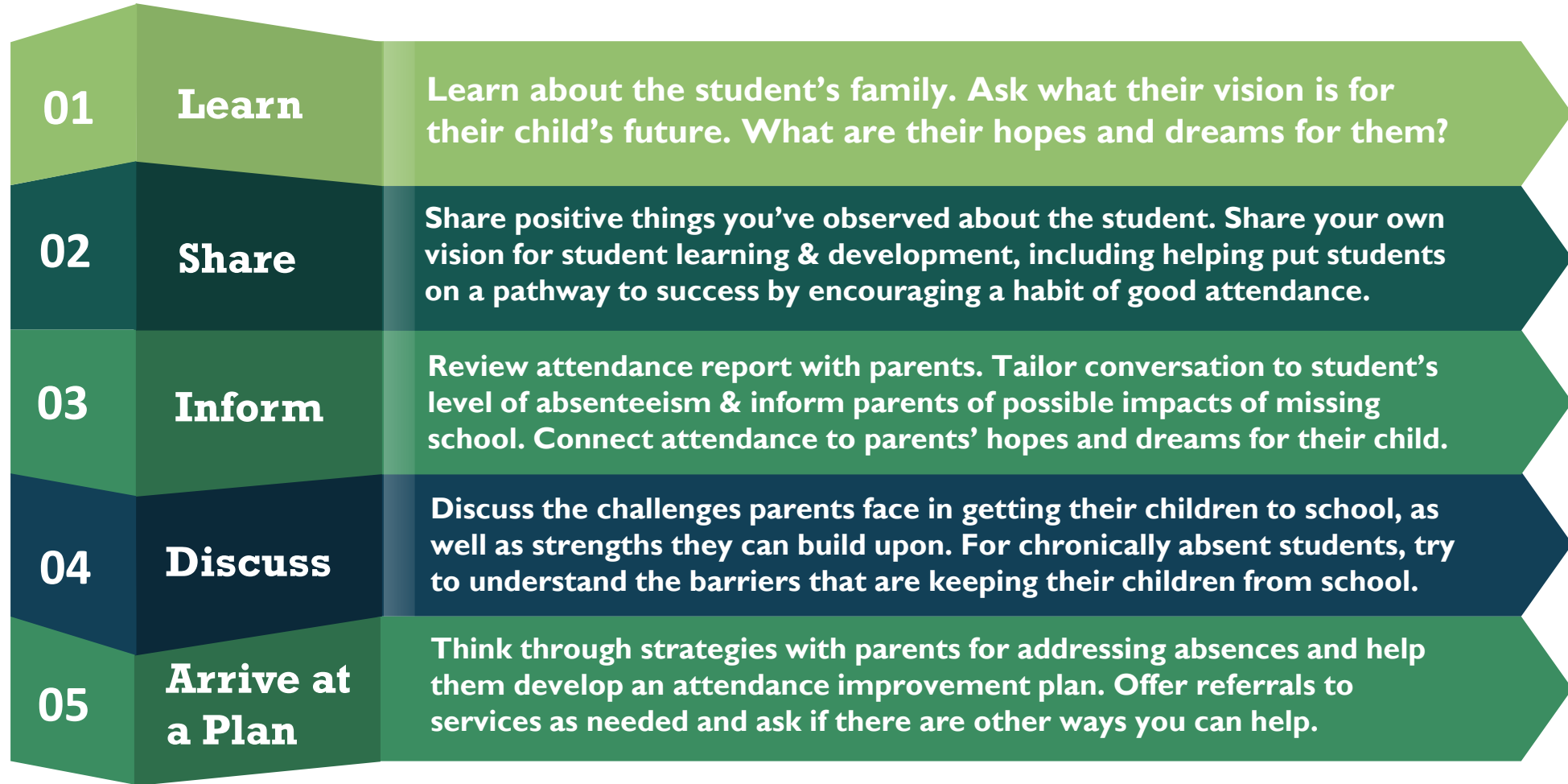


## Use Caring Conversations for Attendance

The purpose of this caring conversation with the family and student is to take a problem-solving, positive approach and make a plan for the student's improved attendance.

