It Takes Two: 
Adding Early Intervention Strategies to Reduce Chronic Absence
Welcome

Alicia Lara
Senior Vice President
United Way Worldwide
Convening Partners
• More than 431 communities in 47 states plus DC pinned on the Attendance Action Map

• 203,294 website page views in September

• Over 10,000 listserv subscribers

• 1,571 media hits

• 7,458 tweets using #schooleveryday creating 15.8 million impressions

• 455 superintendents signed Call to Action appearing in EdWeek
1. **Expand the public’s awareness** of the important role that regular attendance plays in student achievement as well as the need to address common barriers to getting to school particularly for our most vulnerable children. Given its impact on early attendance, we promote special attention to challenges related to physical and behavioral health;

2. **Promote** schools and community partners using data to drive and take action; and

3. **Activate a wide array of stakeholders** (educators and a wide array of likely and unlikely public agencies and community allies) to partner with students and families to reduce chronic absenteeism.
1. Submit stories and ideas for the 2017 AAM Map to catherine@attendanceworks.org

2. Superintendent’s Call to Action: Goal is to reach 600 superintendents!

3. September Brief: “Portraits of Change”

4. Look for new graphics to celebrate the 2017 AAM slogan: Engagement = Attendance.
Welcome

Hedy Chang
Executive Director
Attendance Works

& Members of the Attendance Works Team
Poll Questions

1. Who is the person who contacts students or families when students are absent?

2. What triggers a response to poor attendance in your school or district?
Agenda

1. Review of Key Concepts

2. Tier 2 Strategies

   Engaging Teachers
   ★ Cecelia Leong, Attendance Works
   ★ Lysette Lemay, Parent Teacher Home Visits

   Engaging Nurses
   ★ Donna Mazyck, National Association of School Nurses
   ★ Terri Helm-Remund, Seattle Public Schools

   Engaging Mentors
   ★ Linda Amica-Roberts, Miami-Dade County Public Schools

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

<table>
<thead>
<tr>
<th>School</th>
<th>Chronic Absence</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>7%</td>
</tr>
<tr>
<td>B</td>
<td>12%</td>
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<td>C</td>
<td>13%</td>
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<td>D</td>
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<tr>
<td>E</td>
<td>15%</td>
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<td>F</td>
<td>16%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School</th>
<th>Chronic Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20%</td>
</tr>
<tr>
<td>B</td>
<td>20%</td>
</tr>
<tr>
<td>C</td>
<td>20%</td>
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<td>D</td>
<td>21%</td>
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<tr>
<td>E</td>
<td>23%</td>
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<tr>
<td>F</td>
<td>26%</td>
</tr>
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</table>

98% ADA = little chronic absence
95% ADA = don’t know
93% ADA = significant chronic absence
Chronic Absence is Easily Masked if We Only Monitor Missing Consecutive days

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
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Christmas Absence = 18 days of absence = As few as 2 days a month
Reflects New Paradigm on Attendance

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

**Chronic Absence**
- Counts all absences
- Emphasizes academic impact of missed days
- Uses preventive strategies, positive messaging
Over 6.8 million students missed 15 days or more

- **Highly concentrated:** half of the students in 4% of districts
- **Rural districts:** many have high rates of chronic absence

Source: U.S. Department of Education Civil Rights Data Collection SY 2013-14
https://www2.ed.gov/datastory/chronicabsenteeism.html
Why Does Attendance Matter?

Attainment Over Time

Achievement Every Year

Attendance Every Day

Advocacy For All

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 and Career Ready:** Cultivating the habit of regular attendance helps students develop the persistence needed to show up every day for college and work.

