#### Learning Series 4

Co-Creating Solutions: Addressing Engagement and Attendance Challenges with Historically Underserved Populations

Session 3: Working at the Community and School Levels to Co-Create Engagement Strategies with Historically Underserved Populations

June 18, 2024



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## Introductions



#### Dr. Tracey Scott

Group Leader, U.S. Department of Education

Bryan Keohane Project Officer, U.S. Department of Education

Elisabeth Lembo Program Specialist, U.S. Department of Education



Jarle Crocker Project Director, Westat

Sarah Frazelle Project Director, American Institutes for Research





Student

Engagement and Attendance



- Session 1: The Dual Capacity-Building Framework for Family-School Partnerships [June 4, 1:00-2:00pm ET]
- Session 2: Working with Statewide Family Engagement Centers (SFECs) to Support State and Local Strategies [June 11, 1:00 – 2:00pm ET]
- Session 3: Working at the Community and School Levels to Co-Create Engagement Strategies with Historically Underserved Populations [Today]



- Understand the historical context and systemic barriers to engagement with school systems faced by underserved populations.
- Gain an understanding of the Dual Capacity Framework and how it can be applied to enhance collaboration with underserved populations and empower families and schools.
- Develop strategies to foster authentic and equitable partnerships between families and schools within underserved communities.



- Identify strategies to co-create engagement strategies with historically underserved populations at the school level.
- Explore ways that state and local educational agencies may support community- and school-level strategies.
- Connect practitioners with peers to discuss strategies and share resources.

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- Introduction (5 min)
- **Panel Presentation:** Co-Creating Engagement Strategies at the

School Level (25 min)



Learning Series Wrap-Up (5 min)









Communities that have been denied consistent and systemic fair, just, and impartial treatment, such as:

- Black, Latino, and Indigenous and Native American persons;
- Asian Americans and Pacific Islanders and other persons of color;
- Members of religious minorities;
- Lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons;
- Persons with disabilities;
- Persons who live in rural areas; and
- Persons otherwise adversely affected by persistent poverty or inequality.

Source: From 2021 Executive Order On Advancing Racial Equity and Support for Underserved Communities Through the Federal Government. Sec. 2.b

Student

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## Today's Panelists





Dr. Jessica Dace Principal, Rena B. Wright Primary School



Yvette Lagares Coordinator of Student Enrollment and Attendance



Colin Jones Assistant Principal, Rena B. Wright Primary School

#### Co-Creating Engagement Strategies at the School Level



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# Chesapeake Public Schools

#### We are located in the Southeastern region of Virginia. Our city is unique demographically in that it borders urban centers, suburban areas, and rural areas. We border the cities of Virginia Beach, Norfolk, Portsmouth, and Suffolk and back up to the North Carolina border to our south. We are a military town, and 100% of our schools are Purple Star Schools. We serve a culturally and socio-economically diverse population.



Community

Geography

### **Chesapeake Public Schools**

## Our Division:

We serve over 40,000 students and employ approximately 5,700

people.

We are the 8th largest school

division in the state.

## Our Schools:

We operate:

- 7 high schools
- 10 middle schools
- 28 elementary

schools (primary, intermediate, and elementary). **Title One:** We have 14 Title I schools.

- 13 elementary
- 1 middle school.

Unesapea

2023 Fall Membership by Race & Ethnicity

About us

59.4% Black 16.2% White 12.9% Hispanic 10.7% Multiple Races

2023 Fall Membership by Free & Reduced Meal Eligibility

> 90.9% Eligible 9.1% Non-Eligible





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2021-2022

49

83

79

82

293

273

Grade

РΚ

KG

Grade 1

Grade 2

**Total Students** 

2022-2023	2023-2024		Chronically Absent									
48	50		By Grade									
			Chronically Absent	2022-23	2023-24							
71	72		РК	34.5 %	19.5 %							
78	72											
76	77		KG	24.75 %	44 %							
,,,	,,,		1st	17.25 %	19.5 %							
		1000										

2nd

Chefapeake public schools

271

154 9a a

22.5 %

••

17 %

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## Why did you choose attendance as your main priority at Rena B. Wright Primary School this last year?

## **Attendance Goals**

## First goal

Create a warm and inviting

climate where students and

families feel welcomed.

Chesapeake

## Second goal

Target students who were

chronically absent last year and those at risk this year to prevent

recurring attendance issues.

#### Action 1 Identify the Problem

Identify currently enrolled students who were chronically absent during the 22-23 school year. Disaggregate data to determine how many absences were excused versus unexcused.

