



Every Learning Opportunity Matters: Promising Strategies to Help Students Show Up



Welcome



S. Kwesi Rollins

Vice President for Leadership
& Engagement

*Institute for
Educational Leadership*

Chair, Advisory Board,
Attendance Works

Agenda

I. Welcome

Joline Collins, Program Manager of Leadership Development, IEL

II. Attendance Awareness Campaign

Kwesi Rollins, Director of Leadership Programs, IEL

III. Key Concepts

Hedy Chang, Executive Director, Attendance Works

IV. Panel Presentation and Discussion: Promising Practices

- ❖ *Zeke Cohen, District 1 Councilmember, Baltimore City Council, MD*
- ❖ *Fiorella Guevara, Community School Director, El Puente M.S. 50, Brooklyn, NY*
- ❖ *Erica Forti, Superintendent, East Haven Public School District, CT*
- ❖ *Sheri Hanni, Coordinator, Butte County Office of Education, CA*
- ❖ *Ben Honoroff, Principal El Puente M.S. 50, Brooklyn, NY*

VI. Closing

Kwesi Rollins, Director of Leadership Programs, IEL



About IEL

The Institute for Educational Leadership 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 our website: www.iel.org

Convening Partners

AAC 2020





Theme for 2020

Present, Engaged and Supported!





Key Resource: Attendance Awareness Website

- ✓ Download and share our key messages and free social media materials
- ✓ Proclaim September Attendance Awareness Month building off our sample proclamation
- ✓ Join our listserv: 32,000+ members

