



Keep Kids Engaged & Showing Up for Learning: *Relationships, Routines and Partnerships*

Attendance Awareness Campaign 2022 — Webinar 1 of 4

April 6, 2022

www.attendanceworks.org



Welcome



S. Kwesi Rollins

Vice President for Leadership & Engagement
Institute for Educational Leadership
Chair, Advisory Board, Attendance Works



Hedy N. Chang

Executive Director
Attendance Works

About the Institute for Educational Leadership

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

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

To learn more visit: www.iel.org



About Attendance Works

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

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

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

Agenda

I. Welcome

Pele Le, Events and Operations Programs Associate, IEL

II. Attendance Awareness Campaign and Key Concepts

Kwesi Rollins, Vice President for Leadership & Engagement, IEL

Hedy Chang, Executive Director, Attendance Works

III. Panel:

❖ **Lorri Hobson**, Director of Attendance, Cleveland Metropolitan School District

❖ **Christina Sepulveda**, Vice President, Boys & Girls Clubs of Garden Grove

❖ **Aaron Philip Dworkin**, Chief Executive Officer, National Summer Learning Association

IV. Closing Reflections

Kwesi Rollins, Vice President for Leadership & Engagement, IEL



Theme for 2022!

Stay Connected, Keep Learning!



Convening Partners AAC 2022!



See the full list of national and state campaign partners here: <https://awareness.attendanceworks.org/partners-2/>

Attendance Awareness Campaign 2022 Webinar Series

Register here: <https://www.attendanceworks.org/resources/webinars/>

Note: Each session is accompanied by a discussion guide that can be used for webinar parties.

Webinar 1 (today!)

Keep Kids Engaged and Showing Up for Learning: Relationships, Routines and Partnerships, Wednesday, April 6, 2022: 12pm-1:30pm PT / 3pm-4:30pm ET

Webinar 2

What Promotes Engagement and Attendance? Insights from Students, Parents and Educators, Wednesday, May 25, 2022: 12pm -1:30pm PT / 3pm-4:30pm ET

Webinar 3

Ensuring a Healthy and Restorative Start to School (*working title*), Wednesday, August 3, 2022: 12pm-1:30pm PT / 3pm-4:30pm ET

Webinar 4

What Works to Sustain Engagement and Attendance (*working title*), Wednesday, September 28, 2022: 12pm-1:30pm PT / 3pm- 4:30pm ET

2022 Theme: Stay Connected, Keep Learning!

Key Messages

- 1. Chronic absence reflects and contributes to educational inequity.**
- 2. Building strong, trusting relationships that promote a feeling of belonging is fundamental to improving student attendance and engagement.**
- 3. Students are more likely to attend school if they feel safe, connected and supported.**

2022 Theme: Stay Connected, Keep Learning!

Key Messages

4. **A positive, problem-solving approach driven by data will improve attendance.**
5. **Keeping students, families and school staff physically and emotionally healthy supports attendance.**
6. **When the whole community collaborates with families and schools, we can overcome barriers to attendance and engagement.**

See: <https://awareness.attendanceworks.org/resources/toolkit-2022/what-are-the-key-messages/>



**Thank You to Our Corporate
Sponsor for this Webinar!**



RaaWee K12 provides a highly robust collaboration platform where school districts implement best practices for tracking students' attendance and managing interventions.



Support Attendance Works



Photo by Allison Shelley for EDUimages

Our Foundation is YOU!

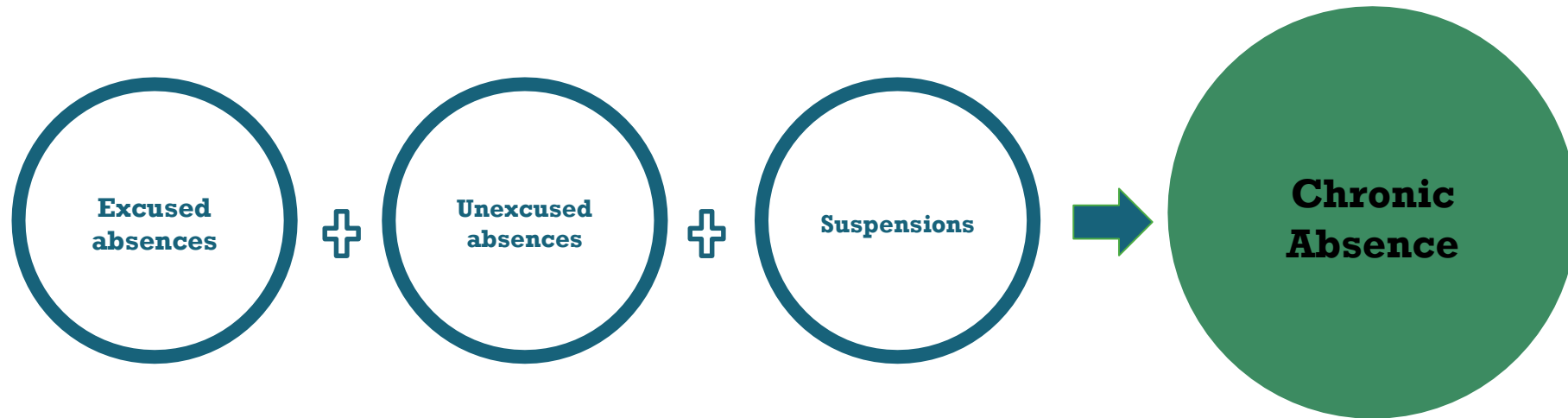
Donate \$10 – or more – to celebrate
10 years of the
Attendance Awareness Campaign!

DONATE



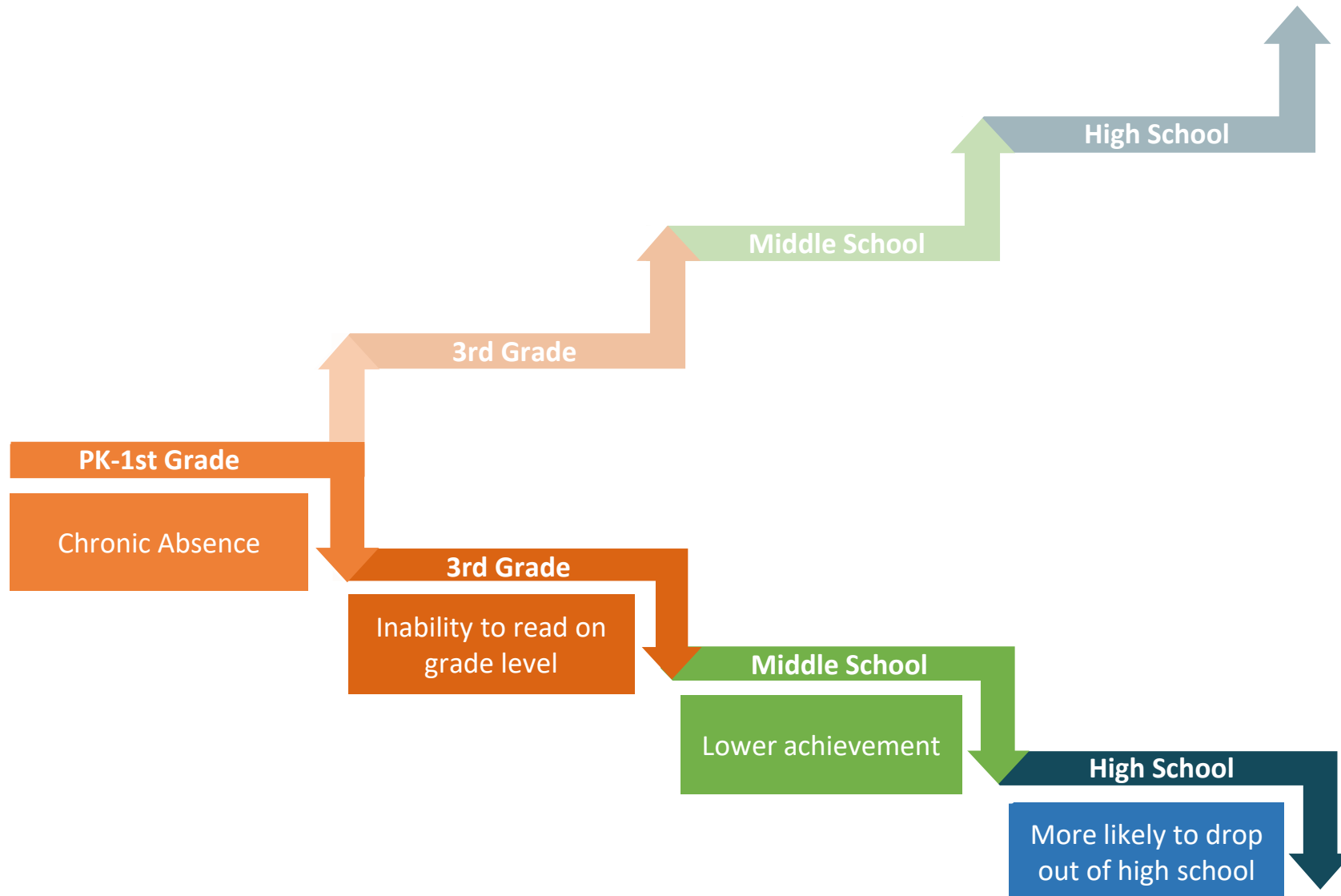
What is chronic absence?

