Welcomed:

Embracing Students, Families and Educators In the New School Year

Attendance Awareness Campaign 2021 — Webinar 3 of 4

August 4, 2021

www.attendanceworks.org

©2021 Attendance Works. All rights reserved. Materials provided under the Apache License v. 2.0 as given at https://www.attendanceworks.org/resources/usage-policy-customizing/

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

IEL Institute for Educational Leadership
Innovation. Equity. Leadership.

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

Joline Collins, Program Manager of Leadership Development, IEL

II. Attendance Awareness Campaign and Key Concepts

Kwesi Rollins, Vice President for Leadership & Engagement, IEL
Hedy Chang, Executive Director, Attendance Works

III. Panel: Building Bridges To School

- ***Reverend Larry Simmons,*** *Executive Director, Brightmoor Alliance; Pastor, Baber Memorial AME Church; Co-founder, Every School Day Counts Detroit*
- ***Abe Fernandez,*** *Vice President of Collective Impact & Director of National Center for Community Schools at Children's Aid*
- ***Eric Gordon,*** *Chief Executive Officer, Cleveland Metropolitan School District*

IV. Closing Reflections

Kwesi Rollins, Vice President for Leadership & Engagement, IEL

Convening Partners
AAC 2021

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

Thank You to Our Corporate Sponsor for this Webinar!

2021 Attendance Awareness Campaign Sponsor

KAISER PERMANENTE®

Attendance Awareness Campaign 2021 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 *(recorded)*

Committed: Supporting Attendance and Participation to the Very Last Day of School, Wednesday, April 14, 2021**:** 11am-12:30pm PT / 2pm–3:30pm ET

Webinar 2 *(recorded)*

Engaged: Using Summer to Connect with Students and Families, Wednesday, May 26, 2021: 11am-12:30pm PT / 2pm–3:30pm ET

Webinar 3 *(today)*

Welcomed: Embracing Students, Families and Educators in the New School Year, Wednesday, August 4, 2021: 11am-12:30pm PT / 2pm–3:30pm ET

Webinar 4

Fully Present: Leveraging Attendance Data to Ensure Ongoing Success, Wednesday, September 29, 2021: 11am-12:30pm PT / 2pm–3:30pm ET

2021 Theme: Rebound with Attendance!

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.**

2021 Theme: Rebound with Attendance!

Key Messages

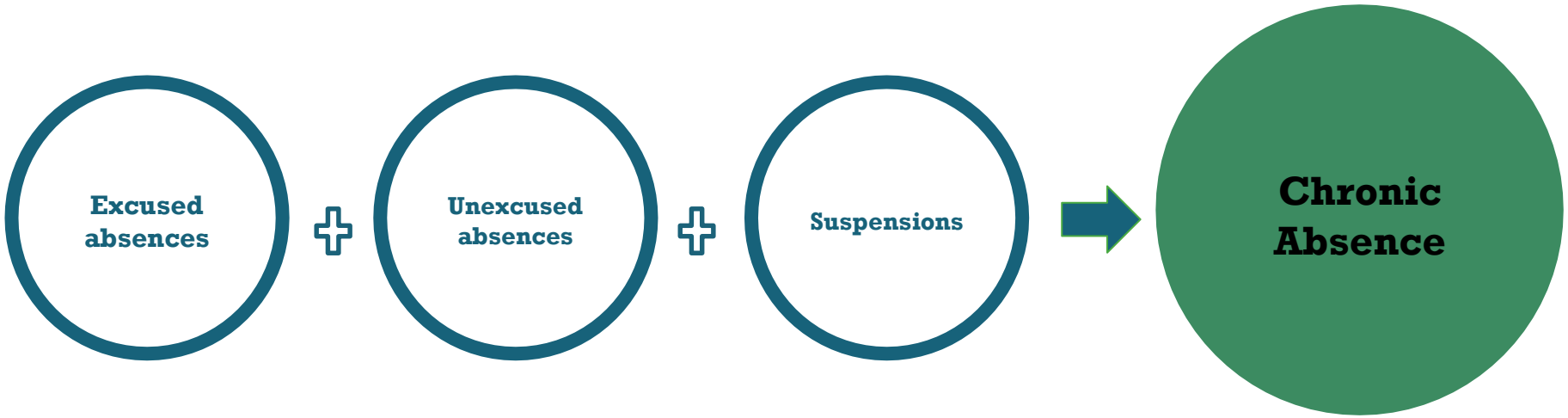
4. **A positive, problem-solving approach driven by data will improve attendance.**

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.**

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.**

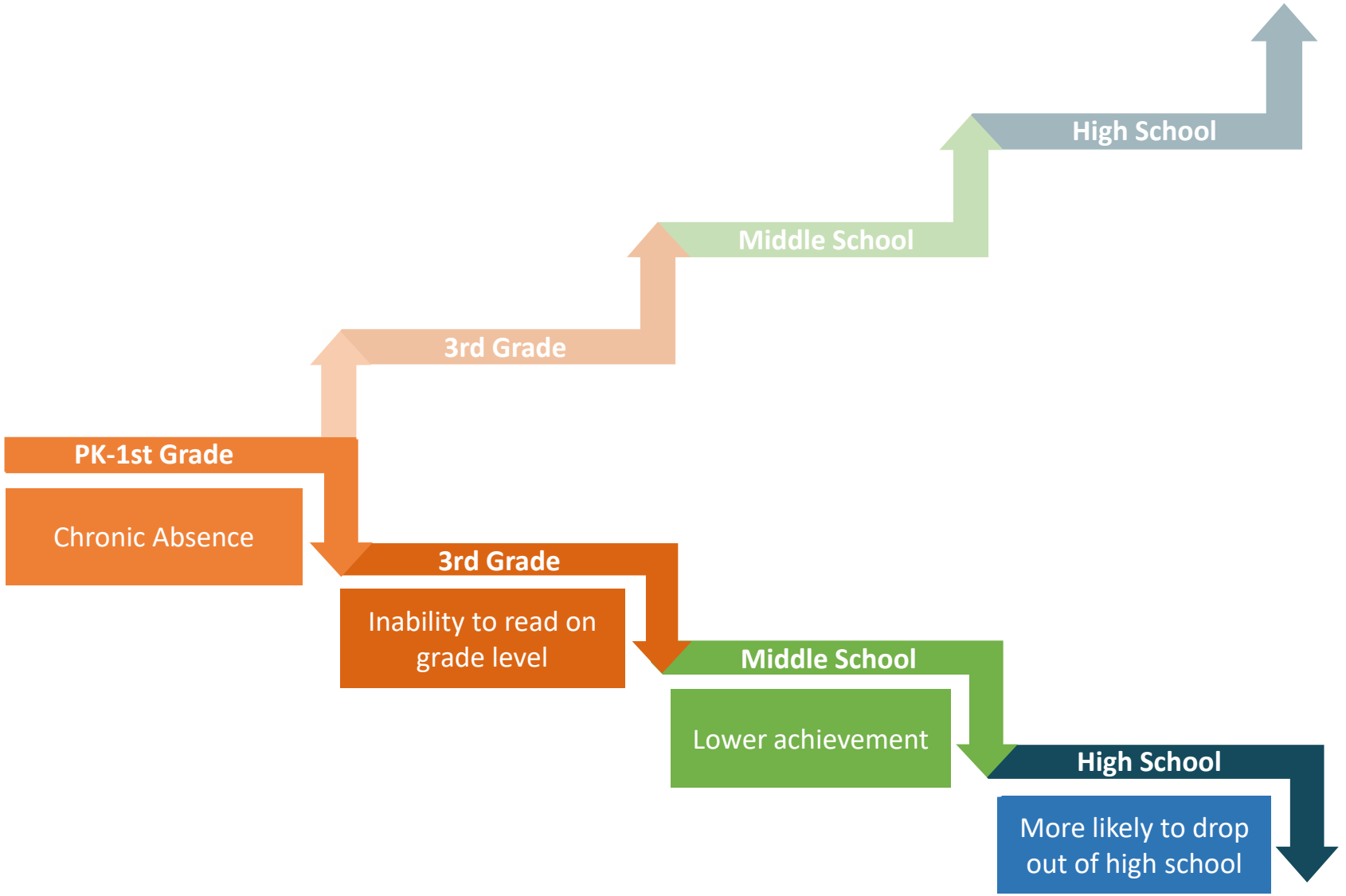


Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

What is the relationship between absences and equity?