- ✓ **Ask** open-ended, supportive questions.
- ✓ **Listen** to the student/family member and respond to them in an empathetic way.
- ✓ **Discuss** the obstacles to attendance and plan effective solutions.

# The “Caring Conversations for Attendance” Process



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





## Steps 1 & 2: Learn and Share

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 online or from home?

02

**Share**

Share positive things you've observed about the student. Share your own vision for student learning & development, including helping put students on a pathway to success by encouraging a habit of good attendance.



# 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

### 2020-2021 ACADEMIC CALENDAR

Check the days when your child showed up to school (whether it was in person, online or involved completing an assignment). Mark absences with an X.

| August 2020 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | M  | Tu | W  | Th | 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 |    |    |    |    |    |

| September 2020 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| Su             | M  | Tu | W  | Th | 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 2020 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | 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 2020 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | 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 2020 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | 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 2021 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | 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

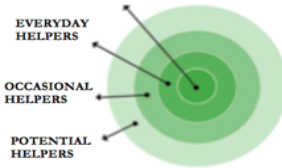
### Discuss

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, try to understand the barriers that are keeping their children from participating.

1. Learn about student motivations
2. Discuss reasons for absenteeism
3. Explore what would help given possible causes
4. Offer Help Bank to find out about support systems
5. Identify opportunities for strengthening engagement

**MY FAMILY'S HELP BANK**

**MY FAMILY**



**EVERYDAY HELPERS**

**OCCASIONAL HELPERS**

**POTENTIAL HELPERS**

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 him or her 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 everyday, 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 stints.
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. Consider students or parents to develop and complete a plan
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

[Insert your logo]

MY CHILD'S ATTENDANCE SUCCESS PLAN

• My child was present \_\_\_\_\_ days.  
• My child was absent \_\_\_\_\_ days.  
• My goal is to improve my child's attendance. I will ensure my child misses no more than \_\_\_\_\_ for the rest of the year.  
(9 or fewer absences = satisfactory attendance)

POSSIBLE STRATEGIES TO REACH MY CHILD'S ATTENDANCE GOALS

- I will talk to my child about how going to school every day will help them do well in school and achieve their hopes and dreams.
- I will keep an attendance chart at home. At the end of the week, I will recognize my child for attending school every day with \_\_\_\_\_  
(i.e. a visit to the park, a new book, a break from doing chores, a special treat)
- I will make sure my child is in bed by \_\_\_\_\_ p.m. and the alarm clock is set for \_\_\_\_\_ a.m.
- If my child complains of a stomachache or headache, and medical concerns have been ruled out, I will send him/her to school anyway and call \_\_\_\_\_ so that he/she can check in with my child during the day.
- If my child has a cold but no fever (less than 100 degrees), I will send him/her to school anyway. If I don't have a thermometer, I will purchase or borrow one.
- I will find a relative, friend or neighbor who can take my child to school if I can't make it.
- If my child is absent, I will contact his/her teacher to find out what he/she missed.
- I will set up medical and dental appointments for weekdays after school.

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

We will review progress to meet this goal in two months.

Family Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

To learn more, please visit [www.attendanceworks.org](http://www.attendanceworks.org).  
Adapted with permission from the [DeVos Family Foundation](http://DeVosFamilyFoundation.org), and from materials created by [Early Works](http://EarlyWorks.org) at Earl Boyles Elementary School in Portland, Oregon.



## Scenario

- Maria Brown is a 6<sup>th</sup> 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 Maria 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. Maria has asked to see the school counselor.
- Maria's mother is divorced, and Maria's father is not present in her life. Maria is very fond of her older cousins that live in a neighboring town. They invited her to stay for a long weekend before school started back this summer.
- Unfortunately, Maria was witness to a violent altercation at a party with a lot of alcohol and a drunk pulled a gun when Maria's cousin told him to leave. No one was hurt, but Maria was scared for herself and her cousin. Maria was asked questions by the police about what she saw. She is having night terrors and often up most of the night. She does not want to leave home in the morning.

# Breakout Groups: Practicing Caring Conversations

## Break out into groups

- Introduce yourself (*name, position, school/district, state*)



## Prepare

- Open the small group handout  
<https://www.attendanceworks.org/wp-content/uploads/2019/06/Caring-Conversation-Worksheet-v3.docx>
- Re-read the scenario
- Review the Caring Conversations Worksheet. Reflect and share which step educators tend to skip when they talk with families about attendance.