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).

Improving Attendance Matters



What do we know from national and local data?

- ✓ **Pre-pandemic: 8 million students chronically absent.**
- ✓ **Now: chronic absence has likely tripled.**
- ✓ **Exacerbating existing educational inequities.**
- ✓ **Higher than ever, especially in early elementary and high school.**
- ✓ **More students experiencing extreme levels of absenteeism.**
- ✓ **The risk is greatest for students with more remote learning.**

Last year, chronic absence 2x higher for remote learners

Chronic Absence Patterns and Prediction During Covid-19: Insights from Connecticut

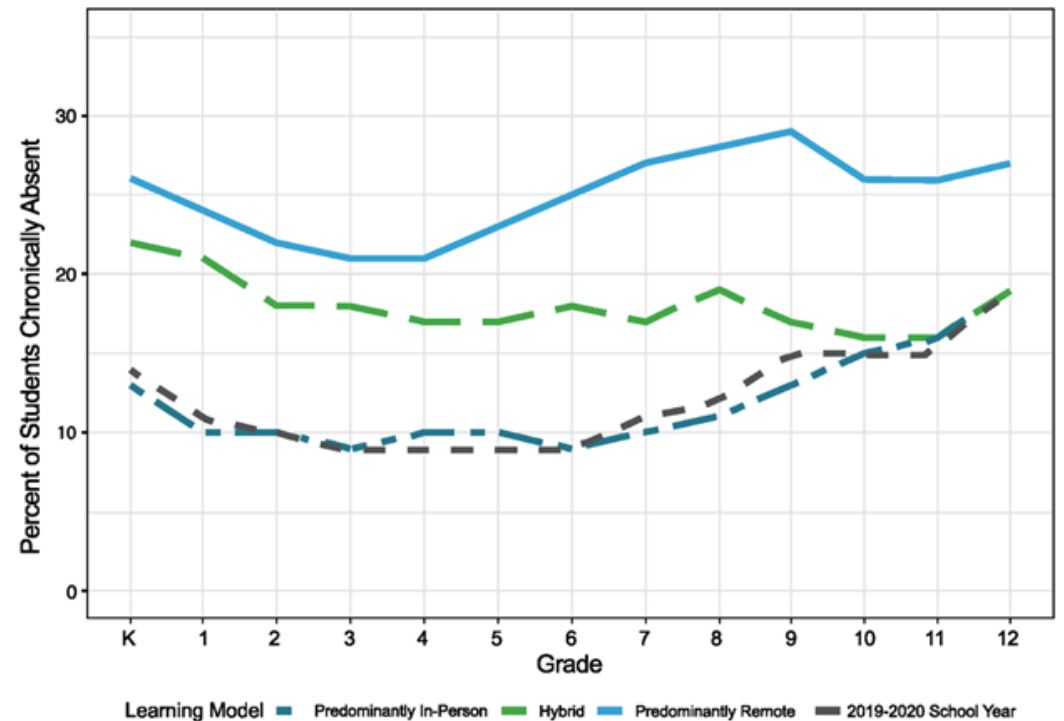


“Connecticut is uniquely positioned to analyze how patterns of chronic absence differ across learning modes, grades, and student groups”

Report discusses key findings from analysis of Connecticut’s attendance data

Encourages other states to adopt policies and implement data collection efforts similar to Connecticut’s

Chronic absence by learning mode across grades in Connecticut for 2020–21



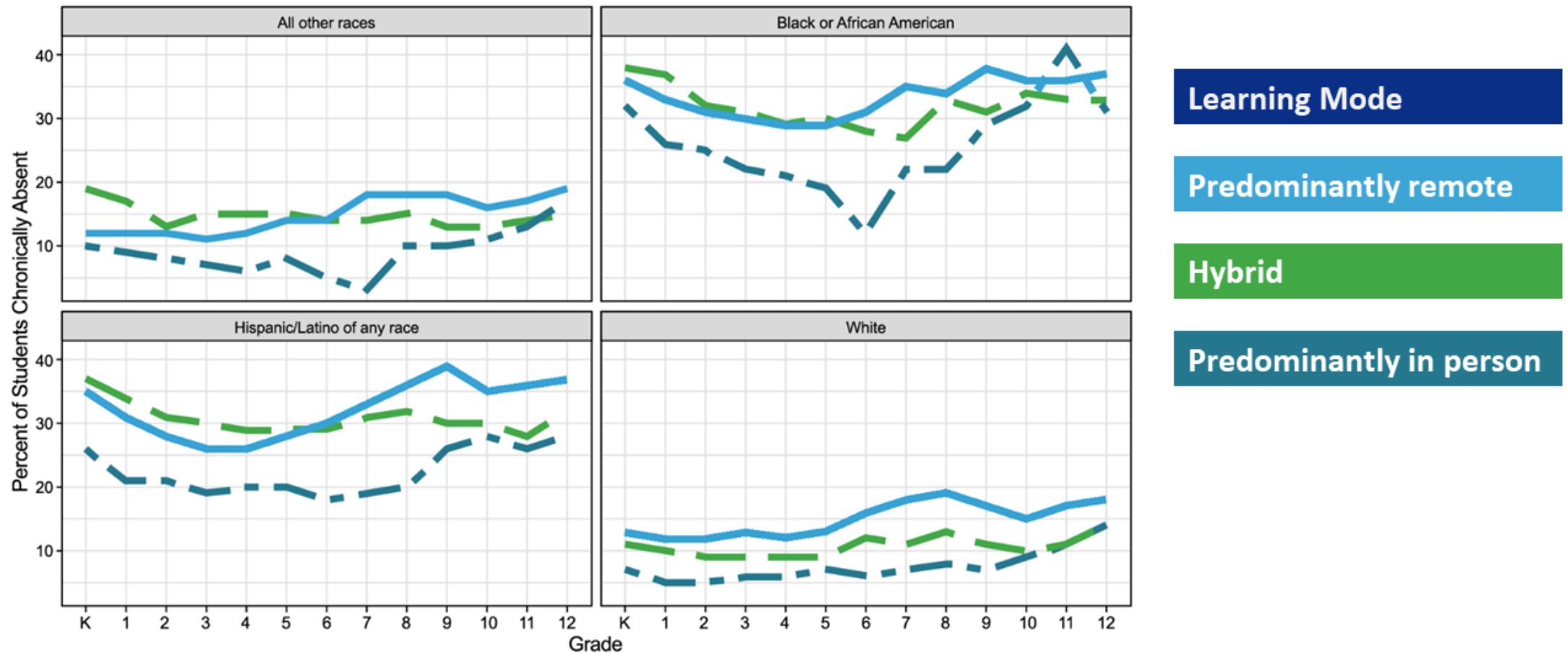
- Learning Mode
- Predominantly remote
- Hybrid
- Predominantly in person
- 2019–20 school year

[See full report](#)



Black and Latino/Hispanic students disproportionately affected

Patterns of chronic absence by learning mode and grade differed by racial and ethnic groups



See full report: <https://www.attendanceworks.org/chronic-absence-patterns-and-prediction-during-covid-19-insights-from-connecticut/>

