



Committed:

Supporting Attendance and Participation to the Very Last Day of School

Attendance Awareness Campaign 2021 — Webinar 1 of 4

April 14, 2020

www.attendanceworks.org



Welcome

S. Kwesi Rollins

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



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**National Family & Community
Engagement Conference 2021**

June 1-4, 2021

To register visit:

<https://bit.ly/FCEConf21>

Agenda

I. Welcome

Joline Collins, Program Manager of Leadership Development, IEL

II. Attendance Awareness Campaign

Kwesi Rollins, Vice President for Leadership & Engagement, IEL

III. Key Concepts

Hedy Chang, Executive Director, Attendance Works

IV. Panel: Nurturing Belonging In School

- ❖ **Shandria Richmond-Roberts**, Principal, Harrison Elementary School, Pomona, CA
- ❖ **Robert Kraemer**, Principal, and **Chad Swanson**, School Psychologist, Warren Street School, New York
- ❖ **Marcus Strother**, President & CEO, MENTOR California
- ❖ **Daisy Sanchez Madrigal**, Peer Mentor, Fresno, California

V. Closing Reflections

Kwesi Rollins, Vice President for Leadership & Engagement, IEL

Convening Partners

AAC 2021





**Thank You to Our
Corporate Sponsor!**

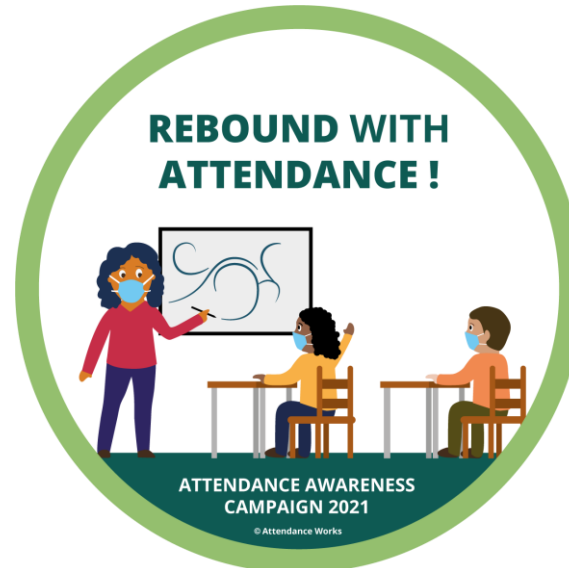
2021 Attendance Awareness Campaign Sponsor





Theme for 2021

Rebound With Attendance!



Attendance Awareness Campaign 2021 Webinar Series

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



Webinar 1: Committed: Supporting Attendance and Participation to the Very Last Day of School, Wednesday, April 14, 2021: 11am-12:30pm PT / 2pm-3:30pm ET (Today)

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

Webinar 3: 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



Welcome



Hedy Chang

Executive Director
Attendance Works

**& Members of the
Attendance Works Team**



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

Framework for Policy and Practice During Covid-19

**Allocate
Funding**

**Ensure
Compliance
with
Compulsory
Education**

Accountability

**Early
Warning**

**Continuous
Improvement**

**Advance
Equity**

**Hold
Harmless from
Funding Cliffs;
Invest in Re-
engagement
and Recovery**

**Create
Alternatives to
Legal Action**

**Refrain from
High Stakes
Accountability
But Publish
Data**

**Put in Place
Expanded
Metrics to
Activate
Support**

**Use Expanded
Metrics to
Inform
Program and
Policy
Decisions**

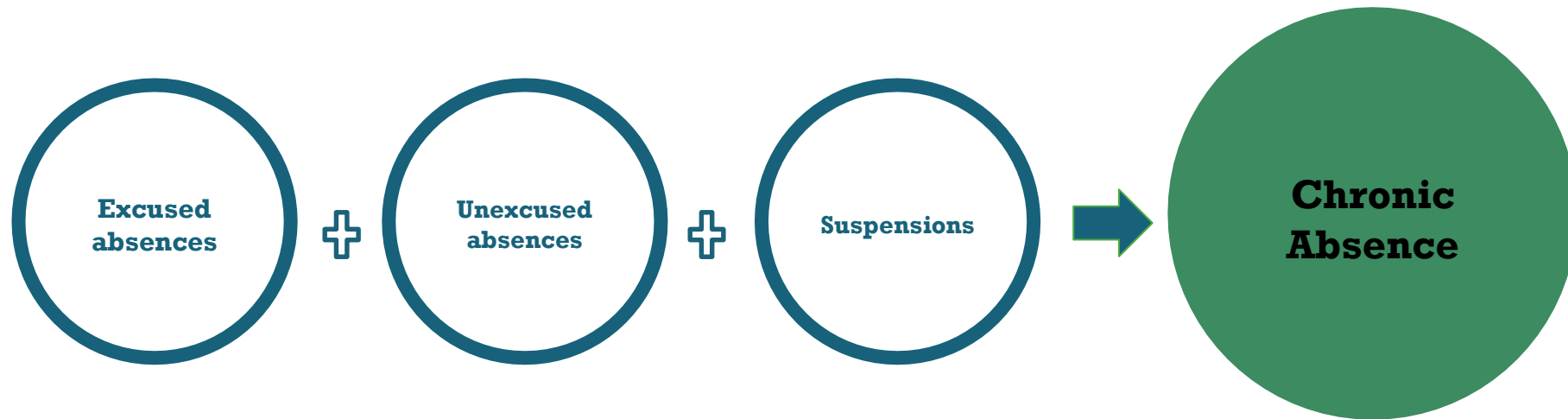
**Remove
Barriers to
Equitable
Access to
Opportunities
and Supports**