✓ **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/](http://www.attendanceworks.org/research/))
### Unpack Contributing Factors to Chronic Absence

<table>
<thead>
<tr>
<th>Myths</th>
<th>Barriers</th>
<th>Aversion</th>
<th>Disengagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Absences are only a problem if they are unexcused</td>
<td>• Lack of access to health or dental care</td>
<td>• Struggling academically or socially</td>
<td>• Lack of engaging and culturally relevant instruction</td>
</tr>
<tr>
<td>• Don’t realize just missing 2 days per month can affect learning</td>
<td>• Chronic illness</td>
<td>• Bullying</td>
<td>• No meaningful relationships with adults in school</td>
</tr>
<tr>
<td>• Sporadic absences aren’t a problem</td>
<td>• Trauma</td>
<td>• Ineffective / exclusionary school discipline</td>
<td>• Vulnerable to being with peers out of school vs. in school</td>
</tr>
<tr>
<td>• Attendance only matters in the older grades</td>
<td>• No safe path to school</td>
<td>• Parents had negative school experience</td>
<td>• Poor school climate</td>
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<tr>
<td></td>
<td>• Poor Transportation</td>
<td></td>
<td>• Discouraged due to lack of credits</td>
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<td></td>
<td>• Housing instability</td>
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<td>• High mobility</td>
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<td></td>
<td>• Involvement with child welfare or juvenile justice system</td>
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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 20% or more of school (severe chronic absence)
Students missing 10-19% (moderate chronic absence)
Students missing 5-9% (at risk)
Students missing less than 5% (satisfactory)
Invest in Prevention and Early Intervention

**TIER 1**
Prevention
- Engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
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**TIER 2**
Early Intervention
- Personalized early outreach
- Action plan addresses barriers and increases engagement
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**TIER 3**
Specialized supports
- Coordinated school and interagency response
- Legal intervention (last resort)

- Students missing 5–9% (at risk)
- Students missing less than 5% (satisfactory)
- Students missing 10–19% (moderate chronic absence)
- Students missing 20% or more of school (severe chronic absence)
Possible Tier 2 Interventions

- Assign caring mentors
- Recruit for engaging before- or after-school activities
- Connect to Walk-to-School Companion
- Add attendance goals and supports to IEP
- Offer plan or contacts for health support
- Partner with families/students to develop Student Attendance Success Plan

Priority Early Outreach for Positive Linkages and Engagement
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.
Teaching Attendance 2.0
Role of Teachers

Cecelia Leong, Attendance Works

Lysette Lemay, Parent Teacher Home Visits
Most High-Absence Parents Reported that Their Schools Had Not Contacted Them

72% of parents reported that they most trust teachers to talk to them about absences.

BUT

Only 42% reported that a school official, including a teacher, contacted them about attendance in the last 6 months.

We need to make it easier for teachers and school leaders to talk to parents about absences.

Source: https://oag.ca.gov/truancy/toolkit
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.
Teaching Attendance 2.0
Now Available!

Created by:
• Attendance Works
• AFT
• NEA
• Parent Teacher Home Visits

Invest in Prevention and Early Intervention

**Tier 1: Prevention**
- 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: Early Intervention**
- Personalized early outreach
- Action plan addresses barriers and increases engagement
- Caring mentors

**Tier 3: Specialized Supports**
- Coordinated school and interagency response
- Legal intervention (last resort)

**Low Cost**
- Students missing 5–9% (at risk)

**High Cost**
- Students missing less than 5% (satisfactory)
- Students missing 10–19% (moderate chronic absence)
- Students missing 20% or more of school (severe chronic absence)
Who Can Teach Attendance?

- Teachers
- Administrators
- Resource specialists
- Instructional aides
- School secretaries
- Counselors
- Bus drivers
- Cafeteria workers
- Everyone in the school building who has daily contact with students and families!
Everyone Can Teach Attendance!