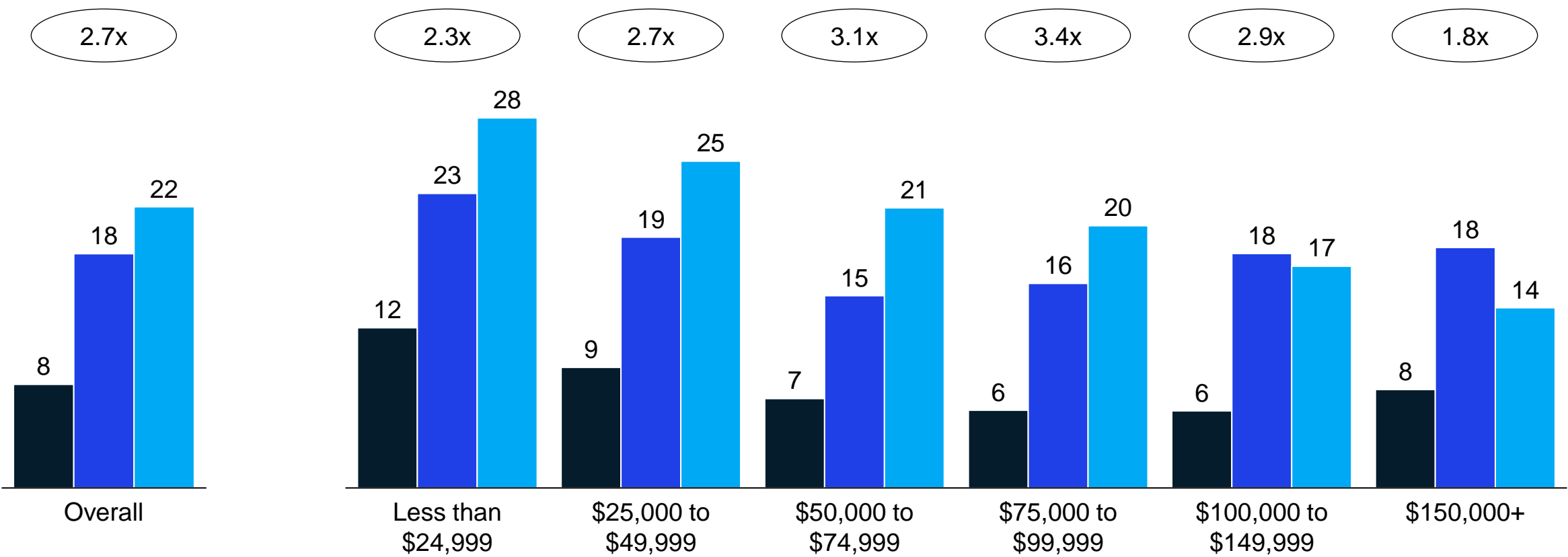
Chronic absence +3x, affluent recovering, low-income worsening

% of parents with children in grades K-12 indicating their child could be chronically absent in November 2021

■ Pre-pandemic (% of parents reporting their student used to miss 15+ days in a full year) # Increase from pre-pandemic to Fall 21

■ 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)



What Can We Do?

We can build and expand upon what we know works using lessons learned from the pandemic!



Ground Solutions in an understanding of the factors that cause chronic absence

The big categories have not changed even with the pandemic!

Barriers

Aversion

Disengagement

Misconceptions



Notice how the pandemic has worsened or created new challenges!

Barriers

- **Chronic and acute illness**
- **Family responsibilities or home situation**
- **Trauma**
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- **Lack of predictable schedules for learning**
- **Lack of access to tech**
- Etc. and many more!

Aversion

- Struggling academically and/or behaviorally
- **Unwelcoming school climate**
- Social and peer challenges
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Parents had negative educational experiences

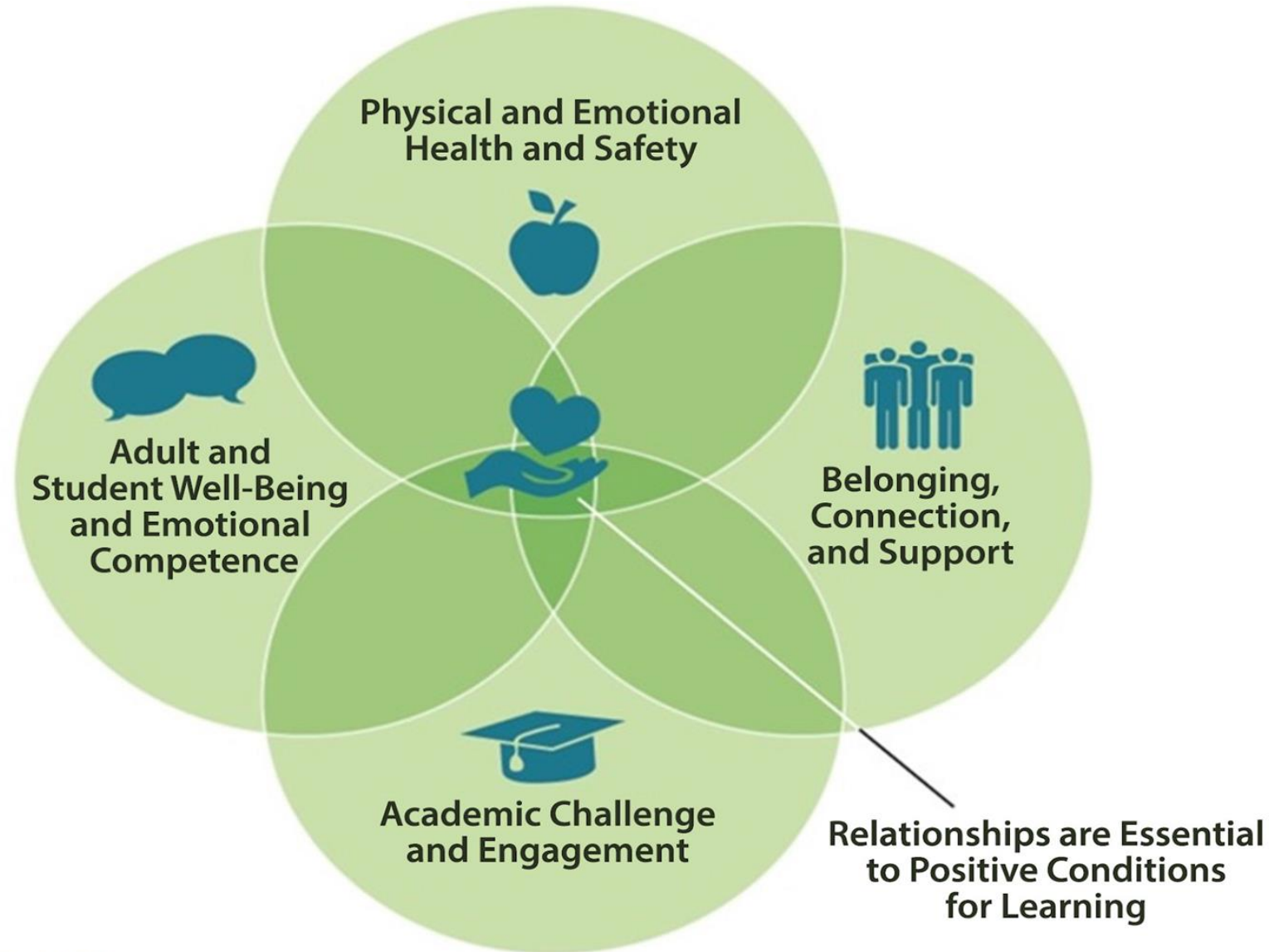
Disengagement

- Lack of challenging, culturally responsive instruction
- Bored
- **No meaningful relationships to adults in the school (especially given staff shortages)**
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- **Drawn to low-wage job vs being in high school**

Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- **Lose track and underestimate TOTAL absences.**
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions don't count as absence