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.**



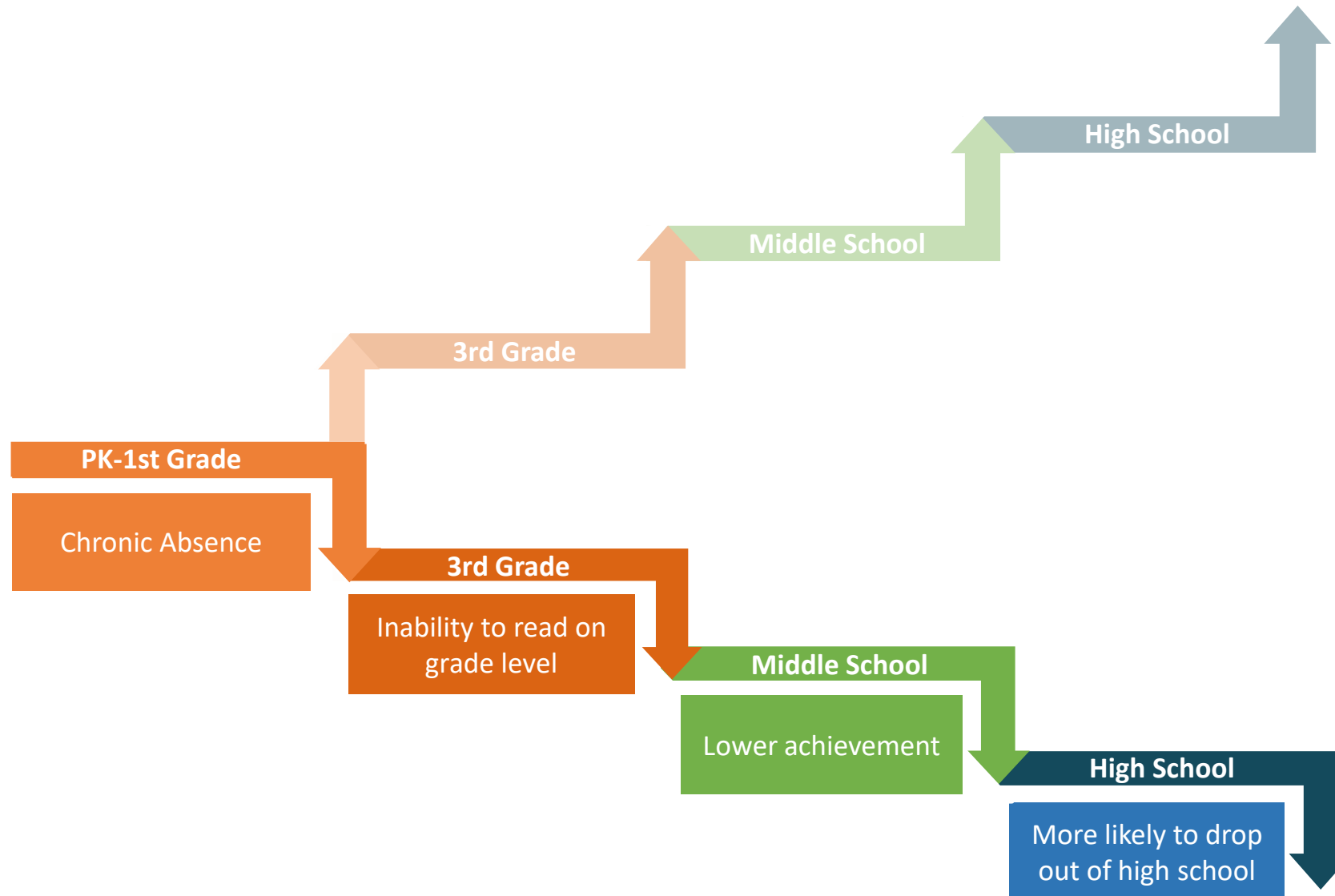
Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).



**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

Daily attendance taking required in all states

Consistently measured across states, districts, schools and grades; hard to manipulate

Easily captured and analyzed

Research supports use of missing 10% of school for early warning

Chronic absence must be included in state report cards (ESSA)

37 states use it for school accountability



During SY 2020-21

Daily attendance not necessarily required

Varies significantly for remote learning by locality and type of instruction

Participation data for remote learning captured in LMS but not easily downloaded to SIS

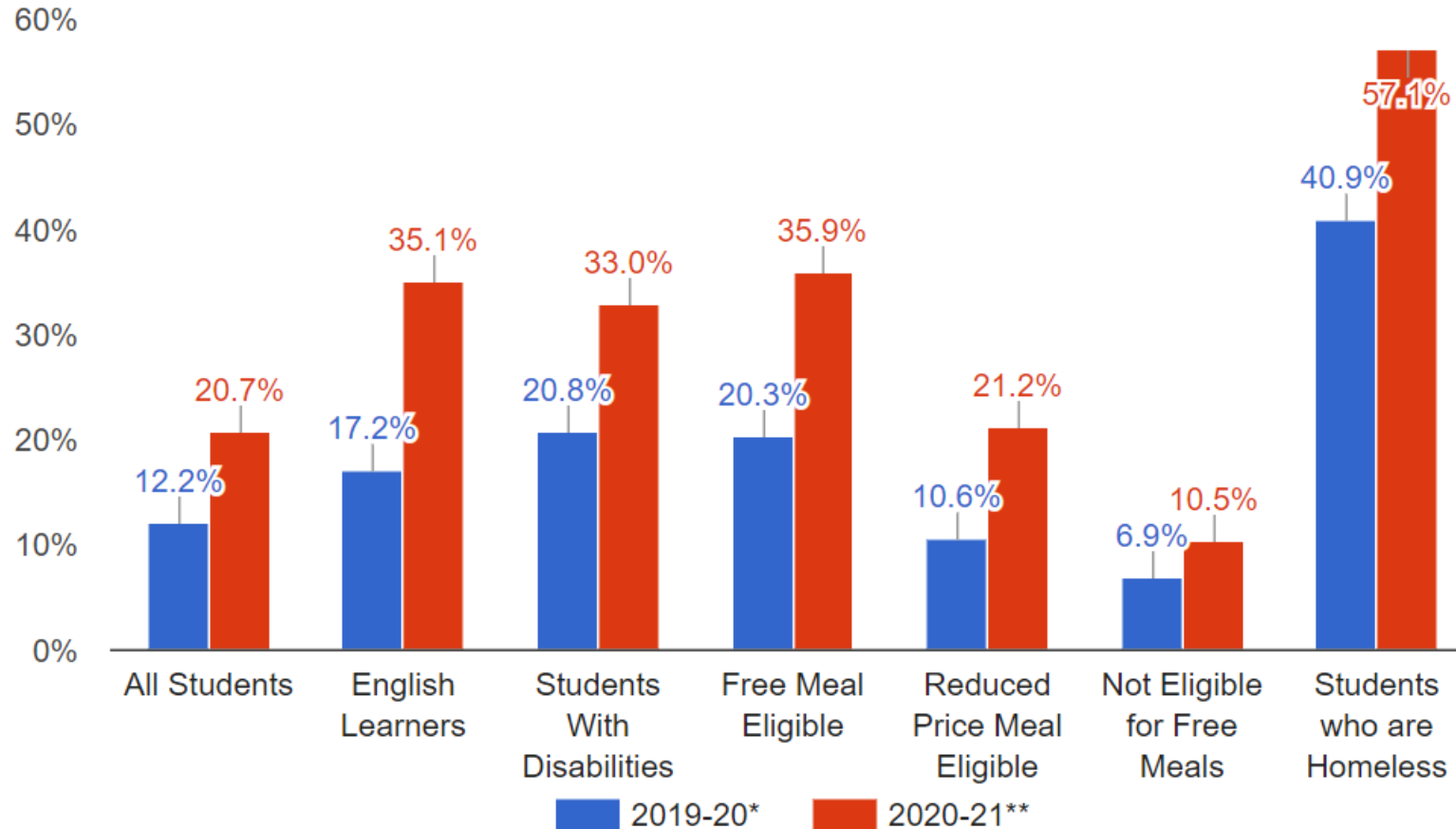
Lack research on remote early warning metrics; absenteeism could underestimate challenge

Chronic absence must be included in state report cards (ESSA)

Public reporting of disaggregated chronic absence data required to waive accountability

Early SY 2020-21 Data Shows Dramatic Increases in Chronic Absence, Especially for Students Hard Hit by Pandemic

