Team Up for Attendance:

Community Matters!
Welcome

Ayeola Fortune
Senior Director,
Impact and Global Results
United Way Worldwide
2018 Theme

Team Up for Attendance!
Convening Partners
Welcome to New Partners!

Action for Healthy Kids

Alliance for a Healthier Generation

www.attendanceworks.org
I. **A strategic messaging and awareness-building campaign** that includes the designation of September as Attendance Awareness Month as the launch of year-long attendance campaigns

II. **Community-level action and engagement**, especially in conjunction with Attendance Awareness Month

III. **National and local-level public events**, to occur all year with an emphasis on the month of September, that garner media attention and raise public awareness
• **616** superintendents signed Call to Action appearing in EdWeek

• **1,700+** new stories

• **8,304** tweets using #schooleveryday creating **17.6 million** impressions

• **8,128** people registered for one of our Attendance Webinars
How are Participants Taking Action?

✓ 64% Crunched data

✓ 76% Helped spread the word/encouraged others to get involved

✓ 30% Launched a contest

✓ 34% Used social media

✓ 600+ Superintendents Call to Action
Welcome

Hedy Chang
Executive Director
Attendance Works

& Members of the Attendance Works Team
Poll Question 1

What sectors are represented in today’s audience?
Poll Question 2

Does your school, district, state, or organization have plans for Attendance Awareness Month?
1. Review of Key Concepts
2. Framework for Community Partnership
3. Partnership Panel:
   - Early Childhood Partners
   - National Service Partners
   - Health Care Partners
4. Teaching Attendance
5. Announcements and Resources
What is Chronic Absence?

Chronic absence is missing so much school for any reason that a student is academically at risk. Attendance Works recommends defining it 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).
1 of 6 students misses 15 days or more
No Child Left Behind

Success determined by academic standards.

Federal targets and interventions for schools; punitive system of responses.

Accountability and data for student sub-groups.

Each state defines and addresses truancy which typically emphasizes court based, punitive, interventions.

Every Student Succeeds Act

Success determined by academic & nonacademic standards.

States set goals; supportive framework.

Accountability and data for student sub-groups.

Chronic absence is a required reporting & optional school quality metric. It emphasizes prevention and early intervention.

This Is a Watershed Moment
36 States and District of Columbia adopted chronic absence as a metric in their ESSA plan.

Who's In: Chronic Absenteeism Under the Every Student Succeeds Act

Future Ed, Georgetown University, September 2017.
Invest in Prevention and Early Intervention

**TIER 1**
- Engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
- Good and improved attendance recognized
- Common barriers identified and addressed

**TIER 2**
- Personalized early outreach
- Action plan addresses barriers and increases engagement
- Caring mentors

**TIER 3**
- Coordinated school and interagency response
- Legal intervention (last resort)

- Students missing less than 5% (satisfactory)
- Students missing 5-9% (at risk)
- Students missing 10-19% (moderate chronic absence)
- Students missing 20% or more of school (severe chronic absence)
Take a Data Driven Systemic Approach

Positive Engagement:
Uses caring relationships, effective messaging and a positive school climate to motivate daily attendance.

Actionable Data:
Is accurate, accessible, and regularly reported in an understandable format.

Capacity Building
Expands ability to work together to interpret data, engage in problem solving, and adopt best practices to improve attendance.

Shared Accountability:
Ensures chronic absence is monitored & reinforced by policy.

Strategic partnerships
between district and community partners address specific attendance barriers and mobilize support for all ingredients.

Positive Engagement

Actionable Data

Capacity Building

Shared Accountability

Students & Families

Schools

Community

District
Reflects New Paradigm on Attendance

**Truancy**
- Counts unexcused absences
- Emphasizes individual compliance with school rules
- Uses legal, typically more punitive solutions

**Chronic Absence**
- Counts all absences
- Emphasizes academic impact of missed days
- Uses prevention and problem solving strategies
Tailor Response to Scale and Intensity of the Challenge

- **At the District Level**: is there a need for a community-wide response or targeted efforts in a sub-set of schools?
- **At the School Level**: how many students are chronically absent?
  - If it’s **30 or less**, a student support team can lead the effort.
  - If it’s closer to **50 or more**, teachers will need to play a critical role.
  - If it’s **over 100**, community partners will likely be needed to provide additional person power.