Chronic absence is a *leading* indicator and a *cause* of educational inequity

Improving Attendance Matters



Impact of Covid-19 on Attendance/Absenteeism

Before March 2020	During SY 2020-21
Daily attendance taking required in all states	Daily attendance only required in 31 states+ DC
Consistently measured across states, districts, schools and grades; hard to manipulate	Varies significantly for remote learning by locality and type of instruction
Easily captured and analyzed	Participation data for remote learning captured in LMS but not easily downloaded to SIS
Research supports use of missing 10% of school for early warning	Lack research on remote early warning metrics; absenteeism could underestimate challenge
Chronic absence must be included in state report cards (ESSA)	Chronic absence must be included in state report cards (ESSA)
37 states use it for school accountability	Public reporting of disaggregated chronic absence data required to waive accountability

Present Danger:

Solving the Deepening Student Attendance Crisis

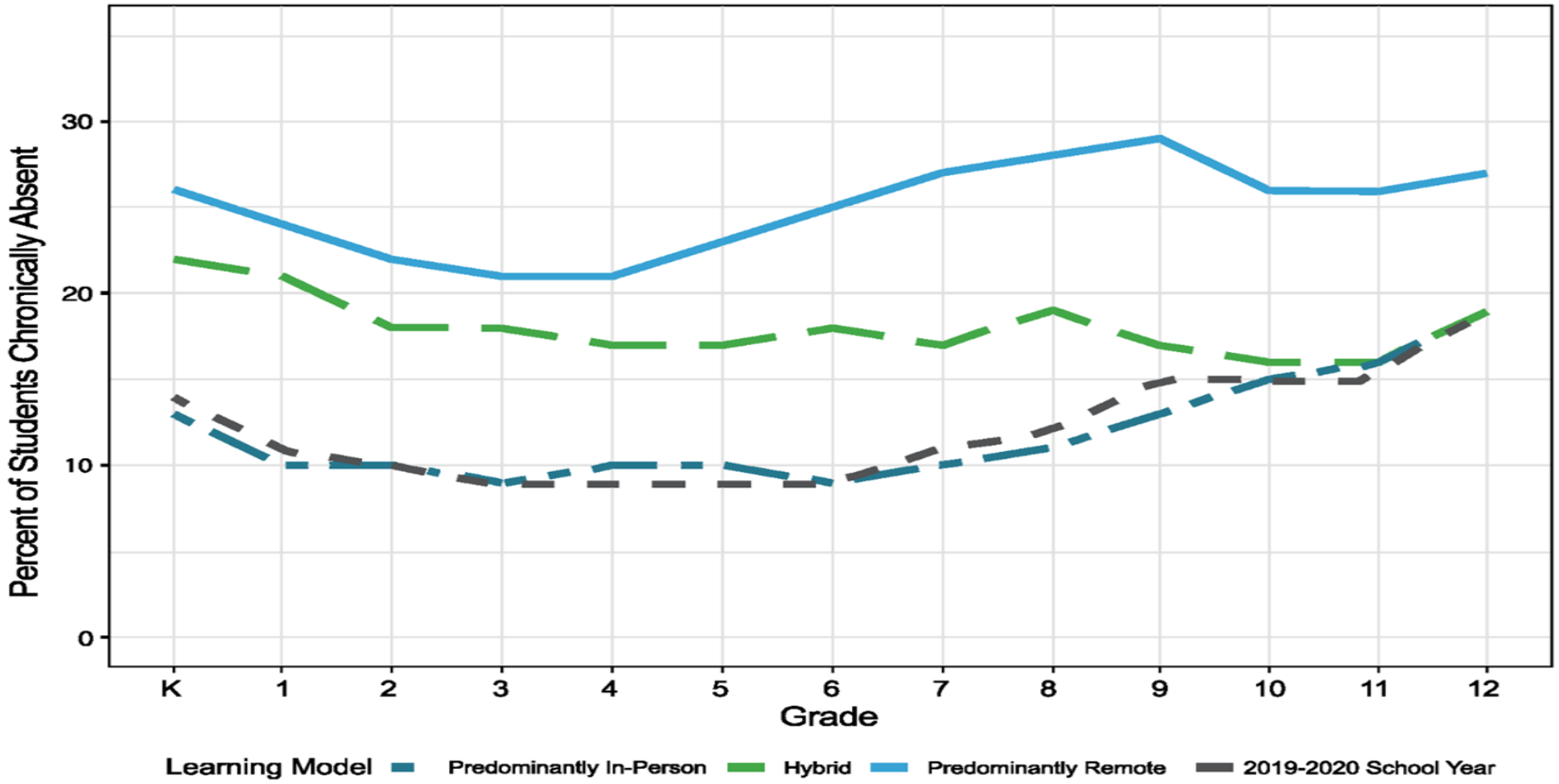
A new report from FutureEd takes a deep dive into 5 large school districts working with EveryDay Labs.

- Not only are more students missing school, they're missing many more days. The extent of "extreme chronic absenteeism," missing half the school year, is way up
- Absenteeism rates are rising faster among younger students
- Disadvantaged students see the biggest jumps in chronic absenteeism rates in every community
- Enrollment declines are most severe in the early grades
- Perfect attendance rates are also up, likely a mirage created by the changes in measuring attendance in the pandemic

https://www.future-ed.org/present-danger-solving-the-deepening-student-absenteeism-crisis/

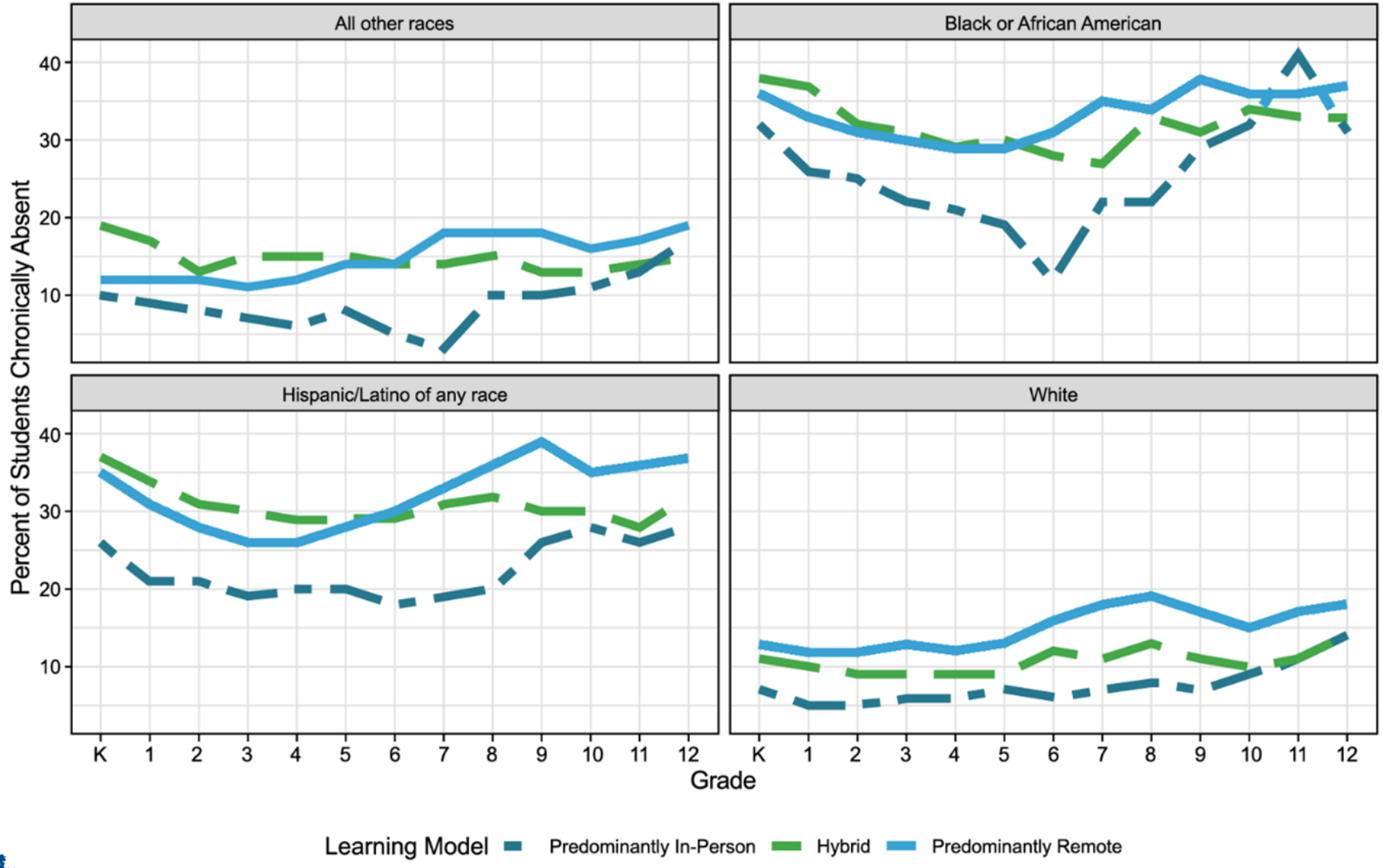
Chronic Absence Patterns and Prediction During Covid-19: *Insights from Connecticut*