## Discuss

- What would it take to increase staff capacity at your school to have Caring Conversations?
- Be ready to share a summary statement when you return to the large group.

# Caring Conversations Worksheet (example)

|                                      | Key Points   | Questions and Messages  |
|--------------------------------------|--|---|
| <b>1. Learn</b>                      | <ul style="list-style-type: none"> <li>• Gather information</li> <li>• Ask open-ended, supportive questions</li> </ul>   | <i>What is your vision for <u>student's</u> future? (ask parent and student)</i>  |
| <b>2. Share</b>                      | <ul style="list-style-type: none"> <li>• Positive observations about student so far</li> <li>• What you want students to accomplish this year</li> <li>• One goal is helping students acquire good habit of attendance</li> </ul>                                | <i>_____ is such a good listener. We love having her (you) in our class.</i>  |
| <b>3. Inform</b>                     | <ul style="list-style-type: none"> <li>• Progress you've seen (start positive)</li> <li>• Areas where child is struggling</li> <li>• Review report card &amp; update parents on child's attendance</li> <li>• Deliver appropriate attendance messages</li> </ul> | <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> |
| <b>4. Discuss</b>                    | <ul style="list-style-type: none"> <li>• Challenges, attendance barriers</li> <li>• Learning at home activities</li> <li>• How to stay connected</li> </ul>  | <i>What makes it hard for _____ to get to school?</i>   |
| <b>5. Ask &amp; Arrive at a Plan</b> | <ul style="list-style-type: none"> <li>• Are there any questions?</li> <li>• Is there anything you can do to support a partnership between home and school?</li> <li>• Make referrals to community resources</li> </ul>  | <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>  |



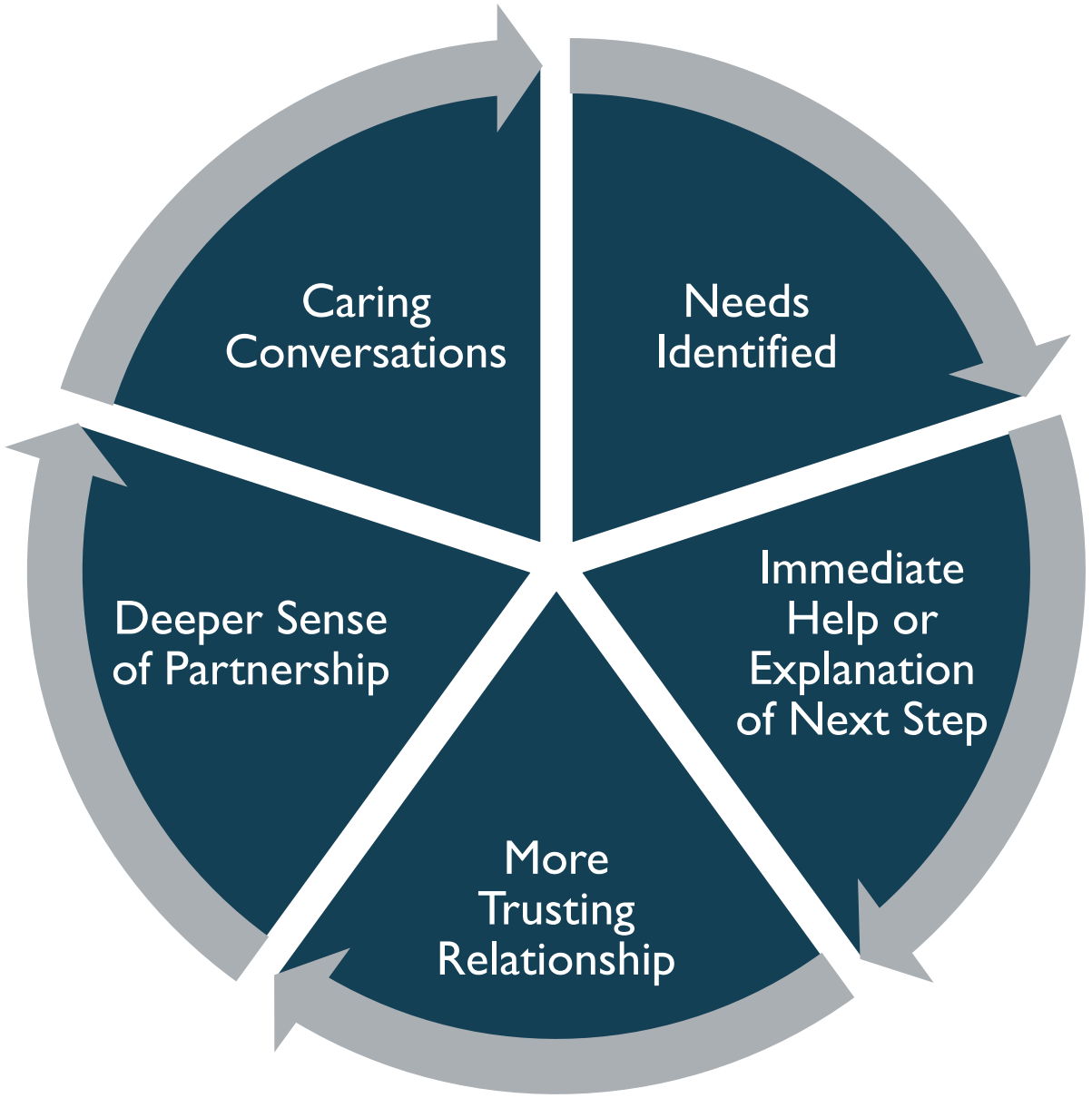
## Benefits of the Caring Conversation Approach

