

# NL READS & IAFC Community Connections

October 24, 2023



illinois  
**action** for  
children

Building Strong Families  
& Powerful Communities™



## Illinois Action for Children

- **Mission:** Illinois Action for Children is a catalyst for organizing, developing, and supporting strong families and powerful communities where children matter most.
- Programs and Services:
  - Public Policy & Advocacy
  - Early Learning Programs
  - Resource and Referrals

# North Lawndale Programs

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- North Lawndale Early Learning Collaboration
- Parent University- Chicago West
- North Lawndale READS Chronic Absenteeism Work
- Our vision is to connect all the work together that is happening in North Lawndale for positive parent and child outcomes.



## North Lawndale Early Learning Collaboration

Local Early Childhood collaboration in North Lawndale aims to ensure that families with children 0-8 years old have the resources needed to engage, enroll, and sustain enrollment in quality early learning programs.



# Parent University-Chicago West

Parent University Chicago-West is a program focused on increasing parent education and empowerment by providing quarterly parent-driven workshops. The focus is on workshops that will help meet the needs of the parents and their community, impacting the lives of their children and the environment around them.



# Parent University-Chicago West



- 4 Parent University Events
- 3 Focus Groups
- Implemented 19 Workshops

# North Lawndale Reads & IAFC Chronic Absenteeism Partnership



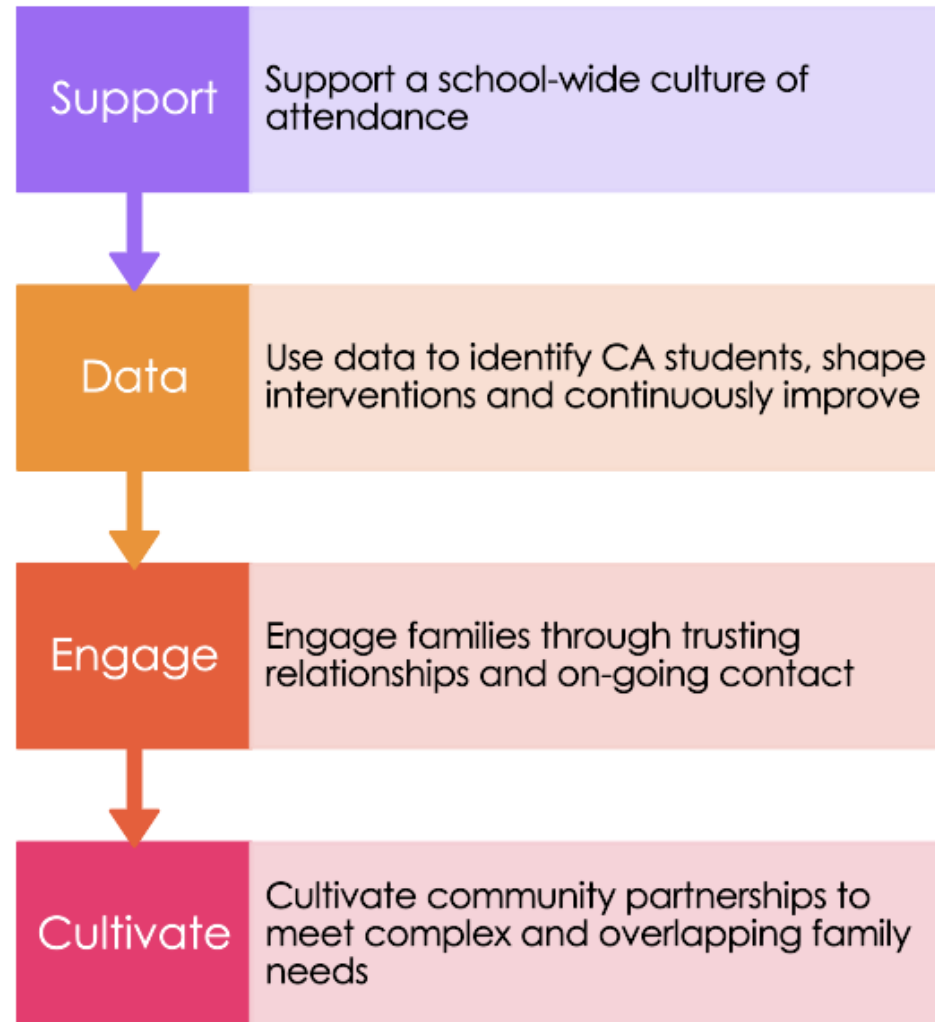
# IAFC Supports Six Partnering Schools Using Four Core Strategies