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

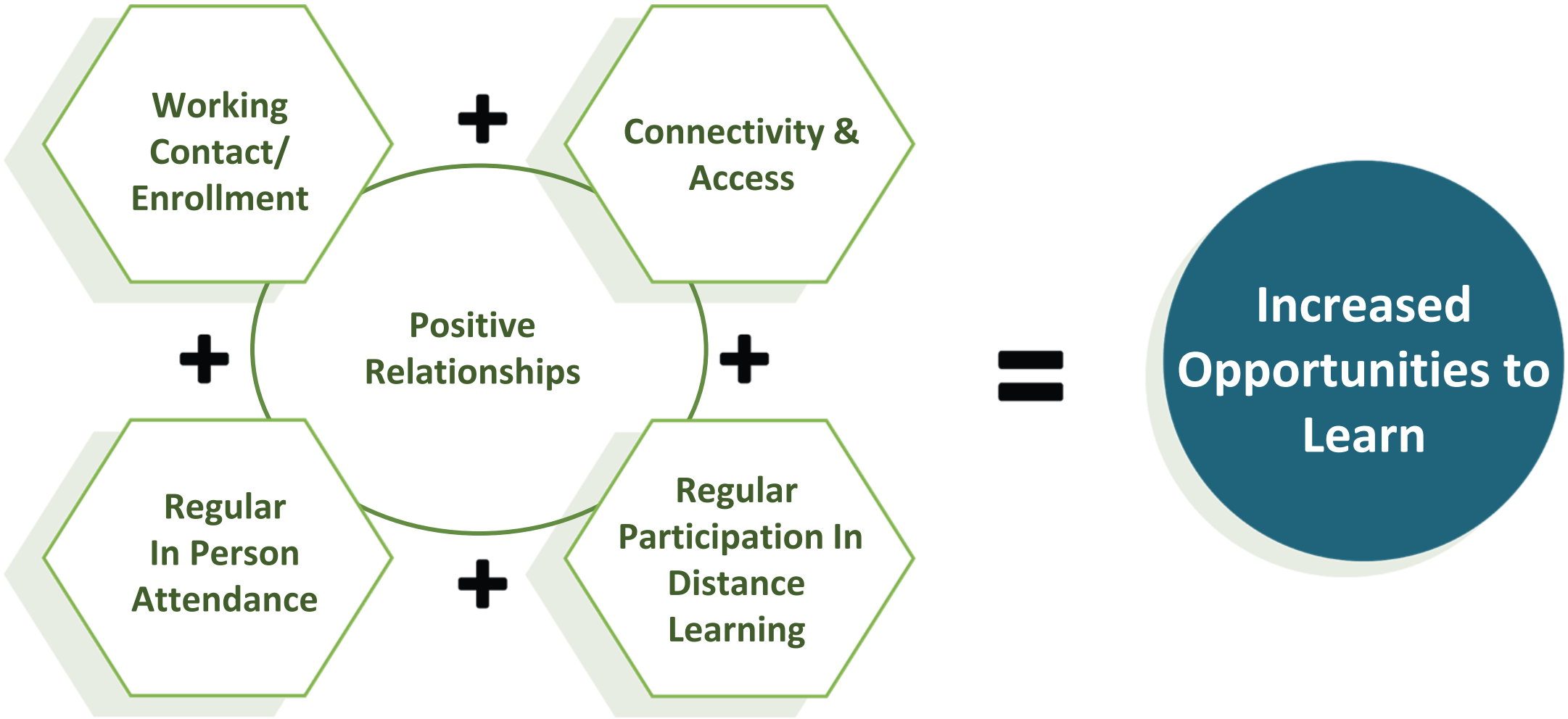


See: *https://www.attendanceworks.org/chronic-absence-patterns-and-prediction-during-covid-19-insights-from-connecticut/*

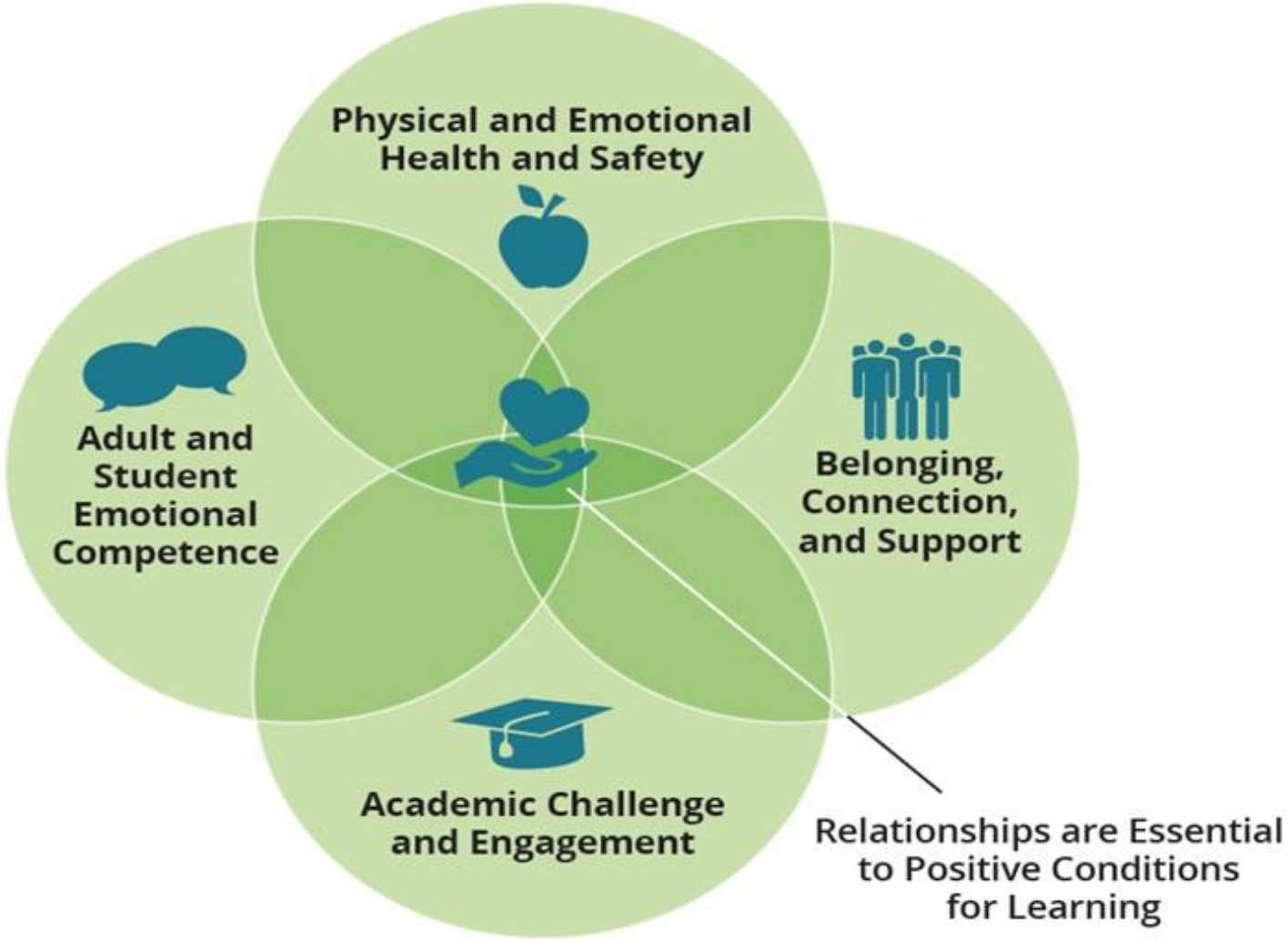
Data shows significantly different patterns by racial group



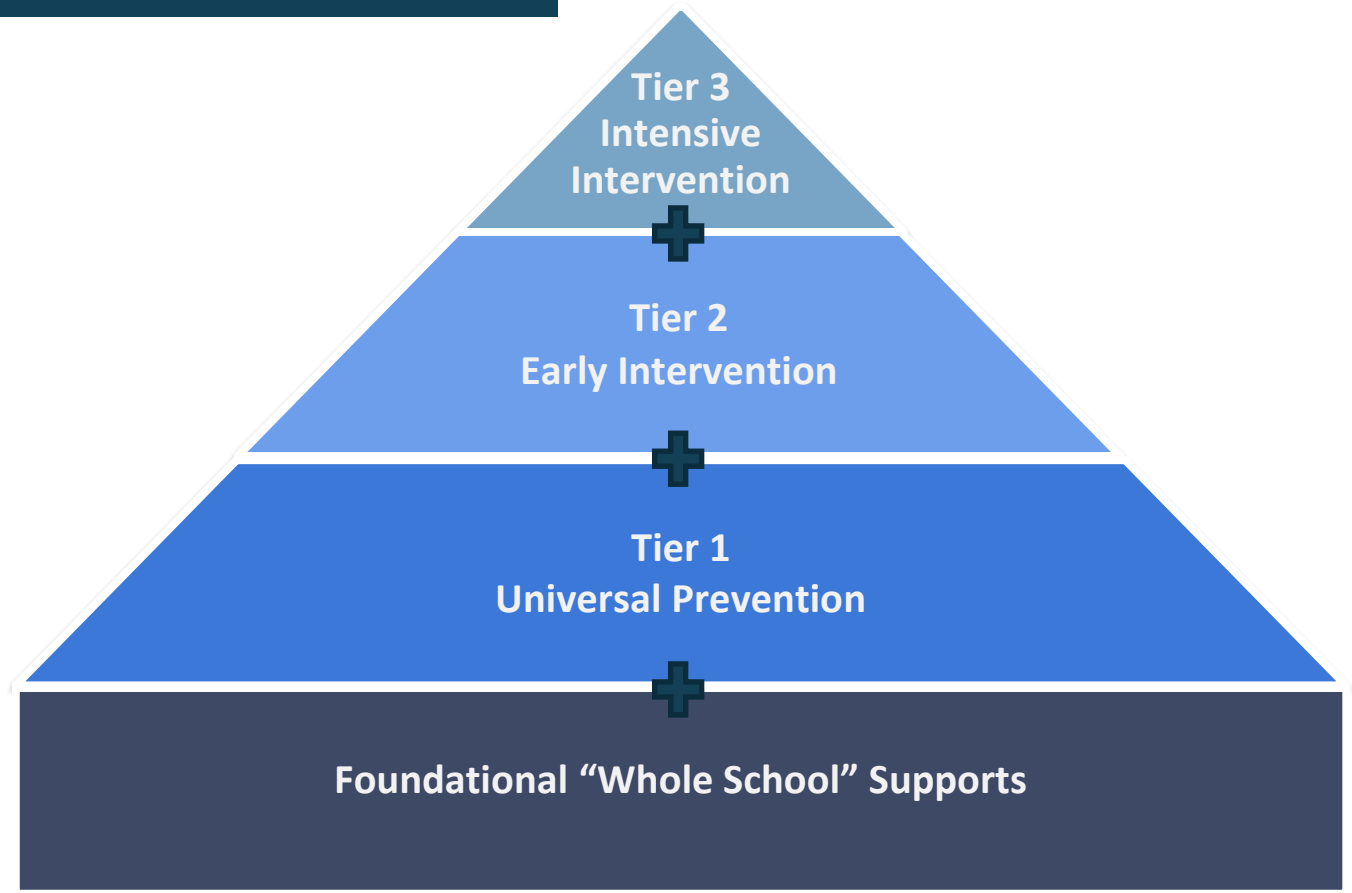
Expanding How to Measure the Opportunity to Learn



Chronic Absence is an Early Warning that Positive Conditions for Learning are Missing Whether Classes are In Person, Distance or Blended



Take a Tiered Approach to Engagement



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

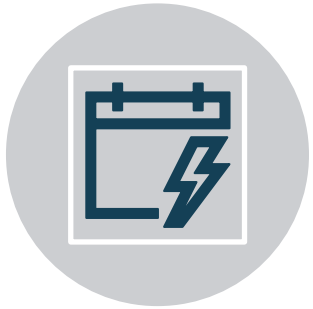
Begin with a strong, "relationship centered" foundation

Given the uncertainties of Covid-19, this relationship building foundation should be in place and sustainable across in-person and remote learning.