*Type in chat:*

Who would benefit from practicing talking about attendance by using this framework?

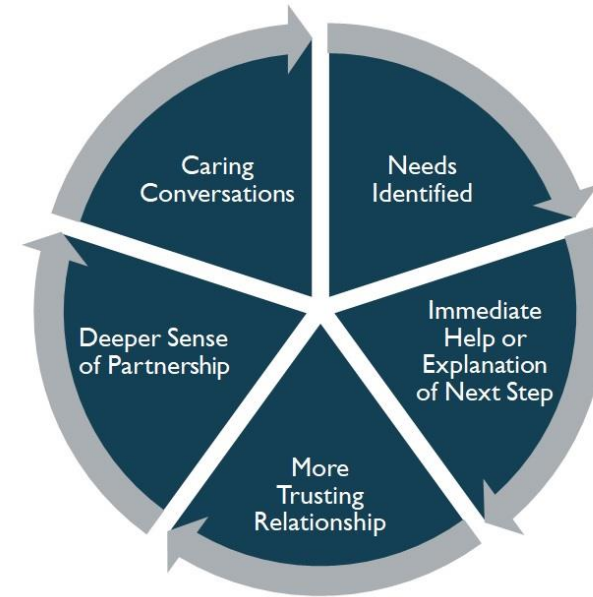


# The Cycle of Effective Personalized Communication





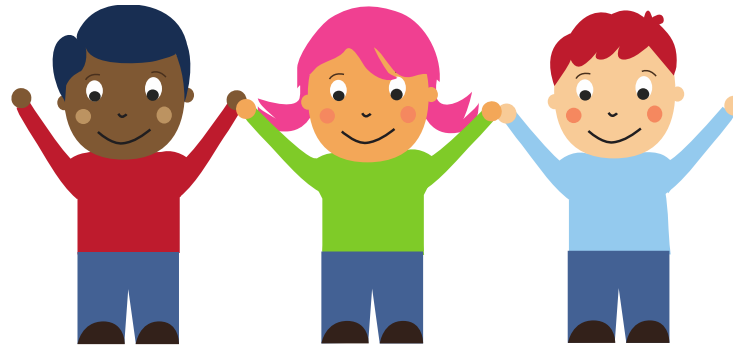
## Let's Chat



### *Type in chat:*

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

# Engage External Partners





## Poll

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

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

<https://www.attendanceworks.org/wp-content/uploads/2019/06/School-Team-Self-Assessment-rev-1-31-21.pdf>