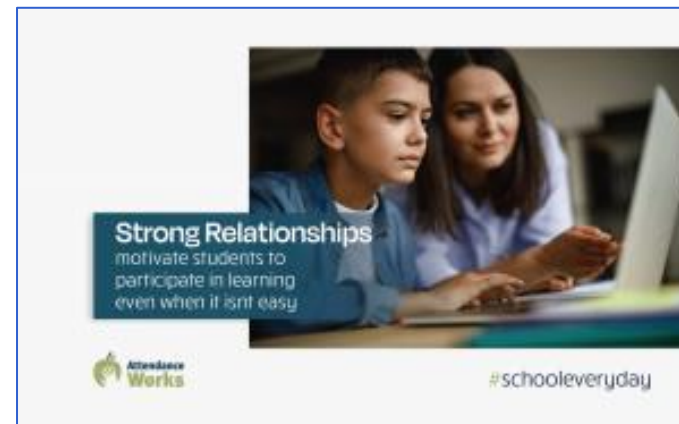
PROMOTE THE CAMPAIGN



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

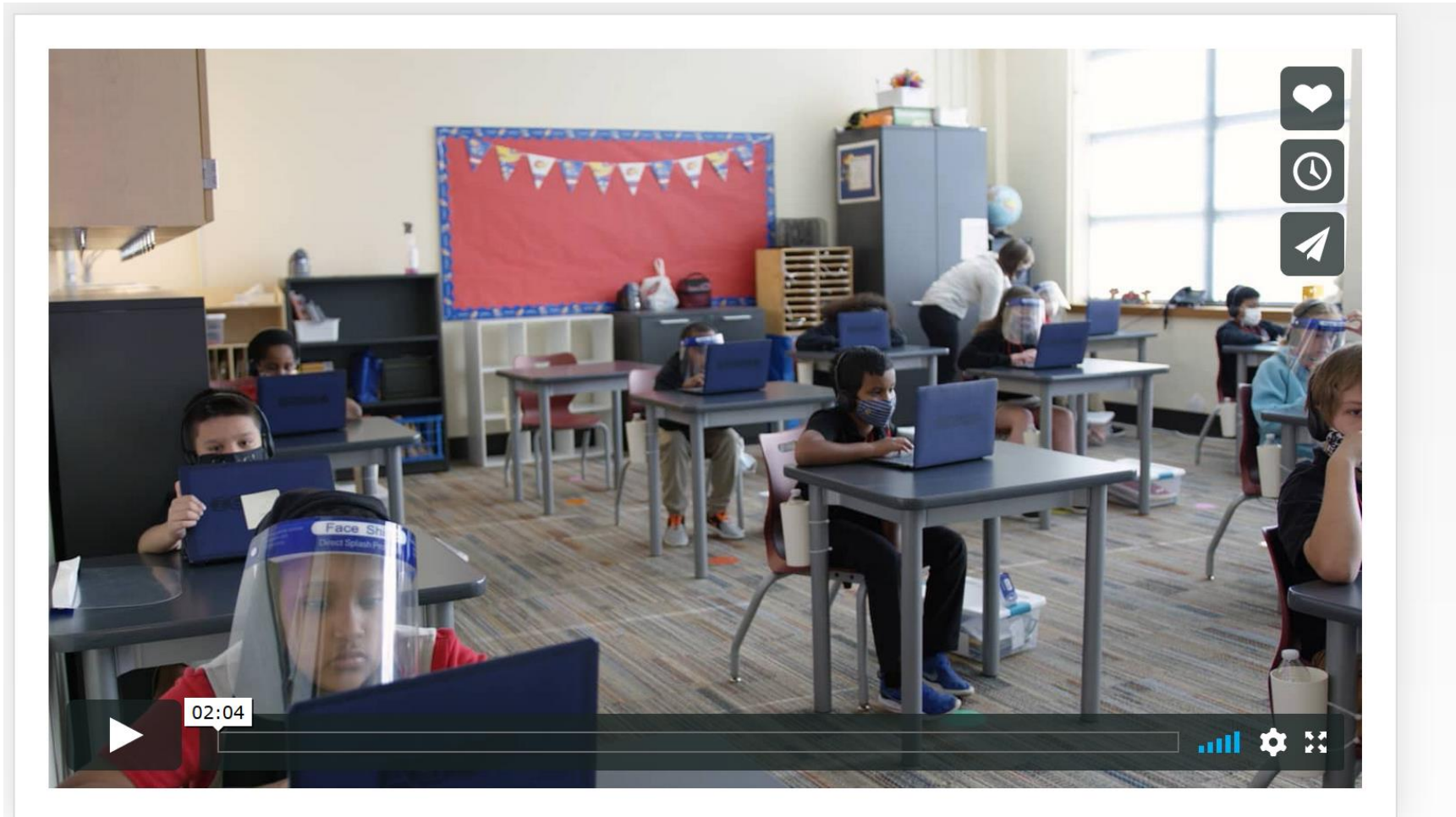


2020 Social Media Images



<https://awareness.attendanceworks.org/social-media/>

Celebrating Local Innovation



**New Attendance Videos from United Way Greater Kansas City for
Hybrid and Distance Learning**



What We Know...

Family and community engagement, partnership and deeper collaboration is **ESSENTIAL** for getting through these crises with minimal damage **AND** advancing teaching and learning goals **AND** improving student outcomes.

Community Schools were more prepared to meet the needs of students and families impacted by COVID-19. At the systemic level, Community Schools are a local engagement strategy where:

- Schools and partners across the community come together to coordinate resources and accelerate student success.
- There is a focus on the whole child, integrating academics, services, supports and opportunities.

Leadership Matters. Now is the time to engage all stakeholders and avoid taking shortcuts. Resist the urge to work in silos and continue to engage with other departments and external partners.



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



Hedy Chang

Executive Director
Attendance Works



Covid-19 Reinforces the Critical Importance of These Approaches:

- ❖ **A whole child/family approach** to education that pays attention to social and emotional well-being and school climate along with academics and recognizes families as the first teachers of their children.
- ❖ **Positive, clear and timely communications** about school schedules, policies, and practices
- ❖ **Integrated virtual and in-person learning** that supports different learning styles and making up for classwork when students face challenges (e.g. health or transportation) getting to school.
- ❖ **Addressing inequitable access** to resources and supports with significant attention to monitoring **absenteeism** (missing too much school) to promote prevention and early intervention vs. punitive action.
- ❖ **Promote integrated strategies** by working across departments and organizations, including supporting an investment in community schools and leveraging the assets of community partners and health providers.



Why Should We Care?

