AMERICORPS STATE AND
NATIONAL SYMPOSIUM
SEPTEMBER 12 – 14, 2017 ★ ARLINGTON, VA
Education and National Service

Heather Rieman, Senior Education Advisor, CNCS
Four things to accomplish today are to provide you with a better understanding of:

1. The critical role national service plays in education
2. The new federal education law, the Every Student Succeeds Act
3. How national service can help reduce chronic absenteeism
4. Common components of effective education programs
The Critical Role National Service Plays in Education

• National service support children along the entire cradle to career continuum—from early childhood, and reading by third grade, to graduating from high school prepared for college and careers.

• About half of the budget for CNCS supports education programs.

• AmeriCorps and Senior Corps members serve in more than 11,000 schools across the country - 1 out of every 10 schools, and 1 out of every 4 high-need schools.

• National Service is a cost effective way to improve education and help to ensure more young people succeed in school and in life.
Thank you!

Your programs are CRITICAL to ensuring that youth, particularly vulnerable youth, have the support they need to succeed in school and life.
The Every Student Succeeds Act and National Service
Overview of the Every Student Succeeds Act

- General
- Accountability
- Low-Performing Schools
- Consolidated/New Programs
- Use of Evidence

For more information: www.ed.gov/esea
Opportunities Under ESSA for Education Focused Programs

ESSA State Plans
- Stakeholder input
- Timeline
- New accountability metric(s)
Opportunities Under ESSA for Education Focused Programs

• Leveraging funding: partner with school districts
  • Title I/Low-performing schools
  • Title IV

• Programs where non-profit organizations are eligible applicants
Focus on State Education Plans

• Check out state website for information and opportunities for public input
  https://www2.ed.gov/about/contacts/state/index.html

• Pay attention to the academic and non-academic accountability measures and think about how your work might impact those measures
• Partner with school districts
  • What are their goals and how can you help them meet their goals?
  • Which schools need additional support?
• Build your evidence base
  • Guidance on evidence in ESSA
Specific Next Steps & Concrete Actions Continued

• Pay attention to federal funding opportunities
  https://www2.ed.gov/fund/grant/find/edlite-forecast.html

• Stay informed about ESSA Implementation
  - Check your state department of education website
  - Check the US Department of Education website
  https://www.ed.gov/essa
Activity: Reflecting on Your Work & ESSA

• Partner with the person next to you and discuss:
  • 2 ways your work might be impacted by ESSA
  • 2 ideas you have for taking advantage of opportunities under ESSA

• Large group discussion: Share ideas with the larger group
Questions? Thoughts?
Section 3: Reducing Chronic Absence

Why does it matter?

What can Senior Corps and AmeriCorps do?
These materials have been provided for adaptation with the permission of Attendance Works, a national and state initiative that promotes awareness of the important role that school attendance plays in achieving academic success starting with school entry. To learn more about Attendance Works, please visit http://www.attendanceworks.org/.

They were developed for a Senior Corps webinar presented by Attendance Works and the Corporation for National and Community Service on January 10, 2017. For a recording of the webinar or slides you can use or adapt please visit http://www.nationalservice.gov/senior-corps/trainingcalendar.
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).
<table>
<thead>
<tr>
<th>Multiple Measures of Attendance</th>
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<tbody>
<tr>
<td><strong>Average Daily Attendance</strong></td>
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<tr>
<td>How many students show up to school every day? The percent of enrolled students who attend school each day. It is used in some states for allocating funding.</td>
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<tr>
<td><strong>Truancy</strong></td>
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<td>Who is missing school without permission? Typically refers only to unexcused absences. Each state has the authority to define truancy and when it triggers legal intervention.</td>
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<tr>
<td><strong>Chronic Absence</strong></td>
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<tr>
<td>Who is missing so much school they are academically at risk? Broadly means missing too much school for any reason -- excused, unexcused, etc. Researchers commonly define it as missing 10% of school. OCR currently defines it as missing 15 days. Chronic absence is a required reporting metric in ESSA.</td>
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Chronic Absence Is Easily Masked If We Only Monitor Missing Consecutive days

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<thead>
<tr>
<th>September</th>
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<td>[Calendar for February showing two absences]</td>
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<td>[Calendar for April showing two absences]</td>
<td>[Calendar for May showing two absences]</td>
<td>[Calendar for June showing two absences]</td>
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Chronic Absence = 18 days of absence = As Few As 2 days a month
Chronic Absence a Huge National Problem

Source: U.S. Department of Education Civil Rights Data Collection
Why Does Attendance Matter for Achievement?