Schools that successfully reduce chronic absenteeism have created a school-wide culture of attendance that involves everyone in the building. Teachers are key to this, especially certificated classroom teachers, resource specialists, and instructional aides. Other professionals who interact with students and their families daily—school secretaries, bus drivers and kitchen staff—can also make a difference in helping students get to school every day.
Four Key Steps

1. Create a welcoming environment that engages students and families
2. Engage families at parent-teacher conferences
3. Use data to ensure early intervention and secure needed supports
4. Advocate for school-wide action
Section A: Create a welcoming environment that engages students and families

1. Build Positive Relationships
2. Use Effective Messaging
3. Recognize Good and Improved Attendance
4. Emphasize attendance strategically throughout the year
Section B: Engage families at parent-teacher conferences

Use these materials to discuss attendance during regular parent-teacher conferences:

✓ Making the Most of Your Parent-Teacher Conference – A Step-by-Step Guide
✓ Student Attendance Success Plan
✓ Attendance Works’ simple Classroom Attendance Tracker
✓ Get Schooled Attendance Calculator
Section C: Use data to ensure early intervention and secure needed supports

1. Monitor chronic absence data
2. Anticipate needed supports
3. Gain a working knowledge of available resources
4. Determine the best way to connect with the student and family
High Impact Relational Home Visits: A Tier 1 Practice to Support Attendance
Participation Outcomes

For Staff and Families:

- Increased Trust and Empathy for Co-Educators
- Increased cultural empathy and knowledge
- Increased Capacity to Engage Students in Academics

For Students:

- Increased Attendance Rates
- Increased Academic Success
- Decreased Suspensions and Expulsions
- Increased Applications to 2 & 4 year Colleges
Students whose families received a relational home visit had **24 percent fewer absences** than similar students whose families did not receive a visit.
Non-Negotiable Practices build communication and trust
Proactive messages set attendance expectations and dispel myths about absences BEFORE any problems

OUR MODEL

1. First Visit
   Summer or Fall
   Relationship-building, hopes and dreams

2. Follow Up
   Ongoing
   Two-way communication

3. Second Visit
   Winter or Spring
   Focus on academics
Interested in bringing high-impact home visits to your community?

Contact Yesenia Ramirez,
yesenia@pthvp.org

(916) 448-5290 www.pthvp.org

@pthvp /pthvp
Questions from the Audience
Poll Question

What is the top health-related barrier to attendance in your school or district?
Role of Nurses

Donna Mazyck, National Association of School Nurses

Terri Helm-Remund, Seattle Public Schools
Tell us about West Seattle Elementary School

Adjacent to City Housing
• 450 students (Pre-5th)
• ~86% free- and reduced-price meal enrollment

Average Daily Attendance Rates
• 92.8% 2010-11
• 94.2% 2015-16

2010 School Improvement Grant
2015 & 2016 Identified as School of Distinction
What is your role in addressing attendance?
How has your work made a difference in your school?
What equips you to do this work?
21st Century School Nursing Framework

**Standards of Practice**
- Clinical Competence
- Clinical Guidelines
- Code of Ethics
- Critical Thinking
- Evidence-based Practice
- NASN Position Statements
- Nurse Practice Acts
- Scope and Standards of Practice

**Care Coordination**
- Case Management
- Chronic Disease Management
- Collaborative Communication
- Direct Care
- Education
- Interdisciplinary Teams
- Motivational Interviewing/Counseling
- Nursing Delegation
- Student Care Plans
- Student-centered Care
- Student Self-empowerment
- Transition Planning

**Leadership**
- Advocacy
- Change Agents
- Education Reform
- Funding and Reimbursement
- Healthcare Reform
- Lifelong Learner
- Models of Practice
- Technology
- Policy Development and Implementation
- Professionalism
- Systems-level Leadership

**Quality Improvement**
- Continuous Quality Improvement
- Documentation/Data Collection
- Evaluation
- Meaningful Health/Academic Outcomes
- Performance Appraisal
- Research
- Uniform Data Set

**Community/Public Health**
- Access to Care
- Cultural Competency
- Disease Prevention
- Environmental Health
- Health Education
- Health Equity
- Healthy People 2020
- Health Promotion
- Outreach
- Population-based Care
- Risk Reduction
- Screenings/Referral/Follow-up
- Social Determinants of Health
- Surveillance
School Nurses Influence Student Attendance

- Identify students missing required immunizations
- Assess students for health concerns that require care coordination
- Identify undetected health concerns
- Participate on teams that collaborate to support students at risk for chronic absenteeism
- Promote healthy habits
District and School Level