Physically healthy learning environment	Enrichment activities and clubs	Positive relationships	Support for families to facilitate learning at home
Access to tech equipment and connectivity	Access to Learning Supports	Routines, rituals and celebrations	A culture of continuous improvement
Welcoming, safe, trauma-informed school climate	Home rooms and/or Advisory	A published schedule of classes	Active engagement of families in planning

Foundational Supports

Topics to Address with Messaging & Communications tor the Return to School



LEARNING OPTIONS & SCHEDULE

HEALTH AND SAFETY

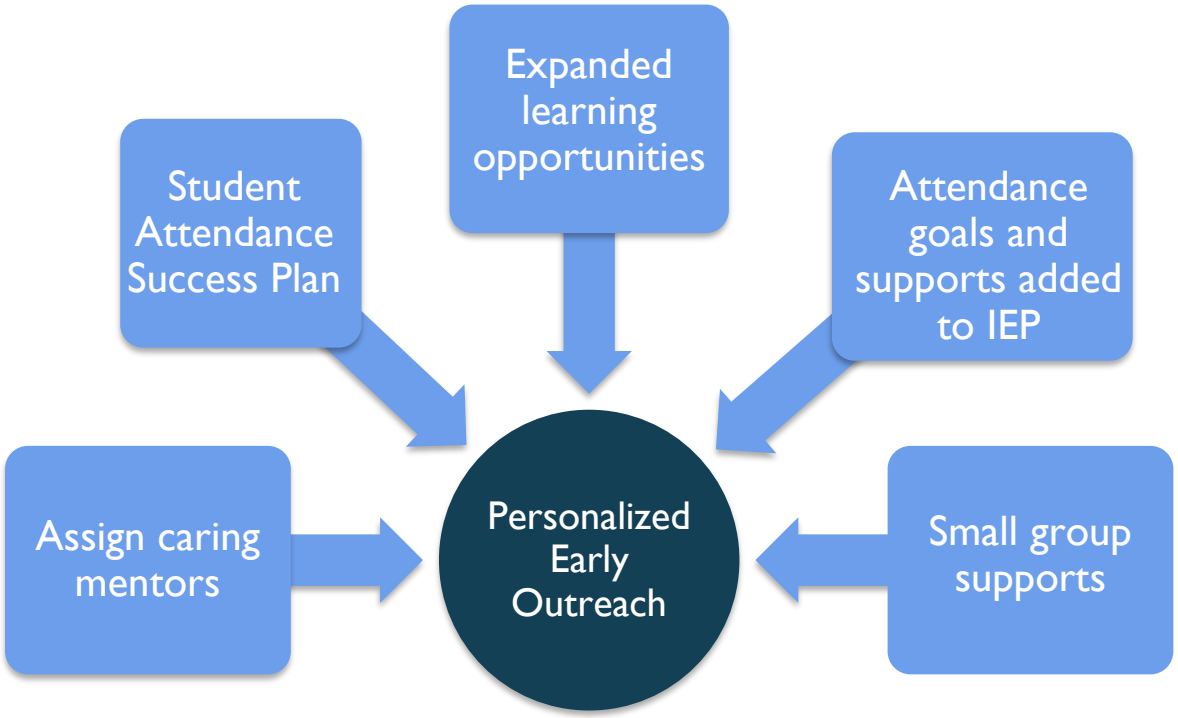
WARM WELCOME

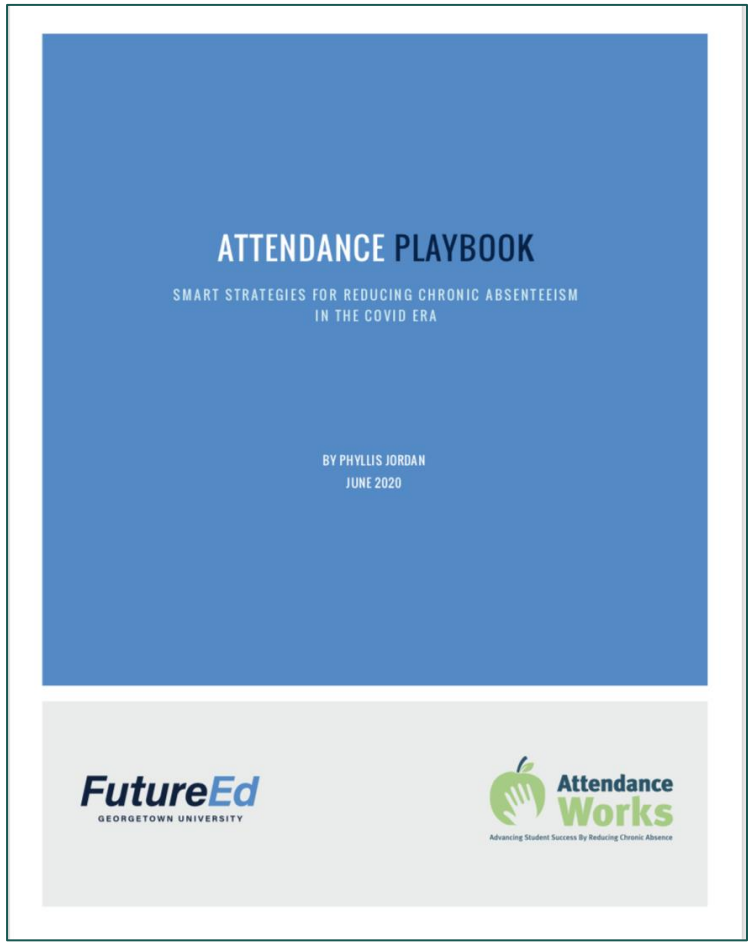
ATTENDANCE & ENGAGEMENT

Tier 1: Universal Attendance Supports

- Clear, concise and consistent communication about schedules and expectations
- Predictable daily/weekly routines, rituals and celebrations related to attendance
- Community building to create belonging and connection
- Taking attendance in a caring manner
- Personalized outreach and communication to families when students are absent
- Recognition of good and improved attendance
- Individual wellness check and connectivity assessments
- Facilitate access to food, health/telehealth and supports for other basic needs
- Regular monitoring of attendance data to activate supports and identify trends