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

Five Ingredients of a Systemic Approach to Reducing Absenteeism



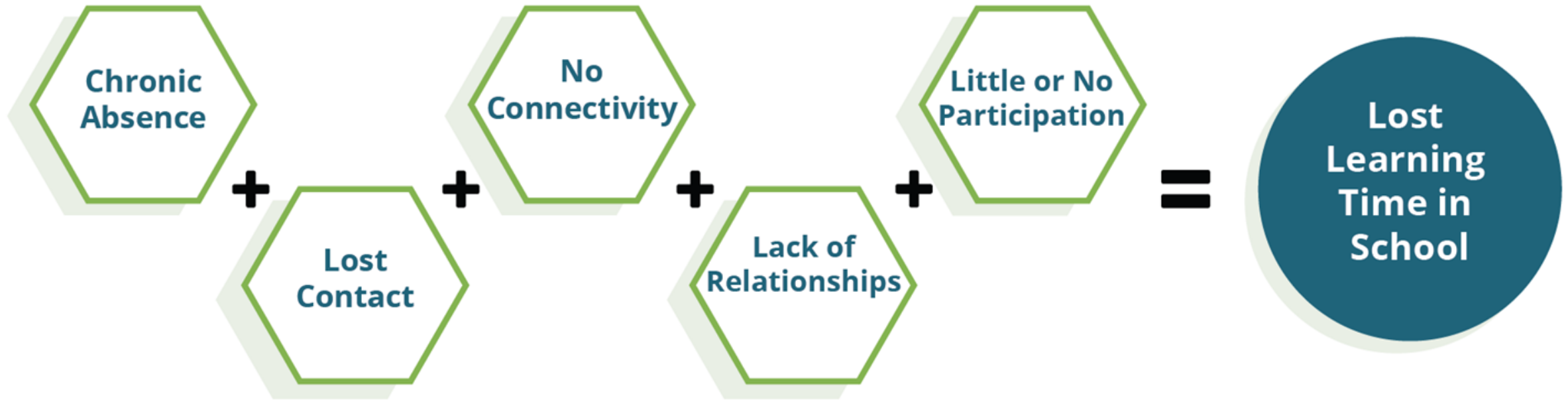


A New Data Framework is Needed for Distance Blended / Learning

A new framework for attendance and absenteeism data is needed to:

1. Encourage states, districts and communities to monitor lost learning time in school in order to promote student success regardless of ESSA accountability.
2. Adopt a holistic approach to data collection that informs current and future efforts to improve conditions of learning
3. Promote a tiered approach to supporting students beginning with prevention.
4. Strategically target investments that address the digital divide, lack of supports (health, economic, nutrition, housing, etc.) and other inequities.

Identifying Students At Risk Due to Absenteeism



Additional Terms for “Attendance” During Distance Learning

Contact

Working contact information exists for each enrolled student and their family.

Connectivity

Students and families have access to technology (computer, software and internet access) and school staff are equipped to support digital literacy.

Relationships

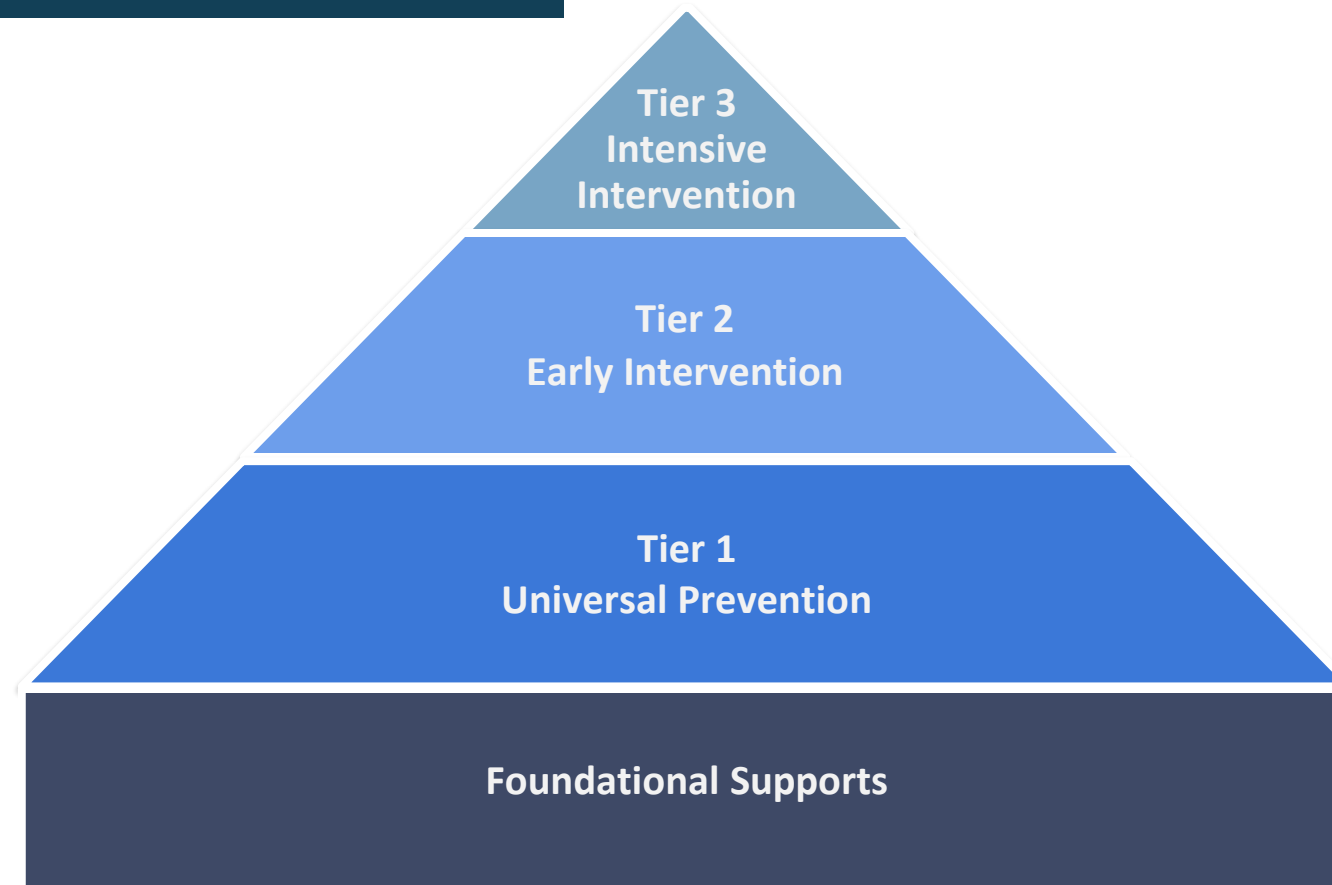
Students and families feel connected, supported and engaged in reciprocal, problem-solving relationships.

