



Attendance & Truancy Among Virginia Students

Session Twelve

Engaging Community Partners

Presentation Description

Module twelve provides a framework for engaging community partners in the cause of reducing chronic absence.

Participant Goals

- Educators will assess the need for additional partners to reduce absenteeism.
- Educators will identify potential partners.
- Educators will learn how they can legally share student data with partners.

Facilitation

Have the participants review the module and reflections. Each reflection is designed to help participants further their understanding and learning of key concepts, frameworks, and strategies for reducing chronic absence.



We realize there's no way we can do this by ourselves at the school district. Our resources are very limited. So we're really looking at ways to partner with outside agencies in the community. We own the data and we know who the students are. We can help make the connections to city services."

-Debra Duardo, Los Angeles Unified School District



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Module 12: Engaging Community Partners

The Purpose

- This PowerPoint serves as No. 11 in a series of modules designed to equip Virginia school divisions to reduce truancy and absenteeism.
- This module discusses how schools can partner with community organizations to reduce absenteeism.
- It also addresses how partners can share student data.

Virginia Absenteeism & Truancy Professional Development Series

1. Understanding Chronic Absenteeism
2. Learning What Works to Reduce Chronic Absence
3. Establishing School Attendance Teams
4. Using Data to Drive Action
5. Messaging Attendance
6. Integrating Attendance In Parent Engagement
7. Utilizing Parent-Teacher Conferences to Talk with Families about Attendance
8. Recognizing Good and Improved Attendance
9. Providing Personalized Early Outreach
10. Identifying barriers
11. Creating opportunities for peer learning
12. Engaging Community Partners
13. State Attendance Laws and Regulations

Warm Up - Reflection One

What are the qualities of a good partnership?

Warm Up Notes

Reflection Two

Stop and consider what you have learned from applying concepts in previous modules. 1. List the root causes of chronic absence in your building or division. 2. List who within the school system is addressing that need or can address that need. 3. List who your current partners are. These partners may include public agencies, community-based organizations, after-school programs, national service programs, churches, civic groups. They may also include coalitions dedicated to a particular goal such as the Campaign for Grade-Level Reading. 4. Finally, where do you see gaps?

Who Are Our Partners?	
Root Causes of Student Absenteeism	Who Addresses the Need?
Myths: <i>What are the misconceptions families in your school or district have about absences?</i>	
Barriers: <i>What barriers do students and families need help to overcome to get to school every day?</i>	
Aversion: <i>What are the causes of students missing school?</i>	

Reflection Notes

Reflection Three

What organizations in your community are addressing chronic absence already?

Potential Partners

 Mayor and Elected Officials	 Businesses and Chambers of Commerce
 Superintendents and School Boards	 Local Philanthropy
 School Principals and Teachers	 Community Organizations and Faith-Based Groups
 Out-of-School Time Programs	 Health Care Providers
 Early Childhood Educators	 Housing Authorities

Connecting to Existing Coalitions

Rather than start from scratch see if existing partnerships are focusing on chronic absence or want to:

- Cradle to Career Alliances
- Campaign for Grade-Level Reading Network
- Grad Nation Coalitions
- United Way Initiatives

Reflection Notes

*Additional information can be found on the last page of this guide

Reflection Four

How do your potential partner's mission and goals align with yours? What resources do you want them to contribute to help you reduce chronic absence?

Creating a Community Partnership

Your school or division can also launch your own partnerships:

- Make the case to community organizations that chronic absence connects to their goals
- Bring partners together for a "house party" or organizational meeting
- Set realistic goals and roles

Enlisting Partners

Think about:

- How do your potential partner's mission and goals align with yours?
- What resources do you want them to contribute to help you reduce chronic absence?
- What arguments will you use to make the case?

Reflection Notes

Reflection Five

Pick one audience you hope to engage as a partner. What is the most persuasive reason you can give for this organization or group to partner with your school? Please re-state the argument in your own words.

Making the Case

Give each partner specific information on why attendance matters to them.



Organizing the Partnership

Organizing the Partnership

Host a meeting to introduce partners and make key decisions:

- Who will lead this work? Who will help?
- What resources are available to leverage?
- What is the time frame for action? Be specific. Who will commit to doing what? By what date?

