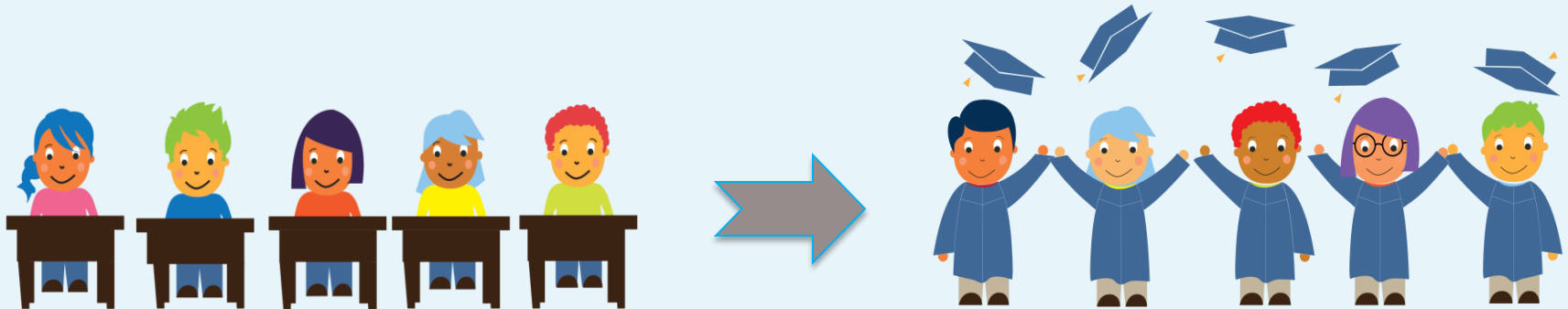


Finish Strong:

Address the Attendance Gap for Teens



Welcome!

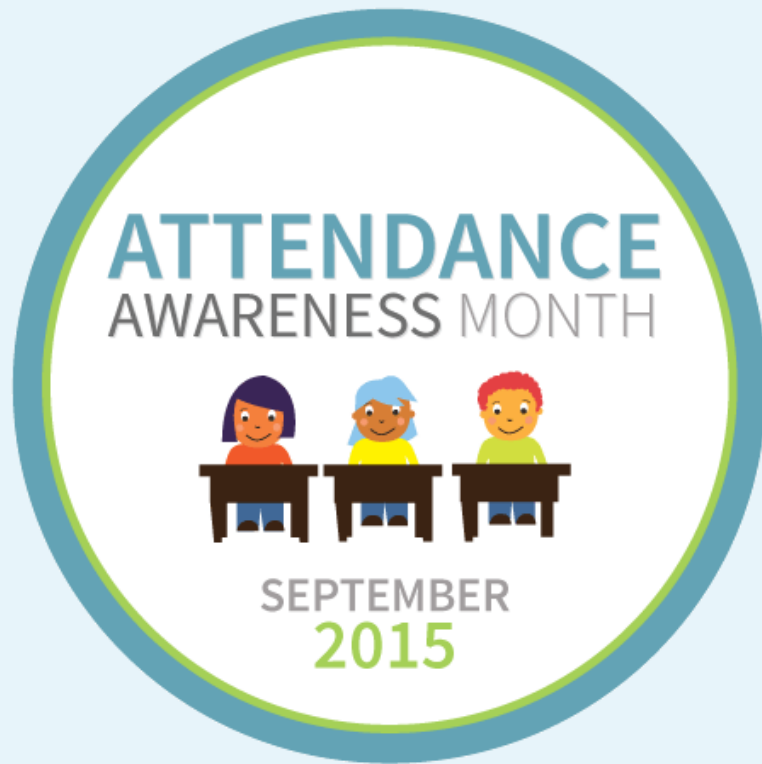


Marci Young

*Vice President
U.S. Network Impact
(Education, Income & Health)*

United Way Worldwide





Attendance Awareness Month and Nationwide Campaign 2015



New Partners Joining the Campaign

A warm welcome to:

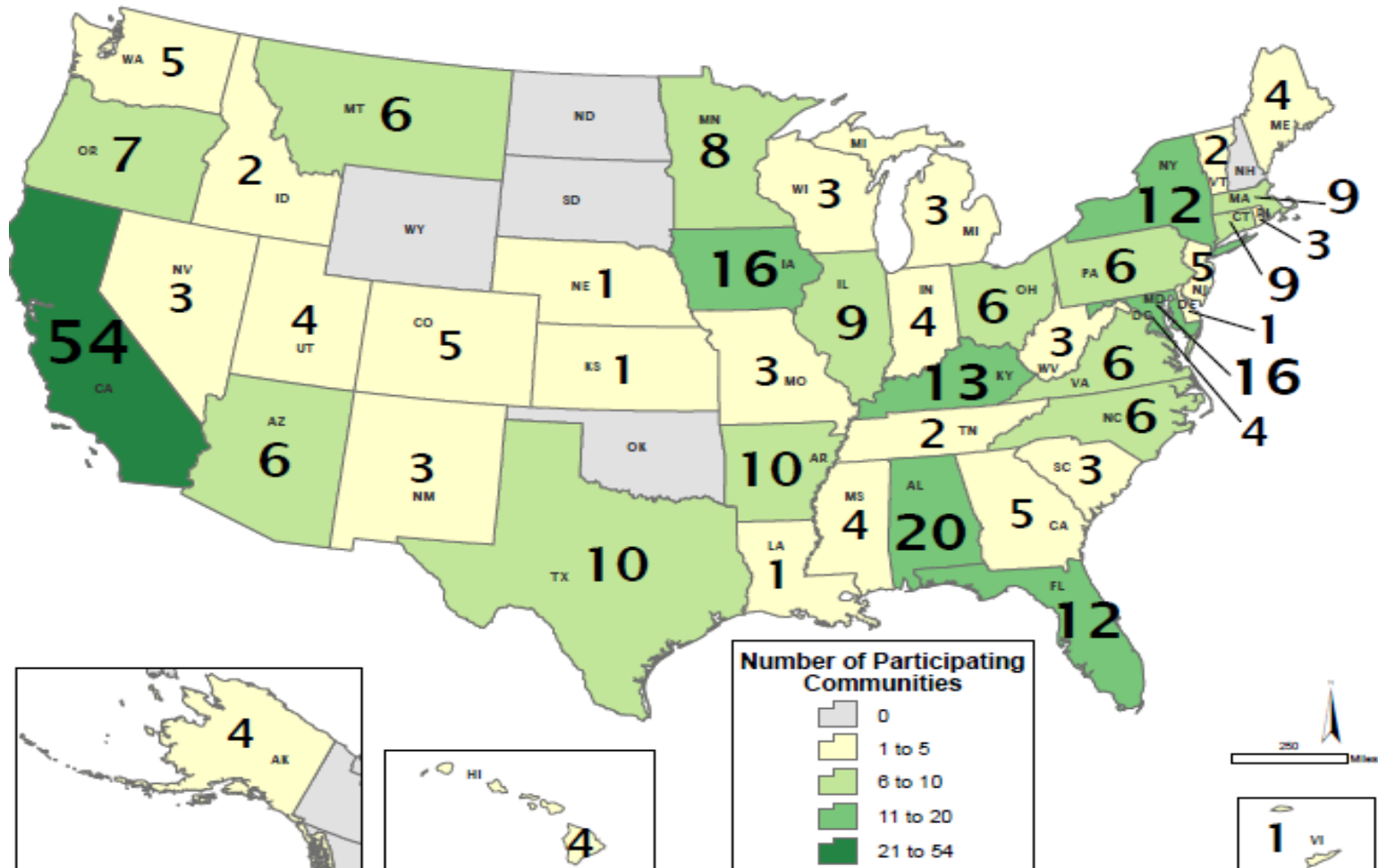
- Futures Without Violence
- Green and Healthy Homes Initiative
- National Black Child Development Institute
- School-Based Health Alliance
- Society for Public Health Education
- Student Voice



Raising Awareness in 2014:

324 Communities in 45 States

Participation in Attendance Awareness Month



Building Momentum in 2015



- **54** national partners
- **3,500** signed up for updates
- **20,000** hits on Attendance Awareness Month materials
- **85** pins already on the Attendance Awareness Map



What are you planning in 2015?

Post your community's plans for Attendance Awareness Month 2015 on our map!



<http://awareness.attendanceworks.org/map/>



Attendance Works



Hedy Chang
Director

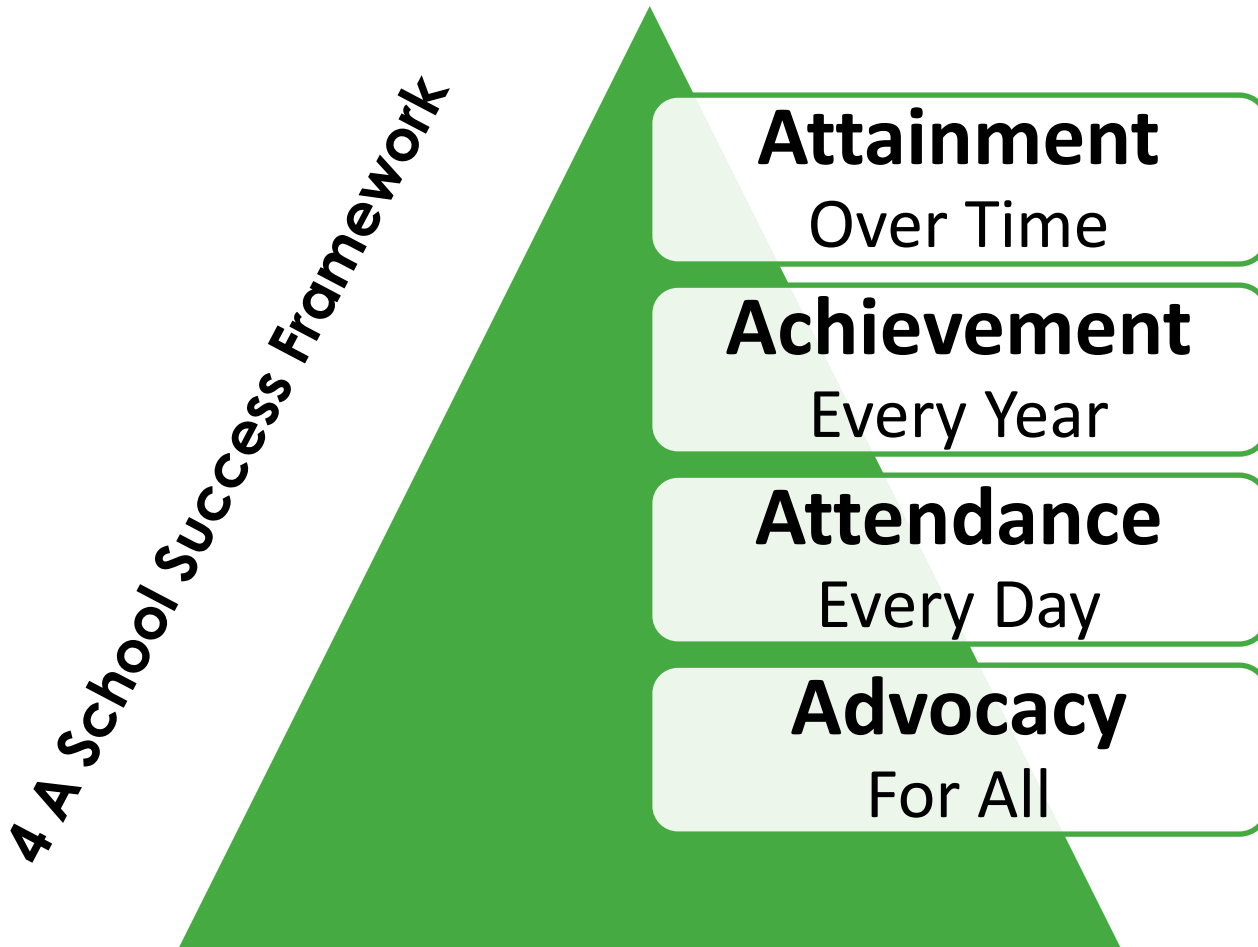


Agenda

- 1. Overview** ~ Hedy Chang
- 2. National Survey of Teens** ~ Marie Groark, Get Schooled
- 3. Role of Mentors** ~ Mike Garringer, MENTOR
- 4. What Works?** Effective Strategies to Address the Attendance Gap for Teens
- 5. Resources and Announcements**



Attendance is an Essential Ingredient of Academic Success



Developed by Annie E. Casey Foundation & America's Promise Alliance
For more info go to <http://www.americaspromise.org/parent-engagement-toolkit>



Improving Attendance Matters Because It Reflects:

Exposure to language: Starting in Pre-K, attendance equals exposure to language-rich environments especially for low-income children.

Time on Task in Class: Students only benefit from classroom instruction if they are in class.

On Track for Success: Chronic absence is a proven early warning sign that a student is behind in reading by 3rd grade, failing courses middle and high school, and likely to drop-out.

College Readiness: Attendance patterns predicts college enrollment and persistence.

Engagement : Attendance reflects engagement in learning.