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

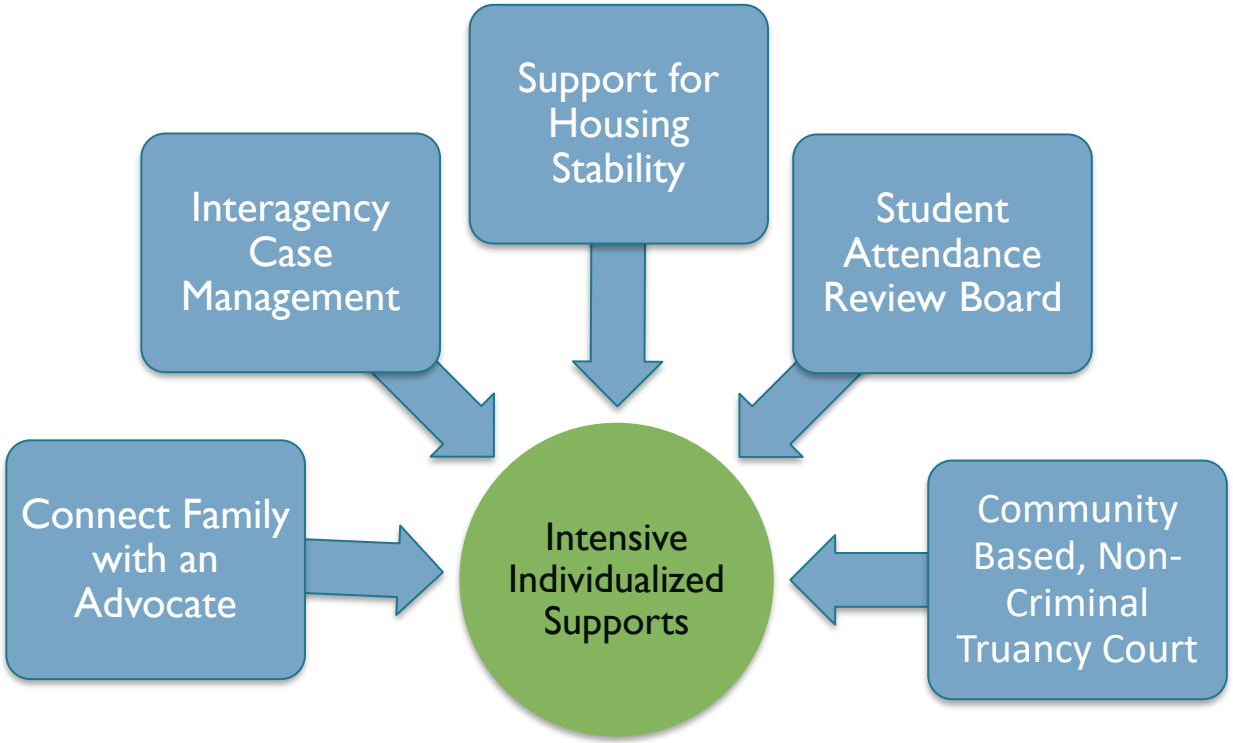


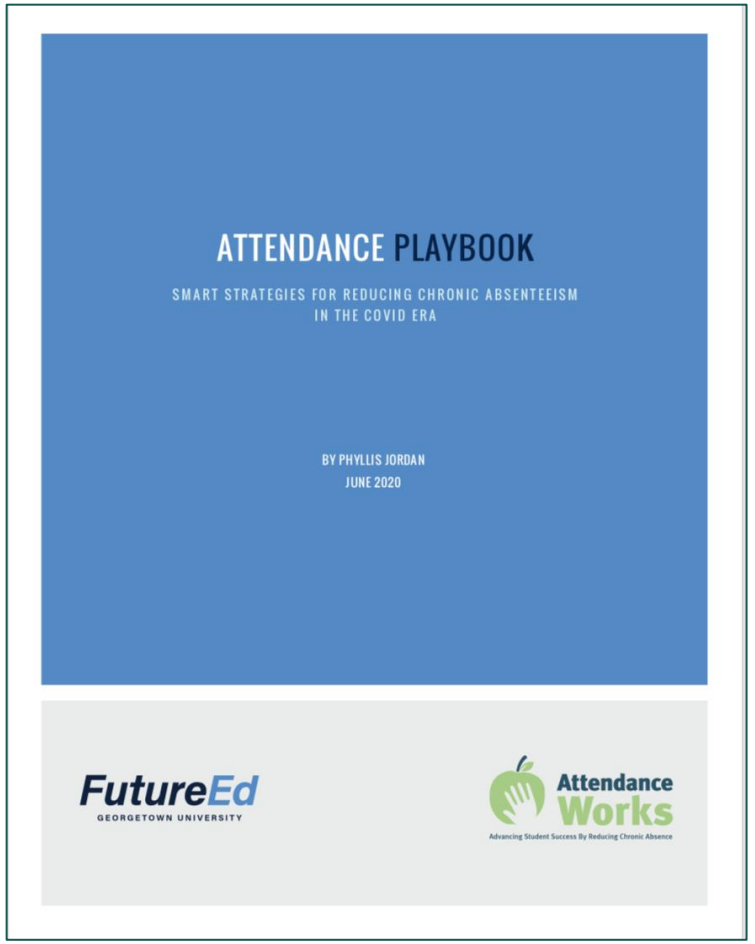


Attendance Playbook: https://www.future-ed.org/attendance-playbook/

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/

Solutions Require Understanding What Factors Contribute to Chronic Absence

Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- 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
- Negative parental attitudes about education

Disengagement

- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits

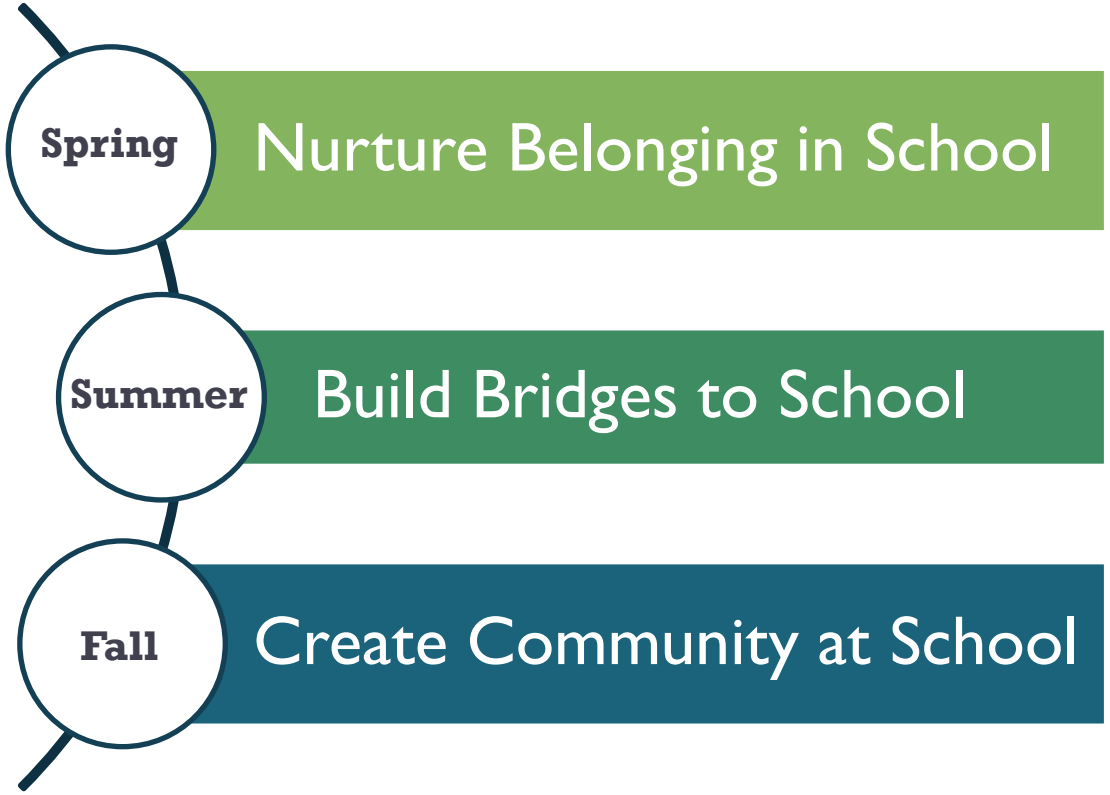
Misconceptions

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

Pathways to Engagement:
A Toolkit for Covid-19 Recovery Through Attendance

Recommended Steps:

1. *Establish your team*
2. *Review data & identify priority groups*
3. *Craft engagement strategies*
4. *Reflect, learn & improve*



Find the toolkit here:

https://www.attendanceworks.org/resources/toolkits/pathways-to-engagement-a-toolkit-for-covid-19-recovery-through-attendance/

Pathways to Engagement:
A Toolkit for Covid-19 Recovery Through Attendance

- ✓ Focus on social and emotional wellness, re-establishing routines and rituals, and building community in the first weeks of school
- ✓ Bring in programming and partnerships that expands the capacity of the school to provide for physical, behavioral, and mental health and wellness
- ✓ Create structures that build and sustain relationships between students, families, and educators (advisories, mentoring, ambassadors, councils, and buddy systems)

Using Data for Continuous Improvement

- How many and which students missed the first day of school?
- How many and which students are participating in remote vs. in-person learning?
- How many and which students are still missing from enrollment lists or lack current working contact information?

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)

What is a Community School?

A community school is a public school—the hub of its neighborhood, uniting educators, community partners, and families to provide all students with top-quality academics, enrichment, health and social services, and opportunities to learn and thrive – ***A Place Where:***

- Families and educators partner with doctors, nurses, social workers, community agencies, businesses, higher education, and others to provide the comprehensive academic and non-academic supports
- Students have a voice in what their school looks like
- Families are respected and engaged
- The wisdom and assets of the community are respected
- Students, families, neighbors, and community partners work with school staff to shape the school's priorities.

Equity in Community School Implementation

Four Pillars of Community Schools

- Expanded Learning Time & Opportunities
- Collaborative Leadership and Practice
- Active Family and Community Engagement
- Integrated Student Supports

Equity in Community School Implementation

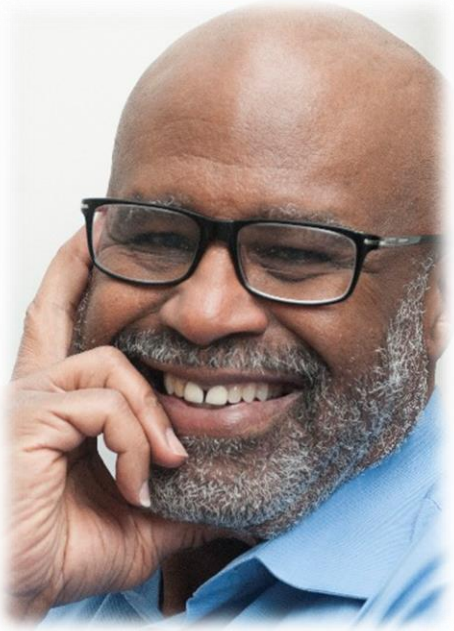
What systems or processes are in place to ensure:

- *equitable* allocation of resources across the four pillars (funding, staff, programs and services)?
- *equitable* access and opportunity for **ALL** students and families (ELL, SPED, immigrants, disabled students etc.)?
- *equitable* decision-making that centers community, family and student voice?
- *equitable* access to relevant data for **ALL** key stake-holders to foster continuous improvement?

COALITION FOR COMMUNITY SCHOOLS

IEL Institute for Educational Leadership
Innovation. Equity. Leadership.

Panelists



Rev. Larry L. Simmons Sr.
Pastor, Baber Memorial A.M.E. Church
Executive Director, Brightmoor Alliance
Co-founder, Every School Day Counts Detroit

Abe Fernández
Vice President, Collective Impact
Director, National Center for
Community Schools at Children's Aid

Eric Gordon
Chief Executive Officer
Cleveland Public Schools

A Community Inspired and Engaged Approach to Reduce Chronic Absence

Where Did We Come from?

EVERY SCHOOL DAY COUNTS
DETROIT
Every Student. Every Day.

Present! In Brightmoor

Community focused on Truancy

2012

EVERY SCHOOL DAY COUNTS
DETROIT
Every Student. Every Day.

DETROIT FINDS

Hedy Chang and Chronic Absence

Attendance Works

Advancing Student Success By Reducing Chronic Absence

EVERY SCHOOL DAY COUNTS DETROIT

Every Student. Every Day.

Two Communities Coming together: Learning

2014

EVERY SCHOOL DAY COUNTS
DETROIT
Every Student. Every Day.

What we have done

EVERY SCHOOL DAY COUNTS
DETROIT
Every Student. Every Day.

PRIORITY 1

Get Serious About Attendance

Students Have to Show Up to Learn

What We Know

Students who do not regularly attend school are less likely to learn, less likely to graduate, and less likely to succeed as adults in terms of jobs, health, staying out of jail, and other indicators of well-being.