*Source: Everyone Graduates Center*
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.

- Businesses
- Community Schools Initiatives
- Family Support Organizations
- Early Childhood Providers
- Faith Based Organizations
- Health Providers
- Housing Agencies
- Hunger Relief Organizations
- Institutes of Higher Education
- Local Government

- 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)
Partnership Across Tiers of Intervention

TIER 1
- Sports teams
- Service organizations
- Local business
- Faith-based organizations
- Early childhood organizations

TIER 2
- School-based health providers
- Community health providers
- Mentors
- Home visiting organizations

TIER 3
- District attorney
- Foster youth agencies
Critical Role of Conveners

Possible Conveners:

✓ Superintendents
✓ Mayors
✓ Funders
✓ Existing community coalitions

Key Functions:

✓ Clarify the vision and purpose of the collaborative effort
✓ Identify and engage stakeholders and leaders to invite to the table
✓ Secure stakeholder buy-in
✓ Establish clear roles for stakeholders
Today’s Panel

Latoya Smith
School Leader
Tulsa CAP
Tulsa, OK

Alex Molina
Managing Director of Impact
City Year Providence
Providence, RI

Janay Lewis
Second Year AmeriCorps Member
City Year Providence
Providence, RI

Mandy Allison
Associate Professor
University of Colorado
Denver, CO
Reducing Chronic Absenteeism at Eugene Field
An Improvement Science Approach
CAP Tulsa

- **Mission:** Help low-income families grow up to achieve economic success.

- **Approach:** A two-generational method that includes both high quality early childhood education as well as family services and support.
Eugene Field Chronic Absenteeism

Chronic Absenteeism by Year

- 2012-2013: 54%
- 2013-2014: 46%
- 2014-2015: 47%
- 2015-2016: 42%
- 2016-2017: 28%
Co-design an intervention pilot with Eugene Field leadership targeted on decreasing chronic absenteeism built after fully understanding our data, collecting parent and staff qualitative feedback, current processes, and approaches used by others.
Causal System Analysis

Fishbone
Visually represent examination of the problem

Data Review
Look at variation

Empathy Research
Make the work user centered

Understanding the current system and why its producing undesirable outcomes
Change Idea to Pilot

Strategic Goal: Co-design an intervention pilot with Eugene Field leadership targeted on decreasing chronic absenteeism

We will reduce chronic absenteeism at Eugene Field by identifying families and children more likely to be chronically absent early in the school year by developing an EWS and delivering very intentional and focused contact to identified families.

- Reduce the Chronic Absenteeism monthly average at Eugene Field during the months of Nov-January from 29% to 23%
- System for identifying families more likely to be chronically absent earlier in the school year is developed.
- Data collected during enrollment is used to develop a prediction model with early warning indicators to identify families more likely to be chronically absent.
- Families predicted to be chronically absent receive more intentional and frequent check-ins from multiple points of contact within the school.

We believe that families predicted to be chronically absent will benefit from the more intentional and frequent check-ins they will receive as a result of being identified earlier in the school year, which will reduce chronic absenteeism at Eugene Field.
Eugene Field Chronic Absenteeism
Ongoing Measures

- Parent forums
- Principal share
- Parent socials
- Community Outreach
City Year Providence at Roger Williams Middle School

Alex Molina, Managing Director of Impact
amolina@cityyear.org

Janay Lewis, Second Year AmeriCorps Member
jlewis3@cityyear.org
CITY YEAR'S HOLISTIC APPROACH

- Additional capacity in the classroom
- One-on-one and small group academic and social-emotional support
- Use of data to monitor student progress
- Extended-day activities
- Whole school activities that improve learning, engage families and inspire civic engagement
- Small group social-emotional skill building sessions
Many things will change in a student’s academic career, but City Year will always be there, forging relationships built on trust and consistency, as an integral part of a student’s experience.