What we know from research around the country
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/)
Multiple Years of Chronic Absenteeism = High Risk for low 3rd Grade Reading Skills

Note: ***Indicates that scores are significantly different from scores of students who are never chronically absent, at p<.001 level. + In the DIBELS 6th Edition Assessment and Scoring Guide (Good & Kaminski, 2012), these are labeled as “Some Risk,” indicating the need for additional intervention and “At Risk,” indicating the need for substantial interventions.
Chronic Early Absence Connected to Poor Long-Term Academic Outcomes

A Rhode Island Data Hub analysis found that compared to kindergarteners who attend regularly, those chronically absent:

- Scored 20% lower in reading and math in later grades and gap grows
- 2X as likely to be retained in grade.
- 2X likely to be suspended by the end of 7th grade.
- Likely to continue being chronically absent
The Effects of Chronic Absence on Dropout Rates Are Cumulative

Proportion of Students Dropping Out by Number of Years the Student was Chronically Absent from 8th-12th Grades

How Can Senior Corps and AmeriCorps Address Chronic Absence?
Levels of Support Volunteer Programs Can Provide

District-wide Approach to Chronic Absence
Principal Led School Attendance Team
Caring Adult Volunteers
Student
Caring Adults Are Key

Students don’t care how much you know until they know how much you care.
Equip Volunteers to Address Absenteeism

Educate your volunteers about the impact of chronic absence on achievement during training:

• Share an infographic or flyer, http://www.attendanceworks.org/tools/for-parents/parent-handouts/

Encourage volunteers to build a culture of attendance. Volunteers can:

- Greet each student by name
- Show they are happy to see students in school
- Notice when students are absent
- Welcome students back. (I missed you. When you were out, we had an exciting lesson/activity about __________.)
- Express concern when absences start adding up
Volunteer Programs Can Support School-wide Efforts

District-wide Approach to Chronic Absence
Principal Led School Attendance Team
Caring Adult Volunteers
Student
1. Be part of a school-wide effort to recognize good and improved attendance. Help organize events such as assemblies or celebrations to recognize good and improved attendance.

2. Engage Students and Parents - Assist in welcoming students and parents to the school

3. Work with principal and school attendance team to
   - Offer insights into the causes of student absences
   - Make calls home when students are absent
   - Work 1:1 with a chronically absent student to set and reach attendance goals
Volunteers Can…

1. Meet and greet each morning.
2. Reach out and engage mentee’s family.
3. Call home if mentee misses school.
4. Meet with mentees 1-on-1 or in small groups.
5. Track mentees’ attendance and improvements.
6. Recognize & celebrate successes.
7. Work with school staff for support & intervention.

Notice a chronically absent student.
Provide volunteers with key contacts in the school. Who can help students or families find resources that can address attendance barriers?

- Attendance team
- Community schools coordinator
- School nurse
- Counselor
- Principal
- Social worker
Partner and Coordinate at a District and Community Level

1. Participate in district or community work groups to understand how many students are chronically absent and where they are located
2. Coordinate assignment of volunteers to schools with greatest need
3. Develop positive messaging for larger community
4. Monitor collective impact of attendance interventions
Questions? Thoughts? Ideas of things you’ve tried in your programs?
Section 4: Common Components of Effective Education Programs
Sources

• The Role of National Service in Closing the Graduation Gap (a report by America’s Promise Alliance)
• Knowledge Management Education State of the Practice Report (CNCS product)
• 2016 AmeriCorps Grant Application Review Process database (CNCS product)
• School Turnaround AmeriCorps National Evaluation: Final Evaluation Report (CNCS product)
Criteria for Selection