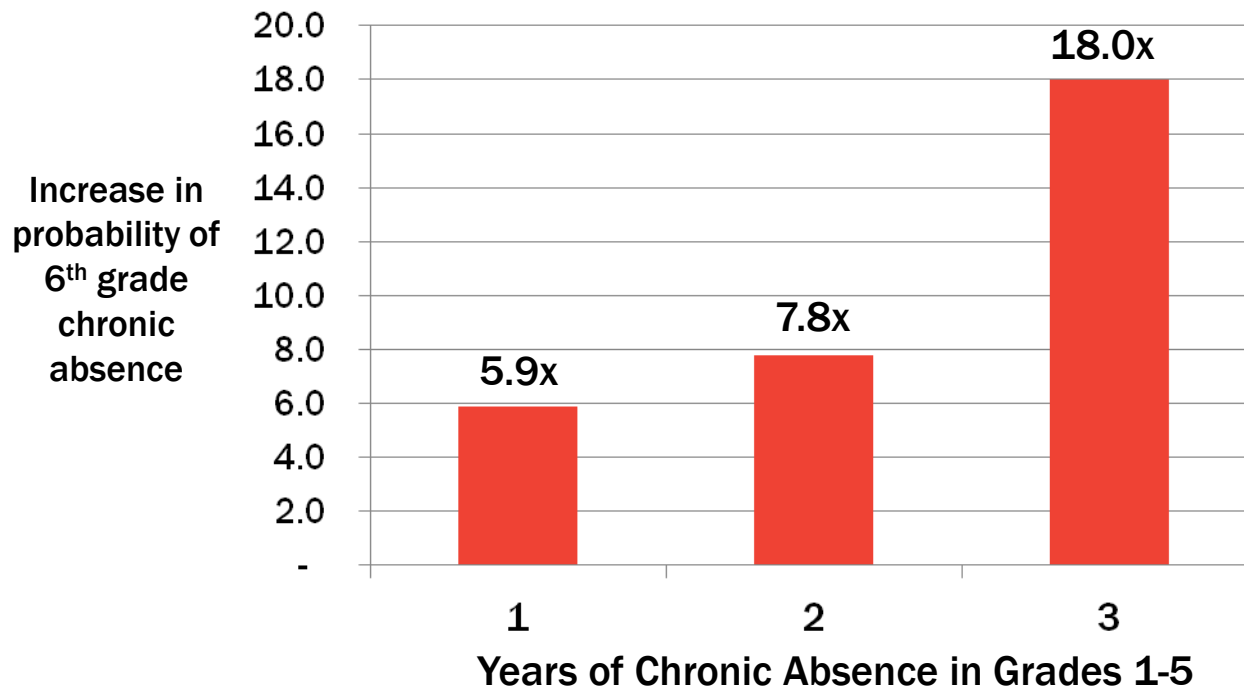
Effective Practice: Schools, communities and families can improve attendance when they work together.

(For research, see: <http://www.attendanceworks.org/research/>)



Multiple Years of Elementary Chronic Absence = Worse Middle School Outcomes

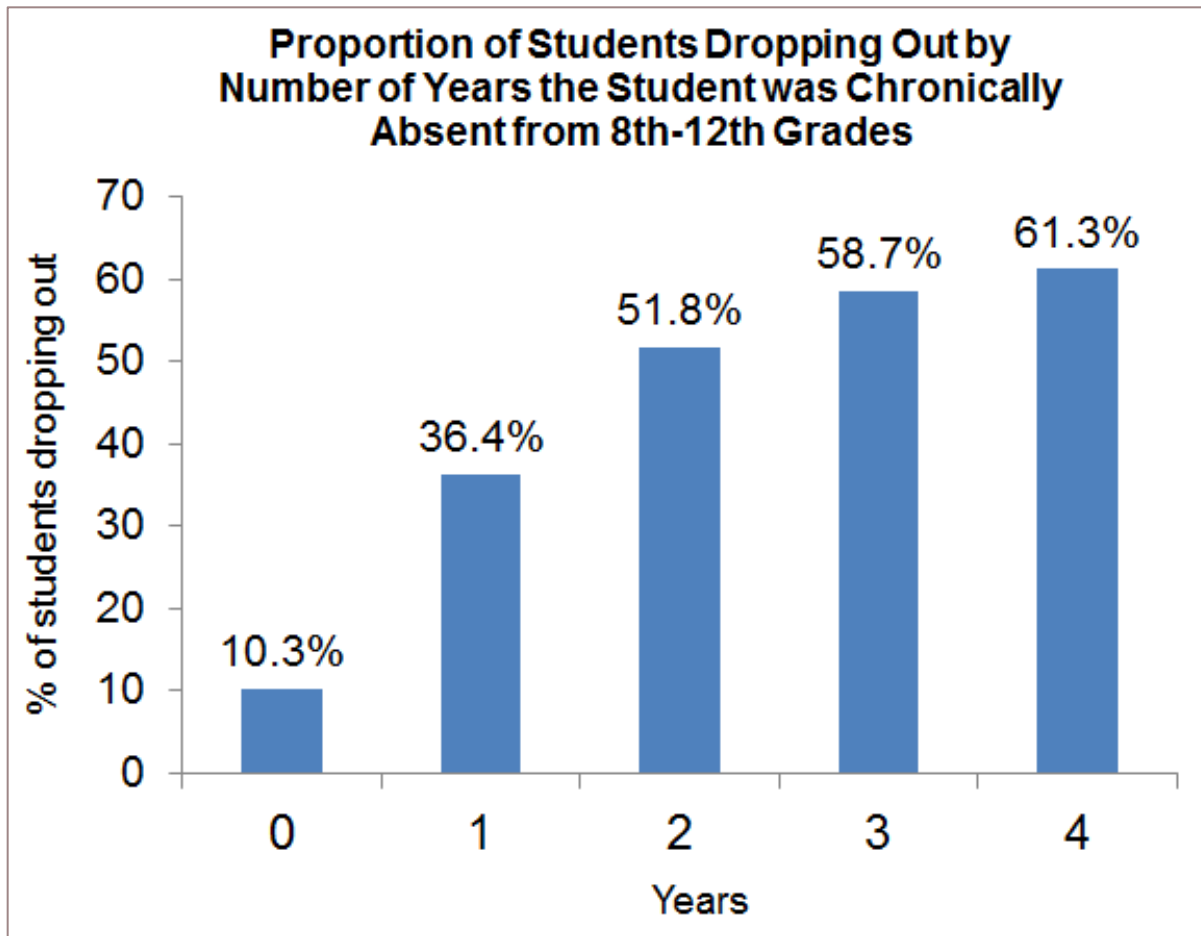
Each year of chronic absence in elementary school is associated with a substantially higher probability of chronic absence in 6th grade



Chronic absence in 1st grade is also associated with:

- Lower 6th grade test scores
- Higher levels of suspension

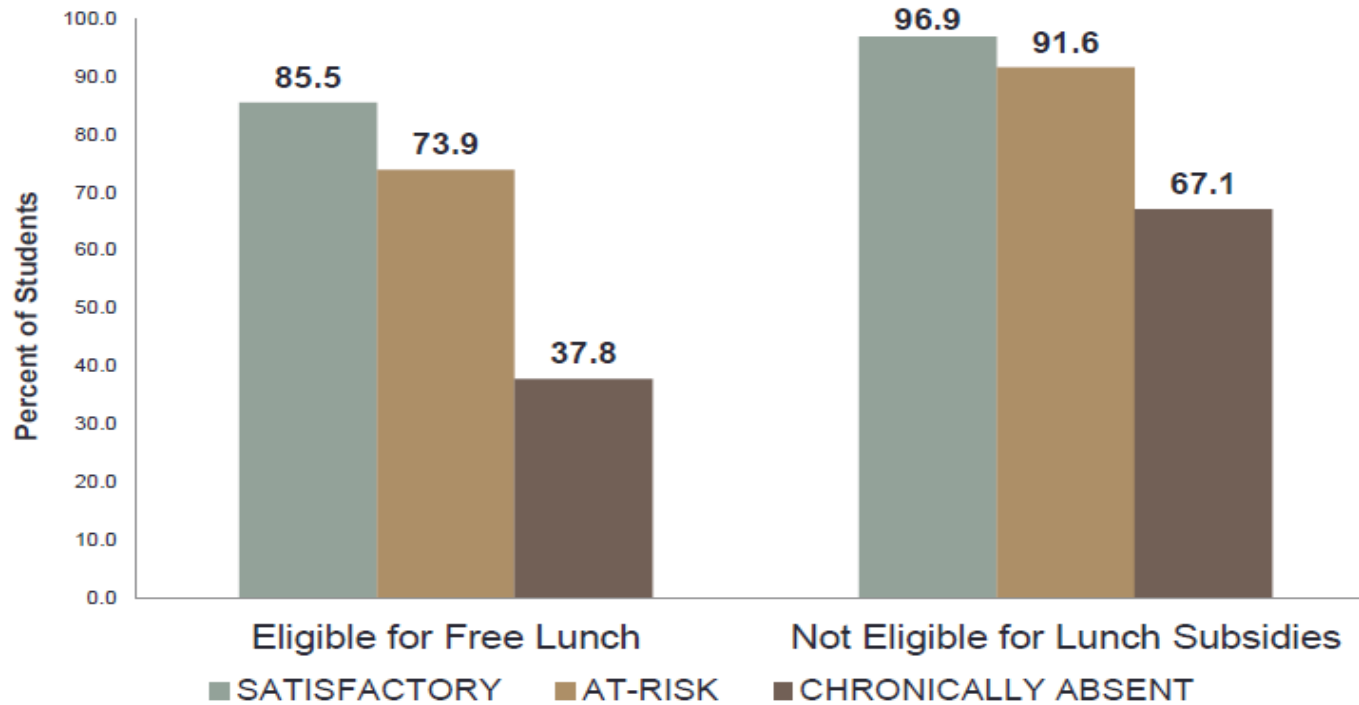
The Effects of Chronic Absence on Dropout Rates are Cumulative



With every year of chronic absenteeism, a higher percentage of students dropped out of school.

Attendance Is Even More Important for Graduation for Students In Poverty

Attendance in 9th Grade and Graduation in 4 Years by Lunch Eligibility

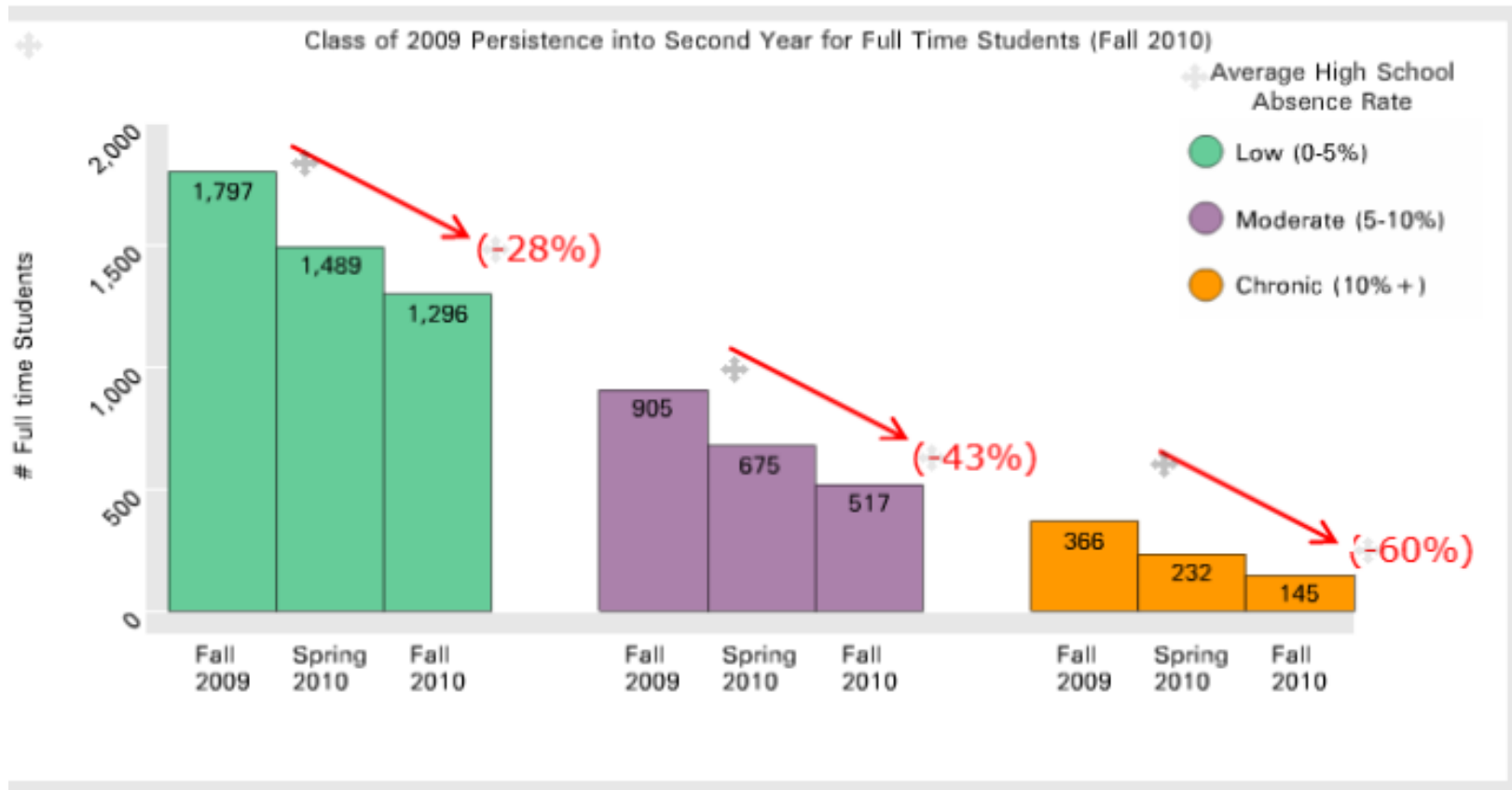


Presentation to: The Interagency Council for Ending the Achievement Gap
November 7, 2013, CT State Dept of Education.



Chronic Absence in High School Predicts Lower College Persistence

In Rhode Island, only 11% of chronically absent high school students persisted into a 2nd year of college vs. 51% of those with low absences.