Engage school nurses in improving attendance

- Hire a school nurse for more than one day a week
- Include school nurses on Attendance Committee
- Encourage school nurses to ask students coming to the health room about their attendance
- Consult with school nurses when students have health barriers that impact attendance
- Provide school nurses with tools for collecting, analyzing, and reporting data on attendance
Questions from the Audience
Miami-Dade County Public Schools
Role of Mentors

Dr. Linda Amica-Roberts

Administrative Director

Miami-Dade County Public Schools
# MIAMI-Dade County Public Schools 2016-2017 Statistical Highlights

## Student Membership

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>White Non-Hispanic</td>
<td>25,146</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>74,719</td>
</tr>
<tr>
<td>Hispanic</td>
<td>249,934</td>
</tr>
<tr>
<td>Other</td>
<td>6,287</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>356,086</td>
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</table>

## Number of Schools

<table>
<thead>
<tr>
<th>Category</th>
<th>Elementary</th>
<th>K-8</th>
<th>Middle</th>
<th>Senior</th>
<th>Combo</th>
<th>ALT/SPEC</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditional</strong></td>
<td>168</td>
<td>49</td>
<td>48</td>
<td>54</td>
<td>8</td>
<td>13</td>
<td>340</td>
</tr>
<tr>
<td><strong>Charter</strong></td>
<td>40</td>
<td>19</td>
<td>26</td>
<td>22</td>
<td>10</td>
<td>10</td>
<td>127</td>
</tr>
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</table>

## Free/Reduced Lunch

<table>
<thead>
<tr>
<th>Category</th>
<th>Elementary</th>
<th>K-8</th>
<th>Middle</th>
<th>Senior</th>
<th>Combo</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eligible Students</strong></td>
<td>76.3%</td>
<td>62.6%</td>
<td>75.7%</td>
<td>69.5%</td>
<td>49.3%</td>
<td>70.7%</td>
</tr>
</tbody>
</table>

## Miami-Dade County Public Schools 2014-2015

### Chronic Absence Rate

<table>
<thead>
<tr>
<th>District Number</th>
<th>Total Enrollment</th>
<th>Student Absent 21+ Days</th>
<th>Percent Absent 21+ Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>397,726</td>
<td>44,608</td>
<td>11.2%</td>
</tr>
</tbody>
</table>

*Source: Florida Department of Education-Final Survey Report 2/29/16*
A CORRELATION BETWEEN STUDENT ATTENDANCE AND STUDENT PROFICIENCY

ELA GRADES 3-8 PROFICIENT

<table>
<thead>
<tr>
<th>Number Of Days Absent</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>45%</td>
</tr>
<tr>
<td>6-10</td>
<td>31%</td>
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<tr>
<td>11-15</td>
<td>11%</td>
</tr>
<tr>
<td>16-20</td>
<td>7%</td>
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<tr>
<td>21+</td>
<td>6%</td>
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</tbody>
</table>

MATH GRADES 3-8 PROFICIENT

<table>
<thead>
<tr>
<th>Number of Days Absent</th>
<th>Percent Proficient</th>
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</thead>
<tbody>
<tr>
<td>0-5</td>
<td>49%</td>
</tr>
<tr>
<td>6-10</td>
<td>36%</td>
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<tr>
<td>11-15</td>
<td>13%</td>
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<tr>
<td>16-20</td>
<td>8%</td>
</tr>
<tr>
<td>21+</td>
<td>6%</td>
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</table>

CIVICS PROFICIENT

<table>
<thead>
<tr>
<th>Number of Days Absent</th>
<th>Percent Proficient</th>
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</thead>
<tbody>
<tr>
<td>0-5</td>
<td>52%</td>
</tr>
<tr>
<td>6-10</td>
<td>26%</td>
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<tr>
<td>11-15</td>
<td>10%</td>
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<tr>
<td>16-20</td>
<td>7%</td>
</tr>
<tr>
<td>21+</td>
<td>5%</td>
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TRAINING & PROFESSIONAL DEVELOPMENT