## 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 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)

# Who are the partners that can help with implementing interventions?

| Reason for Absence                       | Possible Interventions  | Potential Partner   |
|--|---|---|
| <b>Lack of Connectivity</b>              | <ul style="list-style-type: none"><li>• Provide one device per student in each household</li><li>• Install hot spots in areas with low or no internet</li><li>• Provide a helpline for students and families having difficulty connecting</li></ul> | <b>State and Local Government</b>                                   |
| <b>Parent Work Schedules Out-of-Sync</b> | <ul style="list-style-type: none"><li>• Offer before or after school programming</li><li>• Provide a modified schedule that aligns teaching and parent availability</li></ul>   | <b>Program Providers</b>  |
| <b>Food Insecurity</b>                   | <ul style="list-style-type: none"><li>• Food banks</li><li>• School-based food pantries</li><li>• Expanding eligibility and access for food programs</li></ul>  | <b>Local Institutions</b><br>(Religious, Cultural, Public Agencies) |

# Identifying Students in Need of Intensive Supports



# Identify Partners to Assist with Re-Engagement Strategies for Students Who Have Dropped off the Rolls or are Severely Chronically Absent

## Intensive Intervention Warning Indicators

### Tier 3 Intensive Intervention

#### What activates intensive intervention? Suggested criteria:

- Missing 20% or more of school in prior school year before closure (severely chronically absent)
- Missing 20% or more of distance learning opportunities during closure in spring 2020 (this is assuming the school district took attendance)
- Missing 20% or more of learning opportunities in a month during current year
- Students who already qualify for McKinney-Vento services, who are in foster care, or involved in juvenile justice
- Non-responsive to Tier 2 interventions and efforts of re-engagement

**Consider who should respond:** Social Workers? Staff of public agencies, etc.?





## Tips for Finding and Re-Engaging Students

### *Type in chat: What have you done that's worked?*

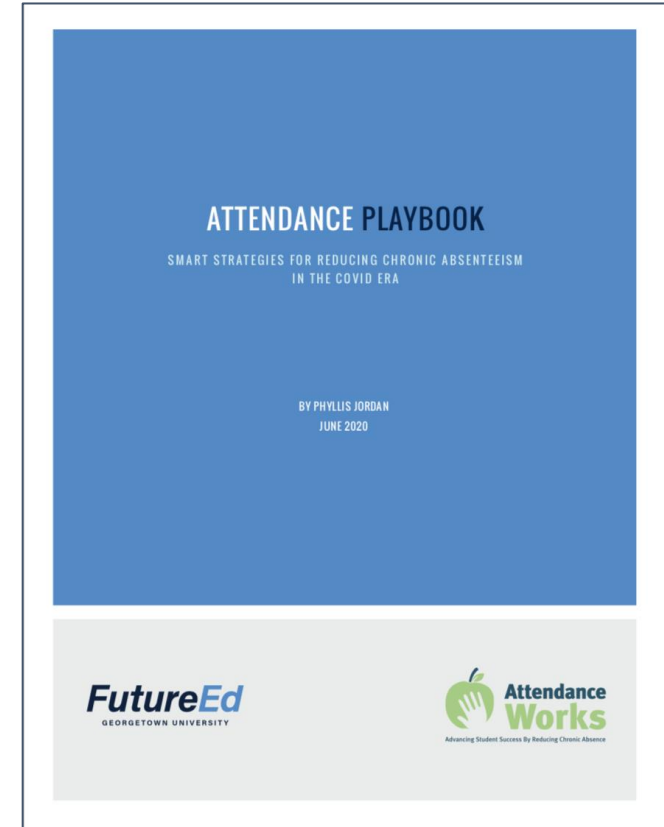
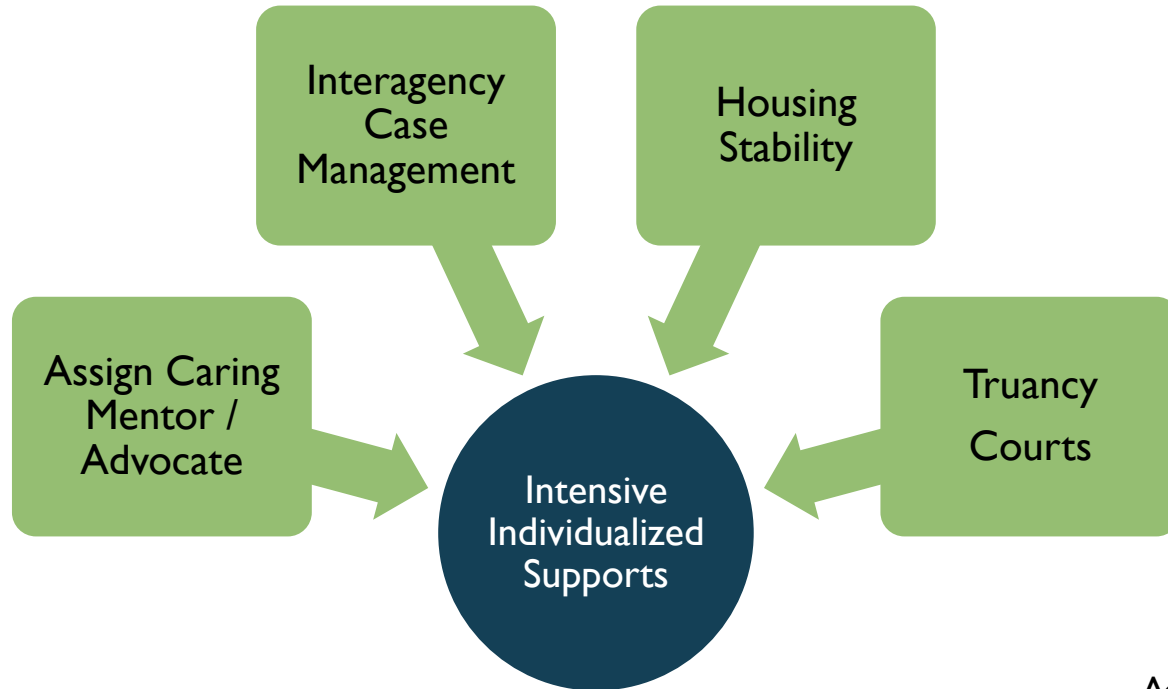
- Update contact information multiple times a year
- Use multiple modes of outreach (text, US mail, calls)
- Try various media (social, radio, multiple languages, trusted messengers)
- Leverage personal and social networks
- School marquees and sign boards
- Engage public and private partners
- Home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