For example, more than 30,000 DPSCD students (over two-thirds of the students) missed 10 or more days of school in 2015-2016, which was considered to be chronically absent at the time. You can't learn if you don't first show up.

Missing School 10 Days or More a Year

30,000+ | DPSCD students (68% of student population)

400,000+ | students statewide (27.4% of student population)

We want to make sure students, families, teachers, and the full community see the importance of attending school every day as our top priority, demonstrated by drastically reducing the "chronic absence" rate (students missing 10 percent or more days of school for any reason).

TACTICS:

- If students don't go to school, they can expect a bleak future. Thus, our community must own responsibility for this issue and execute a broad-based attendance campaign to eliminate chronic absenteeism among Detroit students.
- The local data required to devise targeted solutions are lacking. Make data more consistent and reliable by:
  - Using a single definition (above) for measuring chronic absence. This should be used and enforced statewide.
  - Creating a citywide data system to create a single source of student data across governance types for all appropriate parties. Data should include reasons for absences.
  - Conducting Detroit-specific research on chronic absence and persistent attendance.
- Improve school climate and culture so that kids want to stay in school. Train all school staff in restorative practices as an alternative to "zero tolerance" discipline policies that push students out of school. Reduce the number of out-of-school suspensions/expulsions.
- Increase public and private funding for proven school-based health interventions that help keep students in school, including making school nurses, school mental health providers, and school-based health centers available to all students through strategic partnerships as part of a broad set of school-based health services, community schools, and wrap-around services that address obstacles to attendance.
- Enlist parents and caregivers to help prevent avoidable student absences, making sure Detroit's students are in school every day. Parents and caregivers are critical to the success of this and all our priorities.

"Student absence is a big issue. Schools need a better system on taking attendance to assure parents that their children are in school and learning."

Jaylin Harris, MLK High School student (pictured)

EVERY SCHOOL DAY COUNTS DETROIT
Every Student. Every Day.

Chronic Absence reduction established as Priority 1 of a blue ribbon committee,

The Coalition for the Future of Detroit School Children

2018

Creating Systemic Change

PUTTING IN WORK BEFORE COVID

Engaging 27 schools

Outreaching to Business

Stepping in to rescue an Americorps Mentoring Project

Fighting for an elected board

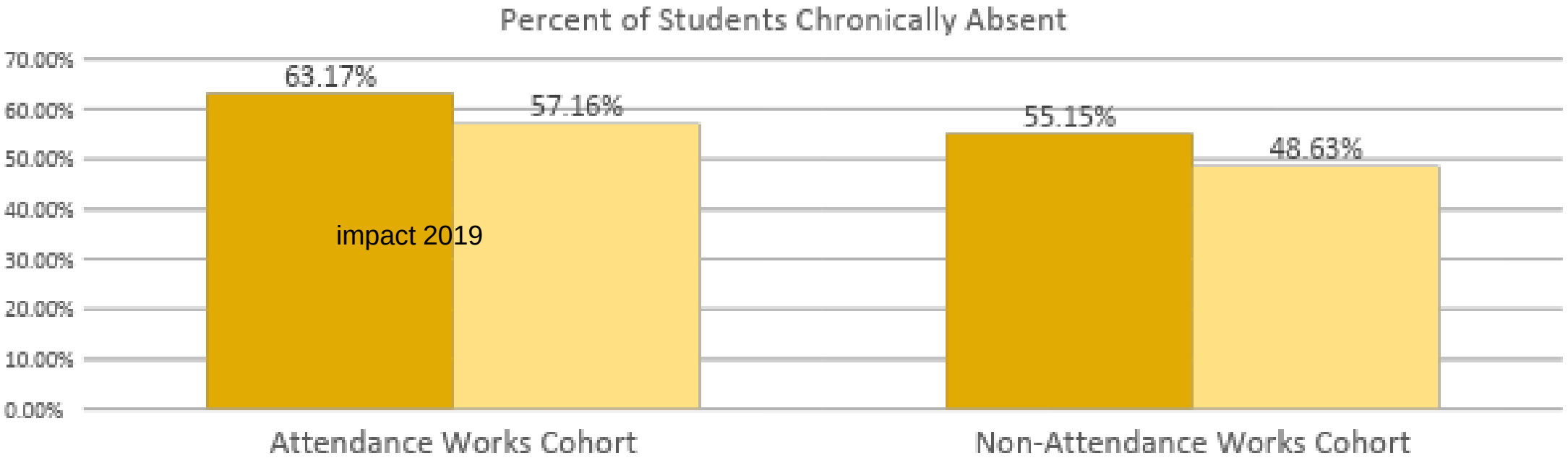
Engaging the new sup

Learning and Building Technical Assistance

Creating CA Messaging

EVERY SCHOOL DAY COUNTS DETROIT
Every Student. Every Day.

Chronic Absenteeism Declines Across Detroit Schools – Not ESDCD alone



2019

7 Years later

EVERY SCHOOL DAY COUNTS DETROIT
Every Student. Every Day.

2020

COVID

EVERY SCHOOL DAY COUNTS
DETROIT
Every Student. Every Day.

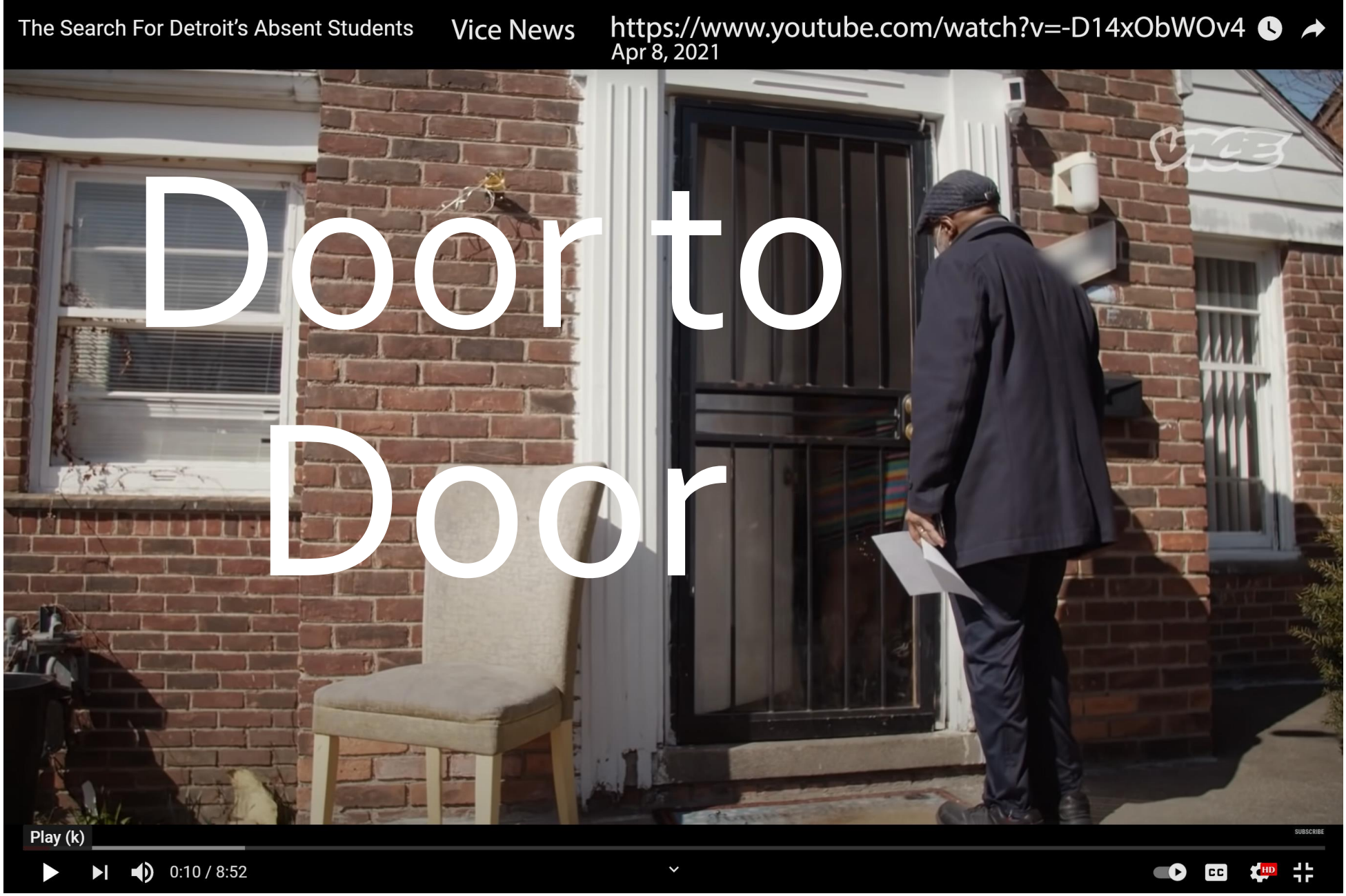
How Did We Respond

EVERY SCHOOL DAY COUNTS
DETROIT
Every Student. Every Day.

Found Missing Students

EVERY SCHOOL DAY COUNTS
DETROIT
Every Student. Every Day.

2021



https://www.youtube.com/watch?v=-D14xObWOv4

EVERY SCHOOL DAY COUNTS DETROIT
Every Student. Every Day.

2021 One on One

https://www.youtube.com/watch?v=-D14xObWOv4

EVERY SCHOOL DAY COUNTS DETROIT
Every Student. Every Day.

Reached Out to Engage Additional Partners

EVERY SCHOOL DAY COUNTS
DETROIT
Every Student. Every Day.