- Sumner Math and Science Academy
- Daniel Webster Elementary School
- Joseph Kellman Elementary School
- Legacy Charter School
- Chalmers School of Excellence
- Johnson School of Excellence





## IAFC Integrates Four Core Strategies



# 3 Tier Attendance Approach for Supporting NL Schools

## Tier Levels

- **Tier 1**- School Wide Attendance Strategies
- **Tier 2**- High-Level Pre-K – 3grade School Connections
- **Tier 3**- Intense Case Management

## Tier Level Supports

- Monthly Attendance Messaging -**Tier 1**
- Hosting School Wide Workshops- **Tier 1**
- Engaging in School-Wide Events -**Tier 1**
- Sharing Community Resources -**Tier 1**
- Developing & Joining Attendance Team -**Tier 2**
- Receiving and Assessing Attendance Data -**Tier 2**
- Sharing Monthly Attendance Activities - **Tier 2**
- Attending Grade Level Meetings Monthly - **Tier 2**
- Hosting Monthly Attendance Mini Celebrations- **Tier 2**
- Intense Case Management for Families - **Tier 3**
- Quarterly Nudge Letters for students on Caseload- **Tier 3**

# Key Components of IAFC's Family Engagement Process

Activities	Case Management Approach
Introduction calls to families	Starts with a wellness check to learn barriers families are experiencing and provide resources and/or connections to other school partners
Attendance Promotion	We inform parents about their child's weekly attendance (good or bad), Mini-attendance celebration, attendance Incentives
Resources	Share and connect families to community resources that respond to their needs via school informational platforms, remind Apps, phone calls, texts & in-person meetings.

# Family Barriers & IAFC Supports

Family Barriers	IAFC Supports
Transportation/ Mobility Issues	<ul style="list-style-type: none"><li>• Provides bus cards</li><li>• Work closely with other parents to help develop carpools and build social capital</li></ul>
Illness/Chronic Illness	<ul style="list-style-type: none"><li>• Help parents understand what constitutes “too sick” to go to school when children have an acute illness</li><li>• Encourage parents to communicate with teachers and retrieve work that students can complete at home</li><li>• For students with chronic illness, coordinate with the family and school to ensure that 504 medical plans are in place</li></ul>
Awareness of Missed Days	<ul style="list-style-type: none"><li>• Provide parents with an accurate physical print-out of students’ attendance records showing the number of missed school days of the amount of days</li><li>• Provide parents with information about the impact of chronic absenteeism on the students’ academics and strategies to improve children’s attendance</li></ul>