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Action 2 Brainstormed Possible

#### Solutions

- Solicited and processed through a variety of ideas provided by all stakeholders.
- We reviewed available resources and strategies utilized by other schools. What worked for them?
   What didn't work for them? How can we adapt these things to our school?

#### Action 3

Identify and Effectively Allocate Resources Coordinate with our Title 1 Family Support Specialist to select and support ten students who were chronically absent in the 22-23 school year. Utilized our school social worker to work with students who may be disengaged or show signs of school aversion.



#### What is your school doing to address chronic absenteeism?

## How do you collaborate with the local community to ensure every student receives consistent attendance support?

AttenDance Students earn a sticker for each day they are here. Once they earn five in a row, they receive a raffle ticket for a chance to win a bike. Students are allowed to miss one day in order to attend the attenDANCE.

We partnered with a local church

and military members to create a

mentorship program. Each student

was assigned a mentor. Together

they worked to develop and

achieve weekly goals.

#### Attendance Chat & Chew

Families were invited to join us to learn a bout attendance policies, discuss barriers to attendance, and brainstorm ways that we could parter with them. Attendance Squad

Chesapeake

Wake-Up Calls Parents were given the opportunity to opt-in to receive wake-up calls each day. At the end of each call, there was a wake-up word of the week. Students could come to the office, say the word, and pick a prize.

### Roar Roll Call

Students who were at risk of being chronically absent were placed in a daily drawing to win a popsicle if they were at school when their name was called.

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Weekly Texts

We utilized Thrillshare to send we ekly text messages to parents to inform them about our weekly attendance numbers and remind them to send notes for illnesses.

#### AttenDANCE

During the attenDANCE, students have 30 minutes to dance and have popsicles. We play games like limbo, cornhole, and freeze dance. We raffle off a bicycle or scooter.

AttenDANCE

Chesapeake PUBLIC SCHOOLS

**A**ttendance Chat

and Chew

We invited the parents of students who were in the yellow and the red with their attendance to meet with us virtually, one-on-one, for breakfast or dinner to discuss attendance policies, barriers, and ways we could help support their student's regular attendance.
We selectively worded this invitation. Instead of asking, "Can you come?" we asked, "What session can we put you down for?"

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- Partnered with a local church's Military Ministry
- Hosted training for squad leaders
- Hosted a meet and greet with the squad members and squad leaders
- Squad leaders worked with their mentees to complete an interest survey
- Mentors met with their mentees weekly during their lunch to review their goals sheet.

Squad Members

ttendance Squad

• Squad Leaders



## Data Tracking



WRIC







- We utilized Thrillshare (Parent Alert System) to send families pre-scheduled wake-up calls.
  - School faculty recorded messages and selected a
    - wake-up word of the week.
- Students come to the office to share the word of
  - the week and select a prize from the treasure chest.



## What are the steps you have taken to support teachers throughout this process?



#### How could the state and/or school district support you to encourage sustainability of your school's efforts to boost student attendance?

## Next Steps)



- Determine which students to target.
- Decide which interventions were most effective.
- Define ways to proactively address the needs of the whole student.

#### Community

- Continue to determine ways to include all stakeholders.
- Create intentional learning opportunities that empower families to support their students.
- Leverage community resources.

## Engagement

- Create opportunities for families to interact with our learning community.
- Create an atmosphere of partnership that welcomes embraces parent voice.

#### Breakout Group Discussion



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### **Breakout Discussion**

- What attendance and engagement strategies stood out to you?
- How do you engage historically underserved families in the process of developing and choosing attendance and engagement strategies?
- What kind of support would be most helpful from the state and/or district level to encourage engagement with historically underserved populations?

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#### Report Out



#### Wrap-Up and Next Steps



## We love to hear your feedback!

• Link to the end of session feedback form:



**S**tudent

Engagement and Attendance Center



- Learning Series 5: Evidence-Based Strategies to Strengthen Student, Family, and Community Engagement to Address Chronic Absenteeism
  - August 20, August 27 and September 3 (all 3:00-4:00 ET)

### What's Next?

- Follow-up email will include session slides and resources
- Interested in working one-on-one with subject matter experts? Let us know!

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Sarah Frazelle sfrazelle@air.org





#### Contact the SEAC: SEACenter@westat.com

Student Engagement and Attendance Technical Assistance Center (SEAC) | U.S. Department of Education Student Engagement and Attendance Center

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## Disclaimer



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