Map the Attendance Gap

AAM Theme for 2015 and 2016

- 1) **Use data to identify where the gaps are the greatest** (including recognize how truancy & ADA mask an early gap).
- 2) **Unpack what contributes to the gap and detect promising and proven solutions** (with a special emphasis on systemic barriers and solutions, especially related to health, that affect chronic early absence)
- 3) **Avoid the blame game** (point out the systemic attendance barriers faced by low-income students and students from communities of color)



Map the Attendance Gap

AAM Theme for 2015 and 2016

- 4) **Show how early attendance gaps fuel later achievement gaps** (especially raise awareness that even excused absences can add up to too much time lost in classroom instruction and an unequal opportunity to learn).
- 5) **Leverage bright spots** (to demonstrate chronic absence is a solvable problem especially if schools and communities work with families to address barriers to attendance as well as build a habit of attendance even when they face tough obstacles to getting to class)



Your Community's Participation

Poll Questions:

- 1. Is your community planning to participate in Attendance Awareness Month 2015?**

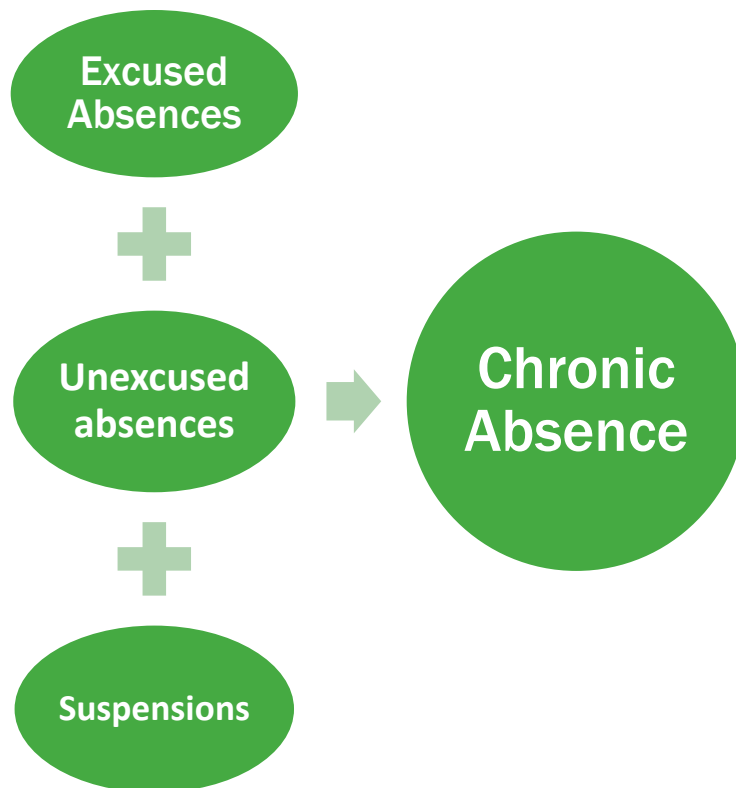
Chronic Absence in Your Community

Poll Questions:

2. In which grade do you see the highest level of absenteeism in your school or district?

Use Chronic Absence to Map Your Attendance Gap

Attendance Works recommends defining chronic absence as **missing 10% or more of school for any reason.**

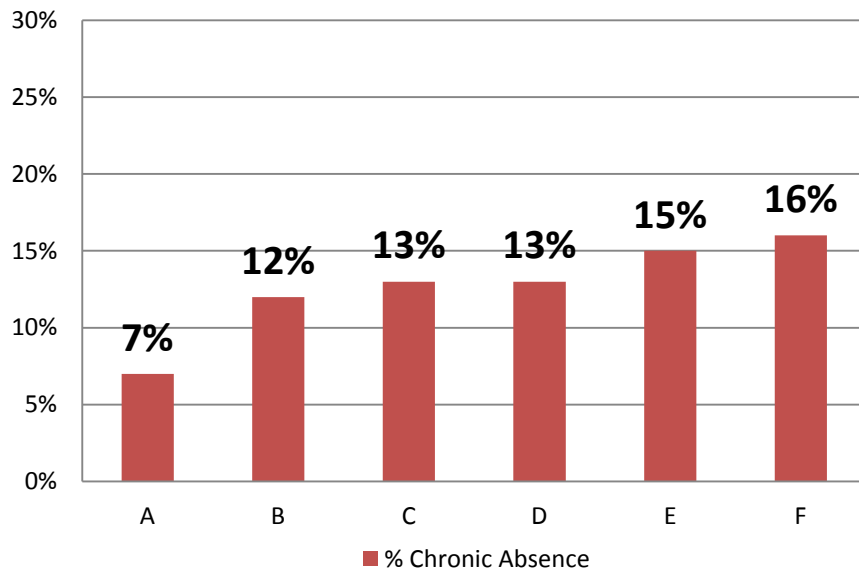


Chronic absence is different from truancy (unexcused absences only) or average daily attendance (how many students show up to school each day).

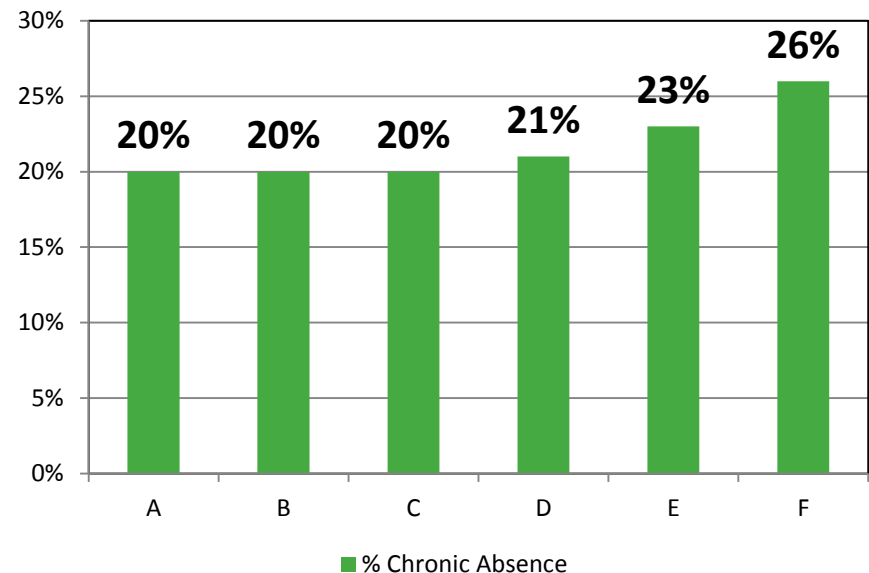
High Levels of Average Daily Attendance (ADA) Can Mask Chronic Absence

90% and even 95% ≠ A

Chronic Absence For 6 Elementary Schools in Oakland, CA with 95% ADA in 2012



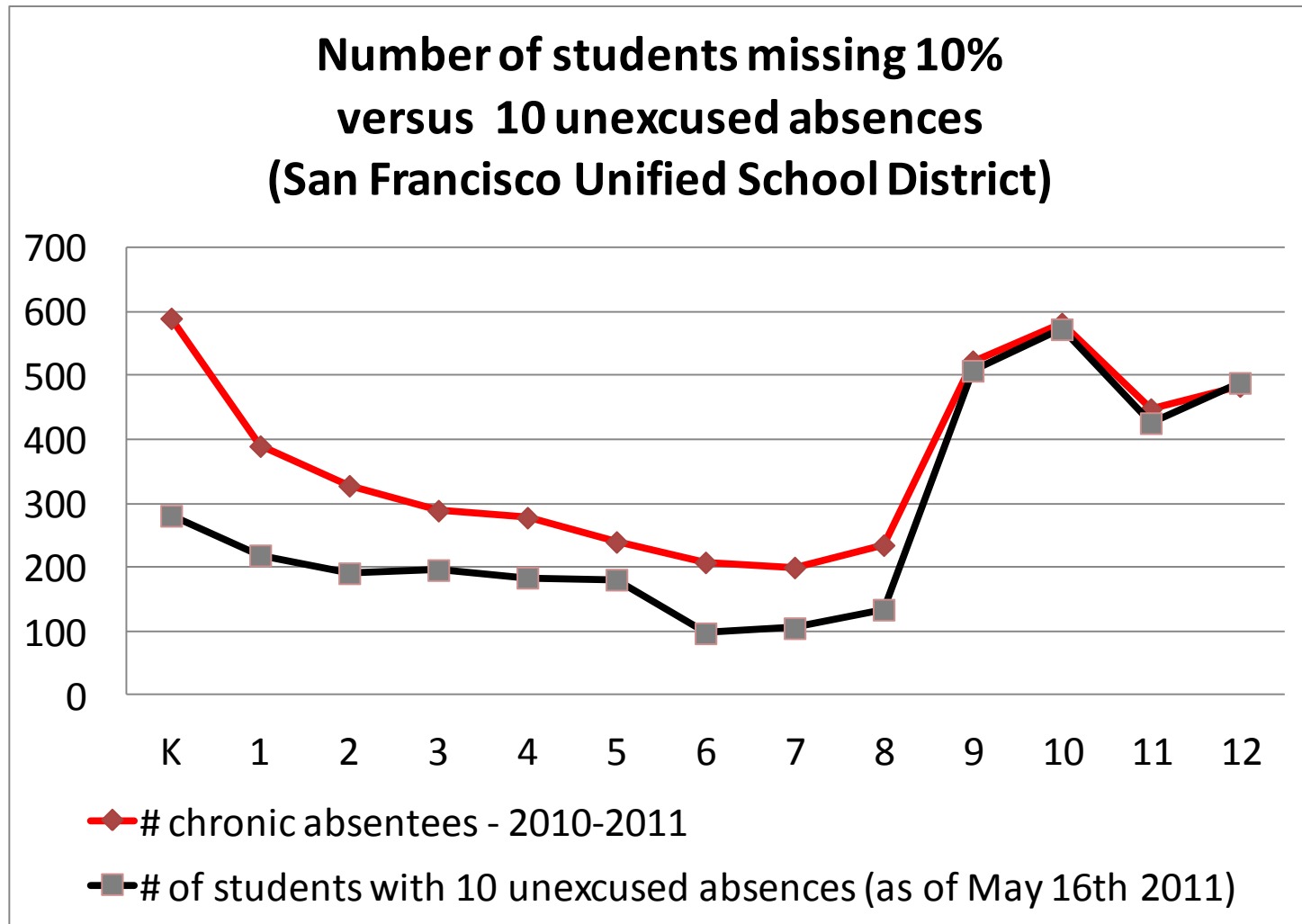
Chronic Absence for 6 Schools in New York City with 90% ADA in 2011-12



98% ADA = little chronic absence
95% ADA = don't know
93% ADA = significant chronic absence



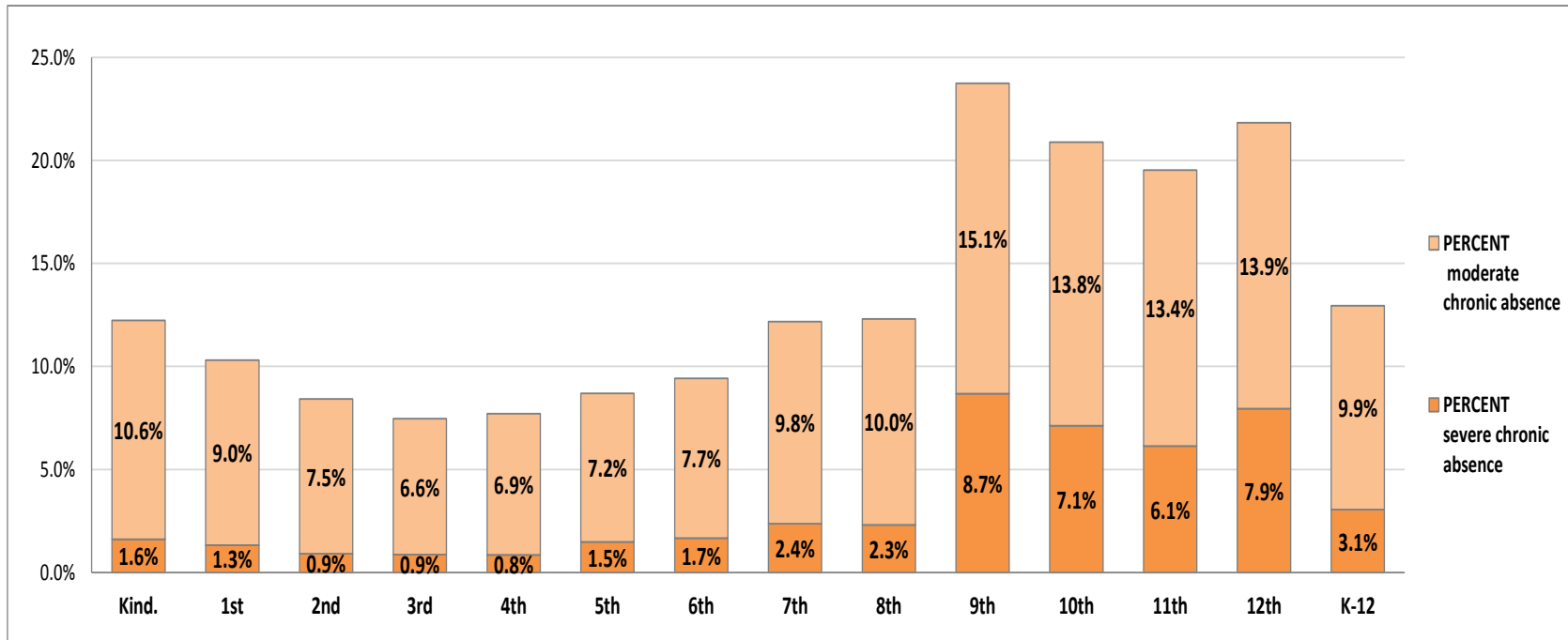
Chronic Absence Versus Truancy



When Does Chronic Absence Spike?

A Typical District's Chronic Absence Data By Grade

What percentage of students in each grade level were MODERATELY or SEVERELY chronically absent?



Elaine Allensworth

UCHICAGOCCSR
THE UNIVERSITY
OF CHICAGO
CONSORTIUM ON CHICAGO
SCHOOL RESEARCH

RESEARCH REPORT NOVEMBER 2014

Looking Forward to High School and College Middle Grade Indicators of Readiness in Chicago Public Schools



Elaine M. Allensworth, Julia A. Gwynne, Paul Moore, and Marisa de la Torre

UCHICAGOCCSR

5 Key Findings for Middle Grades from *Looking Forward To High School and College*

We often hear that preparation for college and careers begins when students are young. Yet, it can be difficult for middle grade educators to know how best to prepare these students for future success. Middle grade practitioners need to know what to pay attention to and who needs additional support. Without knowing how to identify students who are on-track for high school or college graduation in the middle grades, it can be difficult to set appropriate performance goals, or intervene when students struggle.

The study *Looking Forward to High School and College: Middle Grade Indicators of Readiness in Chicago Public Schools* shows how students' middle grade (grades five through eight) performance can be used to determine students' likelihood of graduating from high school and leaving high school with a strong probability of success in college. This brief summarizes a few key findings relevant for schools serving students in the middle grades.