Participation

The extent to which students show up and complete learning activities.



Use Data to Support an Integrated Multi-tiered System of Support





Foundational Supports are Building Blocks of Good Schools that Promote Attendance

Physically healthy learning environment

Enrichment activities and clubs (with virtual options)

Positive relationships between school staff, students and families

Support for all families to facilitate learning at home

Access to tech equipment and connectivity

Access to Learning Supports

Predictable daily/weekly routines, rituals and celebrations

A culture of continuous improvement

Welcoming, socially-emotionally safe, trauma-informed school climate

Home rooms and/or Advisory (with virtual options)

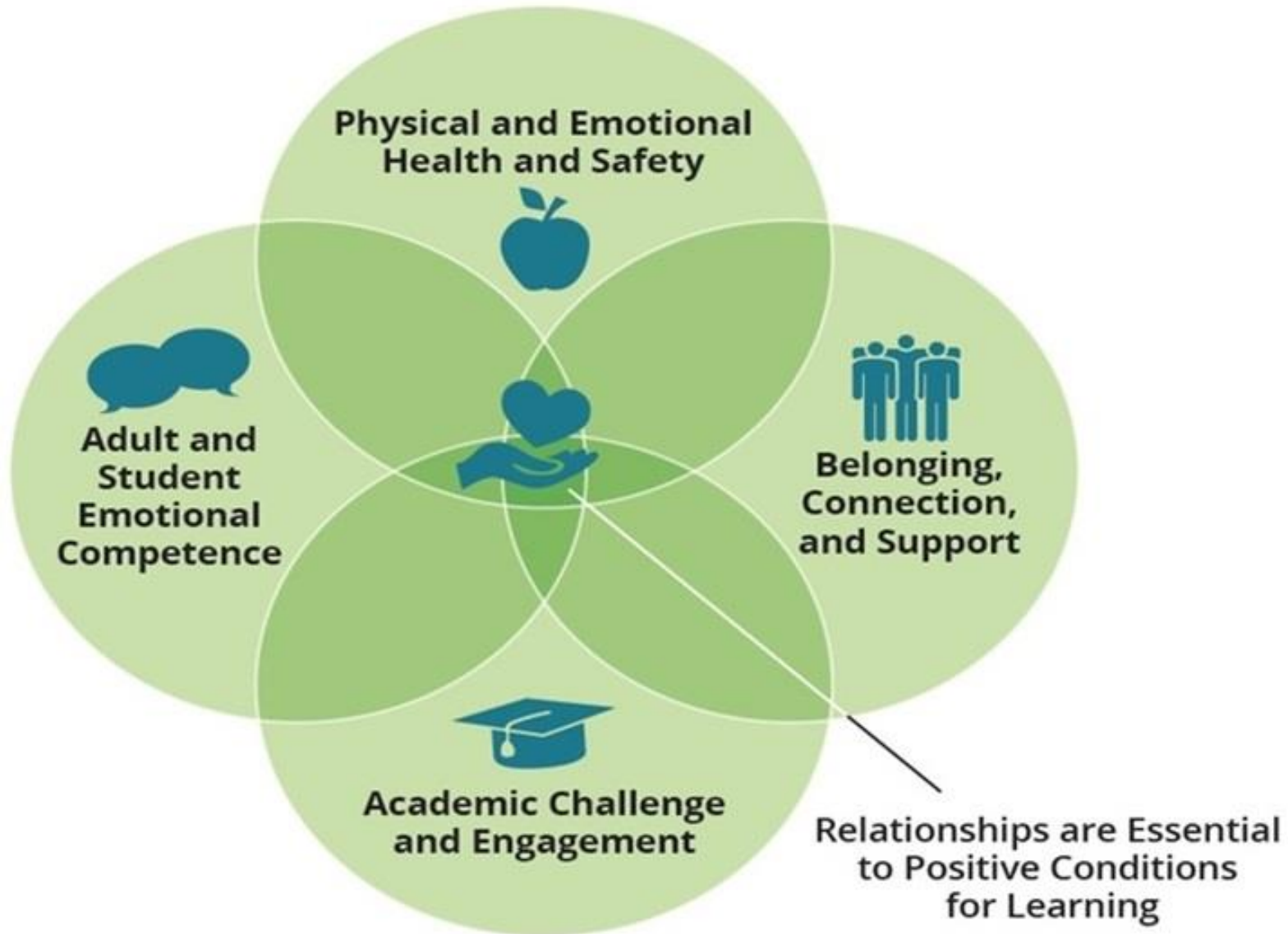
A schedule of classes and where/how they are held