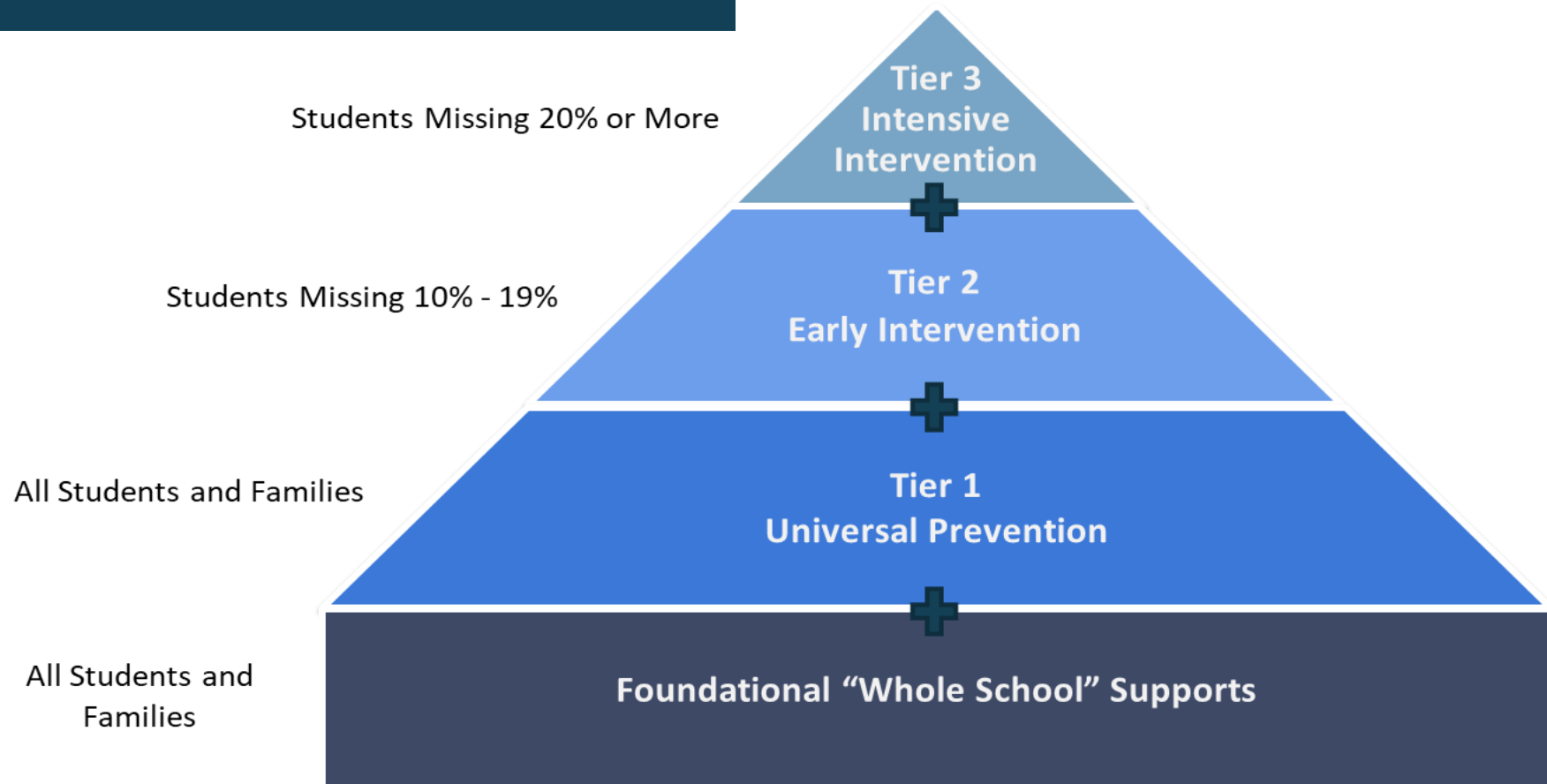
Take an all-hands-on-deck “team” approach to rebuilding positive conditions for learning in our schools





**Offer a multi-tiered approach
that begins with prevention**

**Working across silos
is essential!**





Reinvest in the foundational building blocks of school that promote engagement.

Healthy learning environments	Enrichment activities and clubs	Positive relationships	Active family and student engagement
Access to tech equipment and connectivity	Challenging and Engaging Curriculum	Traditions and celebrations	Support for families to facilitate learning at home
Welcoming, safe school climate	Advisories or Morning Meetings to Build Community	Learning Supports	Access to Food and Other Basic Needs
Foundational “Whole School” Supports			



Leverage technology to deepen and scale universal attendance supports.

- ❖ Make the case that showing up everyday matters
- ❖ Clear, concise and consistent communication about schedules and expectations
- ❖ Predictable daily/weekly routines related to attendance
- ❖ Take daily attendance accurately with care
- ❖ Personalized communication to families when students are absent
- ❖ Recognition of good and improved attendance
- ❖ Access to wellness checks and connectivity assessments
- ❖ Regular monitoring of attendance data

For example -
use automated
texting with
students and
families to send
timely
personalized
notes!

Showing Up Matters for R.E.A.L.

It is an opportunity to:

- ✓ **Build Routines**

Daily attendance routines can reduce stress and create a sense of safety and security especially after chaotic transitions.

- ✓ **Increase Engagement**

Being in school helps build relationships with peers and school staff that nurture engagement.

- ✓ **Provide Access to resources**

Schools provide access to meals, health and mental health services, tutoring, mentoring, technology, extracurriculars (sports, clubs, music, etc.), afterschool and summer programs.

- ✓ **Support Learning**

Showing up to school regularly helps students become proficient in reading and math and graduate from high school.

Showing Up Matters for R.E.A.L.

A Messaging Toolkit

Four Key Steps

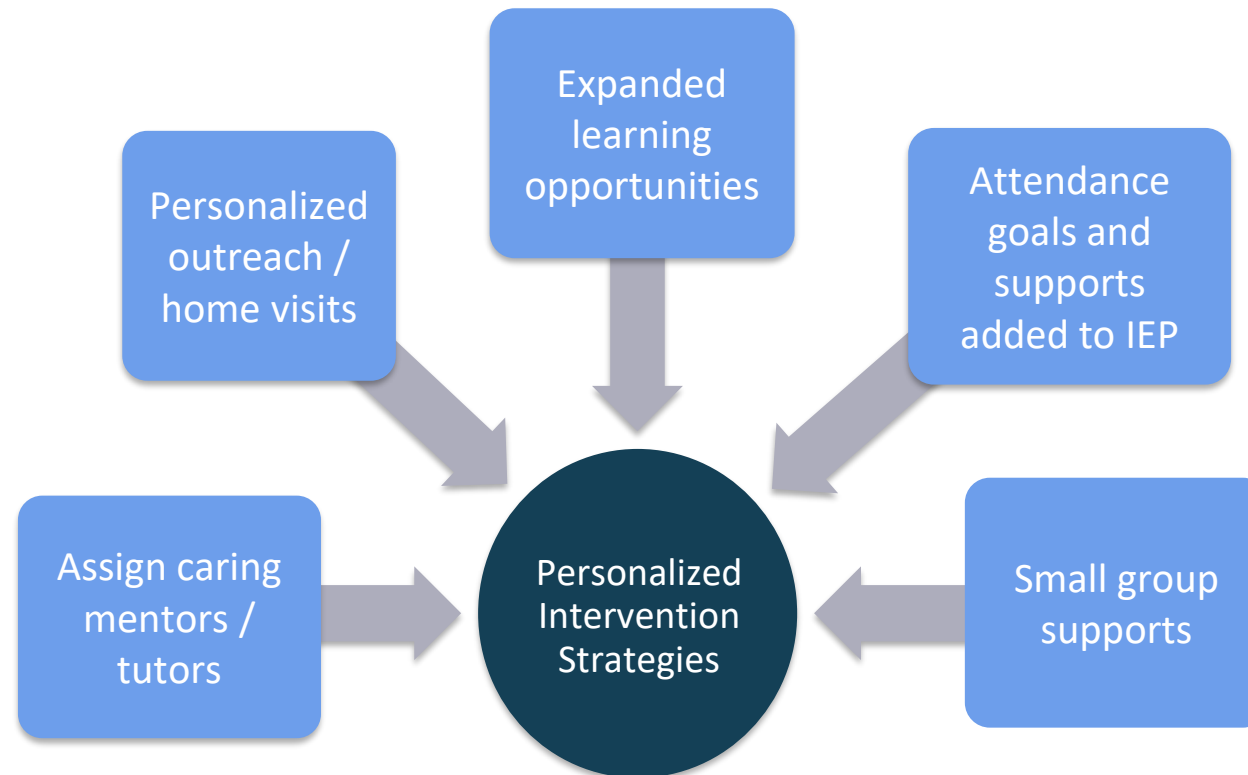
1. **Explain Why Attendance Matters**
2. **Cultivate a Culture of Engagement and Attendance With Students and Families**
3. **Use Data to Determine Need for Intervention and Additional Support**
4. **Engage Community Partners**

Find it here:

<https://www.attendanceworks.org/resources/toolkits/showing-up-matters-for-real/>