# Nudge Letter

Dear Family of **insert name**,

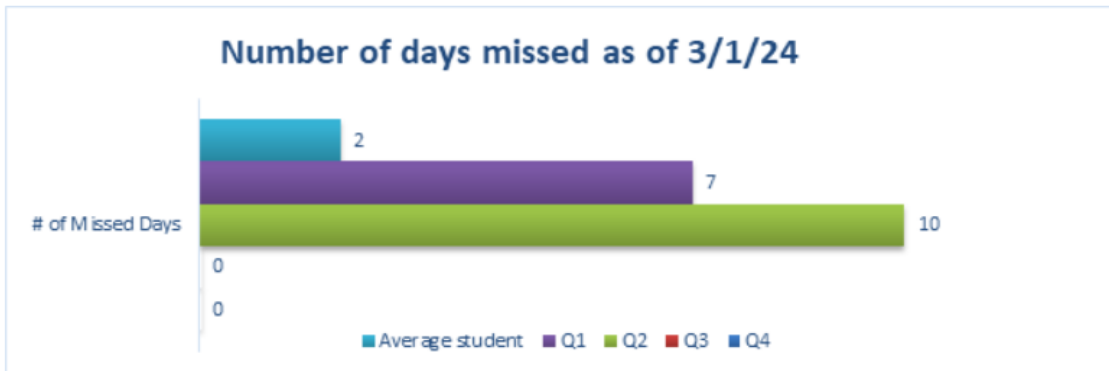
In **Insert School**, we strive to improve the attendance of all our students. Each minute of the school day provides opportunities for learning and when children miss, it is much easier for them to fall behind academically.

**Insert School** strives for **96.5%** overall attendance. In order to achieve this goal, we must work together collectively to ensure our students do not miss any more days. Let's be united by helping Daniel Webster Elementary School achieve this goal!

Since the beginning of this school year, your child has missed **10** days.

The average **Insert School** student has only missed **2** days since the beginning of the school year.

Remember excused and unexcused absences add up.



Dear Family of **insert name**,

In **Insert School**, we strive to improve the attendance of all our students. Each minute of the school day provides opportunities for learning and when children miss, it is much easier for them to fall behind academically.

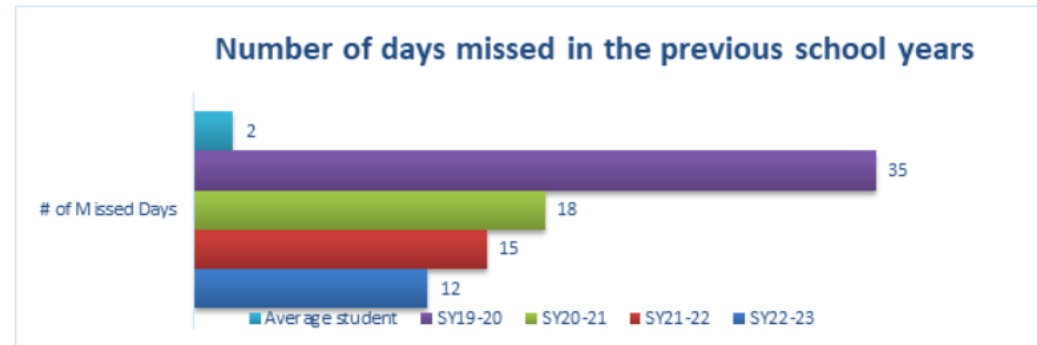
**Insert School** strives for **96.5%** overall attendance. In order to achieve this goal, we must work together collectively to ensure our students do not miss any more days. Let's be united by helping Daniel Webster Elementary School achieve this goal!

The data below shows your child's attendance over the last **3** school years.

Since the beginning of this school year, your child has missed **35** days.

The average **Insert School** student has only missed **2** days since the beginning of the school year.

Remember excused and unexcused absences add up.