Active engagement of parents and students in planning and problem solving

Foundational Supports

Which Tier	Examples of Tiered Distance / Blended Learning Practices
Tier 3 Intensive Intervention	<ul style="list-style-type: none"> • Intensive outreach to locate student and family and assess situation • Coordinated case management with multiple systems including child welfare, mental health, health, housing/homelessness and juvenile justice (as a last resort)
Tier 2 Early Intervention	<ul style="list-style-type: none"> • Using absenteeism data to activate targeted supports • Virtual/physically distanced family meeting or home visit when absences add-up • Individual attendance plan developed with families and students • Additional tech support and training for families and students • Mentoring (in-person and virtual) • Tailored physical and mental health supports • Prioritizing participation in expanded learning
Tier 1 Universal Prevention	<ul style="list-style-type: none"> • Clear, concise and consistent communication about schedules and expectations • 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

Ensuring Students Show Up to School Requires Investing in Positive Conditions for Learning in All Settings



To plan for the transition back to school, Attendance Works recommends the following actions. For support with developing a data informed plan, go here: <https://www.attendanceworks.org/resources/transition-guide/>

Capacity Building

Work as a team to ensure staff have the skills to manage hybrid learning and respond to the social-emotional and physical needs of the entire school community.

Actionable Data

Use chronic absence (prior to closure) and other participation data gathered during the Spring to coordinate outreach and provide additional support as needed.

Positive Engagement

Build upon assets to organize a warm trauma-informed welcome to school for students, families and staff.

Strategic Partnerships

Partner with school staff, families, and community partners to develop plans for the coming school year.

Shared Accountability

Ensure data and systems help key stakeholders work together, across silos, to support a coordinated approach to the return to school.



Panel



Fiorella Guevara,
*Community School Director,
El Puente M.S. 50,
Brooklyn, NY*



Ben Honoroff,
*Principal
El Puente M.S. 50
Brooklyn, NY*



Erica Forti, *Superintendent,
East Haven Public School District,
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Sheri Hanni,
*Coordinator,
Butte County Office of
Education, CA*



Zeke Cohen,
*District 1 Councilmember,
Baltimore City Council, MD*

MS 50 El Puente Community School





www.elpuente.us

El Puente - Began in 1982 as a community based human rights organization:

- Mission: To inspire and nurture leaders for peace and justice.
- Youth and community development
- Supporting and promoting self-determination of people of color
- Created the first school focused on Human Rights- El Puente Academy for Peace & Justice-1993

Partnership with MS 50

- Beacon After-School Program-1998
- Organizing partner around Success Academy Co-location-2012
- Community School Partner-2015
- Had to show significant change in attendance & enrollment in 2 years

Core Beliefs & Values

- Liberation pedagogy
- Empowering student voice through debate & student government
- Empowering parents as partners
- Culturally responsive and sustaining education
- Parent-Teacher Home Visits
- Building leaders & activists for peace and justice (students, families & staff)
- Hands-on, project based assessments
- Leveraging students' lived experience in the curriculum
- Expanding the school day with a rich array of enrichment courses/student passion

Data 2014-15

YTD Attendance- 87%

ELA State Exam
(Percentage of students who
passed with a 3 or 4)- 10%

Math State Exam (Percentage
of students who passed with a 3
or 4)- 6%

Data 2018-19

YTD Attendance- 92%

ELA State Exam
(Percentage of students
who passed with a 3 or 4)-40%

Math State Exam
(Percentage of students
who passed with a 3 or 4)-38%

Where are we now?