THE 5 KEY FINDINGS

- 1. Middle grade attendance and GPA provide the best indication of how students will perform in high school classes.** These are better indicators than test scores or background characteristics, such as race and neighborhood poverty level, for identifying which students are at risk of failing ninth-grade classes or earning low grades in high school.
- 2. Students who are chronically absent or receiving Fs in the middle grades are at very high risk of being off-track for graduation in ninth grade, and eventually dropping out of school.** These students are already in need of intervention during the middle grades, before they end up failing in high school. Many other students end up off-track in high school, but cannot be identified as at high risk until after they make the transition to high school.
- 3. College readiness depends on very strong grades in middle school, as well as high school.** Students need to earn all As and Bs during the middle grades to have at least a modest chance at college readiness by the end of high school.
- 4. Improving grades and attendance in the middle grades can have a large pay-off for high school success; even more so than improving test scores.** Students who improve their attendance or grades from fifth through eighth grade have better on-track rates, higher grades, and higher test scores in high school than students who start out with the same achievement in fifth grade but do not improve during the middle grades. Modest improvements in attendance or grades from fifth through eighth grade are associated with substantial differences in high school outcomes.
- 5. High school selection matters for whether students graduate and earn the credentials needed for college.** Students with the same eighth-grade GPAs, attendance, and test scores have much different probabilities of being on-track and earning high grades in high school, depending on which high school they attend. The high schools where students have the best pass rates and highest grades are not necessarily the schools with the highest test scores.

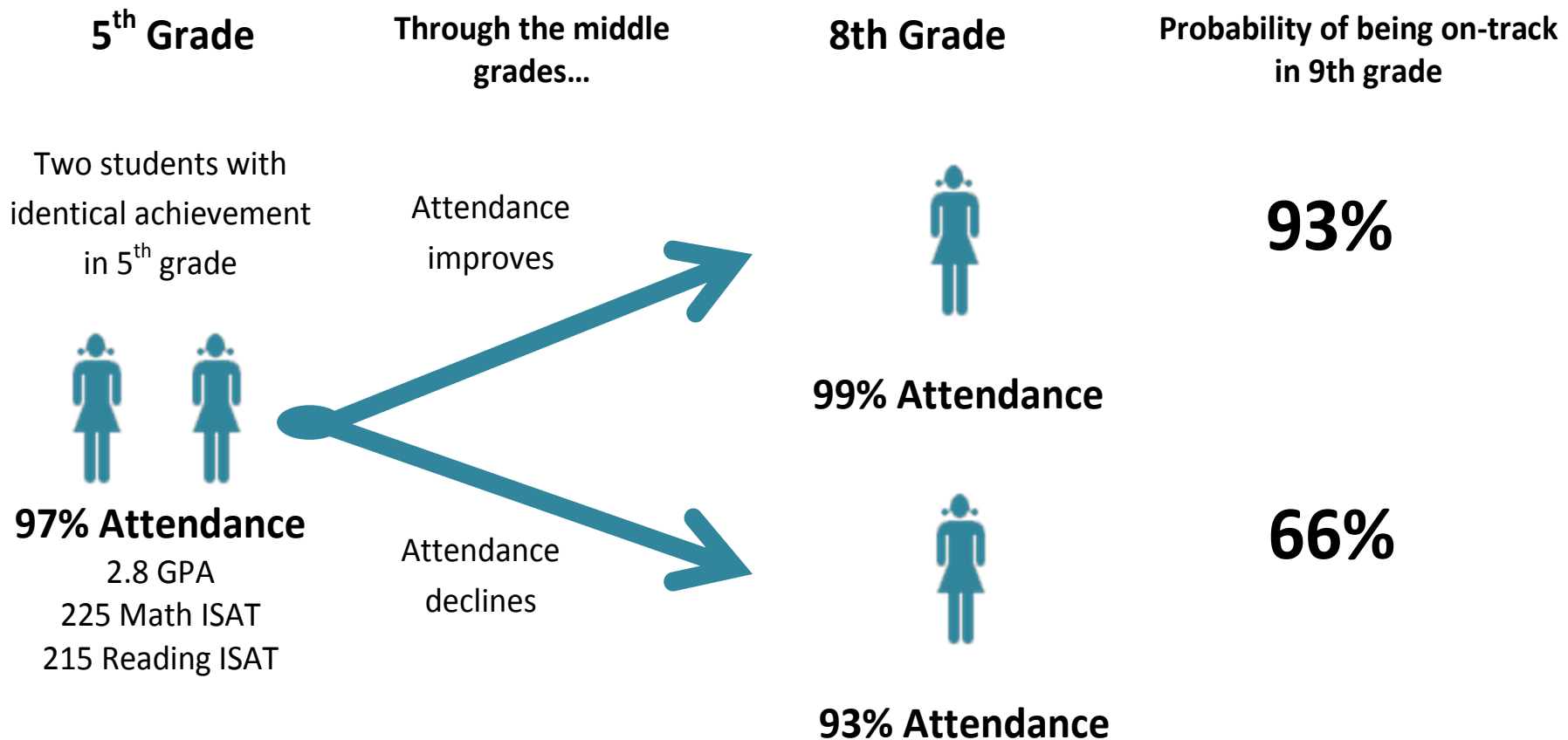
ccsr.uchicago.edu

What are the best indicators of high school success?

- Core GPA and attendance in eighth grade best predict whether students in high school pass and earn As or Bs
- Test scores in middle grades predict whether students reach ACT's test score benchmarks
- Other information doesn't tell us more about who will pass, get high grades or get good test scores, including...
 - Race, gender, special education status, bilingual status, age
 - Subtest scores
 - Grades in particular classes
 - Yearly test score gains and test score growth over the middle grades
 - Changes in grades over the middle grades
 - Perseverance, study habits
 - Discipline records, suspensions

Small improvements in attendance are associated with large improvements in later outcomes

Predicted probability of being on-track in ninth grade for students with the most and least improvement in attendance (from fifth to eighth grade) among students with similar attendance, GPA and test scores in fifth grade



Find Out Why Students Are Chronically Absent

Myths

Absences are only a problem if they are unexcused

Sporadic versus consecutive absences aren't a problem

Attendance only matters in the older grades

Barriers

Chronic disease

Lack of access to health or dental care

Poor Transportation

Trauma

No safe path to school

Aversion

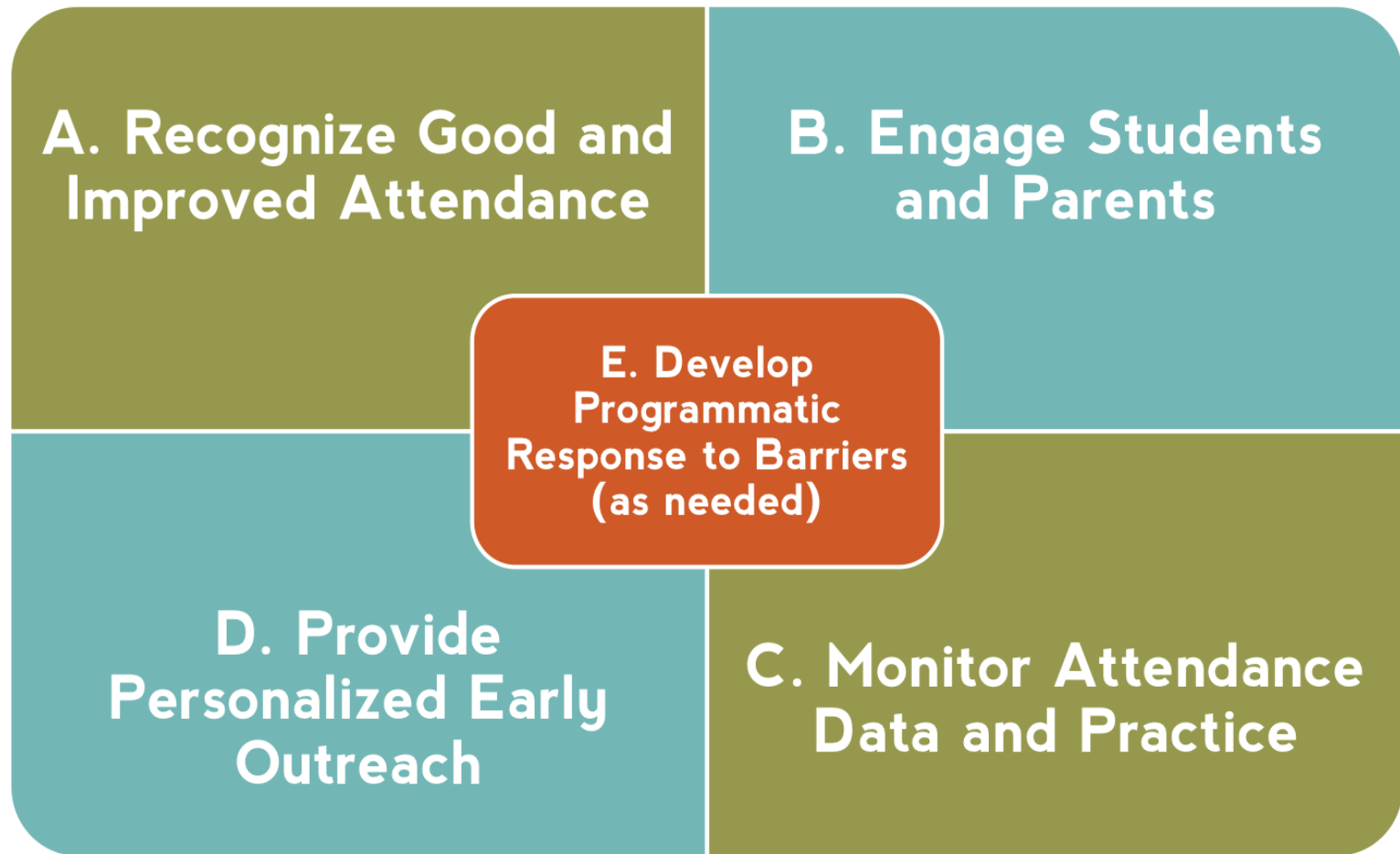
Child struggling academically

Lack of engaging instruction

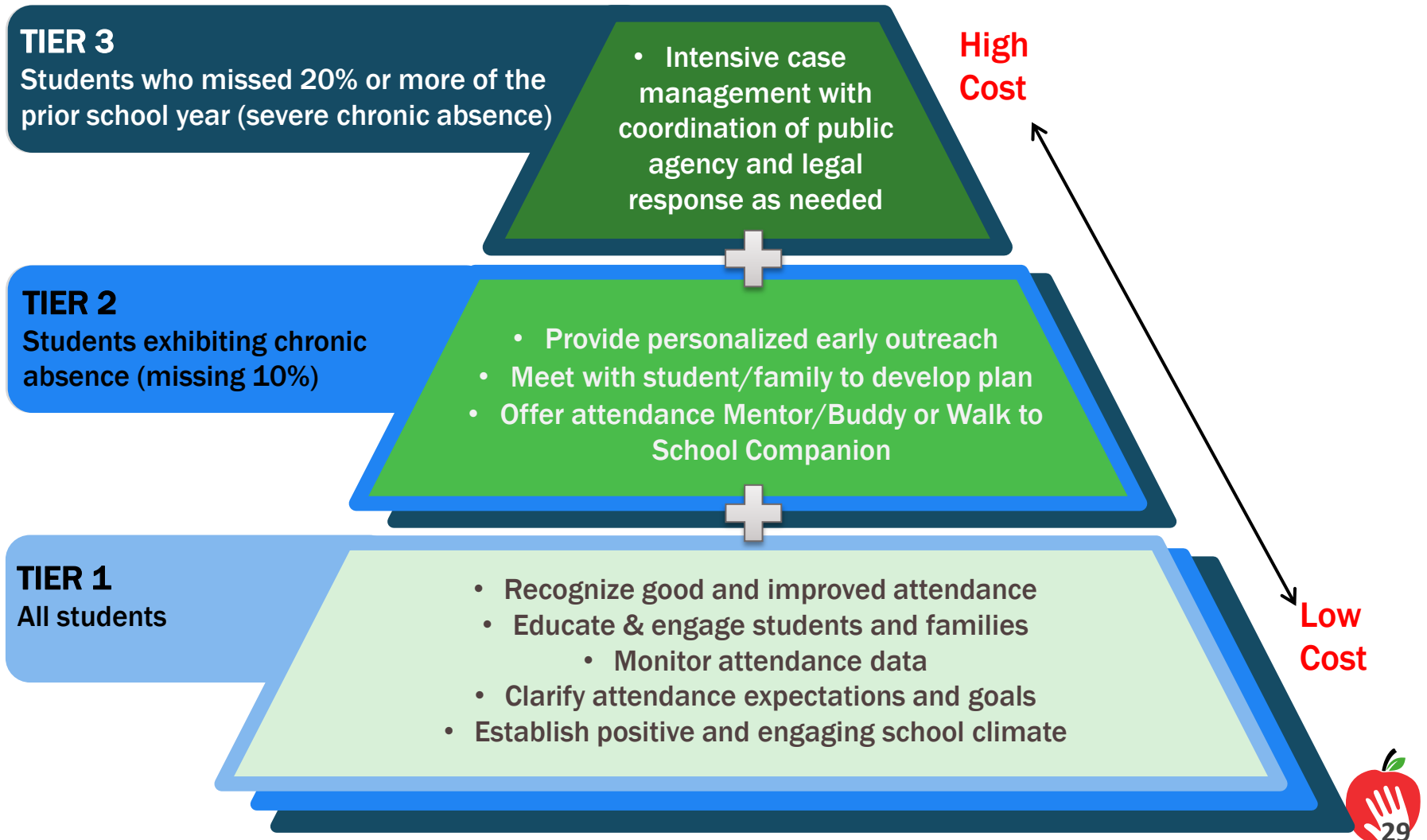
Poor school climate and ineffective school discipline