- Overview of Student Attendance Policy
- Attendance Review Committee Responsibilities
- Risk Factors Associated with Poor Attendance
- Truancy
- Attendance Action Plan
- Targeted Student Status Form

RESOURCES

- Monthly Strategies for Increasing Attendance
- Attendance Tools: Principal Viewer of the Electronic Handbook; Student Portfolio
- Other Monitoring Reports
- Best Practices & Articles
- Useful Reports for Attendance Monitoring
- Attendance Collaboration Site
- Parent Academy Attendance Support

INCENTIVES

- Attendance Challenges
- Elementary Challenges sponsored by Houghton Mifflin
- Secondary Challenges sponsored by Get Schooled
- Dwight Stephenson’s Foundation Computer Giveaway

NEW ATTENDANCE MONITORING AND REPORTING PROCEDURES

SCHOOL ATTENDANCE ACTION PLAN

- Targeted points and Targeted Intervention Strategies for student absences
- School Attendance Incentive Plans
- School Attendance Intervention Strategies
- Increased home visits

The identification of 40 schools with the highest percentage of students with 30+ absences for additional support and services.
# SCHOOL ATTENDANCE ACTION PLAN

Explain the action or intervention after each of the following targeted intervention points. Please refer to M-DCPS Board/Attendance Policy regarding attendance interventions and strategies.

**NOTE:** The targeted intervention points below do not differentiate between excused and unexcused absences. Indicate at what point interventions will be logged into the Student Case Management System (SCMS). If no additional interventions are conducted for a particular intervention point, please indicate “None” on the form.