- Off all lists!
- Enrollment more than doubled
- Took BACK space from Success Academy Charter School
- All proficient and well-developed on Quality Review (School Progress Card)



SPRING 2020 PLAN



- Close the technology divide
- Clear, concise and consistent communication
- Emotional and financial support for families who experienced loss due to COVID-19
- Referrals for families
- Fun events that we had never done in school before:
 - ✓ Bingo nights
 - ✓ DJ battles
 - ✓ Virtual debate tournaments
 - ✓ Highly produced virtual graduation

Chromebook,
instrument, and
book delivery in
Brooklyn, Queens,
Manhattan and
even New Jersey!

95% attendance
the first day of
remote!


SECTIONS

Q SEARCH


DAILY NEWS

ONLY 99¢ FOR 12 WEEKS
Sale ends 10/5

CDC says it mistakenly posted
that coronavirus is airborne





NYPD officer arrested for
helping China spy on Tibetans
in NYC




'That '70s Show' star
Masterson, charged
raping 3 women, ap

'Like Uber Computer': How a Brooklyn middle school delivered hundreds of laptops amid the coronavirus school shutdown

By MICHAEL ELSEN-ROONEY
NEW YORK DAILY NEWS | MAR 25, 2020 AT 6:00 AM





ADVERTISEMENT

1. BEST REFRIGERATOR

2. 10 BEST MATTRESSES
CONSUMER REPORTS

3. BEST ITCHY DRY EYE
TREATMENT

4. BATHROOM PAINT CO
TRENDS

2020-2021 PLAN

SUMMER:

- Virtual Home Visits with nearly 90% of the families
- Updated parent contact information
- Monthly townhalls beginning last Spring
- In-depth conversations with parents over the phone about their choice: remote or blended
- Programming that prioritized:
 - Safety
 - Live lessons from their teachers

NEW REMOTE STRUCTURE

ONE ZOOM ROOM/REMOTE COORDINATOR:

- Same zoom link everyday
- Help with attendance, participation, community building, tech problems, breaks, chats/breakout groups and transitions.
- Content-area teachers come into the zoom & teach a mini-lesson & assign independent work

East Haven Public Schools



Exploring

Empowering

Achieving

Erica Forti
#WeAreEHPStogether

*The **MISSION** of The East Haven Public Schools is to provide a variety of learning experiences and a rigorous, comprehensive education in a safe and nurturing environment to prepare all students to be college and career ready.*

We believe...

- In the East Haven community
- In building trusting, positive relationships
- All individuals can learn
- All individual have value
- All individuals have and ethical responsibility to one another and themselves
- In fiscal responsibility and fair allocation of resources
- In safe and positive learning environments
- In respecting our diversity



EHPS: 3221 Students PreK-12 Across 8 Schools

Diverse Population:	30% minority
Free/Reduced Lunch:	100% (Community Eligible)
EL Learners:	9.7%
Immigrants:	2.1%
Students with Disabilities:	15.7%
Chronic Absenteeism:	14%
Suspension:	5.3%
Expulsion:	<1%
4 year Graduation Rate:	86%



Diverse Attendance & Engagement Team

Erica Forti - Superintendent

Robert Swan - Director Pupil Services

Randel Osborne - Director Technology

Sarah Koster - Secretary

Paul DeBernardo, Vincent DeNuzzo - School Principals

Scott Benoit - Attendance Support Professional, Football Coach

Julie Church - Family Engagement Coordinator

Joe Vita - Middle School Social Worker

Marissa Velazquez - FRC and School Readiness Coordinator

Joe Ferraiolo - Adult Education Coordinator

Betty Davies, School Nurse

School Based Health Centers, Chamber of Commerce & Rotary



Monitoring Attendance Last Spring

- Family engagement and outreach
- Listen to families, be responsive
- Two-way communication
- Report on student progress
- Whatever it takes



What does School Look Like Currently?

- Currently Full Reopen with remote option
- The new normal
- Revised operations
- New scheduling

Lessons Learned & New Approaches

- Connections and building relationships
- Setting routines, expectations and schedules
- “Live” connections
- Two-way communication and support



Kindergarten Enrollment & Transition

- Centralized
- Connections and building relationships
- Transition planning
- PreK as part of the system
- Coordinated services



Learning From The First Weeks This Year

- Connections and building relationships
- Social emotional needs and wellbeing
- Get feedback and adjust
- Systematic data collection



BUTTE COUNTY OFFICE OF EDUCATION



Sheri Hanni, MSW, PPS
Coordinator, Student Attendance
Coordinated District Support Team Member
shanni@bcoe.org