Parents had negative school experience

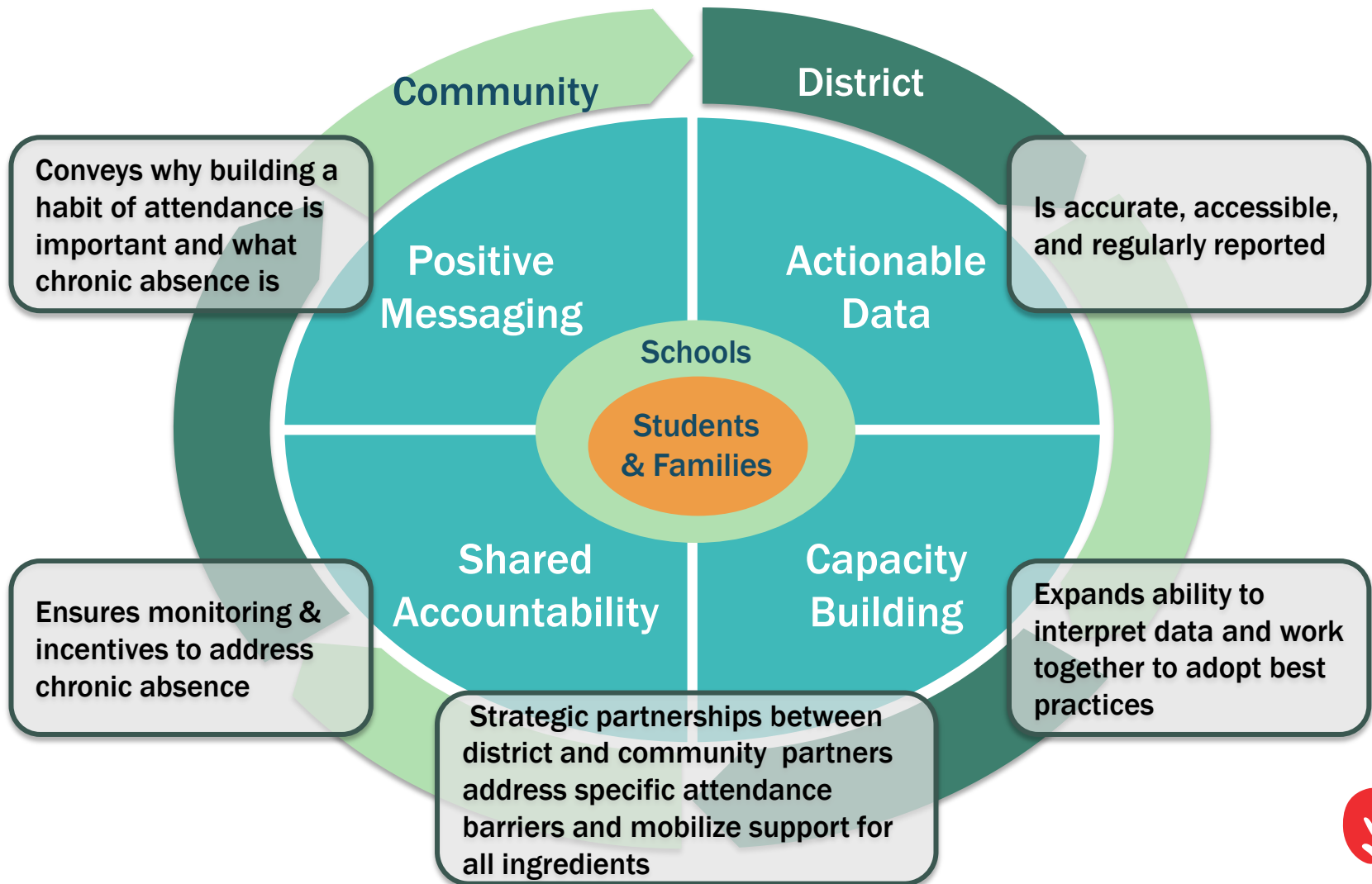
AW Recommended Site-Level Strategies for Debunking Myths and Identifying Barriers



Improving attendance requires adoption of a tiered approach that begins with prevention



Ingredients for System-wide Success & Sustainability



Get Schooled

Marie Groark
Executive Director





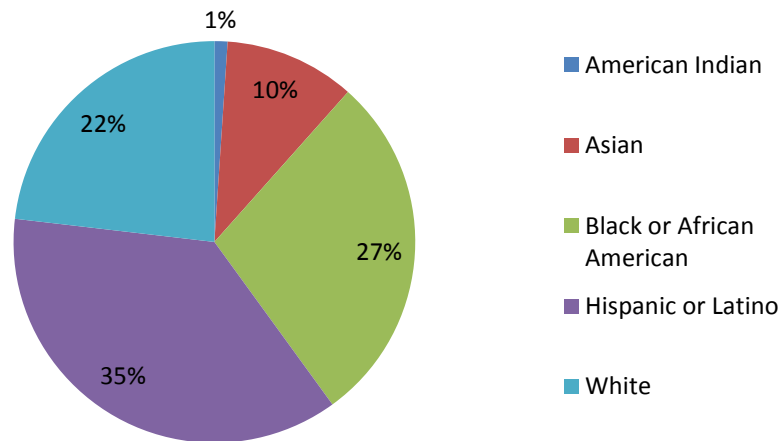
**Student
Perspectives on
Attendance**

August 2015

Survey Respondents

We conducted an e-mail survey of 20,000 students active on Get Schooled during the 2014-15 school year and **1,323 students** responded for a **6%** return rate. Respondents came from 46 states with the highest number of respondents from California, New York, Texas, Georgia, Illinois, Florida, North Carolina, Arkansas, Michigan, Louisiana and Arizona.

Ethnic Background of Survey Respondents



Grade Recently Completed	
7	2%
8	5%
9	23%
10	29%
11	36%

Middle school students
 High school students

Respondents largely reflected the profile of the Get Schooled student population with a slightly higher percentage of Asian students responding and a lower percentage of White students responding.

Attendance Rates

We asked survey respondent to self-report their attendance for the 2014-15 school year. We expect this data to be somewhat inflated (students likely missed a few more days than they report) but helpful as we aggregate survey results.

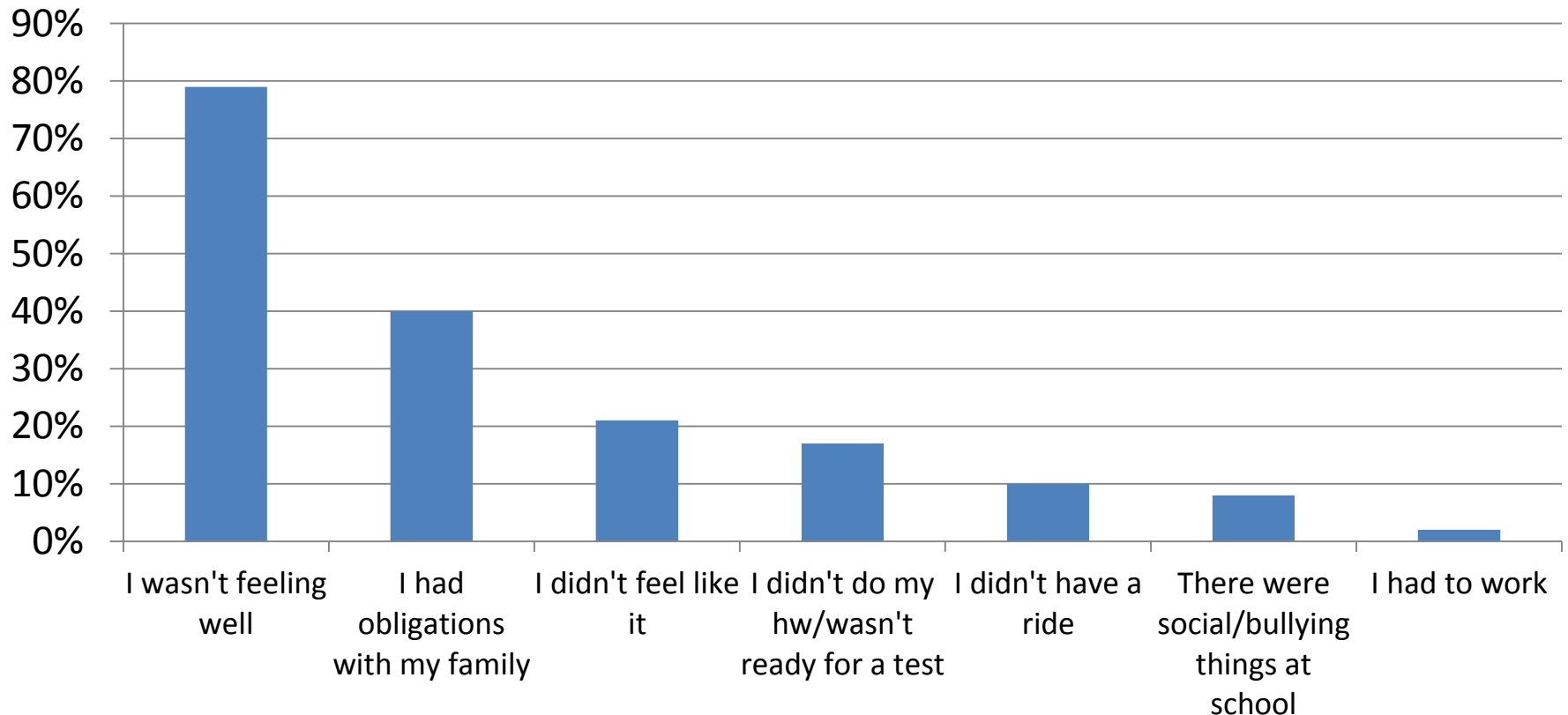
Reported Attendance	
I had perfect attendance! No days missed.	14%
Very few -- 5 days or less for the whole year	61%
Occasionally missed -- maybe one day a month	16%
Missed pretty regularly - maybe two days a month	7%
Missed a lot - usually about a day a week	2%

} Defined as “Miss Occasionally” in survey results

} Defined as “Miss Regularly” in survey results

Reasons for Missing School

Not feeling well is far and away the number one reason for missing school, with family obligations a distance second.

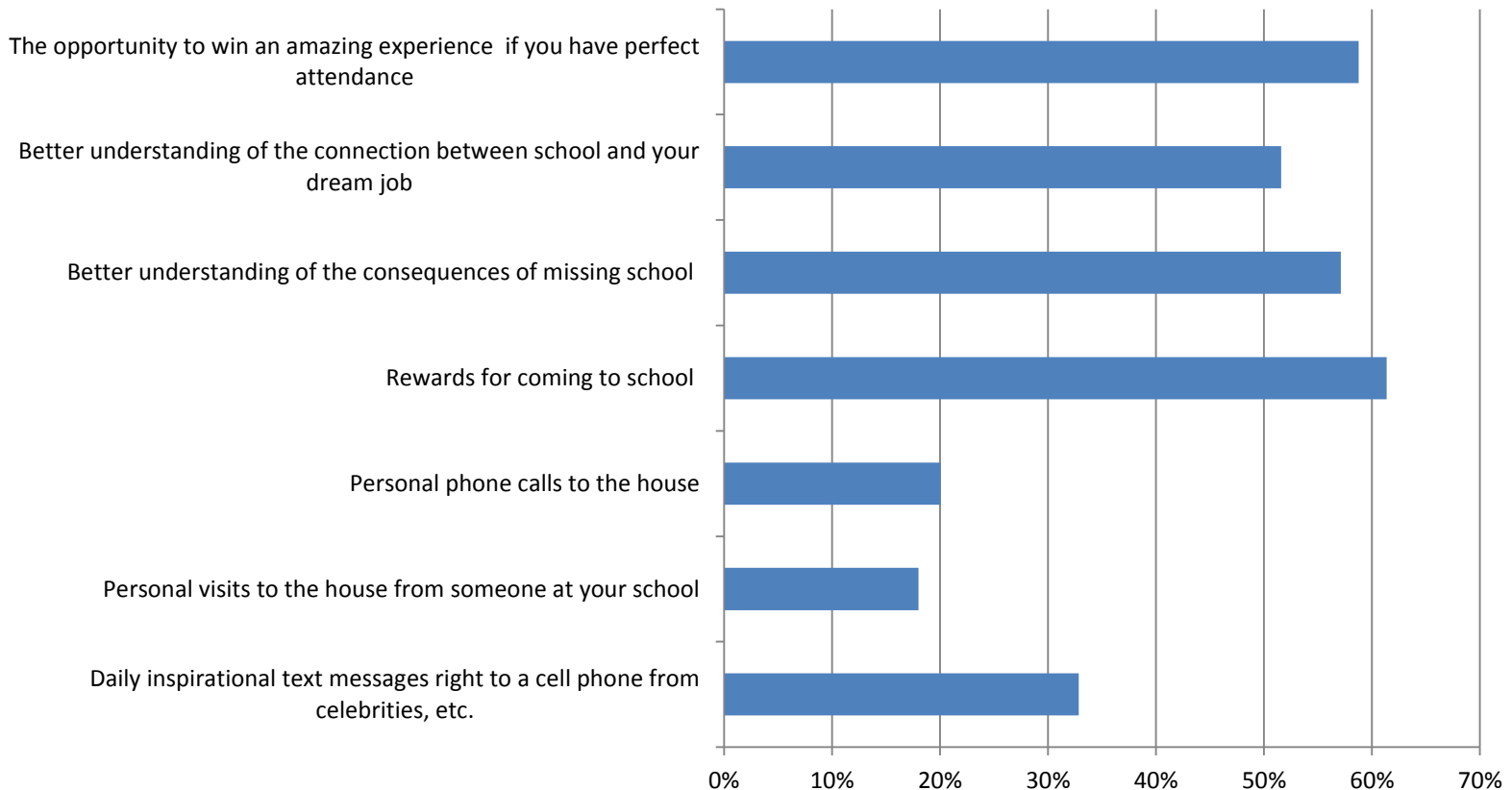


Reasons for Missing School – By Subgroup

	Sick	Family Obligations	Don't Feel Like It	Didn't finish my homework	No ride to school	Social/ Bullying Issues	Need to work
All Students	79%	40%	21%	17%	10%	8%	2%
Middle School Students	79%	39%	19%	13%	9%	12%	2%
High School Students	79%	39%	22%	19%	11%	6%	2%
African American Students	80%	40%	22%	15%	17%	9%	2%
Latino Students	81%	39%	20%	17%	11%	6%	2%
White Students	83%	45%	24%	19%	3%	11%	2%
Asian Students	60%	20%	15%	20%	6%	3%	2%
Occasionally Miss	96%	56%	30%	29%	15%	17%	2%
Frequently Miss	96%	43%	56%	38%	18%	14%	3%

What Might Get Me To School?