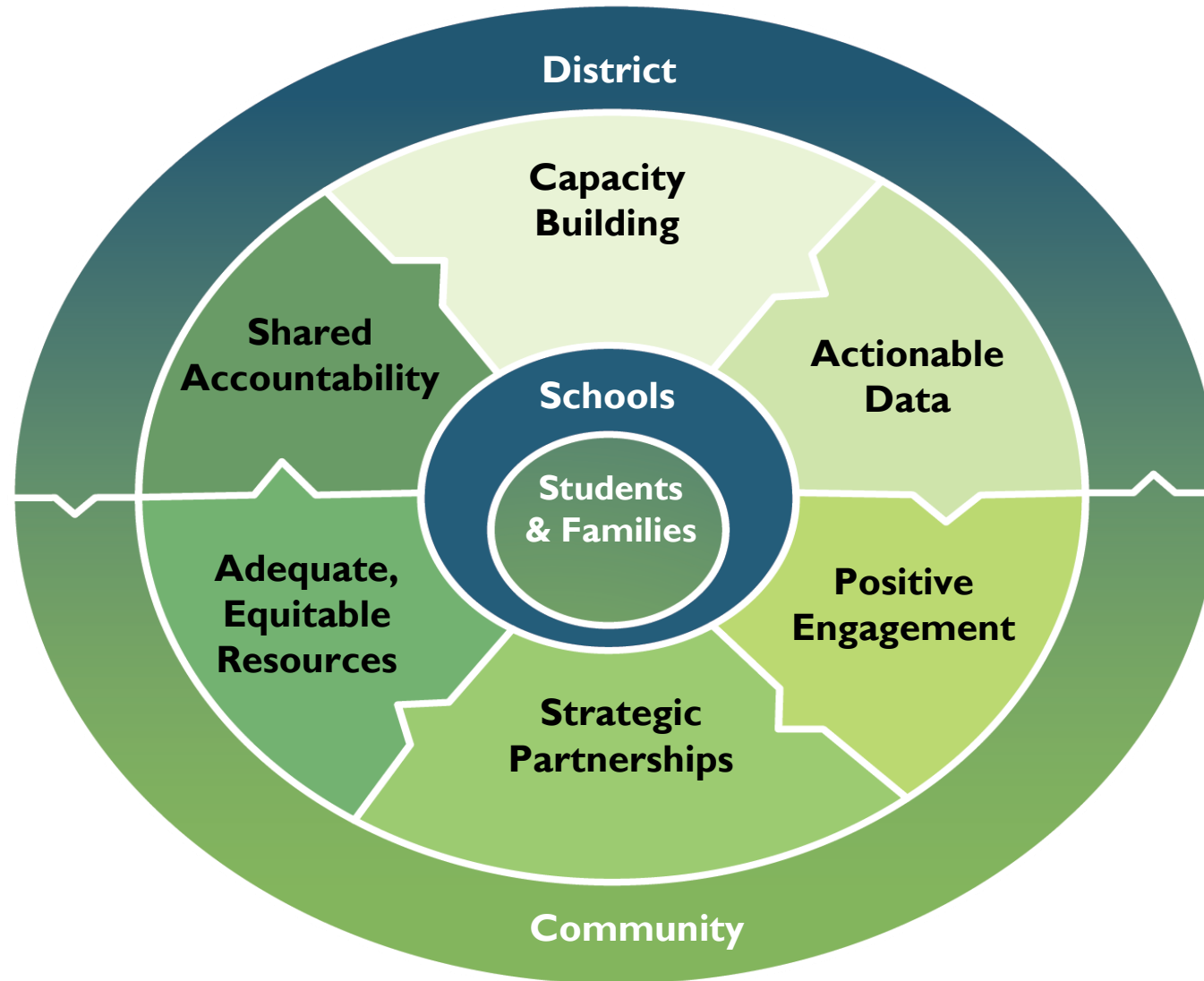
Expand Tier 2. Draw upon community partners and the power of peer support





**Invest in
evaluating
what works
and sharing
the results.**

Leverage Covid relief funds to take a systemic approach that builds upon assets



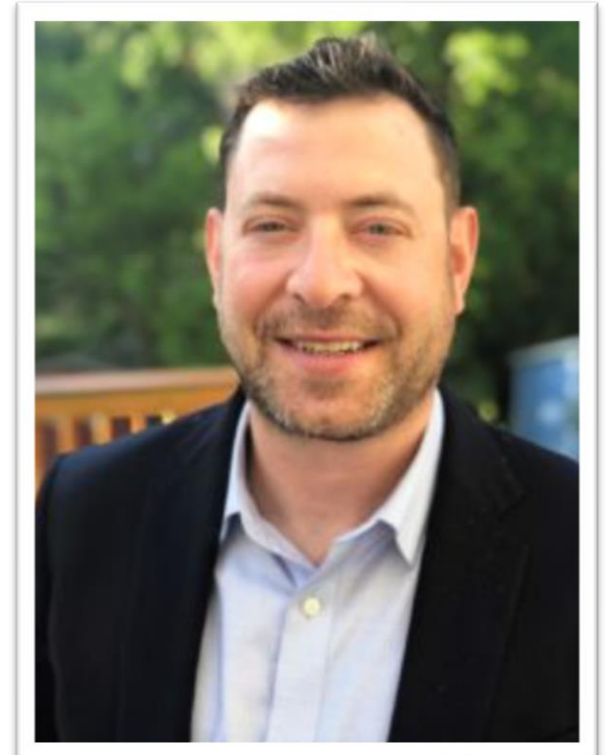
Panelists



Lorri Hobson
Director of Attendance
Cleveland Metropolitan
School District



Christina Sepulveda,
Vice President, Boys & Girls
Clubs of Garden Grove



Aaron Philip Dworkin
Chief Executive Officer
National Summer Learning Association

CLEVELAND METROPOLITAN SCHOOL DISTRICT

THE **CMSD**
EXPERIENCE ► *get* **MORE**



Fast Fact about CMSD

Enrollment: 35,696

62 PreK-8 Schools

31 High Schools

2 K-8 Schools

1 PreK-6

2 Remote School Options (K-8, 9-12)

1 Online Building (K-12)

Demographics

63.9% Black or African-American

17.2% Hispanic/Latino

14.5% White

4.4% Other

Student Gender:

Female: 48.6%

Male: 51.4%

Students receiving specialized services:

21.2% Special Education

13.1% Limited English Proficient

100% Economically Disadvantaged

4.2% Homeless

12.1% District Mobility Rate

Fast Fact about City of Cleveland

School-age children: 67,109

53 Charter schools

36 Non-Public schools

98 CMSD schools

Demographics

48.7 % Black or African-American

32.2 % White

12.7 % Hispanic/Latino

6.4 % Other

Gender

48.1% Male

51.9% Female

In Cleveland, 46.1% of children and 48.7% of children under the age of five live below the poverty line