Percentage of Students Chronically Absent (YTD as of Feb. 2021 compared to 2019-20)



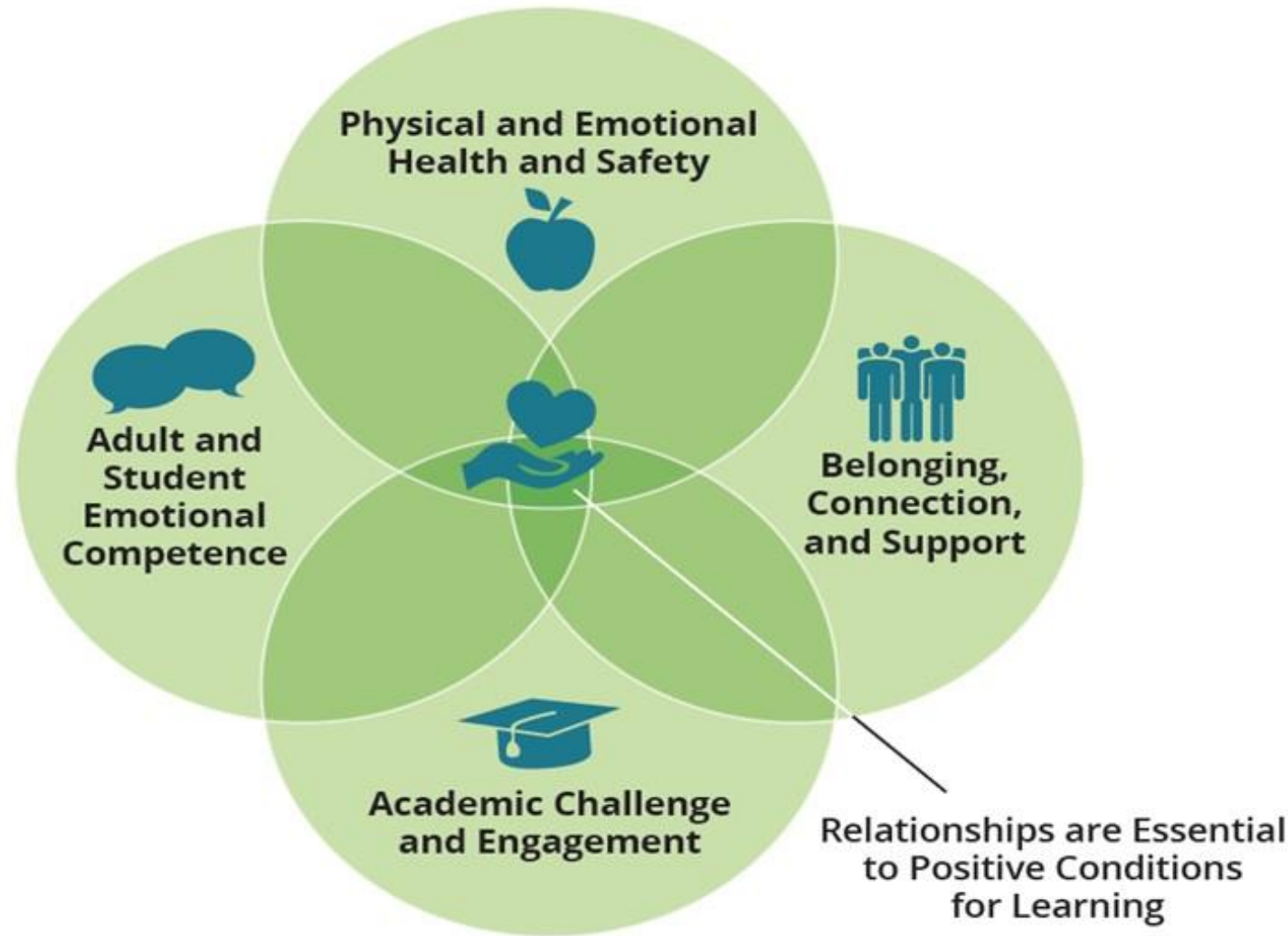
- This data from Connecticut is the first statewide data available in the country.
- Connecticut has a long history of investing in accurate data.
- Connecticut defined chronic absence as attending at least .5 day in distance as well as in-person learning.

*Calculations are based only on in-person school days until mid-March 2020. **Calculations include both in-person and remote days.

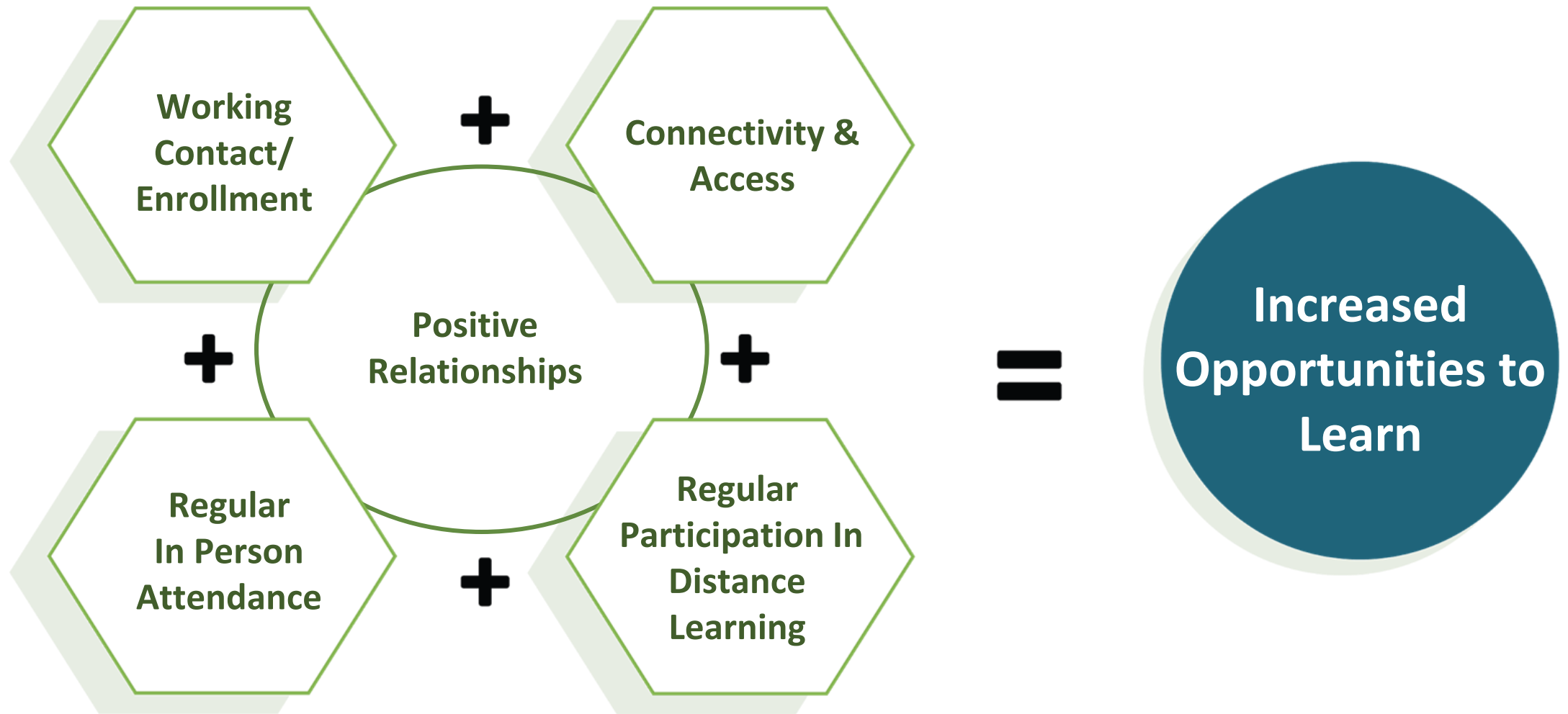
<http://edsight.ct.gov/relatedreports/Supporting%20Student%20Participation%20in%202020-21.html>

Prior to the pandemic, chronic absence affected 8 million – or one out of 6 – students nationwide.

