Network to Advance State Attendance Policy and Practice

Responding to COVID-19

Agenda

1. Welcome, Agenda Review

2. Phases of Response

3. Roll Call

4. Connecting with students and families

5. Measuring Engagement and Participation in a Distance/Remote Learning Environment

6. Sharing of Resources and Emerging Questions or Challenges

Attendance Works Response

Website Resource Page: Coronavirus: Resources for Educators" which includes links to resources from CDC, AFT, Johns Hopkins, AFT, EdWeek and other sources.

NASAPP Support
- Increase opportunities for national dialogue, more regular calls
- Created a Google Groups
- Promoting sharing of resources, strategies, and common challenges

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State and Local Education Agencies: Phases of Response

1. Decide To Close Schools

- Typically involves the public health department
- Varies across states and district
- If time frame seems short, then districts are less likely to make long-term plans

2. Outreach After School Closure

- Needs to be positive, trauma-informed and relationship-building
- Assess immediate needs for food, e.g. grab and go food, shelter, and other supports
- Connect families to learning supports and determine access to technology
- Link to needed virtual behavioral, emotional and physical health supports
- Should leverage data (including absences, special education status, and other demographic information) to triage and tailor supports

3. Sustain Support and Engagement

- Can use data on absences, special ed status, and demographics to determine who is best to offer support
- Should be coordinated across departments
- Ideally can document interaction and support needs to inform future learning plans
- Best if offered to caregivers and students directly

4. Transition Back to School

- Could include tips for families to shift to school routine
- Allows for multi-faceted support plan that takes into account each student's current and past situation (academic, behavior, absences, and demographic information)
- Uses data to target students/schools needing additional support
- Promotes trauma-informed, welcoming school climate
- Supports more seamless transition between virtual and in-person settings.

Roll Call:
Name and Organization

Question for the Chat:
Your state & how long are schools closed in your state?

Connecting with Students and Families

How are SEAs supporting local school districts?

Are any of you providing guidance covering:

- ❖ The role of educators and support staff during school closure
- ❖ Outreach strategies and scripts for connecting with students and families and assessing needs.
- ❖ Opportunities to connect students and families with community and state resources and supports
- ❖ Information and recommendations about how to triage outreach using chronic absence or other type of data to identify which families and students to reach out to first
- ❖ Information and recommendations about using data to determine who should provide outreach e.g. if a student has a pre-existing chronic illness recommending a RN or CNA conduct outreach

What other guidance, information or resources are you providing to school districts?

Question	Response Options
What best describes your family's food situation?	We're okay for food right now without support from the school district | We're okay, and are relying on the school district for support | We need more support from the school district right now
If you need more support around food, what support can we offer?	[free response]
How concerned are you about your family's housing situation?	Not at all concerned | Slightly concerned | Somewhat concerned | Quite concerned | Extremely concerned
How concerned are you about your child's social or emotional well-being?	Not at all concerned | Slightly concerned | Somewhat concerned | Quite concerned | Extremely concerned
How concerned are you about child care?	Not at all concerned | Slightly concerned | Somewhat concerned | Quite concerned | Extremely concerned
How concerned are you about your child's learning while school is closed?	Not at all concerned | Slightly concerned | Somewhat concerned | Quite concerned | Extremely concerned
How much of the day is your child participating in learning activities from their school?	Almost none of the day | A little bit of the day | Some of the day | Most of the day | Almost all of the day
How much of the day is your child caring for another family member?	Almost none of the day | A little bit of the day | Some of the day | Most of the day | Almost all of the day
Does your child have reliable access to a tablet, laptop, or computer?	No | Yes
Does your child have reliable access to a smartphone?	No | Yes
What best describes your child's typical internet access?	My child does not have reliable access to the internet | My child has reliable internet access, but only through a smartphone | My child has reliable internet access, but it is slow | My child has reliable access to high-speed internet
What is the best way for us to share information with you?	Email | Phone call | Text message | Website | Other
How can we better support your family while school is closed?	[free response]

Possible Framework for Examining Engagement, Attendance and Participation (DRAFT)

Type of Educational Setting	Engagement (Are schools offering activities for students/ families to feel connected?)	Attendance (Are students showing up?)	Participation (Are students doing the work?)	Early Warning/ Lack of Engagement (Are students at risk because they aren't engaged or able to participate?)
Before COVID-19 (In-Person Instruction)	Mentoring, Clubs, Sports Teams, Advisories, Tutoring, Parent Groups	Measured once or twice a day / Measured in each class	Completes Homework; Completes assignments; Takes Tests; Participates in Class	Chronic absence (missing 10% of school)
Remote / Distance Learning (without Virtual Access)	Conference Calls, One-to-One phone check in, Texting with students and with parents	Measured Daily / Weekly	Assignment Initiation and Completion	What could this be?
Virtual Learning / Distance Learning	Online Clubs, Mentoring, Advisories, Tutoring, Parent Support Two-way texting Dashboard	Measured with each online log in	Assignment Initiation and Completion Shows mastery from online assessments	What could this be?
Next Year Shall we assume it needs to be aligned virtual and in person instruction?	Online and In Person Clubs, Mentoring, Advisory, Tutoring, Parent Groups Two-way texting Dashboard	Measured once a day / Measured in each class & Measured with each online log in	*What would this look like?*	What could this be?

Measuring Engagement and Participation in a Distance/Remote Learning Environment

1. **Is your state offering guidance to districts about how to take attendance during school closures?** If so, what is it? (Does it build upon pre-existing guidance for virtual learning? Is it something new?)

2. **Is your state considering how it might measure and notice when students are not participating in distance learning?** Have any states (or districts you know about) developed measures that detect the lack of participation and serve as an alert that students/families could be disconnected, disengaged or experiencing challenges affecting their health and safety? What would help your state with the development of such a metric?

3. **Is your state offering guidance on how often school personnel should check in with students/families and offering strategies on how to do so?**

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How can we help each other at this time?

- Are there resources or information to share?
- Are there emerging questions that this group should think about?