A student who makes it to 10th grade on track and on time is three times more likely to graduate than a student who falls behind. — Johns Hopkins University study

Providing multiple years of support through critical transition years
CITY YEAR'S WORK IS TEAM-BASED

• 8 to 12 City Year AmeriCorps members in one school
• City Year teams are diverse: 56% people of color, 77% college grads, 54% are Pell Grant eligible
• Serve as “near peer” mentors and receive professional development throughout service year
Roger Williams Middle School

- Located on the south side of Providence
- Approximately 857 students
- 95% of student body are students of color
- 90% average daily attendance
- 37% chronically absent
Janay Lewis, 2nd Year AmeriCorps Member

- Full-time tutor, mentor, role model to students in sixth grade math class.
- Leads afterschool programming.
- Serves as team’s Attendance Coordinator.
How City Year helps improve Attendance.
A national external evaluation demonstrates that there is a “City Year effect” in driving whole school improvement up to:

- **2X MORE LIKELY** to improve on state English assessments
- **3X MORE LIKELY** to improve proficiency rates in math

Schools partnering with City Year also gained the equivalent of ~

**ONE MONTH OF ADDITIONAL ENGLISH AND MATH LEARNING**, compared with schools that did not partner with City Year.

The Role of Pediatricians in Addressing Chronic Absence

Mandy A Allison, MD, MSPH
Associate Professor, Pediatrics
Adult and Child Consortium for Health Outcomes Research andDelivery Science (ACCORDS)
University of Colorado School of Medicine and Children's Hospital Colorado
Why should health care providers for children care about school attendance?

- Our shared goal is for children to THRIVE!
- Our job is to promote positive development and physical and mental health of children.
- School attendance and school performance are key markers of development and well-being.
- Chronic absenteeism can be a sign of:
  - *Unrecognized* or *undertreated* physical or mental/behavioral health conditions
  - Lack of access to health care
  - Social determinants such as poverty, unstable housing conditions, exposure to violence, and poor parental health that are affecting the child’s health
Why is it important to address school attendance?

- Lack of access to health care
- Chronic absenteeism
- Social determinants
- Unrecognized or undertreated health conditions
- Low educational attainment and school drop out
- Health risk behaviors such as substance use and violence
- Poor adult health, increased mortality risk, lower life expectancy
What is the role of health care providers in improving attendance?

Office-based:

• Ask about school attendance.

• Promote regular school attendance on the office website, in the waiting-room, during individual visits with patients and their families.

• Identify and treat physical and mental/behavioral health causes of absenteeism.

• Assist families in documenting and interpreting their children’s health needs or disability for an IEP, 504 plan, and/or health plan.

• Talk to the school nurse.

• Learn about and connect families with resources in the community that can improve the well-being of the entire family.

• Offer extended office hours and encourage follow up appointments outside of regular school hours.

• Avoid writing excuses for school absences when the absence was inappropriate or you weren’t involved in caring for the student during the absence.
What is the role of health care providers in improving attendance?

Population-based:

• Advocate for policies and interventions known to promote school attendance—for example, advocate for funding to ensure adequate numbers of school support personnel.
• Collaborate with community leaders to promote school attendance.
• Support school districts’ efforts to improve children’s and families’ access to health insurance and medical services.
• Serve as a health consultant in a school setting.
• Encourage and support data sharing to better understand patterns and causes of chronic absenteeism in your community.
Ideas for collaboration

• American Academy of Pediatrics
  • Council on School Health: https://www.aap.org/en-us/about-the-aap/Councils/Council-on-School-Health/Pages/COSH.aspx
  • State Chapters: https://www.aap.org/en-us/about-the-aap/chapters-and-districts/Pages/Chapter-Websites.aspx

• National Association of School Nurses
  • https://www.nasn.org/home
  • Affiliates (usually state level school nurse organizations): https://www.nasn.org/about-nasn/affiliates

• School-Based Health Alliance
  • http://www.sbh4all.org/
  • State Affiliates: http://www.sbh4all.org/
Questions from the Audience
Announcements

Annie Reed
Director of Special Projects
Attendance Works
Teaching Attendance Curriculum

Cecelia Leong
Associate Director for Programs
Attendance Works
What is Teaching Attendance?