Students largely do not believe additional personal contact from school would improve attendance. Students would rather a clearer understanding of the consequences of missing school, understanding of the connection between school and their dream job or some kind of reward/recognition for achieving excellent attendance.

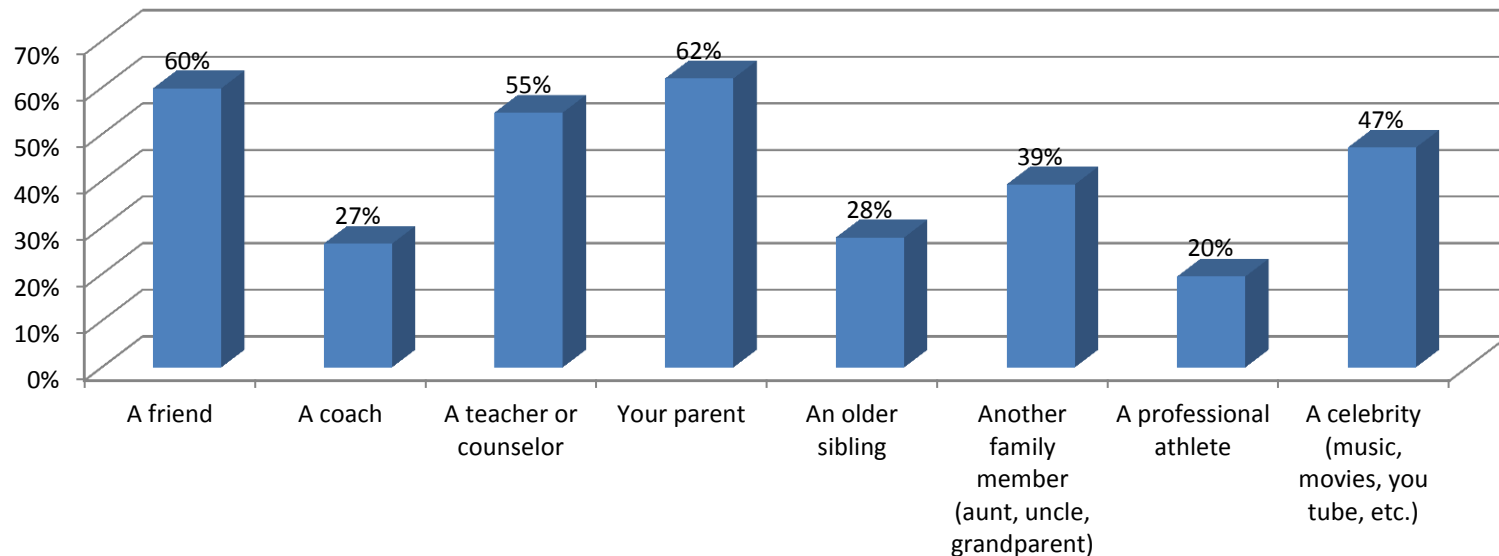


What Might Get Me To School– By Subgroup

	Win an Experience	Connection Between School and Dream Job	Consequence of Missing School	Rewards for Coming to School	Personal Phone Calls from School Staff	Personal Visits from School Staff	Daily Inspirational Text Message
All Students	59%	52%	57%	61%	20%	18%	33%
Middle School Students	57%	48%	58%	61%	20%	21%	36%
High School Students	59%	53%	57%	61%	20%	17%	31%
African American Students	65%	54%	62%	67%	25%	21%	45%
Latino Students	54%	52%	58%	58%	20%	16%	29%
White Students	59%	50%	53%	60%	14%	14%	23%
Asian Students	58%	51%	56%	58%	23%	24%	30%
Occasionally Miss	57%	42%	52%	63%	12%	16%	33%
Frequently Miss	62%	49%	51%	60%	22%	23%	39%

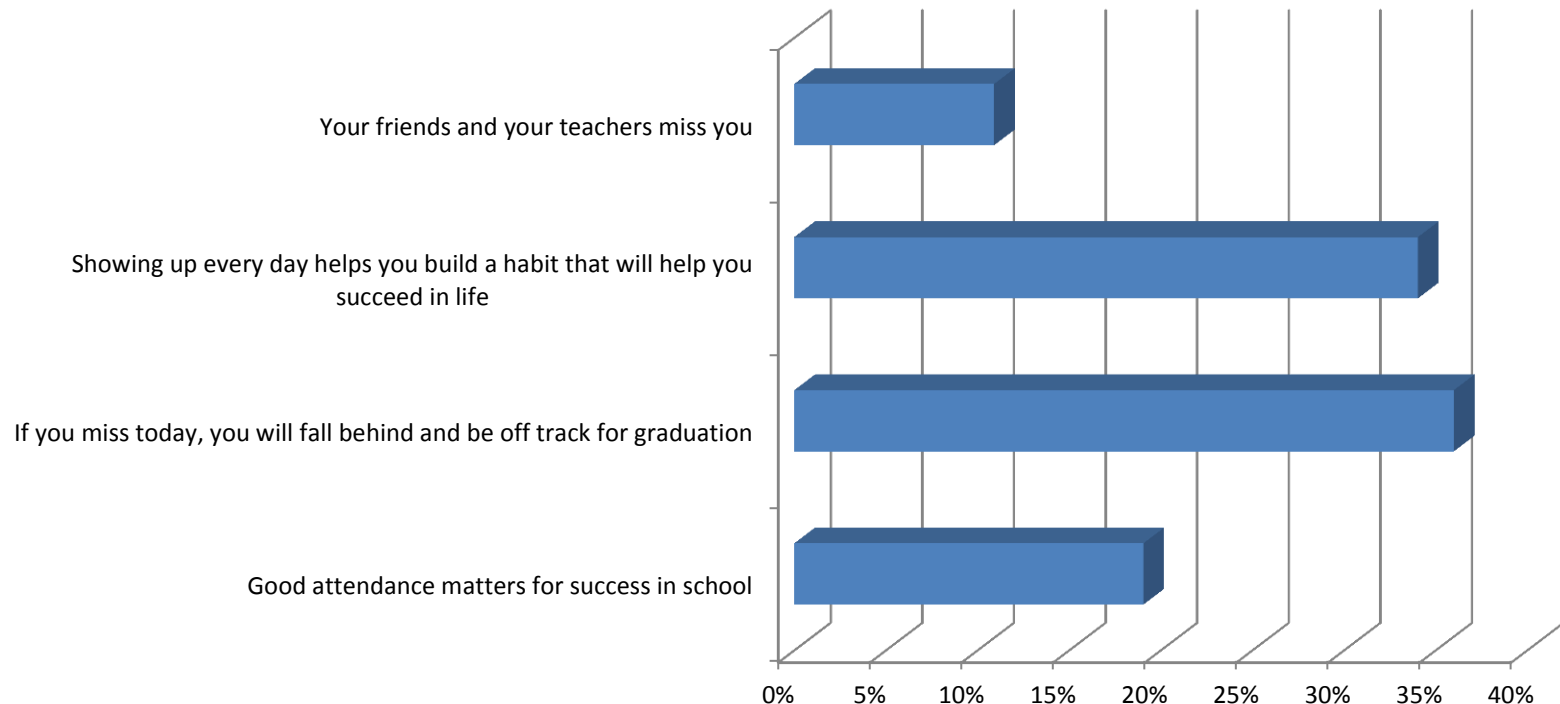
Who Will I Listen To?

Students are most likely to listen to advice given by a friend and/or parent. Teachers and celebrities are the next most trusted sources for information. Middle school students, African Americans and students who miss occasionally and frequently are most likely to prefer advice from celebrities. Latinos and African Americans are most likely to prefer advice from their parents.



What Message Works?

Across every demo, with very little variation, the two messages that are most likely to resonate tie attendance into longer term goals: the impact missing school has on life success and the impact missing school has on graduation. The nearer term message of high school graduation is more likely to resonate with middle school students and the longer term message of life success is more likely to resonate with high school students.



Questions?



MENTOR:

The National Mentoring Partnership



Michael Garringer
Director of Knowledge
Management

“Mentoring may be more like the slow accumulation of pebbles that sets off an avalanche than the baseball bat that propels a ball from the stadium.”

- Nancy Darling in “Mentoring Adolescents”
in the *Handbook of Youth Mentoring*

Mentoring and Academic Achievement

- Mentoring programs have consistently shown to improve academic performance and achievement across a variety of studies
 - 2002 and 2011 meta-analyses showed that mentoring programs, in general, are moderately effective at boosting academic achievement
 - They are also good at promoting socio-emotional development and non-cognitive skills, as well as connectedness to people and institutions (e.g., teachers and schools)

Mentoring and Attendance

- **Original Impact Study of BBBSA first explored the connection**
 - Little Brothers and Little Sisters were significantly less likely to skip classes or a day of school. Little Brothers and Little Sisters had skipped 52 percent fewer days and 37 percent fewer classes.
 - Impact was more pronounced for girls (84% fewer days)
- **Subsequent report on BBBS SBM found similar results**
 - Teachers reported fewer skipped days for mentored youth
 - Youth reported being less likely to *start* skipping school

Mentoring and Attendance

- **2011 Meta-analysis by DuBois and colleagues found...**
 - Positive impact on attendance across 18 program samples
 - Also found evidence of impact on grades and test scores
 - Compared well with afterschool program meta-analysis on attendance impact
- ***Meeting the Challenge of Combating Chronic Absenteeism (2013)***
 - Chronically absent students who were mentored improved attendance by about two weeks of class time on average
 - Students struggling with homelessness improved even more
 - Impact was also more pronounced for youth who were overage for their grade
 - Mentored chronically absent students were 52% more likely to return the following year

Mentoring as a Key Driver of Academic Motivation and Success

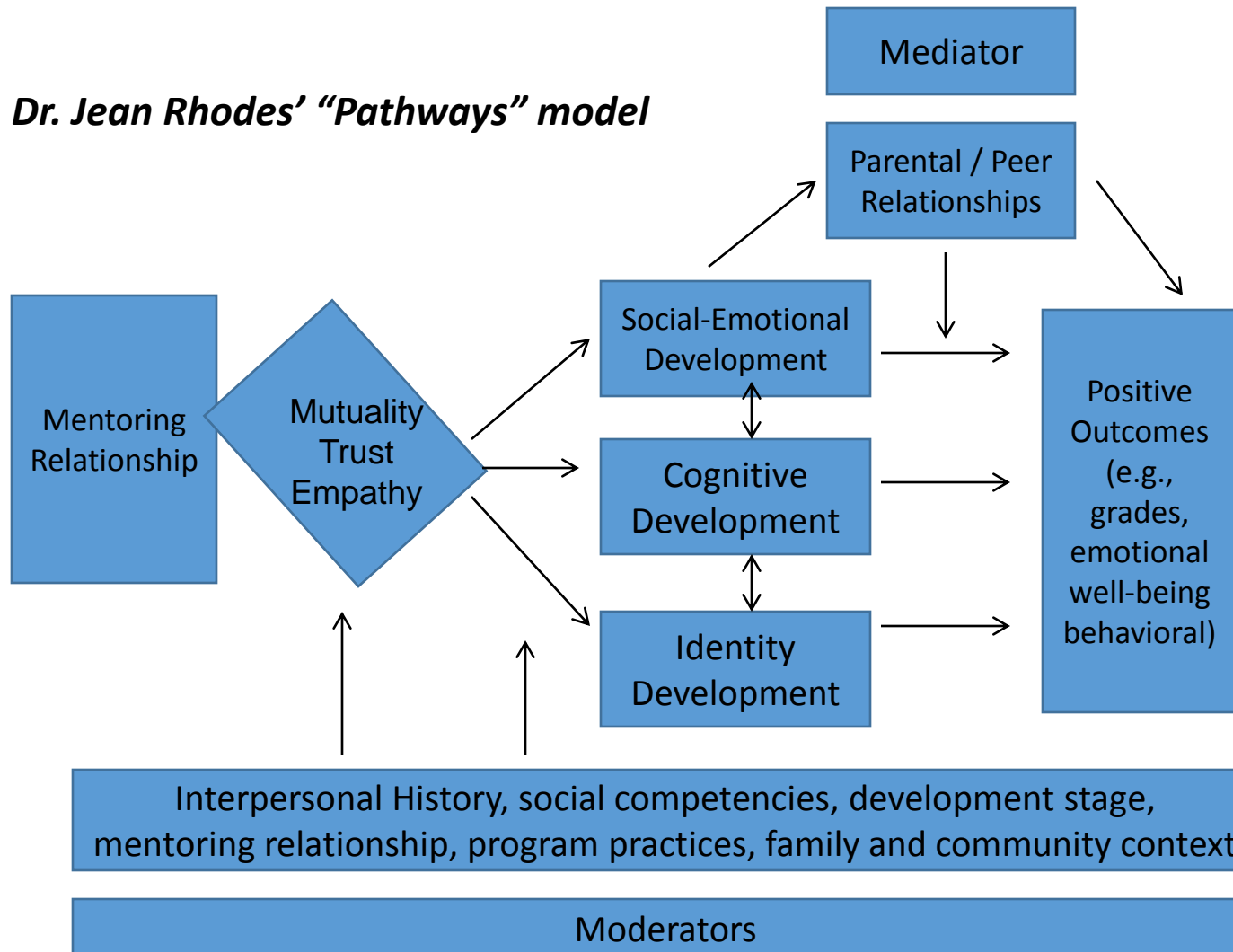
Success Mentee Year End Survey Results, 2012-13 (N=1293):

- 91% of students liked having a mentor this year
- 92% of students said that other students would benefit from having a mentor
- 75% of students said a mentor helped them improve their attendance
- 79% of students said a mentor improved their grades or quality of work
- 84% of students said a mentor motivated them to do well in school
- 84% of students said a mentor helped them feel more confident in themselves

Meeting the Challenge of Combating Chronic Absenteeism, p. 38

So how do mentors help?

Dr. Jean Rhodes' "Pathways" model



Mentors offer varied support

- Mentors can offer direct academic support that helps youth build “small wins” in the classroom
- Mentors build feelings of self-efficacy around coursework
- Mentors help establish a growth mindset and identify “sparks”
- Mentors build connectedness to teachers and peers (support seeking)
- Mentors help connect school and future career or educational goals

Best practices for mentoring teens

- **Think carefully about the blend of relational and instrumental forms of support**
 - Integrating rigid curriculum can be tough; strive for balance
 - Focus, purpose, and authorship are really important for match quality
 - Aim for a “working alliance”
- **For in-school programs:**
 - Think about space and place
 - Remember that good mentoring involves the family, too
 - Use the mentor to facilitate youth access to and participation in other services

And above all else...