Education

18.0 % Less than high school

31.9 % High School Diploma or Equivalent

23.5 % Some college no degree

8.0 % Associate's degree

11.3 % Bachelor's degree

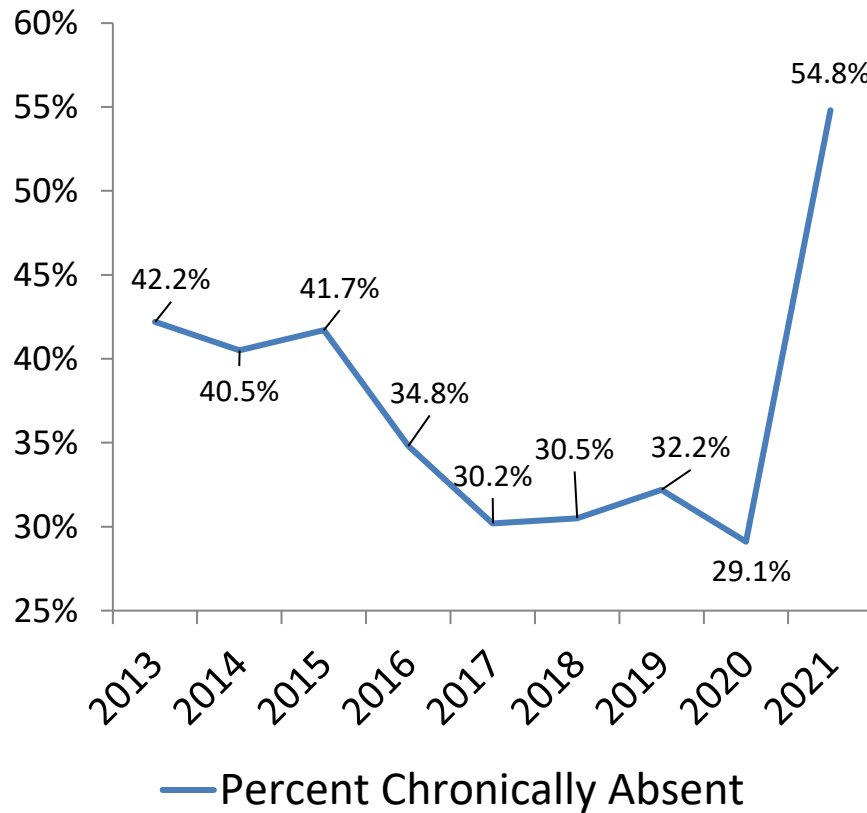
7.3 % Graduate or professional degree



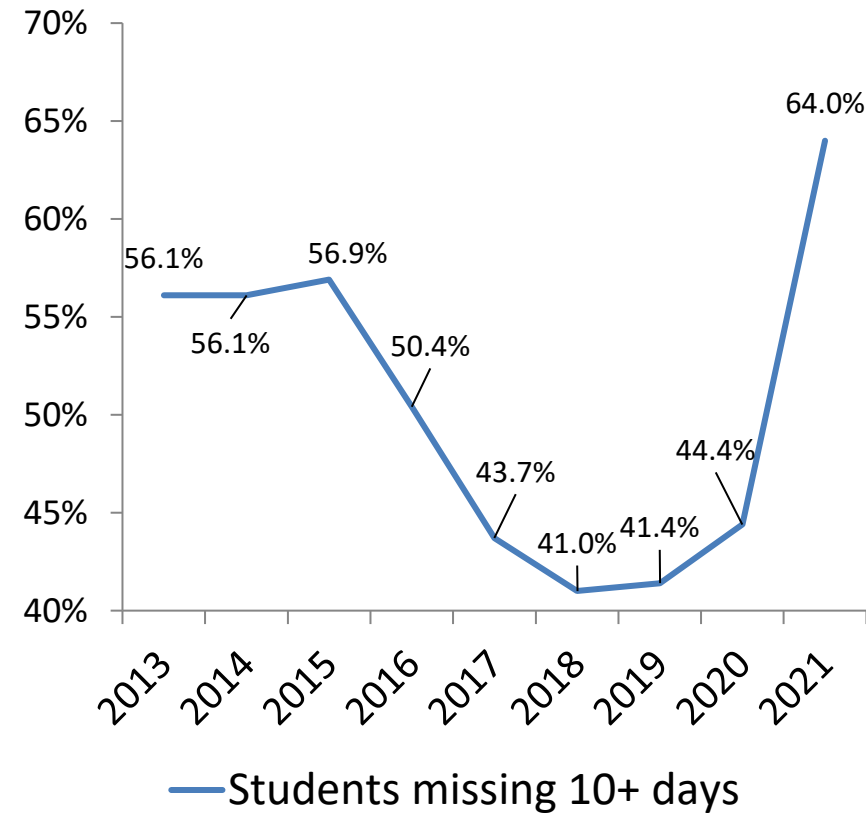
2013-2021

Chronic Absence and On Track Attendance

Percent Chronically Absent



Students missing 10+ days



2022 Chronic Absence by District (enrolled 50 days)

Grade	Enrollment	Chronic Absentees	% Chronically Absent
KG	2860	1813	63.4%
1	2283	1389	60.8%
2	2553	1472	57.7%
3	2509	1457	58.1%
4	2502	1365	54.6%
5	2626	1497	57.0%
6	2531	1389	54.9%
7	2527	1432	56.7%
8	2361	1364	57.8%
9	3883	2824	72.7%
10	2900	2082	71.8%
11	2295	1641	71.5%
12	2245	1545	68.8%
CMSD	34075	21270	62.4%

Challenge – Why is attendance different this year? (Student Voice)

- **Why do you think attendance is different this year?**
- Pandemic stress (mental/physical)
- Scared of getting COVID
- Not feeling supported (for example - challenges with scheduling, mental health and/or responsibilities)
- Unmotivated
- **Why do you think people are comfortable in getting the vaccine?**
- Keeping other people safe/prevention
- Getting back to normal
- Fear of getting sick
- To play sports

Challenge – Why is attendance different this year? (student voice)

Why do you think people are reluctant to get the vaccine?

- Fear
- Lack of information
- Conspiracy theories
- Social media/New influence

What happened to you during COVID shutdown that if your teachers knew it would help them understand you better?

- Kids were lazy and wanted to sleep, lack motivation
- Working a job and being a student at the same time
- Didn't have the materials needed
- Kids couldn't concentrate on school at home, more distractions
- Students find in person work harder than it was on Zoom
- Child/sibling care and teen parenting
- Abuse and domestic violence

Positioning for the Future

School Without Walls

Flexible time, place, technology, & talent anywhere, anytime learning

2021-2022 Investment Areas

- Investing in innovative Learning Accelerator projects which serve as an opportunity to harvest and learn the great innovations from our teachers and other educators
 - Launching Diversity, Equity, and Inclusion Training, including a customized module for Cleveland and a post training action planning module
-
- ✓ Engaging Summer Learning
 - ✓ Attendance Clubs
 - ✓ Before & After school programs
 - ✓ Say Yes Coordinators
 - ✓ Parent & Student Ambassadors
 - ✓ Student Advisory Council

Community Partners

- Cleveland Browns Foundation
 - Arby's
 - Cleveland Ballet
 - Cleveland Playhouse
 - Greater Cleveland Neighborhood Centers Association
 - Horizon Educational Service
 - Phastar
 - University Settlement
 - Friendly Inn
 - Boys and Girls Club of America
 - Bellaire Puritas CDC
 - Esperanza
 - The Centers for Families and Children



GREAT FUTURES START [HERE.](#)



BOYS & GIRLS CLUBS
OF GARDEN GROVE

2021-22 Metrics

4,300

Members Served Daily

6,000

*Pre pandemic

10,200

Registered Members

13,000

*Pre pandemic

DEMOGRAPHICS






1% 0-5 years old

9% 6-7 years old

35% 8-10 years old

34% 11-13 years old

22% 14-18 years old

Hispanic or Latino		57%
Asian		31%
Caucasian		7%
Other/Multi-Racial		4%
African American		1%



8

Orange County
Communities



64

Program Sites in
Orange County

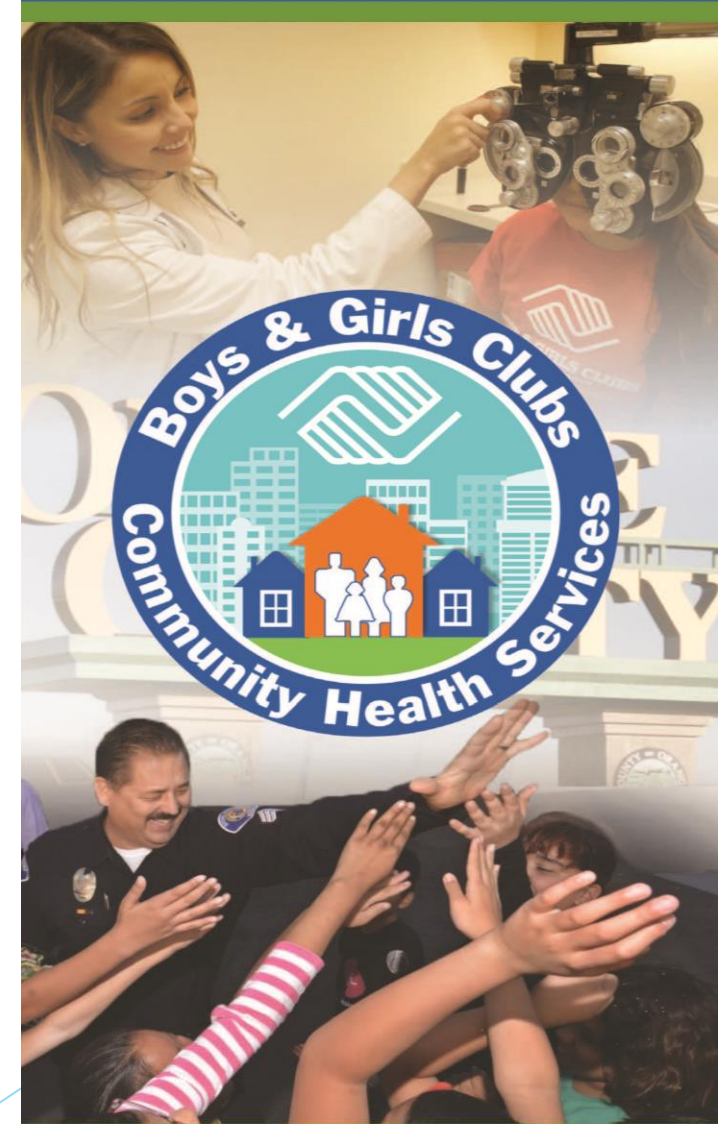


494

Trained & Trusted
Adult Staff

School Partnerships

- ✓ Attendance Checks
- ✓ 'Student and Parent' Check-Ins
- ✓ Case Management
- ✓ Attendance Review Boards
- ✓ District Attorney Meetings
- ✓ Attend Court Hearings
- ✓ Counseling & Crisis Support
- ✓ Homeless Services
- ✓ Parent Education