# Mini Celebrations

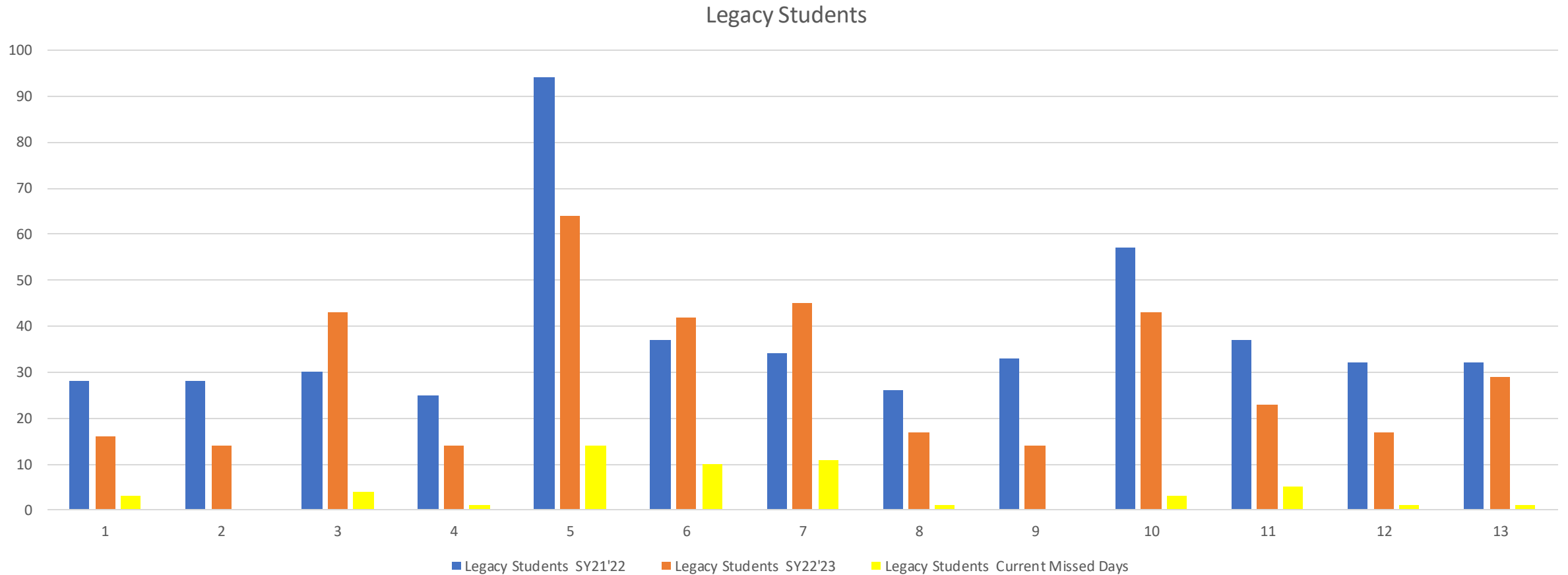


# Data

- One of the biggest successes to date is the improvement of overall attendance for students who have been on the caseload for more than two years.
- Data shows working with students over time has positively impacted students and created long-term stability.