## Tier 3: Evidence Based Strategies



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

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

# **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? (*population-level indicators*)
4. Who was better off? (*impact on the population*)





# Monitoring Progress with Performance Measures

**Reason for Chronic Absence**

What asset or barrier are you addressing?

**Intervention**

What is your proposed solution or intervention?

**Partner Contribution**

What contribution(s) or support(s) will stakeholders or partner organizations provide?

| Intervention  | Quantity:<br>How Much?                                   | Quality:<br>How Well?  | Intervention Level<br>Impact: Difference<br>Made?                     | Population Impact:<br>Who/What is<br>Better Off?                          |
|---|--|--|---|---|
| <p>What is your proposed solution or intervention?</p> <p>Who is the intended population being reached?</p> | <p>What is the scope and scale of your intervention?</p> | <p>How will you know the intervention is going the way you intended?</p> | <p>What changes in behavior, attitudes or practice do you expect?</p> | <p>What improvements in the well-being of stakeholders do you expect?</p> |

Source: *Trying Hard is Not Good Enough*, Mark Friedman



## Performance Measures Example: Tier 2 Advisory Program

### Reason for Chronic Absence

Students express lack of connection to school; low motivation to join virtual classes

### Intervention

Small group advisory to link school staff and AmeriCorps members with a targeted number of students in Tier Two

### Partner Contribution

AmeriCorps volunteers will assist with management of advisory groups and documentation of engagement.