Click on the course below and start learning today!

Module 1 - Why We Teach Attendance?
Module 2: Creating a Culture of Attendance (Primary and Secondary)
Module 3: Using Data for Intervention and Support (Primary and Secondary)

http://www.attendanceworks.org/resources/teaching-attendance-curriculum/
Purpose of the Teaching Attendance Curriculum

★ Give school leaders a quick way to equip teachers and school staff with evidence-based strategies to improve attendance

★ Rally school staff to act as the first line of prevention and early intervention

★ Inspire better attendance practices that are positive, proactive and problem-solving
Three Online Learning Modules:

1. Why We Teach Attendance

2. Creating a Culture of Attendance
   
   *(Primary and Secondary versions)*

3. Using Data for Intervention and Support
   
   *(Primary and Secondary versions)*
Adding Early Intervention Strategies

http://www.attendanceworks.org/resources/teaching-attendance-curriculum/
Monitoring Chronic Absence Data

Assessing Classroom Attendance

You've chosen to identify the level of chronic absence in your classroom.

What data will you look for?

Number of unexcused absences (truancy)

Total number of all absences

http://www.attendanceworks.org/resources/teaching-attendance-curriculum/
Analyzing Root Causes

While reviewing attendance records, you note that one student, Dawud, has missed six days during the first two months of this school year. When you check with his family, you learn that he does not have a reliable means of transportation to school. What category of attendance issue describes this behavior? Select one.

- Barriers
- Negative School Experiences
- Lack of Engagement
- Misconceptions

http://www.attendanceworks.org/resources/teaching-attendance-curriculum/
Matching Interventions to Root Causes

Here’s the situation: You have used data to assess the absence levels of your virtual students and examined some common root causes for absences.

Now you’ll look at the kinds of support students and families need and the resources that are available in the school and community.

There may be more out there than you realize!

http://www.attendanceworks.org/resources/teaching-attendance-curriculum/
Connecting with Students and Families

http://www.attendanceworks.org/resources/teaching-attendance-curriculum/
How to Register for Teaching Attendance

• To learn more, go to:
  http://www.attendanceworks.org/resources/teaching-attendance-curriculum/

• Click the self-registration button

• You will receive a confirmation email with an invitation to take the modules

• Enjoy!
The Impact of Mentoring on Attendance

Making the Grade: Combating Chronic Absenteeism
Four Boston Public Schools are using a targeted approach to keep kids in class

Officials: Mentoring program has strong impact on student success

Cleveland Schools Push Attendance and Mentorship

School 5 principal reduces absenteeism by 76-percent

Kansas City Public School Leaders to launch new mentoring initiative
First of its kind, reaching 7,500 students
OJJDP National Mentoring Resource Center

- Visit www.nationalmentoringresourcecenter.org
- Funded by OJJDP, the NMRC disseminates information about “What Works” in mentoring through evidence reviews on the effectiveness of program models and specific programs, practices, and services for specific populations of mentees
- Disseminates high-quality program implementation resources, including tools, program curricula, and training materials
- Provides FREE technical assistance to youth mentoring programs to help them more deeply incorporate evidence-based practice into their work.
- Sign up for the monthly e-newsletter here
Learn more about Success Mentors

- National Success Mentors Initiative Webpage

- Meeting the Challenge of Combatting Chronic Absenteeism: Impact of the NYC Mayor’s Interagency Task Force on Chronic Absenteeism and School Attendance and Its Implications for Other Cities, Balfanz & Byrnes, 2013, Everyone Graduates Center & Johns Hopkins University

- MBK Success Mentors Implementation Guide

- Relationships Matter: A Toolkit for Launching an Elementary Success Mentor Attendance Initiative (created by Attendance Works with support from MENTOR & others)

- NSAESC Webinar: Strengthening Your EWS Strategy through Relationships
Get Support to Start a Program

- Connect with your local MENTOR affiliate by visiting https://www.mentoring.org/our-work/our-affiliates/

- Access the Elements of Effective Practice for Mentoring and the Checklist for Developing and Launching a Success Mentors Program

- Review the Starting a Youth Mentoring Program E-Learning Module

- Access more Success Mentors Resources & Tools from MENTOR
  - Training curricula for mentors and program coordinators, including trauma-informed mentoring

- Review NSAESC Webinars:
  - Strengthening Your EWS Strategy through Relationships
  - Managing an Effective School-Integrated Mentoring Program
  - Access all webinars here.