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



Expanding How to Measure the Opportunity to Learn





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

Step 1: Establish Your Team

- ❖ *Convene a small group of leaders if you are just starting or integrate into the work of an existing team.*

Step 2: Identify Priority Populations

- ❖ *Use data to identify which group(s) of students or schools most need additional engagement and better understand their strengths and challenges.*

Step 3: Craft Engagement Strategies

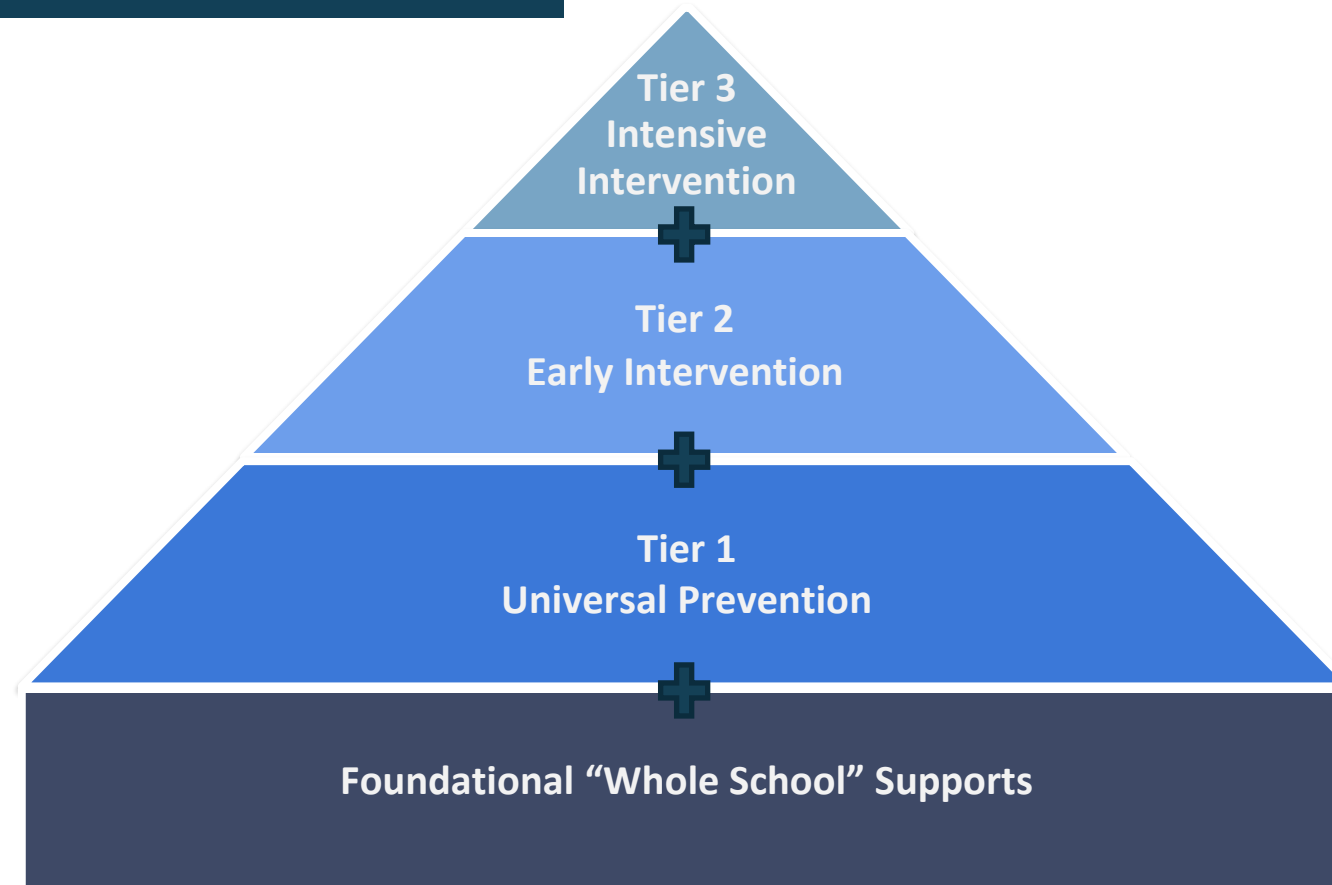
- ❖ *Take a multi-tiered approach to engagement, especially for priority populations, that starts in the Spring, persists in the Summer and is amplified in the Fall.*

Step 4: Reflect, Learn and Improve

- ❖ *After each phase of work, invest in taking stock to assess what worked and what can be improved for the future.*



Take a Tiered Approach to Engagement





Begin with a strong, “relationship centered” foundation

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			

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

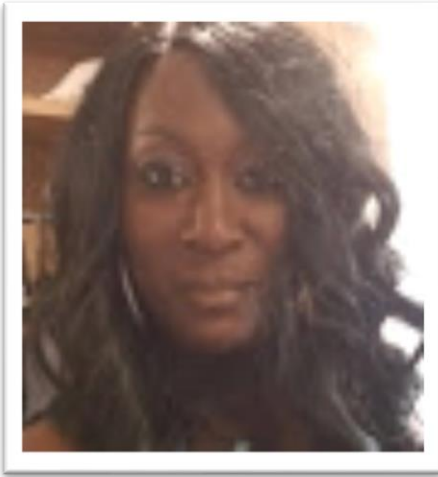


Pathways to Engagement: A Toolkit for Covid-19 Recovery Through Attendance

Spring Nurture Belonging in School

- ✓ Sustain strong and caring relationships
- ✓ Address barriers (*i.e. economic and health challenges of Covid-19, fatigue from studying online, and the challenges of maintaining supervision at home for distance learning*)
- ✓ Provide engaging activities that keep students motivated to show up to school
- ✓ Conduct enrollment campaigns to engage prospective students and their families

Panelists



Shandria Richmond-Roberts
Principal, Harrison PreK-8 School
Pomona Unified School District, CA