<table>
<thead>
<tr>
<th>INTERVENTION POINT</th>
<th>ACTION/INTERVENTION <em>(Should not be used as a checklist)</em></th>
<th>PERSON(S) RESPONSIBLE <em>(Include a responsible administrator)</em></th>
<th>FREQUENCY OF ACTION/INTERVENTION <em>(Daily, Weekly, etc.)</em></th>
<th>COMMENTS/FOLLOW-UP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 ABSENCE</strong></td>
<td>1. Blackboard Connect</td>
<td></td>
<td></td>
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<tr>
<td><strong>3 ABSENCES</strong></td>
<td>1. Blackboard Connect/Personal Phone call to Parent/Guardian (Code: C6)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2. Letter sent home <em>(School Board Policy 5200)</em> (Code: L1)</td>
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<td>3. Parent Attendance Orientation (Code: C6)</td>
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<td>4.</td>
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<tr>
<td><strong>3 CONSECUTIVE ABSENCES</strong></td>
<td>1. Personal Phone call to Parent/Guardian (Code: C6)</td>
<td></td>
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<tr>
<td></td>
<td>2. Letter sent home <em>(School Board Policy 5200)</em> (Code: L1)</td>
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<td>3. Parent/Administrator/Student Conference (Code: C6; C7)</td>
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<td>4. Home Visit (Code: H2) – FM-5869</td>
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<td>5. Target Students for Services (Targeted Student Status Form)</td>
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<td></td>
<td>6.</td>
<td></td>
<td></td>
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<tr>
<td><strong>5 ABSENCES</strong></td>
<td>1. Blackboard Connect/Personal Phone call to Parent/Guardian (Code: C6)</td>
<td></td>
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<tr>
<td></td>
<td>2. Letter sent home <em>(School Board Policy 5200)</em> (Code: L1) – FM-6951</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Parent/Administrator/Student Conference (Code: C6; C7)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>4. One on One Counseling between student and Counselor (Code: I1)</td>
<td></td>
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<tr>
<td></td>
<td>5. Convene the Attendance Review Committee (Code: CB) – FM-6704</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Place on Progress Report – FM-7245</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>7. Attendance Contract (Code: P2) – FM-6952</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Home Visit (Code: H2) – FM-5869</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Target Students for Services (Targeted Student Status Form)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5 CONSECUTIVE ABSENCES</strong></td>
<td>1. Personal Phone call to Parent/Guardian (Code: C6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Letter sent home <em>(School Board Policy 5200)</em> (Code: L1) – FM-6951</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Establish student attendance file.
<table>
<thead>
<tr>
<th>INTERVENTION POINT</th>
<th>ACTION / INTERVENTION</th>
<th>(Should not be used as a checklist)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ABSENCE</td>
<td>1. Blackboard Connect</td>
<td></td>
</tr>
</tbody>
</table>
| 3 ABSENCES         | 1. Blackboard Connect/Personal Phone call to Parent/Guardian (Code: C6)  
                      2. Letter sent home (School Board Policy 5200) (Code: L1)  
                      3. Parent Attendance Orientation (Code: C6)  
                      4.                                     |
| 3 CONSECUTIVE ABSENCES | 1. Personal Phone call to Parent/Guardian (Code: C6)  
                          2. Letter sent home (School Board Policy 5200) (Code: L1)  
                          3. Parent/Administrator/Student Conference (Code: C6; C7)  
                          4. Home Visit (Code: H2) – FM-5869  
                          5. Target Students for Services (Targeted Student Status Form)  
                          6.                                     |
| 5 ABSENCES         | 1. Blackboard Connect/Personal Phone call to Parent/Guardian (Code: C6)  
                      2. Letter sent home (School Board Policy 5200) (Code: L1) – FM-6951  
                      3. Parent/Administrator/Student Conference (Code: C6; C7)  
                      4. One on One Counseling between student and Counselor (Code: I1)  
                      5. Convene the Attendance Review Committee (Code: CB) – FM-6704  
                      6. Place on Progress Report – FM-7245  
                      7. Attendance Contract (Code: P2) – FM-6952  
                      8. Home Visit (Code: H2) – FM-5869  
                      9. Target Students for Services (Targeted Student Status Form)  
                      10.                                     |
| 5 CONSECUTIVE ABSENCES | 1. Personal Phone call to Parent/Guardian (Code: C6)  
                          2. Letter sent home (School Board Policy 5200) (Code: L1) – FM-6951  
                          3. Home Visit (Code: H2) – FM-5869  
                          4. Target Students for Services (Targeted Student Status Form)  
                          5.                                     |
<table>
<thead>
<tr>
<th>INTERVENTION POINT</th>
<th>ACTION / INTERVENTION (Should not be used as a checklist)</th>
</tr>
</thead>
</table>
| 7 ABSENCES        | 1. Blackboard Connect/Personal Phone call to Parent/Guardian (Code: C6)  
|                   | 2. Letter sent home **(School Board Policy 5200)** (Code: L1) – FM-6951  
|                   | 3. Parent/Administrator/Student Conference (Code: C6; C7)  
|                   | 4. One on One Counseling between student and Counselor (Code: I1)  
|                   | 5. Convene the Attendance Review Committee (Code: CB) – FM-6704  
|                   | 6. Place on Progress Report – FM-7245  
|                   | 7. Attendance Contract (Code: P2) – FM-6952  
|                   | 8. Home Visit (Code: H2) – FM-5869  
|                   | 9. Target Students for Services (Targeted Student Status Form)  
|                   | 10. |
| 10 ABSENCES       | 1. Blackboard Connect/Personal Phone call to Parent/Guardian (Code: C6)  
|                   | 2. Truancy Letter sent home (Code: TL)  
|                   | 3. Parent/Administrator/Student Conference (Code: C6; C7)  
|                   | 4. Admin./Social Worker/Parent/Student Truancy Meeting (Code: TM)  
|                   | 5. Convene the Attendance Review Committee (Code: CB) – FM-6704  
|                   | 6. Home Visit (Code: H2) – FM-5869  
|                   | 7. Target Students for Services (Targeted Student Status Form)  
|                   | 8. Initiate the Truancy Process  
|                   | **9. Assign a Student Success Coach Mentor**  
|                   | 10. |
| 15+ ABSENCES      | 1. Complete/Send Truancy Packet (Code: TM)  
|                   | 2. |
MENTORING: AN ATTENDANCE INTERVENTION STRATEGY