Data as a Guide

- ✓ Trends
- ✓ Feedback
- ✓ Tiered intervention levels
- ✓ Impetus for our MSW program
- ✓ Shift to Elementary Services
- ✓ Individualized school level/district support
- ✓ Continuous Quality Improvement
- ✓ Developing New Partnerships



Key Challenges for Youth

- ✓ Mental Health (Anxiety, depression)
- ✓ Homelessness
- ✓ Transportation
- ✓ School Climate (lack of friends, bullying, no school connection)
- ✓ Health related
- ✓ Substance use/gang involvement

Strategies to Overcome Challenges

- ✓ Expanded Learning
- ✓ Family Engagement
- ✓ Accessible Community-based Programs
- ✓ Summer Engagement/Bridge Programs
- ✓ Restorative Approach

Partnerships

- ✓ Let the data guide you to who needs to be at the table
- ✓ Find mutually beneficial relationships
- ✓ Share space and resources
- ✓ Invite partners on campus to serve families
- ✓ Families as partners and peer supports
- ✓ Share data! Remove barriers



BOYS & GIRLS CLUBS
OF GARDEN GROVE

Christina Sepulveda

Boys & Girls Clubs of Garden Grove

csepulveda@bgcgg.org

NSLA's 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

WHEN WE TALK ABOUT SUMMER LEARNING...



**WE'RE REALLY TALKING ABOUT
THREE MAIN GOALS:**

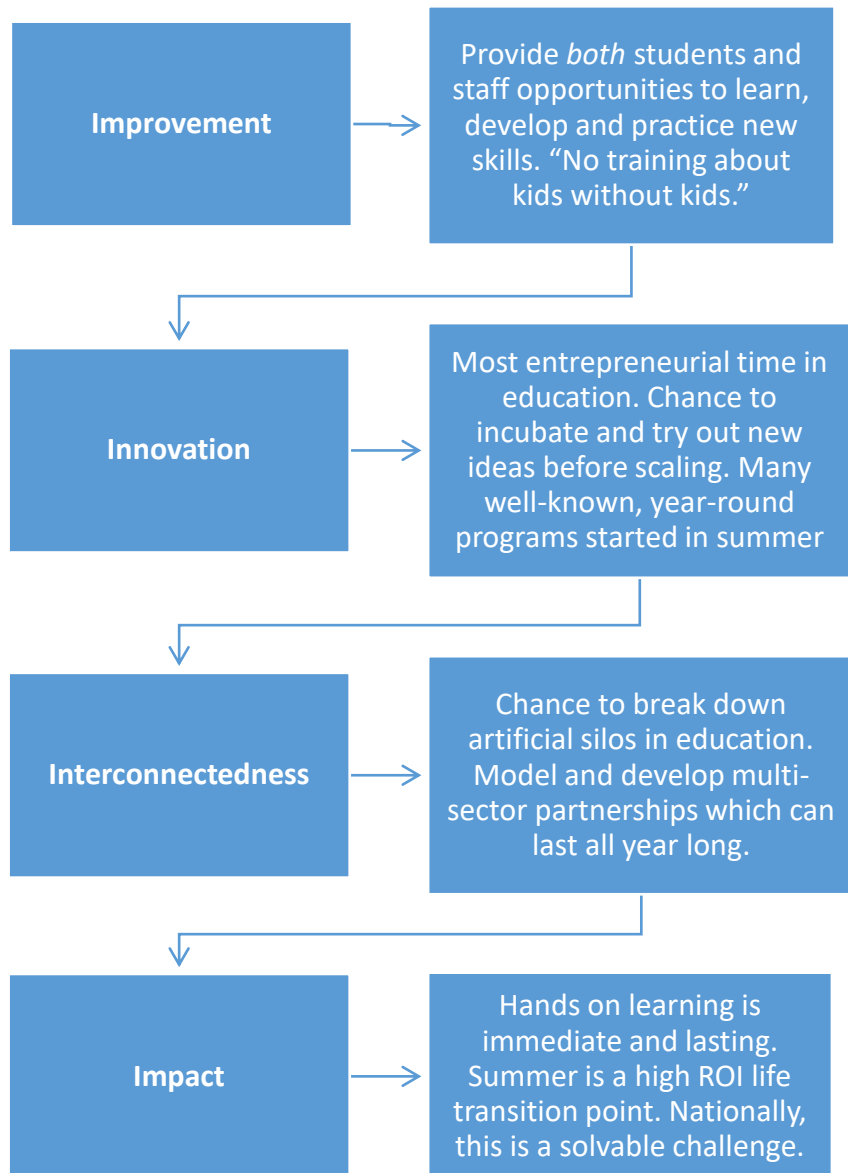
FIGHTING INEQUITY

CREATING OPPORTUNITY

BUILDING COMMUNITY

**Please write in the chat the name of one
student helped by programs you support**

Start with “The Why” -- NSLA’s 4 I’s of Summer



Broad Distinctions Between Summer School vs. Summer Learning

Summer School	Summer Learning
<ul style="list-style-type: none">• Remedial Education• Punitive and Boring• School building based	<ul style="list-style-type: none">• New and Accelerated Learning• Exciting, Engaging, Experiential• Variety of Settings
<ul style="list-style-type: none">• Academic only focus	<ul style="list-style-type: none">• Combines Academics, Health, Enrichment, SEL
<ul style="list-style-type: none">• Mandatory only for some students• Adults decide all	<ul style="list-style-type: none">• Voluntary and Open to all• Student Voice, Choice, and Leadership
<ul style="list-style-type: none">• Feels no different than school	<ul style="list-style-type: none">• Unique and Special Experience & Culture

Why Plan for Summer Now



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](https://www.nwea.org/)



COVID-19's Impact on Mental Health

- American Academy of Pediatrics recently declared a national state 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



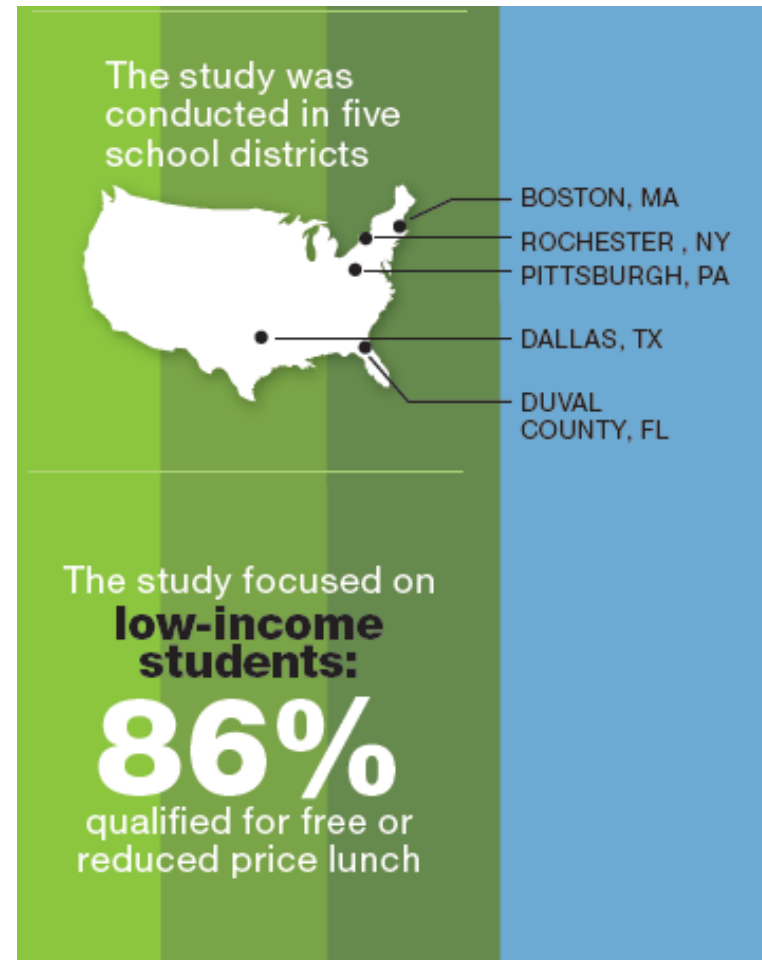
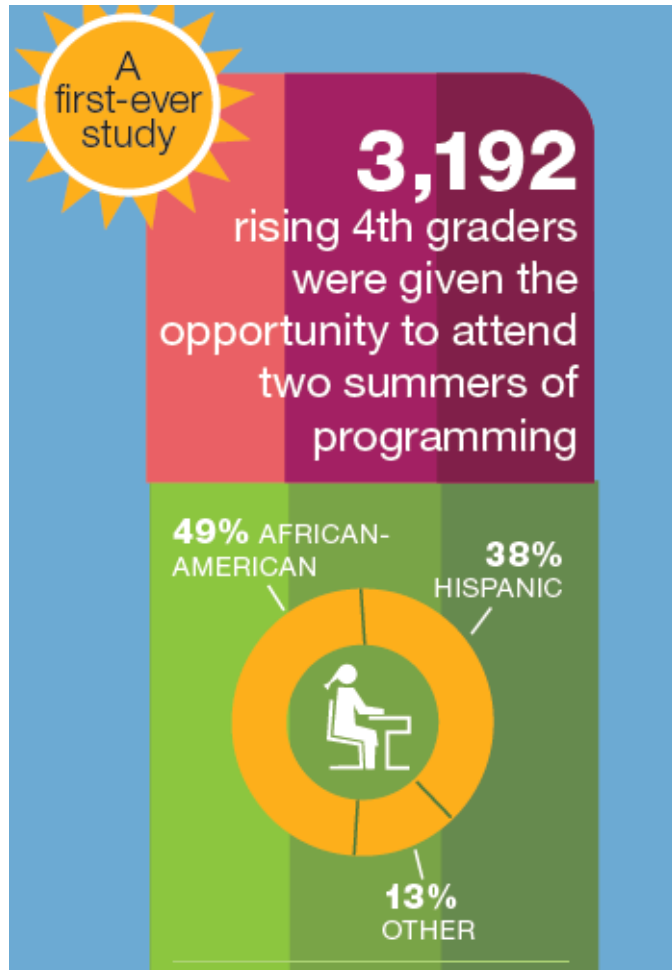
USING DATA TO MAKE DECISIONS