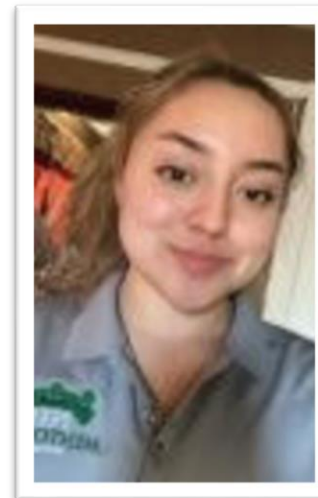
Robert Kraemer
Principal, Warren Street School (grades 3-6)
Greater Johnstown School District, NY



Chad Swanson
School Psychologist, Warren Street School
(grades 3-6), Greater Johnstown School
District, NY



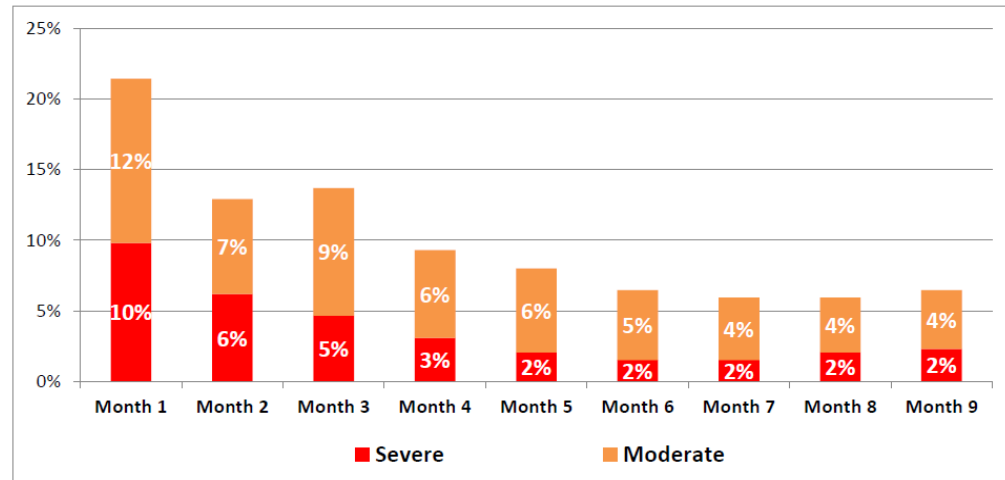
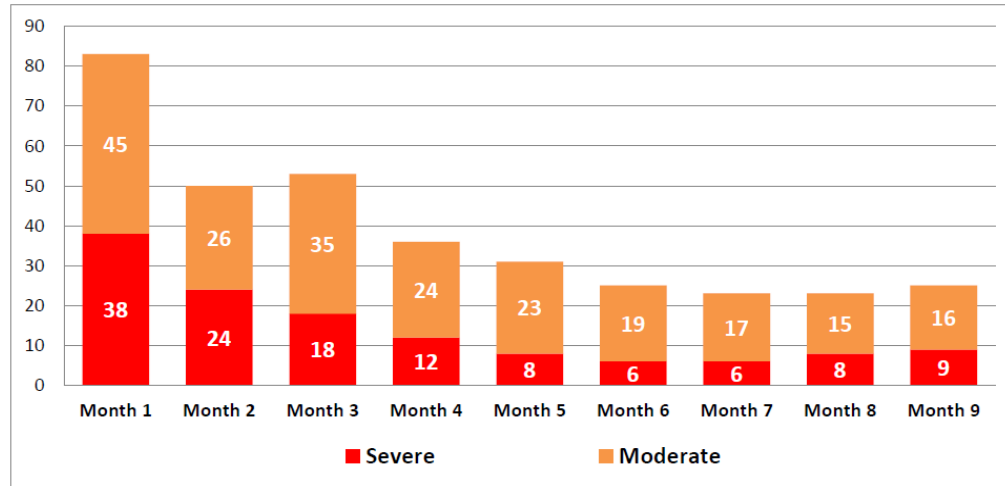
Marcus Strother
President & CEO
MENTOR California



Daisy Sanchez
12th grader, Fresno High, CA
Peer Mentoring,
Fort Miller Middle School
New Comer Mentor, Peer Tech
IB Candidate, Class of 2021

Harrison PreK-8 School, Pomona, CA

Chronic Absence Patterns By Month School Year 2020-21

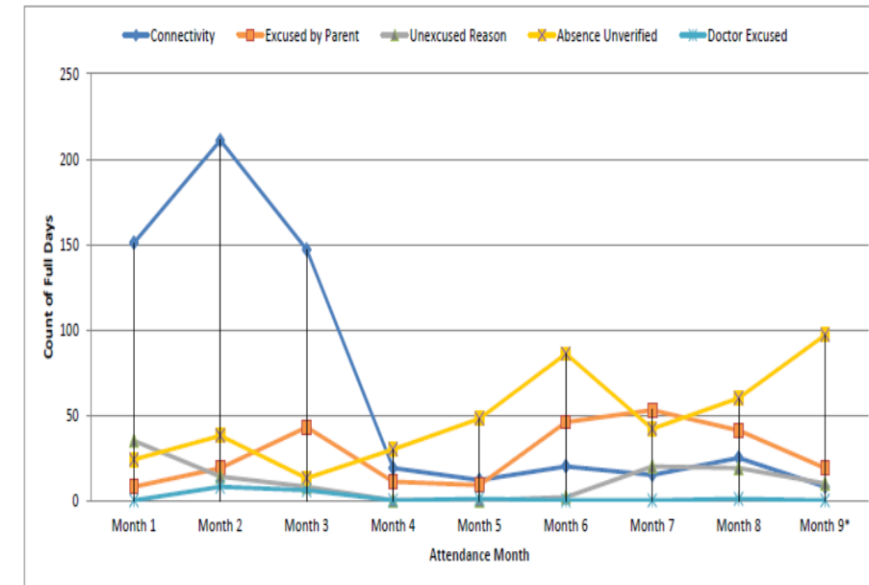


2020/2021

Full Day Absence by Month/Reason

Harrison K-8

Attendance	Connectivity	Excused by Parent	Unexcused Reason	Absence Unverified	Doctor Excused	Total
Month 1	151	8	35	24	0	218
Month 2	211	19	14	38	8	290
Month 3	147	43	8	13	6	217
Month 4	19	11	0	30	0	60
Month 5	12	9	0	48	1	70
Month 6	20	46	2	86	0	154
Month 7	15	53	20	42	0	130
Month 8	25	41	19	60	1	146
Month 9*	8	19	10	97	0	134
Total Days Absent	608	249	108	438	16	1419



**Harrison PreK-8 School,
Pomona Unified School District,
Pomona CA**

Demographics

- **482 students Preschool – Grade 8**
- **Spanish is the primary language of most students and families; Arabic is also spoken by some students**
- **94% of students qualify for Free lunch; 35% are homeless**
- **Our current students identify as: 84% Hispanic, 11% African American**
- **20% are English Learners**

A photograph of the exterior of Warren Street School. The school's name is mounted on the light-colored stucco wall in large, blue, three-dimensional block letters. Below the name is a set of glass double doors with silver frames and handles. The doors are flanked by brick pillars. A purple rectangular box is overlaid on the right side of the image, containing yellow text.