Zoom Meeting Participant ID: 261928

SparkoCam
is using the webcam

Speaker View

Alejandra Gomez | Brightmoor Alliance | Rod Brown | Sallie | Matt H

john broad | Brian Kilkelly - City Year | Ines de Jesus | Laura Bakosh- Inner Expl... | Emma Herdean

Kimberly Johnson | Eric Reed | Leah van Belle | Shaun Cooper | Trinilda Johnson

Christine Bell | Jennifer Erb-Do... | Ramona Rodrigu... | Mariela Brook Trejo

Engaged More Partners

Terry Whitfield | Althanie

Invented New Ways to Bring Parents and Truth Together

an award winning community produced simulcast

With Detroit Public Television

2021

EVERY SCHOOL DAY COUNTS DETROIT
Every Student. Every Day.

Innovated

EVERY SCHOOL DAY COUNTS DETROIT
Every Student. Every Day.
Count Me In!

Learning Centers
News Conference

Skillman and United Way combined to fund learning centers

MEDIA ALERT

WHAT: Every School Day Counts Detroit, a coalition of community organizations and schools working together to support student attendance, has released an open letter as part of its **"Count Me In" campaign**, calling on leadership—public, private, educational, faith-based and philanthropic—to convene immediately to restructure learning for this school year and perhaps beyond.

The letter was drawn concurrent to Governor Gretchen Whitmer and State Superintendent Michael Rice's charge for Michigan officials to account for the 13,000 Michigan children who are have not been unrolled or are otherwise missing from school.

WHY: We cannot wait six more months in hopes that life will return to "normal" next fall. At least 13,000 children are known to be missing from school, with we know several thousand are Detroit children. Empirical and antidotal data both make it clear that by and large, students are not engaged in school, not learning well, and are experiencing mental health challenges. Vaccination alone will not address all the consequences of this pandemic and our urgent immediate crisis. We must account for and care for children NOW.

WHO: Every School Day Counts Detroit members (See attached list)

WHEN: Tuesday, December 22 at 10 a.m.

EVERY SCHOOL DAY COUNTS DETROIT
Every Student. Every Day.

Other Actions we don't have time to discuss right now

- we extended the scope of our efforts to include early childhood in partnership with United Way, Hope Starts Here, and Attendance Works
- we created internet hot spots as urgent response to lack of internet access
- we offered TA, supporting both DPSCD and charter schools by working directly with school leadership and attendance teams, equipping them with local and national research, strategies and best practice for implementation, along with sharing lots of local resources for families and staff on social-emotional and basic needs.
- Conducted research on students' attendance and experience with online learning early in the pandemic, which informed school response
- Administered a representative survey of more than 1,000 DPSCD families to identify how their socioeconomic conditions were affected by the pandemic and what relationship those SES changes may have had on attendance (report to come this fall).
- Documented wide variation in the amount of engagement students were experiencing, ranging from 20 minutes a few days a week to five hours every weekday

Paid Close Attention to How Parents and Students are Doing

- Students and Parents both, depressed, experiencing domestic violence and other negative emotional effects
- Many students struggling to stay engaged
- Confusing and mixed standards adding to the stress of the pandemic
- Students disconnected
- Tech tangle
- Significantly more people talking about homeschooling
- An Upside: Parent and student bonding has often improved

EVERY SCHOOL DAY COUNTS DETROIT
Every Student. Every Day.

School Systems must

Engage parents and students and community at every level

- The Planning Table
- The Implementation Table
- The Monitoring Table
- The Evaluation Table
- The Modification Table

2012

We are the subject matter experts on our children

2022

EVERY SCHOOL DAY COUNTS DETROIT Every Student. Every Day.

EVERY SCHOOL DAY COUNTS DETROIT Every Student. Every Day.

10 Years of Community Creating a Community Engagement Structure to insure parent, student and community voice in all aspects of education

2012

10 years

2022

EVERY SCHOOL DAY COUNTS DETROIT Every Student. Every Day.

EVERY SCHOOL DAY COUNTS DETROIT Every Student. Every Day.

Nothing About Us Without Us!

10 years

2012

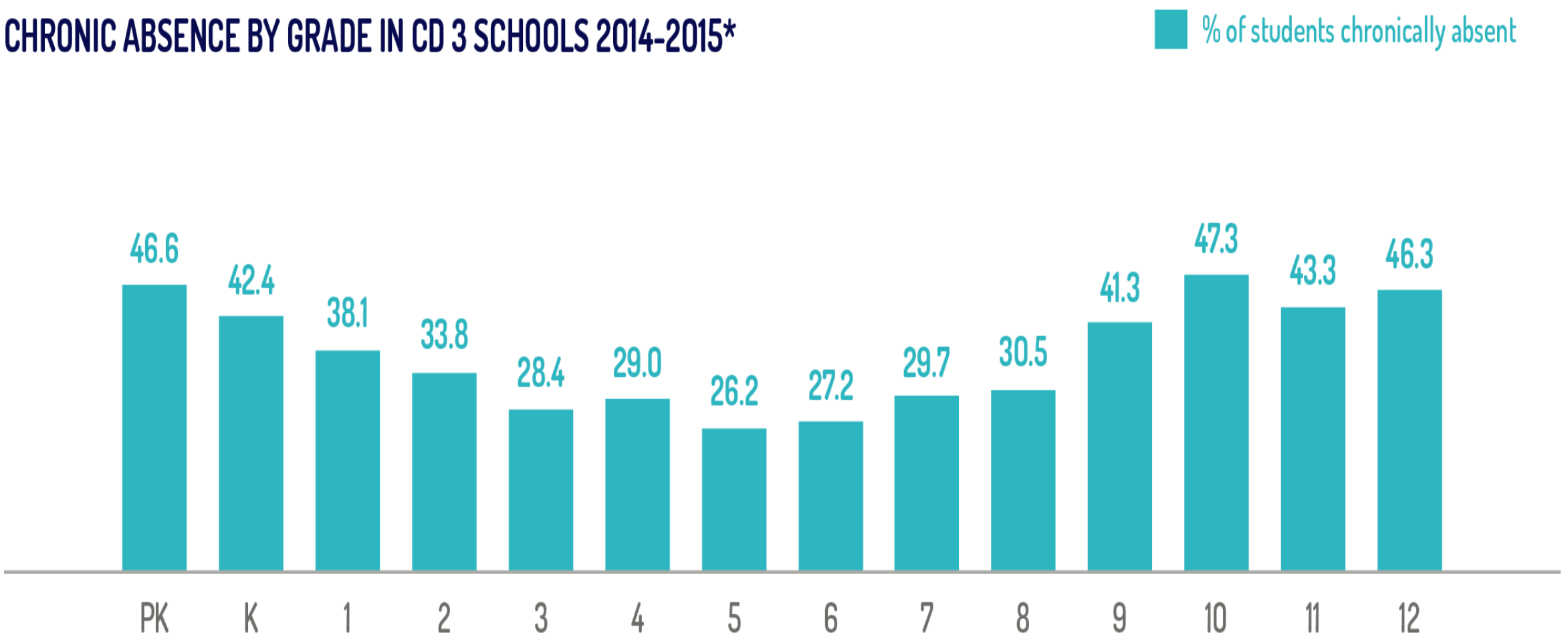
2022

EVERY SCHOOL DAY COUNTS DETROIT
Every Student. Every Day.

EVERY SCHOOL DAY COUNTS DETROIT
Every Student. Every Day.

