



All In Campaign

YEAR 2 EVALUATION REPORT



Center for Health Equity Research

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"Promoting health equity through science, community, and collaboration."

Evaluation Methodology

About the Center for Health Equity Research

The evaluation of the *All In Campaign* was conducted by the California State University, Long Beach (CSULB) Center for Health Equity Research (CHER). Formerly The Center for Health Care Innovation, CHER was established in 2013 with support from the National Institute on Minority Health and Health Disparities (NIMHD) Research Infrastructure in Minority Institutions (RIMI) grant to better reflect the focus of its work. CHER is located in the College of Health and Human Services at CSULB, an institution with a diverse student body and faculty with extensive research interests and expertise. The Center's mission of "promoting health equity through science, community and collaboration" is reflected throughout its work to eliminate health inequities among residents in Long Beach and its surrounding communities. CHER was recently funded by the National Institute of General Medical Sciences (NIGMS) through the National Institutes of Health (NIH)-Innovative Programs to Enhance Research Training (IPERT) to develop and implement an annual 6-day intensive research training and mentoring experience (the CHER Institute), which aims to enhance the readiness of early career faculty at minority serving institutions (MSI) to conduct community-based, social and health behavior research and to increase representation of scientists at MSIs among NIH-funded investigators. In 2015, CHER also received a grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) to implement PPOWER (Peer Promotion of Wellness and Enhanced Linkage to Resources), a community-based participatory research project that aims to prevent HIV and Hepatitis C infection, and substance abuse among young African American men who have sex with men (MSMs) through peer-to-peer outreach and education. In addition to the *All In Campaign*, CHER is currently leading the evaluation of four projects: 1) the *Building Healthy Communities Long Beach (BHCLB)*, a 10-year place-based initiative funded by The California Endowment (TCE) to improve community health in Central and West Long Beach, 2) the *CalGRIP 7 Project (My Sister's Keeper)* that aims to address human trafficking in Long Beach, *Youth Investment*, project funded by TCE to change the narrative around youth of color, and 3) *The Community Wellness Program*, a prevention and early intervention program to improve mental health among Cambodians in the Long Beach and Santa Ana areas through outreach and education, case management, and culturally-appropriate activities.

The following report presents findings from the evaluation of Year 2 of the *All In Campaign* (September 2016 to June 2017) a project funded by the U. S. Department of Justice and implemented by the Long Beach Department of Health and Human Services (formerly through the City of Long Beach - Development Services) in collaboration with the Long Beach Unified School District (LBUSD) and community stakeholders to reduce chronic truancy and chronic absenteeism at one elementary school and three middle schools located in Central Long Beach.

The schools involved are: Addams Elementary School, Franklin Middle School, Jefferson Middle School, and Washington Middle School. These schools were invited to participate in the *All In Campaign* due to their location in high-crime and low-income neighborhoods, and their high rates of chronic absenteeism. CHER was selected to serve as the campaign's evaluation team in January 2016 and immediately dedicated the first two months to developing an evaluation plan and data collection instruments. Due to the late involvement of the evaluation team and the delayed implementation of campaign activities, evaluation of Year 1 of the *All In Campaign* focused more on process measures to document its implementation and to inform the development of similar campaigns at other schools in the City of Long Beach. Results from the evaluation of Year 1 are presented in a previous report.

Table 1 presents the goals for the *All In Campaign*, corresponding project activities, and evaluation activities approved by the CSULB Institutional Review Board in Years 1 and 2 to assess progress towards achievement of each goal.

Table 1. Year 1 and 2 evaluation activities by *All In Campaign* goals and activities

GOALS FOR EACH SCHOOL	PROJECT ACTIVITY(-IES)	EVALUATION ACTIVITY(-IES)
Monitor and analyze attendance data trends and outcomes to guide prevention and early intervention efforts for targeted grade levels	<ul style="list-style-type: none"> • Each school to monitor attendance data by grade level and racial/ethnic group to inform campaign activities 	<ul style="list-style-type: none"> • Review pre/post data on attendance at each school (Years 1 and 2)
Demonstrate increased staff, student, and parent awareness of attendance expectations and goals	<ul style="list-style-type: none"> • Individual meetings with the Social Worker and Program Specialist • Parent education workshops • Public Service Announcements (PSAs) • School attendance assemblies 	<ul style="list-style-type: none"> • In-depth interviews with students, parents, and Social Worker/Program Specialist (Year 1) • Parent workshop evaluation (Year 2) • Parent and Study Survey (Year 2) • In-depth interviews with Parents and Students (Year 2)
Demonstrate an increased use of prevention and intervention programs to improve student attendance school-wide (incentive	<ul style="list-style-type: none"> • Individual meetings with Social Worker and Program Specialist • Parent education workshops 	<ul style="list-style-type: none"> • In-depth interviews with community stakeholders (Year 1) • Site visits to assess community buy-in of the campaign (Year 1)