BUTTE COUNTY DEMOGRAPHICS

- Population 220,000
- Student Population: 30,000
 - 60% Socioeconomically Disadvantaged
 - 5.3% Homeless/Foster Youth
 - 13 Districts, 15 Charter Schools
- Families at or Below Poverty Level: 21%, State 18%



MY ROLE AT BCOE

- Provide technical support to district on attendance processes, Education Code related to all 3 areas
- Assist districts & schools in reflecting on their practices, processes, policies
- Provide professional development (county and regional)
- Serve on various County, Region, State groups

Rural County Considerations:

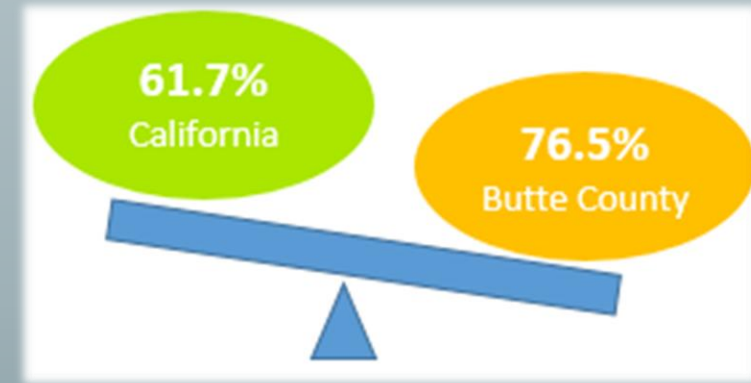
- Small districts & schools have limited capacity, staff serving multiple roles
- All rely on same, limited resources (ie. community agencies)
- I am only person at county-level designated for attendance support

TRAUMA AND RELATED ISSUES FOR BUTTE COUNTY

Recent Community-wide Trauma

- Oroville Dam Spillway Damage February 2017-approx. 80,000 evacuated
- Camp Fire Nov 2018-14,000 homes & 85 lives lost
- Bear Fire Sept 2020-hundreds of homes & 14 lives lost

Highest rate of ACE's of all Counties in California



of adults who have experienced 1 or more ACE's

REOPENING BUTTE SCHOOLS DURING COVID-19

All schools were required to open virtually due to State requirements for Counties on COVID-19 “watch list”

- Small groups will be allowed

All Districts are required to develop a Learning Continuity and Attendance Plan by Sept. 30, 2020

Learning Continuity and Attendance Plans must include:

- Measures of Attendance & Participation
- Tiered Re-engagement plan
- Support for students Mental Health needs



ATTENDANCE CHALLENGES CURRENTLY

- Remote areas do not have internet access, even when hot spots are provided
- Many families lack reliable, if any, transportation and public transportation is very limited. Students face long bus rides when using district busing.
- With high levels of ACES, stress, etc., there are few services providers to serve mental health needs of students and families
- Difficulty in contacting families and home visits can be challenging in remote areas
- With repeated traumatic events, families are leaving the County and not always providing contact information
- **Some schools have seen increase in attendance, and some students who had poor attendance prior to COVID-19 are actually doing better with online learning**



SUPPORTING SCHOOL COMMUNITIES IN BUTTE COUNTY

- **Coordinated District Support team:** ongoing PD, District support, coaching
 - Facilitate a number of county-wide Community of Practice groups
 - SEL
 - School Counselors
 - Principals Network
- **Fire Recovery staff**

kelvin

Humanizing the classroom.



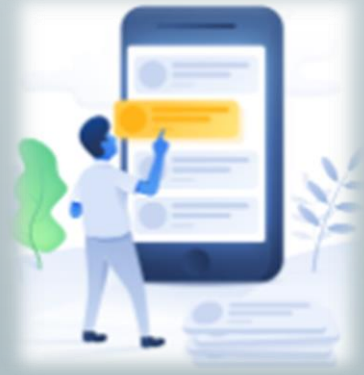
Kelvin Education

- Provides a way to connect with students, parents & staff
- Primary focus is social-emotional well-being
- Looks beyond measures of grades, attendance, test scores to tell a more complete story
- Provides real-time data on a regular basis
- Identifies areas for classroom, school, district to focus on
- Provides vetted resources for identified areas

<https://kelvin.education/>

SOME KELVIN DATA

- Of 364 responses in one district, 35 students asked to talk with an adult
- Only ~51% of students report being in contact with friends.
- 62% of students report feeling at least somewhat stressed, with 32% being either "extremely" or "quite" stressed. These feelings were also themes in the comments.
- 41% of provided comments had a negative sentiment, with a few themes emerging:
 - Online school doesn't suit all learners. Drilling into that, it looks like students find trouble focusing online and also feel there's more schoolwork than before. The students felt the schoolwork was unrealistic for the things they're juggling right now -- this was a theme at several districts (big and small).
 - We've also seen a number of students reporting feelings of sadness and anxiety.
 - There's a large number of students who miss the interaction with their friends and teachers. There doesn't seem to be a good space to replicate the joys and important socializing that happens on campus/in classrooms.