Reflection Notes

*Additional information can be found on the last page of this guide

Reflection Six

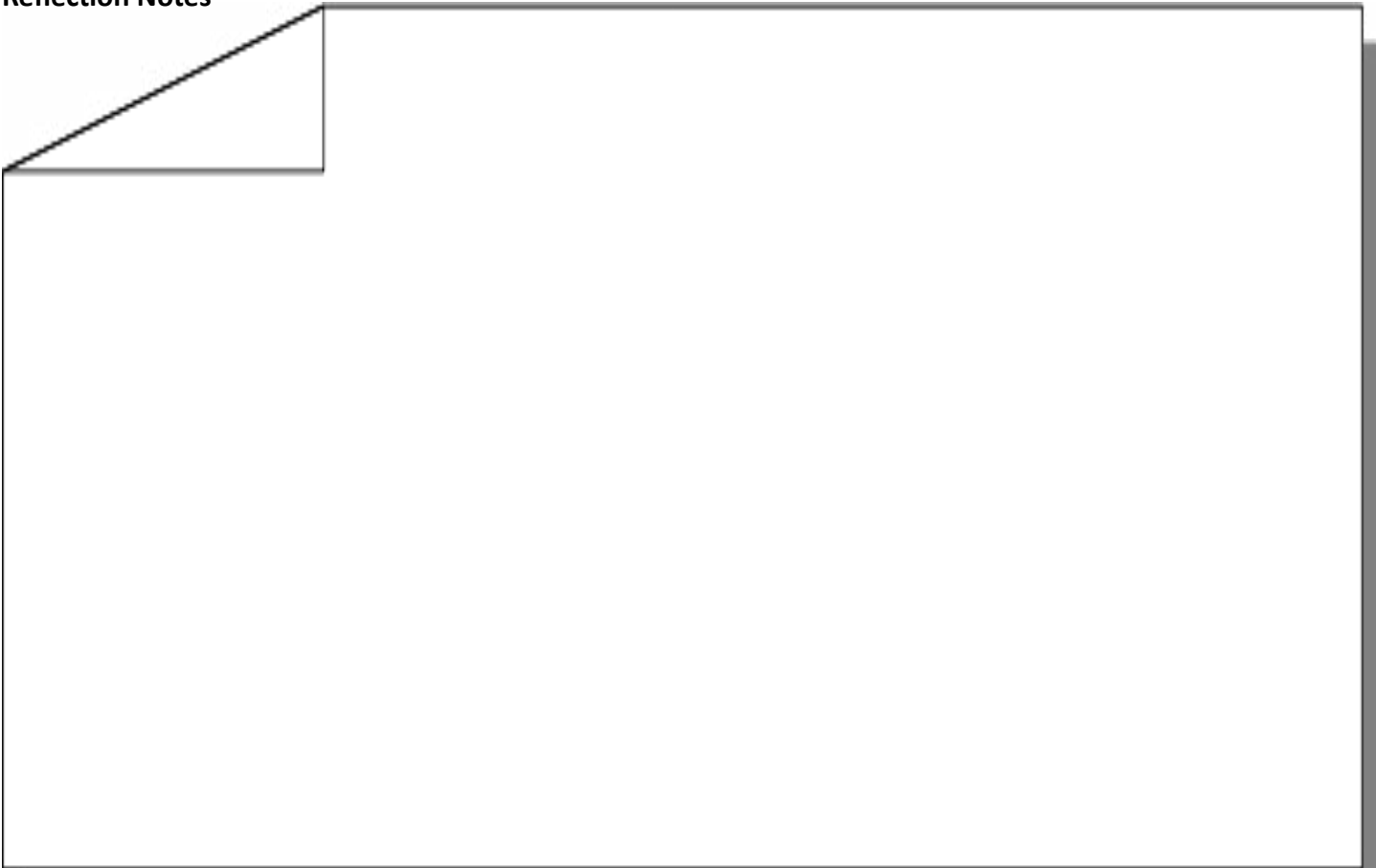
Think of partner whom it would be helpful to share data with. How can you enlist their support?

Data Sharing

Your partnership will be stronger if you share attendance data. You can share:

- Aggregate chronic absence data
- Disaggregated data if sub-groups are larger than 10 students
- Individual student data if you have consent

Reflection Notes



*Additional information can be found on the last page of this guide

Learn More

We would like to encourage you to learn more about this issue.

- Count Us In Toolkit
<http://awareness.attendanceworks.org/resources/toolkit/>
- Confidentiality forms for sharing data: <http://www.attendanceworks.org/confidentiality-forms-for-volunteers/>
- Making the Case handouts: <http://www.attendanceworks.org/tools/for-public-messaging/making-case/>