- ESTABLISHING A TIMELINE FOR IMPLEMENTATION
- M-DCPS M&M MATCH EVENTS
  - OVERVIEW FOR PARENTS
    (Sign Permission & Release of Information)
  - OVERVIEW FOR STUDENTS
    (Do’s & Don’ts when you have a Mentor)

<table>
<thead>
<tr>
<th>Organizations</th>
<th># Mentors</th>
<th># Students</th>
<th># Schools Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take Stock in Children</td>
<td>385</td>
<td>589</td>
<td>73</td>
</tr>
<tr>
<td>Listeners/Oyentes</td>
<td>62</td>
<td>122</td>
<td>37</td>
</tr>
<tr>
<td>Miami Heat Academy</td>
<td>17</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>Miami Heat School-to-Work</td>
<td>20</td>
<td>353</td>
<td>12</td>
</tr>
<tr>
<td>Communities in Schools</td>
<td>112</td>
<td>171</td>
<td>10</td>
</tr>
<tr>
<td>5000 Role Models</td>
<td>689</td>
<td>3600</td>
<td>103</td>
</tr>
<tr>
<td>Read to A Child</td>
<td>57</td>
<td>54</td>
<td>2</td>
</tr>
<tr>
<td>UW Reading Pals</td>
<td>42</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>Women of Tomorrow</td>
<td>116</td>
<td>1464</td>
<td>57</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1500</td>
<td>6433</td>
<td>303</td>
</tr>
</tbody>
</table>

1. 100 Black Men of South Florida
2. 5000 Role Models
3. Big Brothers Big Sister
4. Breakthrough Miami Inc.
5. Carnival Cruise Lines
6. Communities in Schools
7. Embrace Girls
8. Everybody Mentors (school initiated - includes MBK)
9. Foster Grandparents
10. Girl Power
11. Heat Academy
12. Listeners / Oyentes
13. Overtown Youth Center
14. Read to A Child
15. RSVP
16. South Florida Cares Mentoring Movement
17. Spark (University Miami)
18. Take Stock in Children
19. Teen Trendsetter
20. United Way/Reading Pals
21. Women of Tomorrow
22. Miami Music Project
23. Guitars Over Guns
24. Be Strong
25. City Year
MENTORING CONNECTION BEST PRACTICES

Thu, Mar 10, 5:22 PM
Check on your mentee this Friday 😊!

Mon, Mar 14, 6:04 PM
"Spark a conversation with your mentee this week about spring break and what they plan to do for fun"

Wed, Mar 16, 1:35 PM
To all mentors: Please be advice we will be having a brief meeting tomorrow 3/17/2016 in room 101. Thank you

Yesterday 12:35 PM
Hello, " please call your mentee and ask them how their break was "
Eight out of the 17 MBK student success mentees showed significant improvement in attendance.
Four out of the 17 showed academic improvement in the core subject areas of mathematics and science and language arts.

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>CURRENT STATUS</th>
<th>ATTENDANCE</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>LANGUAGE ARTS</th>
<th>Please provide us with any additional information you feel may be pertinent regarding improvement or decline.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHARON</td>
<td>Enrolled</td>
<td>34 23</td>
<td>D</td>
<td>F</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>JOSE</td>
<td>Enrolled</td>
<td>8 20</td>
<td>B</td>
<td>C</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>TYKIRA</td>
<td>Enrolled</td>
<td>26 14</td>
<td>D</td>
<td>D</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>KEVIN</td>
<td>Enrolled</td>
<td>28 20</td>
<td>C</td>
<td>C</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>MARIA</td>
<td>Enrolled</td>
<td>17 24</td>
<td>D</td>
<td>D</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>JUNIOR</td>
<td>Enrolled</td>
<td>27 24</td>
<td>D</td>
<td>C</td>
<td>F</td>
<td>C</td>
</tr>
<tr>
<td>MARCELA</td>
<td>Enrolled</td>
<td>23 W/D</td>
<td>F</td>
<td>W/D</td>
<td>B</td>
<td>W/D</td>
</tr>
<tr>
<td>RICHARD</td>
<td>Withdrawn</td>
<td>40 W/D</td>
<td>D</td>
<td>N/A</td>
<td>B</td>
<td>N/A</td>
</tr>
</tbody>
</table>
MBK Student Success Mentor Form (2016-2017)