WARREN STREET SCHOOL

WARREN STEET
ELEMENTARY
TACKLES
ATTENDANCE

Warren Street Demographics



**SCHOOL
ENROLLMENT**

422

**FREE &
REDUCED RATE**

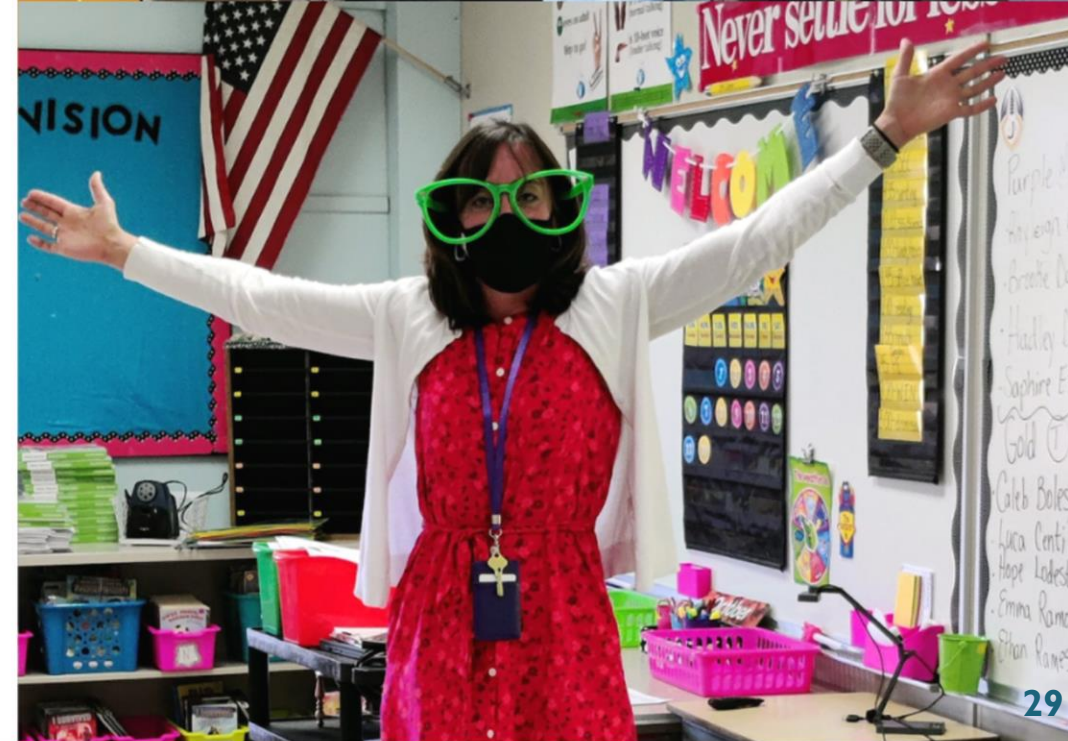
52%

**CHRONIC
ABSENTEEISM
RATE**

15.9%

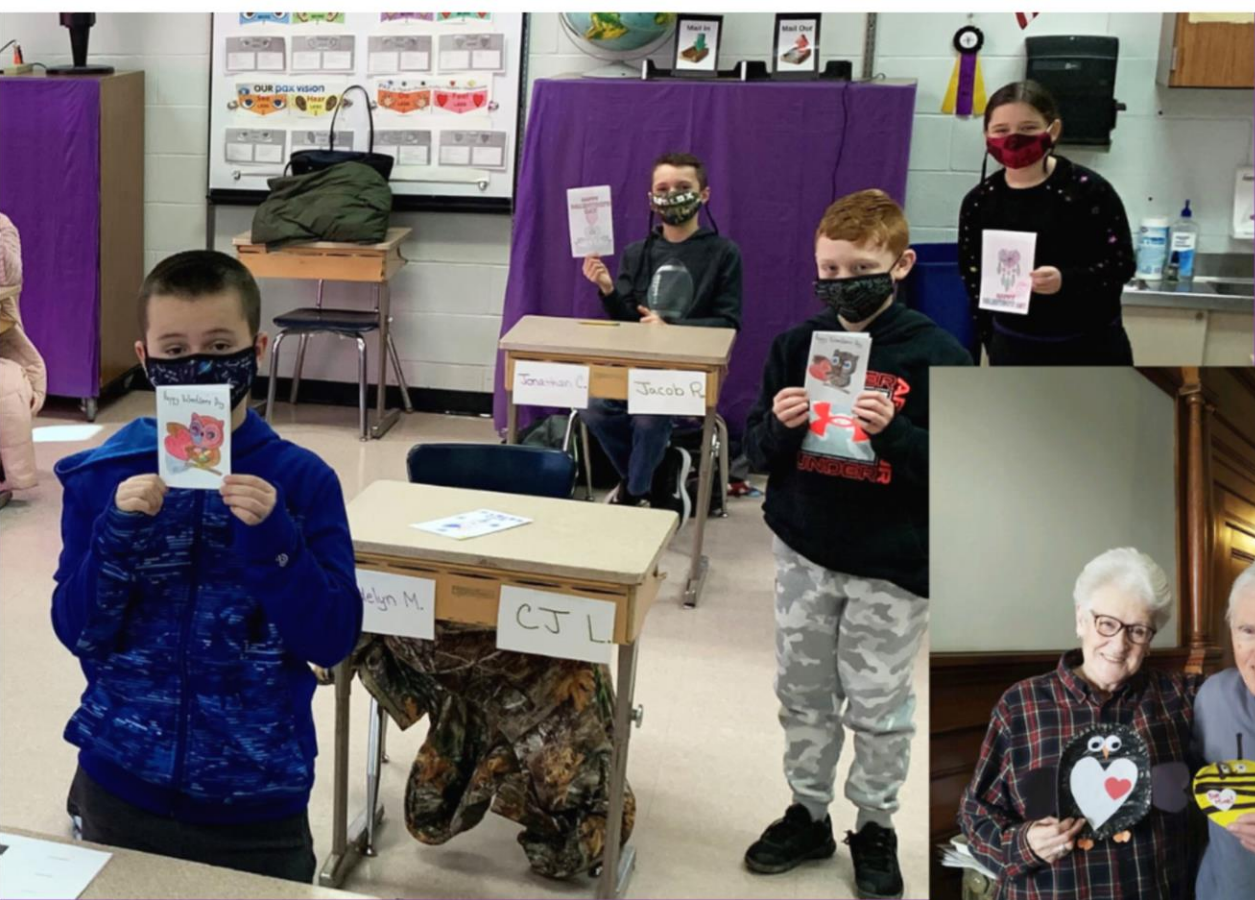
Supporting Student Attendance

- Staff mentors
- Attendance Team and Data Coaches
- Faculty Communication Initiatives
- Restorative Practices - Community Circles
- Family Liaison
- Student Attendance Initiatives
- ParentSquare
- Weekly Statistics
- Restorative Messaging



Community Partnerships

SEL





BOB KRAEMER

*Principal,
Warren Street
Elementary*

Greater
Johnstown
SCHOOL DISTRICT

Questions?