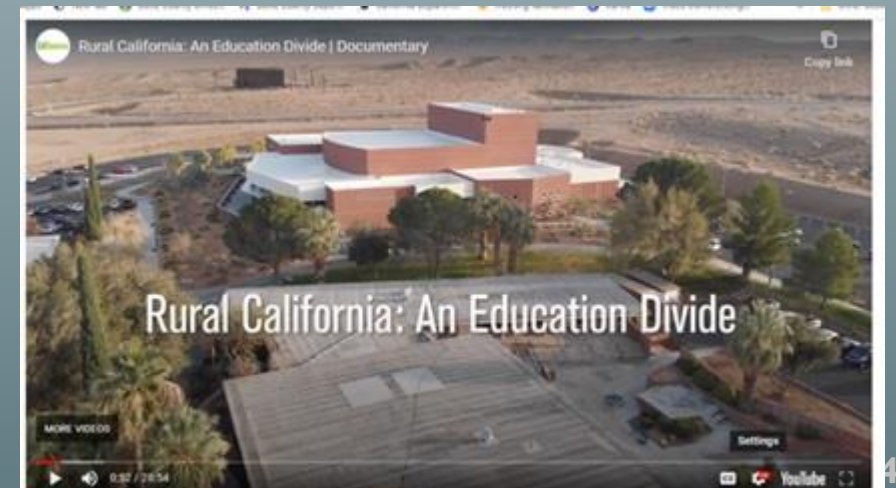
WHAT WE HAVE LEARNED

- Relationships matter!
- Importance of mental health & well-being of both students and staff
- We have to do all we can to ensure ALL students and staff feel safe and supported before learning can happen at capacity

These have to be BOTH embedded in curriculum and explicitly addressed.

“supports the return to school with equity-focused SEL strategies centered on relationships and built on the existing strengths of a school community” CASEL

EdSource





HEALING CITY
BALTIMORE

MOVING



FORWARD,



TOGETHER.

THE CHATTER

City Council Seeks to Address Trauma Crisis Among Baltimore Children

More than 56 percent of city children have experienced one or more major traumatic events.

By [Ron Cassie](#) | July 23, 2019, 07:07 pm



As trauma touches more youth, Baltimore councilman wants city programs to provide more support

By [Talia Richman](#)

BALTIMORE SUN | JUL 22, 2019 AT 4:02 PM



Baltimore City Council member Zeke Cohen is introducing a bill to ensure city programs better help youth deal with trauma.

Elijah Cummings Healing City Act

- Creates a task force of 36 people to assist in the development of a citywide strategy toward an organizational culture shift into a trauma-responsive city government
- Training for all city agencies on Trauma Informed Care
- Review all policies and procedures to insure they are trauma-informed and equitable.



HEALING CITY

BALTIMORE

**Vision: A racially, socially, and economically just and thriving
Baltimore for all**

Strategic Priorities/Goals

Trauma-
Responsive Care

Unified Mental
Health Response

Community
Building

Advocacy

Closing the Digital Divide

- In 2018, 96,000 households in Baltimore (40.7%) did not have wireline internet service, such as cable, fiber, or digital subscriber line service.
- Asking the FCC to permanently increase the definition of high-speed internet, and to expand e-rate internet to include home as a campus.
- Asking Comcast to increase speeds to 100 mbps download 20 mbps upload, open residential hotspots and offer Internet Essentials free until school reopens.

Q&A with the Panel



Fiorella Guevara,
*Community School Director,
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Zeke Cohen,
*District 1 Councilmember,
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Implications for Action

- 1. Partner with families to engage in positive problem-solving not punitive action.** Pay special attention to biases that result in students and families being sent to juvenile hall or the child welfare system rather than being offered support.
- 2. Monitor early attendance trends in real time.** Use the data from the first weeks of school to activate supports and assess the effectiveness of programs and policies.
- 3. Learning losses experienced over the spring makes it even more imperative to act.** Ensure students, especially those struggling to overcome barriers related to poverty and discrimination, can benefit from high quality learning experience.

And special appreciation to our philanthropic partners!

The California Endowment

The Heising-Simons Foundation

Skillman Foundation

Stuart Foundation

United Way Southeast Michigan



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/sept30-webinar>

Thank you!