- Access no-cost training and technical assistance here.
MENTOR IRL Theme: Back to School

Back to School Story Submission Contest:
MENTOR is collecting mentoring stories in their official launch of their storytelling repository! This September, submit your mentoring story to be entered for a chance to win prizes and be featured on MENTOR’s social media accounts.

- MENTOR will also be sharing infographics throughout the month on how mentoring helps youth thrive in school.

BACK TO SCHOOL TWITTER CHAT
MENTOR, Attendance Works, and Communities in Schools are teaming up to talk about how caring adult relationships help keep kids in school.

September 18 | 3PM EST
#MentorIRL #SchoolEveryday
Contact Us

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State of Our Cities: Profiles of Education Performance Around the Nation

State of Our Cities provides data, analysis, and case studies for city leaders, the public, and policymakers on the educational performance of over 100 cities across the country.

Spotlight: Chronic Absenteeism

Awareness: Leaders must be acutely aware of the impact on chronic absenteeism and must implement thoughtful and effective data mechanisms and policies that account for every student absence, starting in Pre-K and continuing through high school.

Data: Access to reliable, real-time data is essential to understand and address chronic absenteeism.

Policy: City and school leaders must understand the policies in place at the state and local level that govern chronic absenteeism.

Interventions: With the foundation of awareness of the issue and attention to data and policy in place, city and school district leaders can identify appropriate interventions for schools and students.

The spotlight highlights case studies that show how cities including Baltimore, MD, Grand Rapids, MI, Paterson, NJ, and Tacoma, WA are tackling chronic absenteeism in their cities. To read more, click here.
Opportunities to Promote AAC 2018!

Share the AAM website:
http://awareness.attendanceworks.org/

✓ Like us on Facebook

✓ Tweet using #schooleveryday

✓ Add a badge to your signature line or materials

✓ Write blog post on your website promoting regular attendance and Attendance Awareness Month!
Webinar Schedule for 2018

- March 28: Leadership Matters
- May 8: Working Together Matters
- August 15: Community Matters
- September 12: Data Matters

http://awareness.attendanceworks.org/resources/webinars/
• Download our free promotional materials and online toolkit to share with local districts.

• Count Us In! will be updated with a new focus on state leadership, health, and early childhood education.

• Find resources and the Count Us In! toolkit on our microsite: http://awareness.attendanceworks.org
What to Do When: At a Glance

Let’s get started!
• Convene coalition
• Recruit partners
• Meet with district
• Enlist health care providers
• Launch poster cont 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!
✓ We’re asking schools, communities, districts and organizations to upload a photo, short video or URL to an online video or webpage.

✓ Participants see a pin on the Share Your Story Map.

✓ Stories might be posted on our website, in our newsletters and on Twitter!

awareness.attendanceworks.org/resources/share-your-story/
Superintendents Call to Action 2018!

Deadline is September 3rd!

✓ All Superintendents who sign the Call to Action will appear on the Superintendents Call to Action Map and be listed on our website.

✓ Superintendents provide an estimate of district-wide chronic absence rate for 2017-18 school year, and the district-wide chronic absence rate for 2016-17 to appear in the SCTA ad in a September issue of Education Week.

www.attendanceworks.org/take-action/educators/superintendents-call-to-action/
Thank You to our Corporate Sponsors!

- Scholastic – Champion ($20,000)
- Safe and Civil Schools – Partner ($10,000)
- French Toast – Partner ($10,000)
And special appreciation to our philanthropic partners:

Campaign for Grade-Level Reading
The California Endowment
Support AAC 2018

http://www.attendanceworks.org/donate/
We will post a recording of this webinar within 72 hours:

http://www.attendanceworks.org/resources/webinars/
Please let us know how we can improve:
https://www.surveymonkey.com/r/community_matters

Thank you!