- **Trust that the relationship itself can be the agent of change**
- **New research by Bayer and colleagues (2015) found that:**
 - Emotional closeness, not time spent on academic activities, was the key predictor of academic outcomes
 - This bond was not really the result of match length; it can happen quickly
 - Social activities were just as good at supporting academic outcomes
 - Meeting space, consistency of meetings, and staff support were keys to generating emotional closeness
- **Programs that produce “cold” or “prescriptive” relationships can *hurt* attendance**

Attendance Works

Cecelia Leong
Associate Director



Communities in Schools In the Heart of Texas



Kelly Connolly
Mentor Coordinator

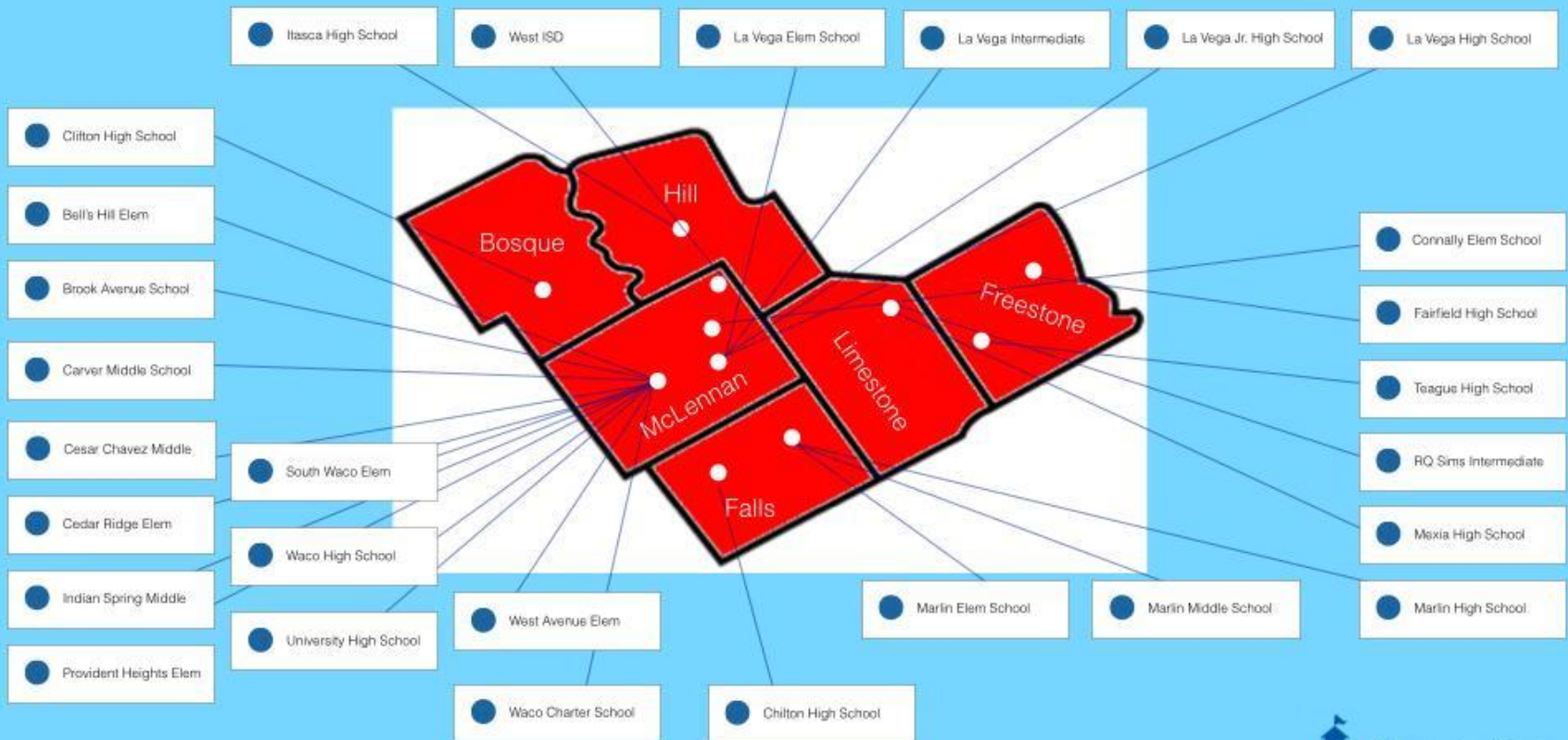


CISHOT Mentoring Program

Communities In Schools in the Heart of Texas

CISHOT Scope & Reach

Serving the Heart of Texas for more than 25 years!



CISHOT Mentoring Overview

- School-based mentoring
- Informed by research & *Elements of Effective Mentoring Practice* standards
- Yearlong commitment of weekly one hour meetings + monthly sponsored events
- Activities such as reading aloud together, making a puzzle, playing a board game, or working on homework

Impact of Mentoring

increased school **attendance**, improved grades, better **behavior**, improved high school graduation rates, increased higher **educational attainment** rates, improved social and **emotional stability**, more trusting child-adult relationships



Questions?



Center for Supportive Schools

Peer Group Connections

Margo Ross

Senior Director of
Development





PEER GROUP CONNECTION



What is Peer Group Connection (PGC)?

A peer-to-peer group mentoring model that trains and mobilizes older/more experienced students to help ease the transition into school for incoming students and improve school culture and climate.

- **PGC for high schools:** 11th and 12th graders support 9th graders
- **PGC for middle schools:** 8th graders support 6th graders
- **PGC for alternative schools:** More experienced students supporting incoming/newer students

Each of these programs uses a distinct and developmentally appropriate curriculum.

PGC: When and Why

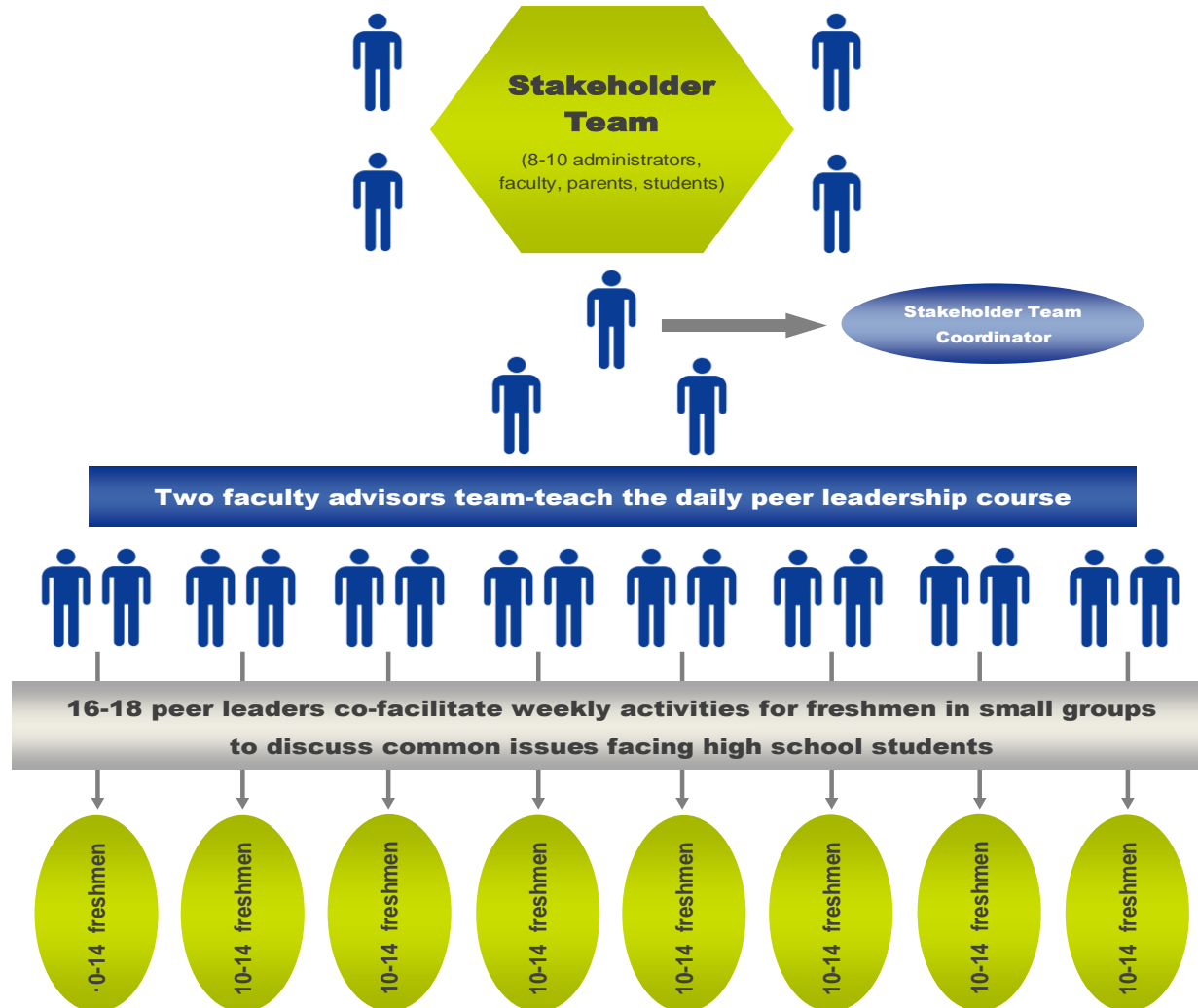
When	<ul style="list-style-type: none">• During the regular school day• Daily leadership course for student leaders• Weekly group mentoring sessions for younger/less experienced students led by trained student leaders• Throughout the entire year and beyond
Why	<p>To enhance school connectedness and build social, emotional, leadership, and academic skills to support educational outcomes such as remaining in school, student achievement, increased attendance, lower suspension rates, and, ultimately, graduation from high school ready for college.</p>

PGC Curriculum

The PGC curriculum uses engaging, hands-on activities to address issues that have been shown to help reduce risk behaviors and produce positive student outcomes, including high school completion. Curriculum topics include:

- Sense of School Belonging
- Competence in Interpersonal Relationships
- Conflict Resolution, Anger Management, & Violence Prevention
- Bullying & Bystander Behavior
- Achievement Orientation & Motivation
- Goal Setting
- Coping Skills
- Decision Making
- Peer Acceptance & Resisting Peer Pressure
- Anger Management
- Stress Management
- Service Learning

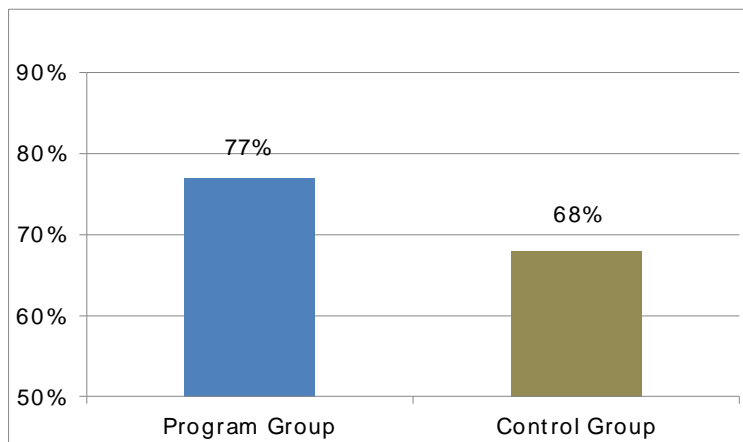
PGC for High Schools



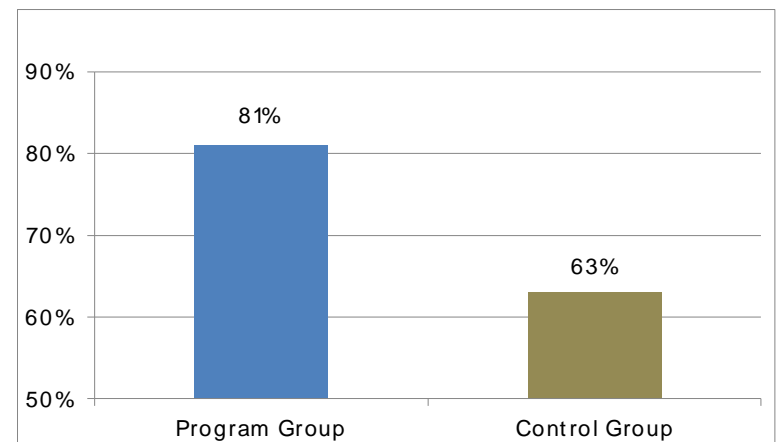
Results: Graduation Rates

% of Ninth Grade Students Who Graduated from High School

All Students



Male Students



Johnson, Simon, & Mun. (2014). The Journal of Educational Research.

Other Results

- Higher grades
- Higher on-time promotion rates
- Better attendance
- Fewer discipline referrals
- Fewer instances of fighting and suspension
- Improved communication with peers and others



For More Information About PGC

For more information about PGC, including how to bring the program to your school, please contact Margo directly at:

mross@supportiveschools.org

[\(609\) 252-9300, ext. 113](tel:(609)252-9300)

Questions?