Email Address

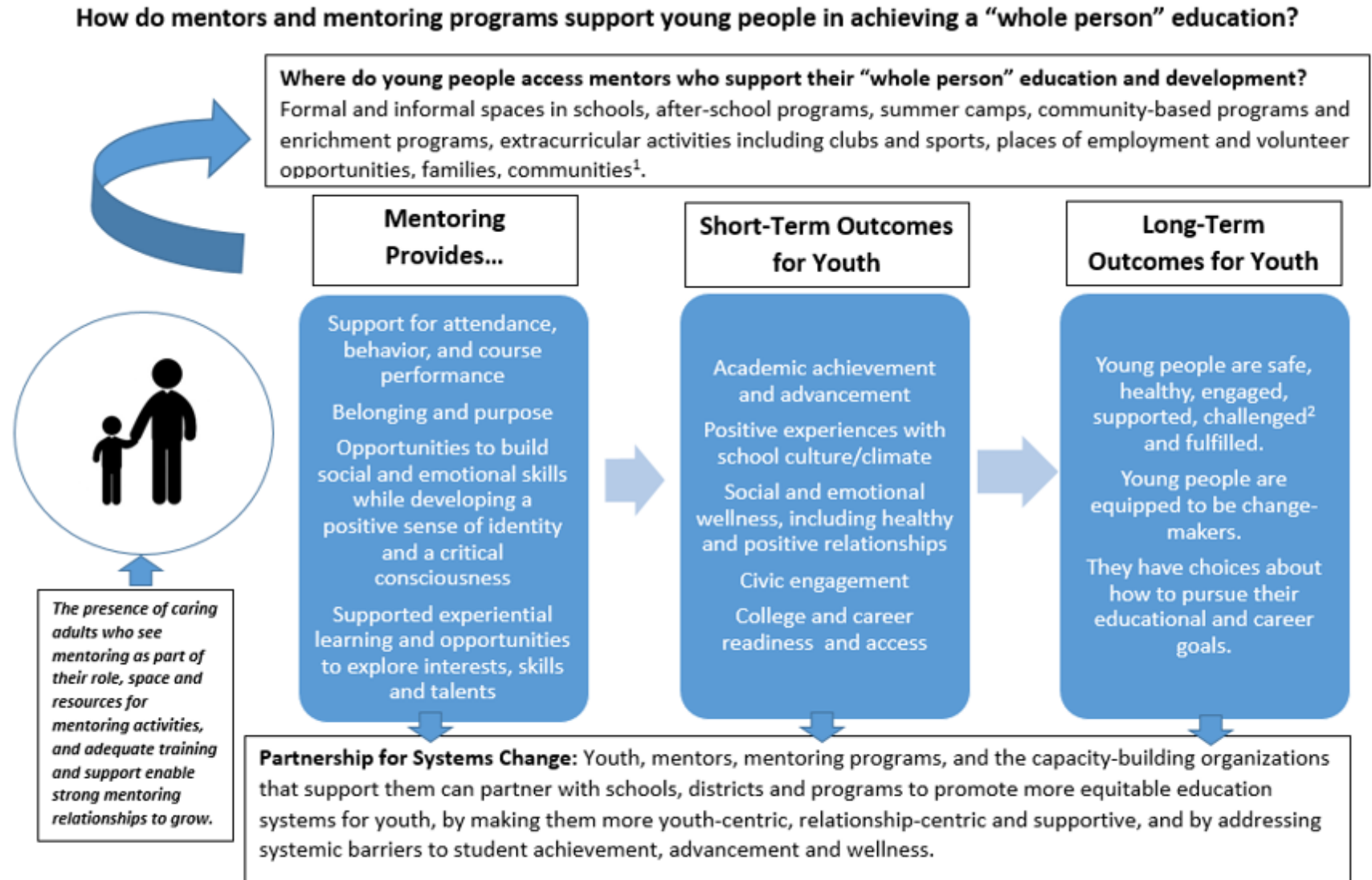
rkraemer@johnstownschoools.org



Phone Number

518-762-3715

Why mentoring?



¹ASPEN SEAD Coalition, Youth Development Working Group, 2018.

²ASCD, 2018.

Mentoring Mindset Required

- Ideally, in all healthy relationships, people use a mentoring mindset frame when interacting with one another. A mentoring mindset means relationships are:
 - ✓ Intentional (“I see you.”)
 - ✓ Supportive (“I got you.”)
 - ✓ Developmental (“I’m here to help you.”)
 - ✓ Communal (“We are in this together.”)
- These relationships can be with people we know really well, people we consider acquaintances, and in some instances, strangers who we are meeting for the first time.

Why Relationships?

- All students need:
 - Champions

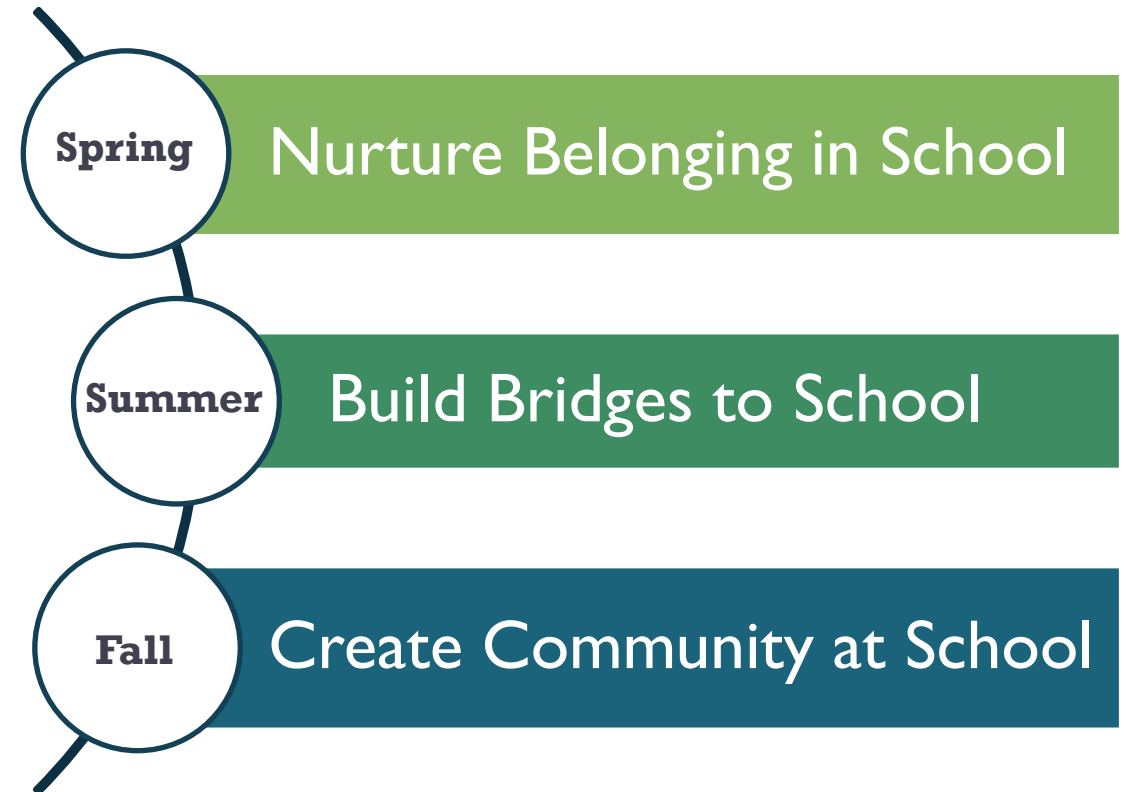
Students would benefit from strengthening relationship ties and building webs of support that allow them to meet their goals head on.