NSLA's *Community Indicators of Effective Summer Learning Systems* identifies six 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



We Know What Works: High-Quality Programs



Elements of Success
RAND Research Study

Meet ESSA Tier 1
standards

5 week minimum

School-based

Academics + enrichment
+ SEL

RESOURCES TO CHECK OUT



Building Resilience in Youth Through Summer Experiences



The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement



Shaping Summertime Experiences



2022 Summer Learning Toolkit – Michigan



Helping Students in Troubling Times

Shift Programming to Respond to Challenges

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

Reimagine and Reconfigure Program Models

- 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 Mindset

- 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.

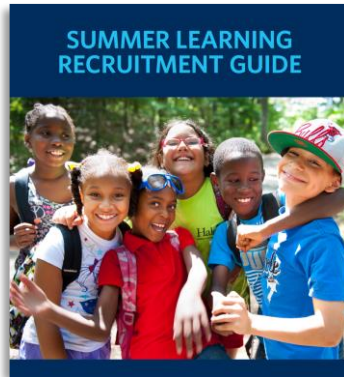
Focus on the “Fierce Urgency of Now”

- 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?

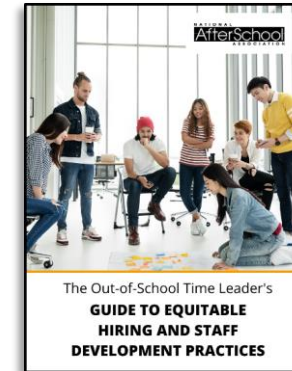


Discover Summer Program Submission Form: <https://bit.ly/3uSq8l0>

RESOURCES TO CHECK OUT



Summer Learning Recruitment Guide



Out-of-School Time (OST) Leader's Guide to Equitable Hiring and Staff Development Practices



InPlay Informational Flyer



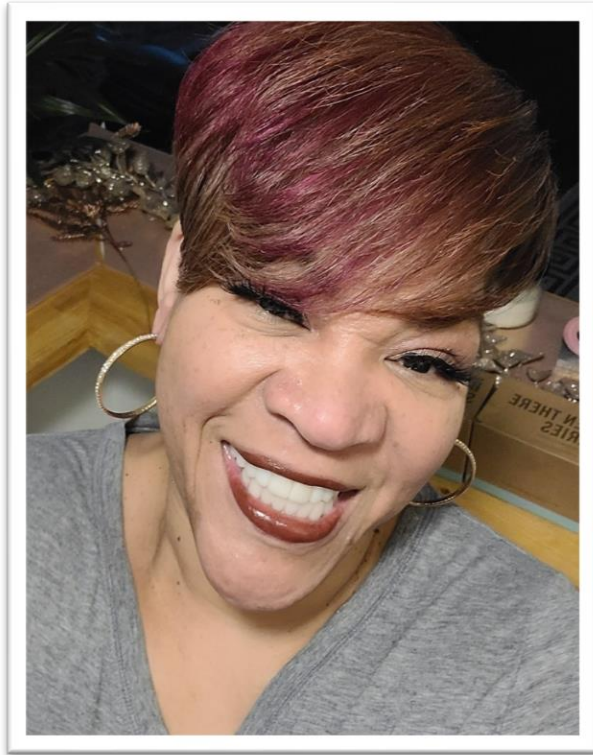
Wallace Summer Planning Toolkit

UPCOMING EVENTS & RESOURCES

- DiscoverSummer.org
- Consulting <https://www.summerlearning.org/training-and-support/>
- National Summer Learning Week July 11-15, 2022
<https://www.summerlearning.org/summer-learning-week/>
- Summer Changes Everything National Conference October 24-26, 2022
<https://www.summerlearning.org/national-conference/>
- Professional Summer Learning Communities: <https://www.summerlearning.org/plc/>



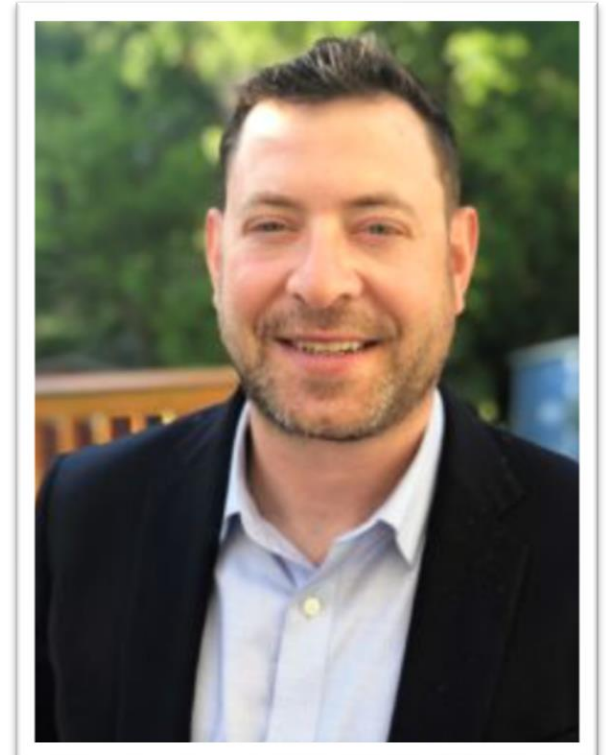
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Aaron Philip Dworkin
Chief Executive Officer
National Summer Learning Association



Key Resource: Attendance Awareness Website

- ✓ **Download our free social media materials and share with local districts**
- ✓ **Proclaim September Attendance Awareness Month building off our sample proclamation**
- ✓ **Join our listserv: 34,000+ members**

PROMOTE THE CAMPAIGN



Sign up for updates:

www.awareness.attendanceworks.org



Opportunities to Promote AAC 2022!

Share the Attendance Awareness website:
<http://awareness.attendanceworks.org/>

✓ Like us on Facebook



✓ Tweet using #schooleveryday @attendanceworks

✓ Add a badge to your signature line or materials





**National Community Schools &
Family Engagement Conference**

**Uniting for Every
Child's Opportunity**

**Los Angeles
June 1-3, 2022**

Reflect.

Transform.

Soar.



**To Learn More or to Register, Visit
<https://bit.ly/CSxFE22>**



Feedback

Please let us know how we can improve:

<https://www.surveymonkey.com/r/AAC-April-2022>

Thank you!



Webinar Recording

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

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

And special appreciation to our philanthropic partners!

Heising-Simons Foundation