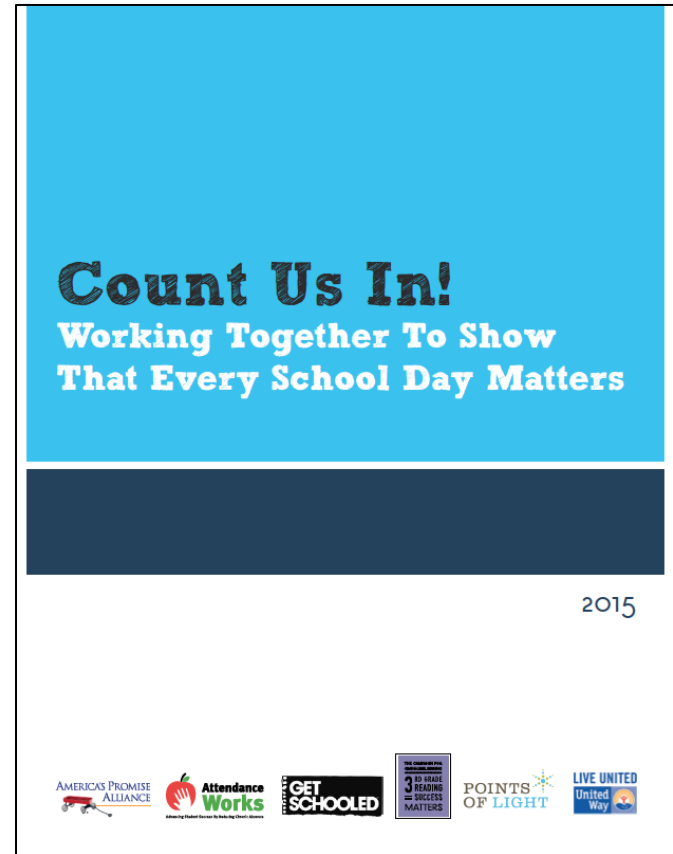
Announcements & Resources



Count Us In Toolkit

(your essential resource!)

- Download our free materials and toolkit and share with local districts
- Encourage schools and community partners to join our listserv: 3,500+ members



<http://awareness.attendanceworks.org/resources/toolkit/>



What to Do When

What to Do When: At a Glance



Let's get started!

- Convene coalition
- Recruit partners
- Meet with district
- Enlist health care providers
- Launch poster contests and other marketing campaigns

Early Summer

Getting into specifics

- Distribute talking points
- Enlist elected officials & celebs
- Line up incentives
- Analyze data



Late Summer

It's Go Time

- Tape PSAs
- Begin media outreach
- Print banners & posters
- Plan assemblies and Back-to-School events
- Launch door-knocking campaigns

Back to School!

- Release proclamations
- Host Back-to-School events
- Host press conferences
- Share data
- Spread the word!



Share What You Are Planning

- Post your community's plans for Attendance Awareness Month 2015 on our map
- Special Prizes for first 10 to Pin After Today's Webinar!



<http://awareness.attendanceworks.org/map/>



The Superintendents Call to Action

**Prioritize
Attendance**

**Mobilize
the
Community**

**Drive With
Data**

*To sign-up for the Call to Action, or to learn more, please visit:
www.attendanceworks.org/superintendents-call-to-action*



Superintendent's Call to Action

To sign-up for the Call to Action, or to learn more, please visit:
www.attendanceworks.org/superintendents-call-to-action

Visit the website to find:

- Updated Call to Action
- A list of Superintendents who have joined the call
- Tips for getting started
- Tips for developing a community action plan
- Toolkits and resources
- Media tools



Look for the EdWeek Ad in September



The best curriculum and instruction won't work unless students show up for school!

SUPERINTENDENTS CALL TO ACTION MISSING SCHOOL MATTERS!

As many as 7.5 million students nationwide miss nearly a month of school every year, excused and unexcused absences that erode student achievement. As superintendents, we are launching this new school year with a commitment to:

- 1. Prioritizing Attendance:** We are making reducing chronic absence a top priority in our district from the superintendent to the teachers, from the school staff to the families.
- 2. Mobilizing the Community:** We are making student attendance a broadly owned and widely shared civic priority. That includes engaging families and tapping civic and elected leaders, local businesses, health providers, housing authorities, clergy members and more.
- 3. Driving with Data:** We are using data to determine how many and which students are chronically absent in each grade, school and population. And we are intervening to ensure absences don't add up.

Note: Superintendents will be featured in an Ed Week Ad!

2015 Webinar Series

All webinars will be held from 2-3:30 Eastern Time

- April 15, 2015, Ready, Set, Go! Launching Attendance Awareness Month 2015
- May 13, 2015, Start Strong: Address the Attendance Gap in the Early Grades
- August 12, 2015, Finish Strong: Close the Attendance Gap in High School
- September 9, 2015, Mapping the Early Attendance Gap: Insights from State and National Chronic Absence Analyses

Register here: <http://www.attendanceworks.org/peer-learning-resources/>



Spread the Word!

- Host a webinar party to watch the webinars and use the Discussion Guides to digest how you can apply what you learned for your community.
- Write, talk, blog, tweet about Attendance Awareness Month 2015

#schooleveryday



Special Tweets

Twitter Chat on Attendance: August 18

Education Nation and America's Promise Alliance are hosting a Twitter chat on Aug. 18, at 7 p.m. ET to discuss the importance of attendance for student success. Building off Education Nation's Parent Toolkit, the chat will concentrate on how to engage parents in reducing absenteeism. Also save the dates for

A promotional graphic for a Twitter chat. It has a dark green background with a chalkboard texture. At the top, white text reads "Join @EducationNation & @AmericasPromise for the next Parent Toolkit Twitter chat!". Below this, in a smaller white font, is the title "School Every Day: the Importance of Attendance for Student Success". The date and time "Tuesday, August 18th 7pm ET" are listed next. In the center, the words "PARENT TOOLKIT" are written in a large, white, stylized font with curly braces. Below the title, the hashtag "#ToolkitTalk" and the website "ParentToolkit.com" are shown. At the bottom, there are two headshots of women. On the left is Hedy Nai-Lin Chang, Director of Attendance Works, with her Twitter handle @AttendanceWorks. On the right is Annice Brave, a teacher at Alton High School, with her Twitter handle @annicebrave.

Join @EducationNation & @AmericasPromise
for the next Parent Toolkit Twitter chat!

School Every Day: the Importance of Attendance for Student Success

Tuesday, August 18th 7pm ET

{ PARENT }
{ TOOLKIT }

#ToolkitTalk | ParentToolkit.com

Hedy Nai-Lin Chang
Director, Attendance Works
@AttendanceWorks

Annice Brave
Teacher, Alton High School
@annicebrave

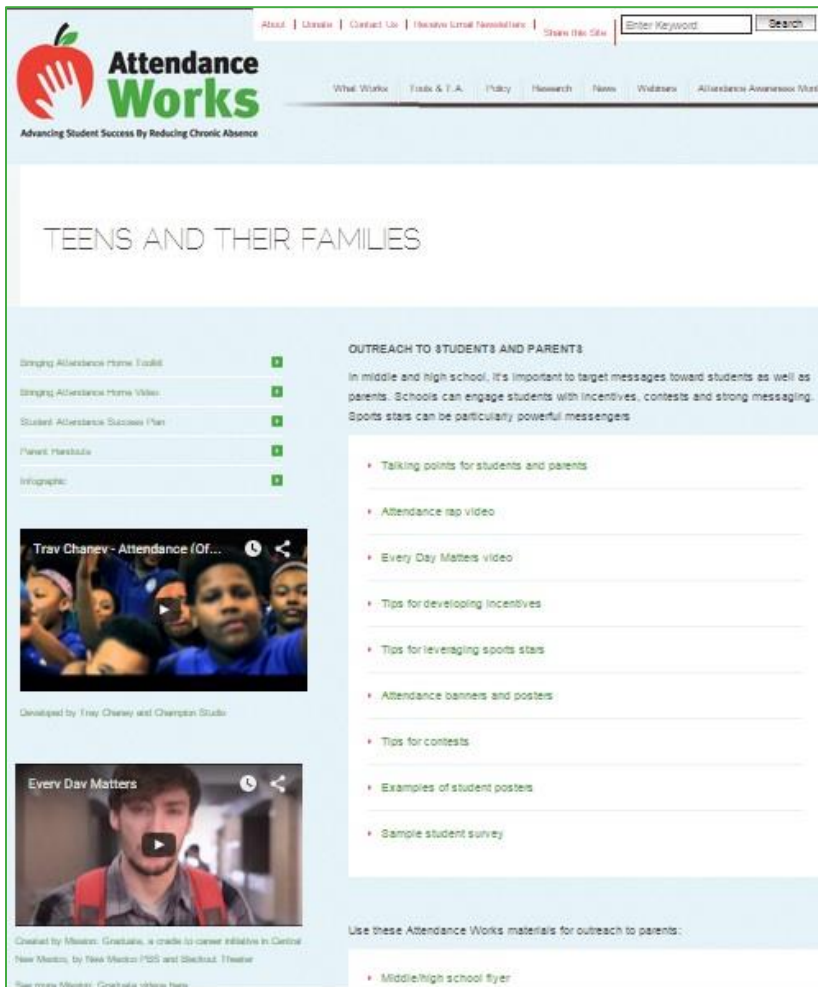
- A Sept. 16 Twitter chat with MENTOR and Attendance Works at 3 p.m. ET
- A Sept. 21 Twitter chat with Student Voice at 8 p.m. ET

Also, use our [#schooleveryday](#) hashtag whenever you tweet about attendance. Find [sample tweets here](#) and follow [@attendanceworks](#) on Twitter for the latest news about Attendance Awareness Month.

More Resources

Check out the Attendance Works Teen Page

<http://www.attendanceworks.org/tools/for-parents/for-working-with-teens-and-families-of-older-students/>



The screenshot shows the Attendance Works website. The header includes the logo (an apple with a hand inside) and the text "Attendance Works Advancing Student Success By Reducing Chronic Absence". Navigation links include "About", "Contact Us", "Feedback Form", "Share the Site", and a search bar. A secondary navigation bar lists "What Works", "Tools & T.A.", "Policy", "Research", "News", "Webinars", and "Attendance Awareness Month". The main content area is titled "TEENS AND THEIR FAMILIES". On the left, there is a sidebar with links: "Bring Attendance Home Toolkit", "Bring Attendance Home Video", "Student Attendance Success Plan", "Parent Handbook", and "Infographic". The main content area has a section titled "OUTREACH TO STUDENTS AND PARENTS" with a paragraph: "In middle and high school, it's important to target messages toward students as well as parents. Schools can engage students with incentives, contests and strong messaging. Sports stars can be particularly powerful messengers." Below this is a list of resources: "Talking points for students and parents", "Attendance rap video", "Every Day Matters video", "Tips for developing incentives", "Tips for leveraging sports stars", "Attendance banners and posters", "Tips for contests", "Examples of student posters", and "Sample student survey". At the bottom, there is a section titled "Use these Attendance Works materials for outreach to parents:" with a link for "Middle/high school flyer". Two video thumbnails are shown: "Trav Chaney - Attendance (Of..." and "Every Day Matters".

Mentoring Effect & Attendance Week

THIS IS
**MENTORING
EFFECT &
ATTENDANCE
WEEK.**

Thank your mentor for inspiring you.

SEPTEMBER 14-20, 2015

*#SCHOOLEVERYDAY
#MENTORINGEFFECT*

- Save the Date: September 15-20, 2015!
- Week is focused on amplifying the message that quality mentoring can be instrumental to attendance and academic success.
- Promotional toolkit available with social media messages, graphics and more. Download here:
http://www.mentoring.org/get_involved/campaigns_events/attendance_awareness_month/
- Join us for a Twitter chat on mentoring and attendance on Wednesday, September 16 at 3 pm ET / 12 pm PT!

How Can Get Schooled Help?

Beginning in mid-September, Get Schooled will have several initiatives that will reinforce key messages and encourage improved attendance. Any student in the country can sign up or participate in these activities:

- **GET SCHOOLED CALCULATOR** – Wonder if your absences are adding up? We have a calculator that can tell you if you're missing too many days.
- **GET SCHOOLED BREAKFAST CLUB** – Students can sign up to receive daily inspirational messages and inside tips from Get Schooled celebrity ambassadors and more.
- **GET SCHOOLED PERFECT ATTENDANCE PRIZE PACKS** – If you check in on Get Schooled at your school every day for a month, students will be in the running to win a Get Schooled prize pack. We are also exploring the feasibility of offering the school with the most "full month check ins" could win a lunch for those students on us.
- **GET SCHOOLED PERFECT ATTENDANCE** – Check in every school day for the whole school year and a lucky student could be celebrating the end of the year in Times Square with us!

<https://getschooled.com>

America's Promise Alliance

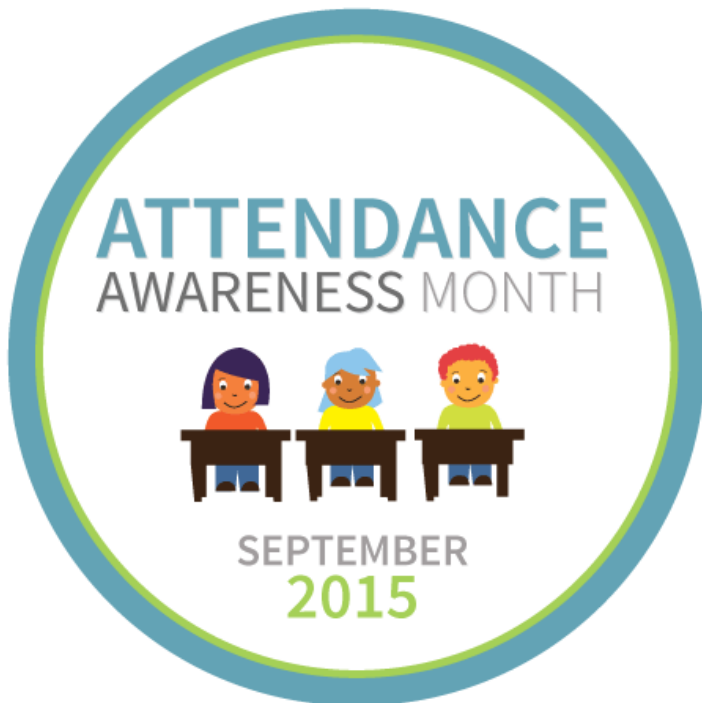


Follow the 9/11 National Day of Service on Twitter at twitter.com/911dayofservice , and on Facebook at facebook.com/911nationaldayofservice, and MyGoodDeed at twitter.com/MyGoodDeed

**Special thanks to all the partners
and our funders!**



Thank You for Attending!



- For more information about Attendance Awareness Month 2015, go to:
<http://awareness.attendanceworks.org/>
- A recording of today's webinar will be posted within 72 hours:
<http://www.attendanceworks.org/peer-learning-resources/>
- Please take a moment to provide feedback about today's webinar:
<https://www.surveymonkey.com/r/Finish-Strong-AAM-2015>