1. Mentee's school name *
   Check all that apply.
   □ Carol City MS
   □ Culler Bay MS
   □ Madison MS
   □ Notland MS
   □ Miami Edison Senior High
   □ Miami Jackson Senior High
   □ Miami Northwestern Senior High
   □ North Miami Beach Senior High
   □ North Miami Senior High
   □ Redland MS
   □ West Homestead K-8 Center
   □ Other: ____________________________

2. Mentor Name *
   Last Name, First Name
   ____________________________________________

3. Name of the Organization or Affiliation *
   ____________________________________________

4. Student Name *
   Last Name, First Name
   ____________________________________________

5. Date of the Meeting *
   Example: December 15, 2012
   ____________________________________________

6. Duration of session in minutes *
   Mark only one oval.
   □ 1 - 15
   □ 15 - 20
   □ 20 - 30
   □ 30 - 35
   □ 35 - 40
   □ 40 - 45
   □ 45 - 1 hr.
   □ Other: ____________________________

7. How did you communicate with the student this week? *
   Check all that apply.
   □ In Person
   □ Phone Call
   □ Text Message
   □ E-Mail
   □ Other
   □ Did Not Communicate

8. What topics were discussed during your session?
   Check all that apply.
   □ Importance of education
   □ Social-emotional and/or interpersonal strategies
   □ Student skills (Ex. time management, planning)
   □ Family and/or home challenges
   □ Student health
   □ Greeting / welcoming
   □ Encouragement
   □ Advice
   □ Relationship building
   □ Problem solving
   □ Help with homework
   □ Support with peer relations
   □ Support with teacher relations
   □ Help with homework
   □ Other
Questions from the Audience
Discussion
Announcements

Cecelia Leong
Associate Director for Programs
Attendance Works
National Summer Learning Day is July 13, 2017!

- Go to summerlearning.org/SummerLearningDay to:
  - Post your summer learning program or celebration.
  - Find resources for families and communities.

- Follow the story with #KeepKidsLearning
  - In 2016, we reached more than 11 million Twitter accounts through nearly 17 million impressions.
  - In total, there were nearly 1,000 media stories about Summer Learning Day.
JUNE 13–14
FUNDER HUDDLE

GLR WEEK IN DENVER

JUNE 14–16
AAC GATHERING

The Campaign for GRADE-LEVEL READING
ALL-AMERICA CITY AWARDS

#GLRWeek | bit.ly/glrweek  
June 14 -16 | Denver, CO
Resources Available

- Attendance Campaign Webinar Series
- Regular Email Blasts to Campaign Supporters
- Updating the Count Us In! Toolkit
- Attendance Awareness Month Website
- Research Brief
Join for the Entire 2017 Webinar Series

- **March 28:** Reducing Chronic Absence: It’s a Matter of 1, 2, 3!
- **May 23:** It Takes Two: Adding Early Intervention Strategies to Address Chronic Absence
- **August 8:** The Secret Formula 1+2+3: Improving Attendance for our Most Vulnerable Students
- **September 12:** Portraits of Change

http://www.attendanceworks.org/peer-learning-resources/
Support AAC 2017

http://www.attendanceworks.org/donate-to-attendance-works/
Call to Action: Role of Collaborating Partners

- Download our free materials and toolkit and share with local districts.
- Encourage schools and community partners to join our listserv: 10,000+ members.
What to Do When: At a Glance

Spring

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!

September!
Pin on the 2017 Action Map

Post your community’s plans for Attendance Awareness Month 2017 on the map!

Superintendent’s Call to Action

Own the issue → 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
We will post a recording of this webinar within 72 hours at:

http://www.attendanceworks.org/peer-learning-resources/
Please let us know how we can improve:

https://www.surveymonkey.com/r/It-Takes-Two
Thank you to our sponsors!

With special appreciation to:

Campaign for Grade-Level Reading
Kellogg Foundation
The California Endowment