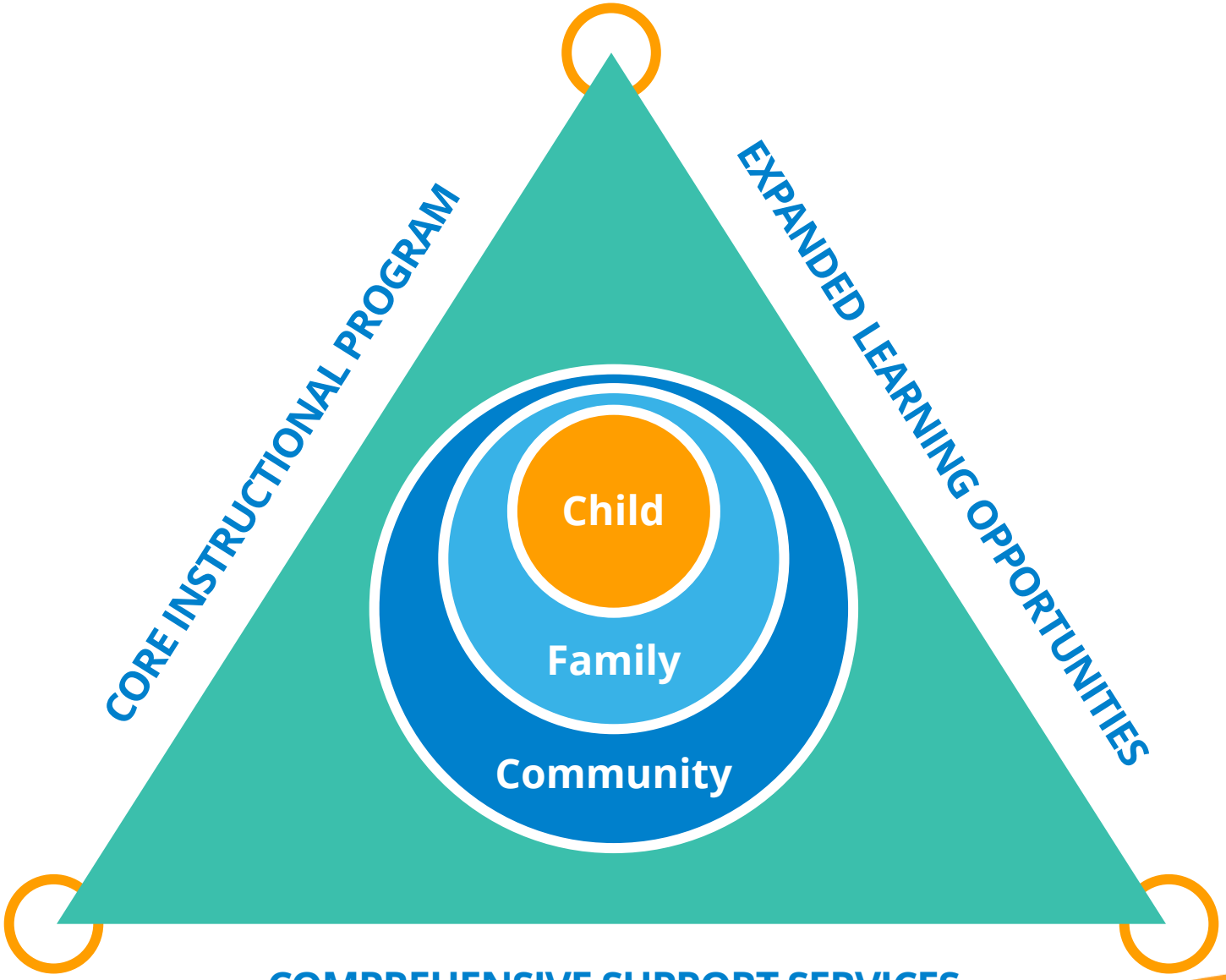
Children's Aid

CHRONIC ABSENCE BY GRADE IN CD 3 SCHOOLS 2014-2015*



Children's Aid

Children's Aid Developmental Triangle



Children's Aid

Children's Aid CS Logic Model

Fulfill core strategic functions and offer responsive, results-oriented supports and services in the four domains: Education, Social-Emotional, Health, and Home.

Implement Core Strategic Functions

- Leadership & Capacity
- Data-Driven Decision-Making
- Advocacy & Policy Change
- Communications
- Resource Development & Coordination
- Community Engagement & Coordination

Ensure High-Quality Programs & Services

Measure Effects

Achieve Outcomes

Fulfill Mission

All community school students succeed and thrive, and we break the cycle of poverty in our target neighborhoods.

Children's Aid

CLEVELAND METROPOLITAN SCHOOL DISTRICT

THE CMSD EXPERIENCE ▸ get MORE

Seizing the global shutdown opportunity!

"For the master's tools will never dismantle the master's house. They may allow us temporarily to beat him at his own game, but they will never enable us to bring about genuine change."

- Audre Lorde

Our vision of learning in the post-pandemic world

In our pursuit of a more fair, just, and good system of education,
it is CMSD's vision that each of our learners,
both each of our scholars and each of their educators,
to be individually and collectively presented
with academically & intellectually complex tasks
that are worthy of their productive struggle
and allow them meaningful opportunities to demonstrate
their work and their learning
of both academic content and transferable skills
in a joyful and adventurous environment.

THE CMSD EXPERIENCE get MORE

Four Design Elements of our post-pandemic learning vision
Competency-Based Education: personalized, mastery-focused learning
School without Walls: flexible time, place, technology, & talent for anywhere, anytime learning
Whole Human Learning: student and educator social, emotional and cultural wellness
Personalized Learner Pathways: equitable, student centered career development

Foundation for design & implementation:

All work must be designed & implemented intentionally, with **equity and inclusion** at the forefront of all decision-making.

THE CMSD EXPERIENCE get MORE

Data and Information Informing our Planning

- CMSD surveyed students, families and educators several times throughout the shutdown to understand perceptions of safety and readiness to return to in-person learning.
- CMSD focused on understanding root drivers to the attendance behaviors we were seeing. For example:
  - PreK & K – parents didn't enroll their children; kept their children at home
  - High schools – students stopped out to pick up jobs
  - Middle school – students sometimes lacked the self-regulation required for much more independent learning
  - Some students thrived as well
- We interviewed and focus-grouped over 500 community members (students, teachers, parents, community leaders, principals, etc.) to determine what our community wanted for our kids post-pandemic
- We've hired some partner organizations to help us to continue to learn how to more fully activate parents directly in their children's learning.

Overall Vision for Reengaging Students and Families

- We know the Attendance Campaign was very effective when launched six years ago.
  - reduced chronic absenteeism by 8.1% percentage points
  - Promoted positive messaging, monitoring attendance data, and addressing barriers
  - Maintained a dedicated internal/external team to support the campaign
- We will re-energize our city-wide attendance efforts with a focus on district, school, and community messaging from the importance of “getting to school” to the importance of “going to school”.
  - **Engage “The CMSD Summer Experience”**
  - **Enroll “The CMSD Experience > Get More”**
  - **Attend Cleveland Browns Stay in the Game! Network**

THE CMSD EXPERIENCE get MORE

Finish, Enrich, Engage

Plans for Welcoming Students Back to School

Strategic partnership with the Cleveland Teachers Union to: call (3,000), door knock (900), and home visit (??) with targeted families with low or no engagement last school year to reengage and reenroll these families

Expand what's working from our Summer Learning Experience with newly hired Parent Ambassadors (one per school) to engage and support families. Highlighted roles/responsibilities below:

- PA's are parents of students enrolled in the District
- PA's connect and communicate with families through face-to-face interactions, phone calls, emails, texts, newsletters, and flyers
- PA's provide families and the community with information and clarification on school/district initiatives and promote school/district activities and refer to appropriate contact

Continue to expand and promote the role of the SYTE Family Support Specialists (licensed social workers)

Addressing the needs of all students

- This fall CMSD will expand, emphasize and/or offer new options to support families such as
  - Schools resume full-time, in-person, five (5) days per week
  - New Remote K-12 school option for families
  - Continuing to extend Say Yes to Education core services and supports with the expansion of an additional 23 SYTE family support specialists
  - Adding a full-time health professional at every school to expand our integrated health partnerships
  - Investing in Restorative Practices and other strategies to reduce the exclusionary discipline of students
  - More inclusive dress expectations to replace rigid “dress code”

Addressing the needs of PreK-8 students

- This fall CMSD will expand, emphasize and/or offer new options to support families such as
  - New addition of encore options (full time arts, physical education, music teachers)
  - Extending the length of the student day
  - New activity bus shuttles for all K-8 schools
  - Expanded extra-curricular and out-of-school time activities

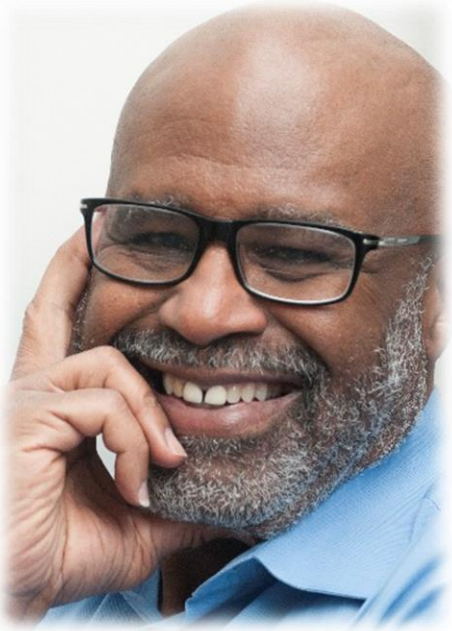
THE CMSD EXPERIENCE get MORE

Addressing the needs of high school students

- Complete the conversion to a full 1:1 technology strategy for students and educators and implementing a four-year device replacement cycle
- Converting high school library/media centers into community, college and career hubs that will be open before, during and after school for student and school community use
- Implement Paid Student Ambassadors to foster Student Voice and Agency which began in our Summer Learning Experience for high school students
- Implement “Linking CMSD Students to Living Wage Careers” collective impact model
- Investing in and expanding our athletic and extra-curricular programs (e.g., adding e-sports)

Cross Cutting Panel Discussion

S. Kwesi Rollins
Vice President for Leadership & Engagement
Institute for Educational Leadership



Rev. Larry L. Simmons Sr.
Pastor, Baber Memorial A.M.E. Church
Executive Director, Brightmoor Alliance
Co-founder, Every School Day Counts Detroit

Abe Fernández
Vice President, Collective Impact
Director, National Center for Community Schools
Children's Aid

Eric Gordon
Chief Executive Officer
Cleveland Public Schools

Key Resource: Attendance Awareness Website

- ✓ Count Us In! toolkit for 2021
- ✓ Download our free social media materials and share with local districts
- ✓ Proclaim September Attendance Awareness Month building off our sample proclamation
- ✓ Join our listserv: 32,000+ members

PROMOTE THE CAMPAIGN

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

Opportunities to Promote AAC 2021!

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

Attendance Resource Spotlight

To support the *Stay in the Game!* Network's commitment to reducing Ohio's chronic absenteeism rate by half over the next 10 years, the Ohio Department of Education issued a call to action for families, educators and community members to prioritize student attendance.

To answer this call, the Department and its partners are offering practical tips, or *Extra Points*, educators can use to increase attendance and engagement during the school year.

CLEVELAND BROWNS FOUNDATION | Ohio Department of Education | PROVING GROUND | COLUMBUS CREW FOUNDATION

Attendance Resource Spotlight

Visit Get2School.org to download attendance campaign materials and resources for free!

STAY IN THE GAME MESSAGE TO EDUCATORS!

STOREFRONT SIGNS

JOEL BITONIO

STORYTIME WITH THE BROWNS

COMMUNICATING THE IMPORTANCE OF ATTENDANCE

VIRTUAL VIDEO MEETING BACKGROUND TEMPLATES

NICK CHUBB POSTER (PDF)

[“17W X “11H]

POSTERS & YARD SIGNS

And special appreciation to our philanthropic partners!

GRoW @ Annenberg

The Heising-Simons Foundation

Webinar Recording

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

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

Feedback

Please let us know how we can improve:

https://www.surveymonkey.com/r/AAC-webinar3-Welcomed

Thank you!