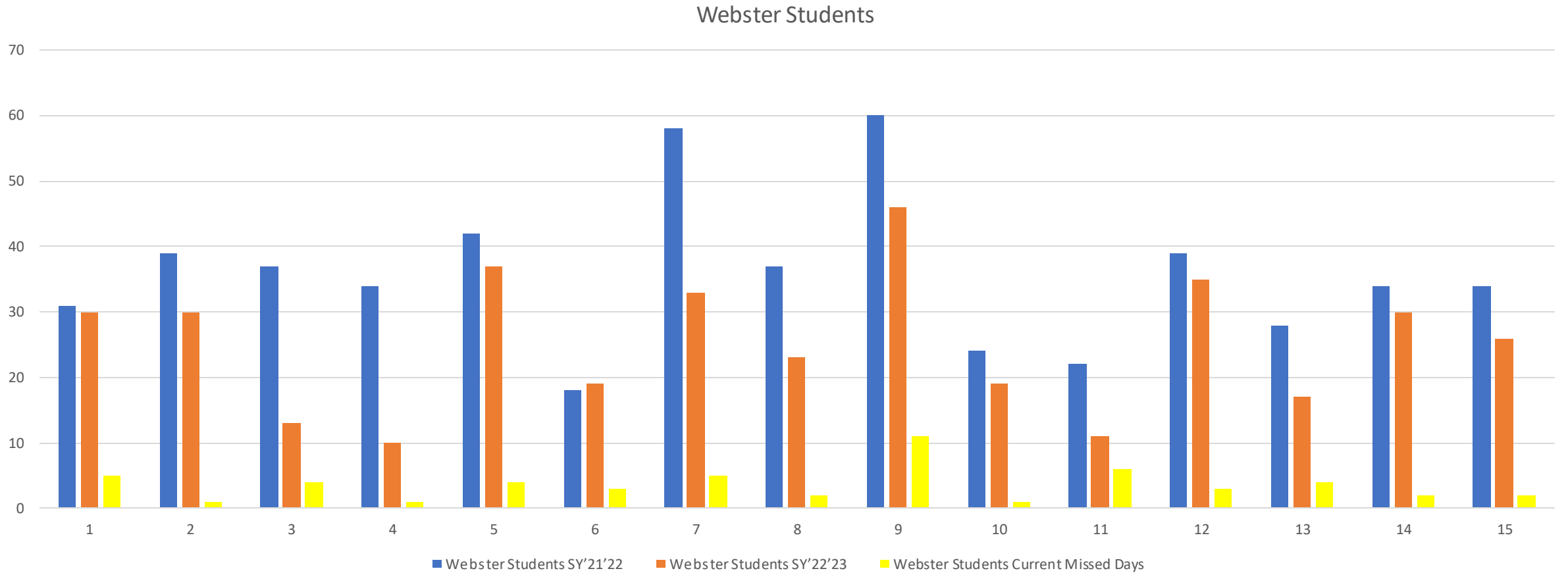


# Legacy Two –Year Data

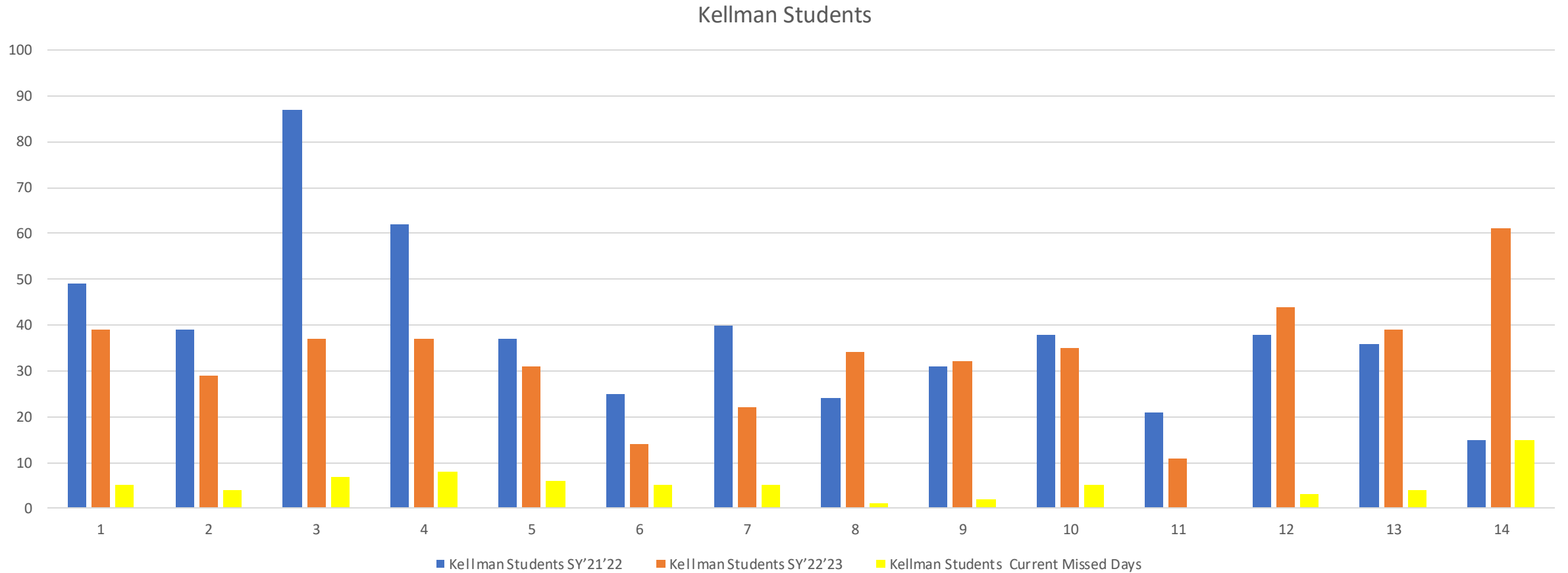




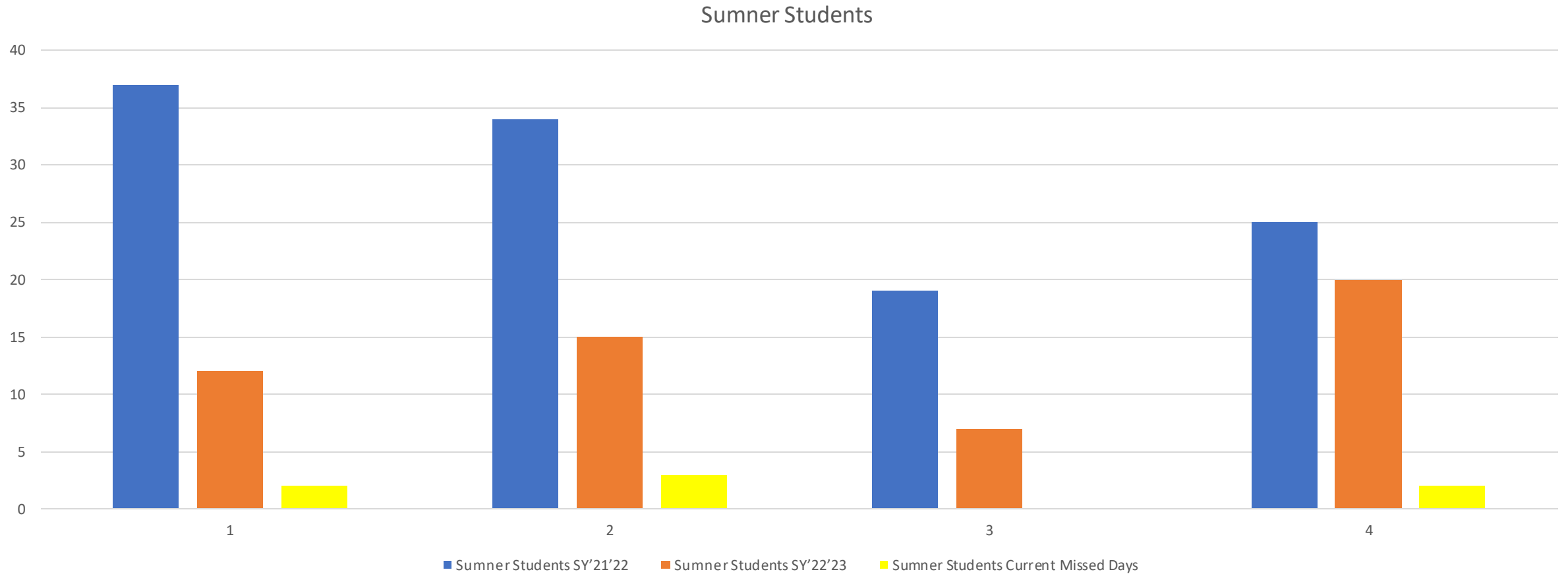
# Webster Two -Year Data



# Kellman Two-Year Data



# Sumner Two- Year Data



# Key Components for a Strong School Partnership



Live contact list (prek-3rd grade) provided at beginning of the year



Daily updates on students that are absent



Regular communication norms with teachers and communication preference (email, phone, text, etc)



Participation in school-wide events



Establish attendance teams in the beginning of the year



Offer input with CA work: attendance activities, attendance incentives

# Questions