• Reports looking at programs with relevant outcomes and met SIF level of evidence (LOE) of Strong or Moderate
• Reports that met ASN 2016 NOFO definition of Strong or Moderate with high quality rating
• Reviewed positively by other federal evidence clearinghouse such as What Works Clearinghouse
• Strengths and limitations of review
<table>
<thead>
<tr>
<th>PreK – School Readiness</th>
<th>K-12 – Improvements in Reading and Math Achievement</th>
<th>K-12 – Improvements in Attendance and Behavior</th>
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<tr>
<td>• Jumpstart</td>
<td>• Minnesota Reading Corps K-3 Program</td>
<td>• AARP Experience Corps</td>
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<td>• HIPPYCorps</td>
<td>• Reading Partners</td>
<td>• City Year Whole Child Whole School</td>
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<td>• Minnesota Reading</td>
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<td>• Communities in Schools Integrated</td>
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<td>Corps PreK Program</td>
<td>• United Way of Dane County Schools of Hope</td>
<td>Student Supports</td>
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<td>• Detroit Parent</td>
<td>• City Year Whole Child Whole School</td>
<td>• Playworks</td>
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<td>Network</td>
<td>• Teach for America</td>
<td>• Citizen Schools</td>
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<td>• Pathways to Literacy</td>
<td>• Citizen Schools</td>
<td>• WINGS for Kids</td>
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<td>• Communities in Schools Integrated Student</td>
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<td>• Promotor Pathways</td>
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Common components and context

• Curriculum to guide service delivery
• Mix of one-on-one and small group sessions
• Standardized training for those delivering services
• Half of programs trained national service members in service delivery, other half used national service members to train volunteers in service delivery; both were shown to be effective.
• Majority used “franchise” model, meaning national parent organization for support and assessment.
• Implemented in locations convenient to those served, including in schools, at daycares, and in homes
Common components and context

- **Curriculum** to guide service delivery
- Mix of one-on-one and small group sessions in service delivery; students were assessed for level of need to determine intensity
- Standardized **training** for those delivering services; most included training for sites hosting members and volunteers
- Effective whether using national service **members to deliver services directly or training volunteers** to deliver services
- Most included **on-site coordinator and/or curriculum coach**; typically staff but sometimes national service members
- Most used **data** and invested in data systems to assess student needs and monitor student progress throughout the program
- Many had “franchise” **model**, meaning national parent organization for support and assessment.
Common components and context

- Mix of one-on-one and small group sessions in service delivery; students were assessed for level of need to determine intensity
- Standardized training for those delivering services; most included training for sites hosting members and volunteers
- Emphasis on one-on-one, long-term commitment to a student; program does even when service term limits ability of member
- Most used data and invested in data systems to assess student needs and monitor student progress throughout the program
- Many had “franchise” model, meaning national parent organization for support and assessment.
- Some included a curriculum and whole class or whole school enrichment, such as field trips or assemblies.
- Most programs were in largely low-income, urban communities.
Common Components Across All

- Intensive member training
- Supervision of direct service providers
- Set curriculum/service parameters
Case Study of K-3 Literacy Tutoring Programs Using National Service

• Comparative case study across three evidenced-based programs (Reading Partners, AARP Foundation Experience Corps, and Reading Corps)

• Selected because they focus on K-3 Literacy and have well-documented statistically significant impact based on randomized control trials.
Key Findings

1. Service Delivery
2. Coordination
3. Training
4. Curriculum
5. Data
Activity: Brainstorm opportunities, challenges, questions

• With a small group, discuss the following:
  • For your program or portfolio, where are there opportunities to learn from or apply the components presented?
  • For your program or portfolio, what are some of the challenges in adopting or adapting any of the components discussed?
  • What are some questions you would like to explore further based on the components discussed?

• Large group discussion: what did your small group identify as opportunities, challenges, or questions?
Final questions or thoughts?

If you have questions or need additional information you can reach me at hrieman@cns.gov.