| Intervention  | Quantity: How Much?  | Quality: How Well?   | Intervention Level Impact: Difference Made?   | Population Impact: Who is better off?   |
|---|--|--|---|---|
| Small group advisory to link school staff and AmeriCorps members with a targeted number of students who missed 10% or more of class and needing Tier Two supports | <ul style="list-style-type: none"> <li>50 students divided into small groups of five</li> <li>One staff member and one AmeriCorps member assigned to each group</li> <li>Advisors will contact students in their group at least once a week</li> </ul> | <ul style="list-style-type: none"> <li>Advisors will document interactions with students in shared document on Google Drive</li> <li>Attendance Team will analyze documentation to surface areas of need and factors influence student engagement</li> </ul> | <ul style="list-style-type: none"> <li>X# of students in advisory demonstrate improved attendance over a 30-day period</li> </ul> | <ul style="list-style-type: none"> <li>Comparative decrease in the % of Tier Two students missing 10-19% from January 2021 to April 2021</li> <li>Improved academic engagement for X% of Tier Two students from January 2021 to April 2021</li> </ul> |



# Attendance Awareness Campaign 2021 Webinar Series



All webinars | 1:00 am - 12:30 pm PT / 2:00 pm - 3:30 pm ET

## Webinar 1: **Wednesday, April 14, 2021**

- Motivating participation and engagement through the spring
- Launching Attendance Works' Attendance Awareness Campaign, including engagement & recovery planning toolkit

## Webinar 2: **Wednesday, May 26, 2021**

- Intensifying engagement over the summer
- Use your local data to create a differentiated re-engagement strategy and organize summer supports

## Webinar 3: **Wednesday, August 4, 2021**

- Welcome families and staff back to school in the fall
- Promote routine of attendance; Leverage and amplify existing rituals

## Webinar 4: **Wednesday, September 29, 2021**

- Leveraging attendance to ensure on-going success
- Success Stories and Maintaining your AAC throughout the school year

**Sign-Up for Updates:** <https://awareness.attendanceworks.org/contact/aam-updates/>





## Evaluation Survey

Please let us know how we can improve:

[https://app.upmetrics.com/data\\_collector/ckf2oltbqlt8k0759tfdbfybj](https://app.upmetrics.com/data_collector/ckf2oltbqlt8k0759tfdbfybj)

Thank you!



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# Appendix



# Attendance Works Resources Updated for Covid-19

## Parent Flyers

- ✓ English and Spanish
- ✓ Elementary or Secondary

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

## Student Attendance Success Plans

<https://www.attendanceworks.org/resources/student-attendance-success-plans/>

## Help Your Child Succeed in Elementary School: *Build the Habit of Good Attendance*

### DID YOU KNOW?

- Participation in early education programs, like preschool and Head Start, lead to better attendance in kindergarten.
- Starting in kindergarten, missing 10% of school (or just 2 days every month) can make it harder to learn to read and cause children to fall behind in school.
- Good attendance, whether class is held in person or remotely, can help children do well in school, and eventually in the workplace and in college.



### WHAT YOU CAN DO

#### Communicate with the School

- Contact your child's teacher(s) and let them know how to reach you.
- Get and post your child's class schedule and log in information on the refrigerator or your child's desk.
- Practice logging in to virtual classes and make a plan for supporting learning for children. Contact the school if you need help logging in.
- Ask about the school's attendance policy.

#### Make School Attendance a Priority

- Establish routines for bedtime, waking up and showing up for class.
- Identify a quiet place for your child to do school work. If you have multiple children, make a schedule. Or ask your school or community agencies if they have created places for distance learning, or if noise-canceling headsets are available for students.
- Develop back-up plans for getting your child to school or logging in to the computer if you can't be there to help. Find a family member, neighbor or older child who can help over the phone or who can help while wearing a mask and maintaining physical distance. Community-based organizations might also be able to help.
- When school is in session, avoid extended family trips and non-urgent medical appointments.
- Ask your child's teacher about attendance and tell the teacher any concerns you have.

#### Help Your Child Stay Healthy and Engaged

- Monitor your child's attendance and participation; and contact the teacher to address any concerns.
- Make sure your child gets the flu vaccine and other required shots.
- Find out if your child feels safe from bullies. Make sure that school discipline policies don't lead to your child becoming disengaged or pushed out of school. If these are problems, work with your school to find a solution.
- If your child seems bored or anxious about school, talk to teachers, school counselors, or other parents for advice on how to make them feel comfortable and excited about learning.
- Ask for help when you need it. School staff, after-school program providers, and other parents or community agencies are available to help families access online learning, obtain food or housing and address other experiences that make it difficult to attend and participate.



## 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](http://www.attendanceworks.org)