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

Recommended Steps:

- 1. Establish your team*
- 2. Identify priority groups*
- 3. Craft engagement strategies*
- 4. Reflect, learn & improve*



Find the toolkit here:

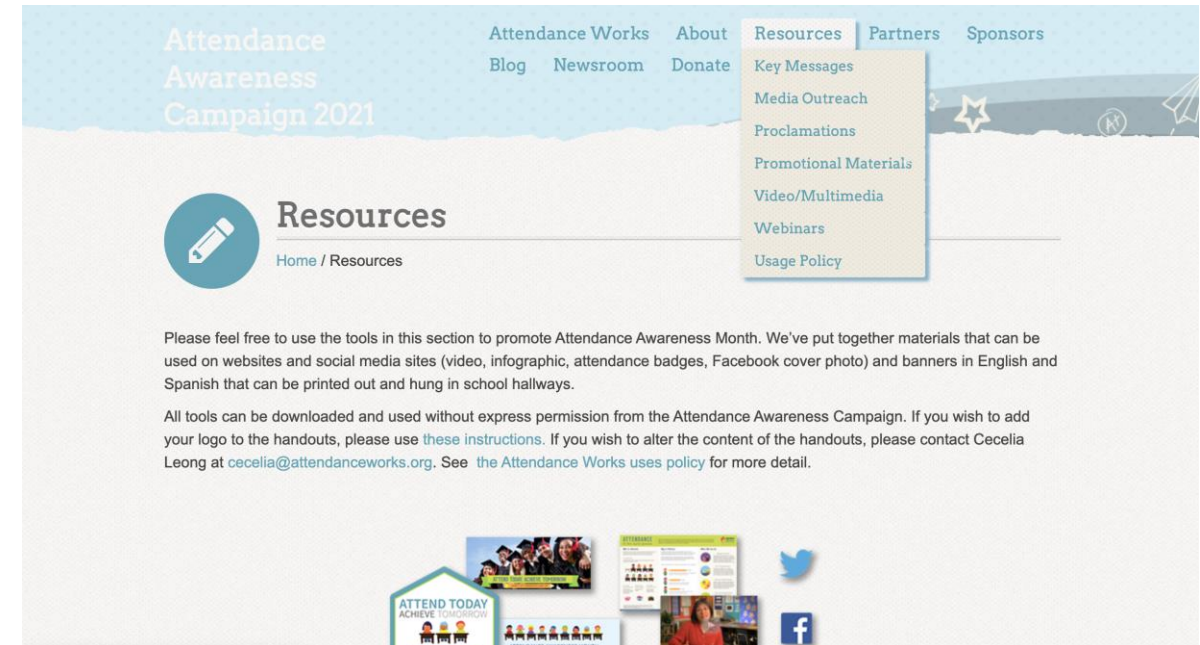
<https://www.attendanceworks.org/resources/toolkits/pathways-to-engagement-a-toolkit-for-covid-19-recovery-through-attendance/>



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: 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



How Covid Relief Dollars Can Help Improve Attendance

Attendance Works blog post:

<https://www.attendanceworks.org/how-covid-relief-dollars-can-help-improve-attendance/>

FutureEd perspectives on Covid spending:

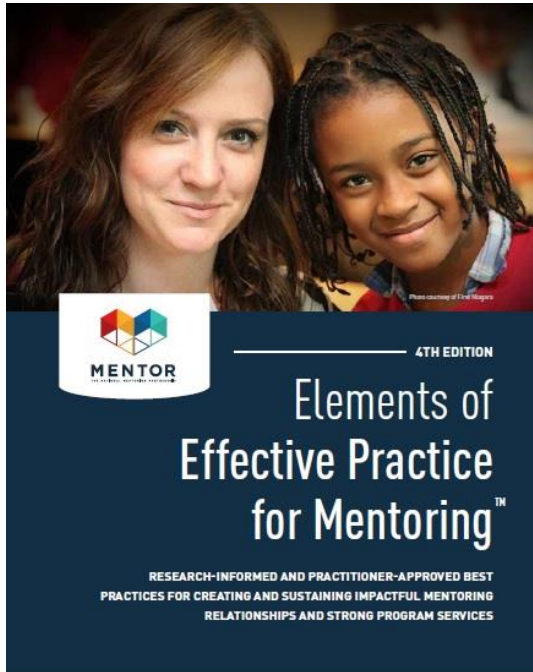
<https://www.future-ed.org/perspectives-on-how-schools-should-spend-covid-relief-aid/>

FutureEd deep dive on Covid spending:

<https://www.future-ed.org/what-congressional-covid-funding-means-for-k-12-schools/>



Resources from MENTOR



Elements of Effective Practice for Mentoring

- ✓ Research-informed and practitioner-approved standards for creating and sustaining quality youth mentoring programs
- ✓ <https://www.mentoring.org/resource/elements-of-effective-practice-for-mentoring/>

Virtual Mentoring Portals

- ✓ Safe and monitored mentoring platforms during Covid-19
- ✓ <https://www.mentoring.org/virtual-mentoring-portals/>



EveryDay Labs' Family Insights ToolKit

- Research on effectively communicating with families
- Evidence-based ways to improve attendance
- Strategies for leveraging families' knowledge of their student as an asset to learning.
- [Download](#) the toolkit.





Final Reflections

S. Kwesi Rollins

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



Learn More at the National FCE Conference

How Community Schools and FRCs Can Promote Attendance and Engagement During Covid Recovery

Wednesday, June 2nd at 3pm ET

Chronic absenteeism a leading indicator and cause of educational inequity. Find out how community schools and Family Resource Centers are using data to activate action to remove barriers to showing up to class whether in person or remote. Examine the implications for supporting students and families hard hit by Covid-19.

Pathways to Engagement: Organizing Your Attendance Strategy

Thursday, June 3rd at 2:30pm ET

After more than a year of disrupted and interrupted learning, students, families and educators are anticipating the return to a new school year. How can schools and community partners build off insights from chronic absence data to organize an effective attendance and engagement strategy for a successful start to the 2021-22 school year? Join Attendance Works for this deep dive into three critical stages:

- Nurture Belonging in School
- Build Bridges to School
- Create Community at School

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TOGETHER**

**& STRONGER
THAN EVER**

**National Family & Community
Engagement Conference 2021**

June 1-4, 2021

To register:

<https://bit.ly/FCEConf21>

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-webinarI-Committed>

Thank you!