programs, community partnerships, parent support)	<ul style="list-style-type: none"> • PSAs • School attendance assemblies • Business decal program 	<ul style="list-style-type: none"> • In-depth interviews with school staff (Years 1 and 2) • Review implementation of project activities at each school (Year 1 and 2)
Have at least a 5% increase in the percentage of students attending school at a rate of 97% or higher in the targeted grade level by the end of the school year, as compared to the previous year	<ul style="list-style-type: none"> • All campaign activities • Four truancy sweeps and home visits by LBPD (Year 1 only) 	<ul style="list-style-type: none"> • Review pre/post data on attendance at each school (Years 1 and 2) • In-depth interviews with LBPD to learn about the successes and challenges of truancy sweeps and home visits (Year 1)
Have at least a 5% decrease in the percentage of chronic absences, as compared to the previous year	<ul style="list-style-type: none"> • All campaign activities • Four truancy sweeps and home visits by LBPD (Year 1 only) 	<ul style="list-style-type: none"> • Review chronic absenteeism rates at each school (Years 1 and 2) • In-depth interviews with LBPD to learn about the successes and challenges of truancy sweeps and home visits (Year 1)

Evaluation Design

The evaluation follows a mixed methods approach and uses both primary and secondary data to assess implementation of *All In Campaign* activities and their impact on school attendance, particularly for students who were identified as chronically absent. The evaluation of Year 1 of the *All In Campaign* primarily focused on process measures, such as learning about the successes and challenges of project implementation from key stakeholders. The purpose of focusing the evaluation on process measures is two-fold. One, it allowed the campaign team to use feedback and input from key stakeholders to refine the strategic plans for each school for the implementation of the campaign in Year 2 and two, carefully documenting the lessons learned from campaign implementation in Year 1 will inform the potential development of a larger scale campaign involving additional schools in the City of Long Beach. In addition to process measures, evaluation activities for Year 2 also included outcome measures to assess awareness of attendance expectation, availability of resources and support, and school culture and climate as a result of the campaign activities.

Process Measures

A process evaluation was performed to learn about successes and challenges of project implementation, and to assess project buy-in by key stakeholders in the community. The evaluation team used two methods of data collection for the assessment, in-depth interviews and site visits in each school neighborhood. In Year 1, in-depth interviews were conducted with individuals who were involved in the implementation of the *All In Campaign*. They included members of the campaign team, community partners, the *All In Campaign* Social Worker and Program Specialist, school staff at each school, and the Long Beach Police Department (LBPD). In-depth interviews were also conducted with engaged parents to learn about their attitudes toward regular attendance and about their knowledge of and experience with *All In Campaign* activities. In-depth interviews were conducted with school staff in Year 2 to learn about the successes and challenges of developing and implementing the strategic plan at each school. These plans were developed in Year 1 with assistance from a consultant and are tailored to the characteristics of each school, including demographic of the student body, resources available, and existing activities to improve school attendance. The purpose of these in-depth interviews was to also learn about resources and technical assistance that each school needed to fully implement activities included in the strategic plan.

Site visits to small businesses and other establishments (e.g., faith-based organizations, insurance agencies, etc.) were conducted in each school neighborhood in Year 1 to assess the effectiveness of community outreach and engagement efforts. Campaign staff and volunteers conducted community outreach and engagement efforts, or “community engagement walks”, to raise awareness of the importance of school attendance and to get community buy-in of the *All In Campaign*. During community engagement walks, campaign staff visited small businesses and other establishments (e.g., faith-based organizations) to raise awareness about the importance of regular school attendance and to introduce the campaign. Business owners, or staff, were invited to join the campaign by placing a campaign decal on the storefront window or inside the establishment. Community buy-in was measured by the number of campaign decals that remained posted on storefront windows or other highly visible areas.

For in-depth interviews and site visits, the evaluation team paid particular attention to the following components:

- Perception of the chronic truancy and chronic absenteeism and their link to student success
- Contributing Factors
- Attitude towards regular school attendance
- Awareness of the *All In Campaign*

- Successes and Challenges of Implementation

Outcome Measures

As mentioned previously, the focus of the evaluation in Year 1 was on process measures to document successes and challenges of campaign implementation, thereby allowing the campaign team to make necessary adjustments in order to achieve the intended outcomes. In the second year, evaluation activities assessed the campaign's progress towards increasing attendance rates and decreasing chronic absenteeism at each of the four pilot schools. It is important to note, however, that due to the pilot nature of the campaign and the lack of a control group, any changes in the outcomes listed below cannot be attributed with certainty to the campaign. Nevertheless, the outcome measures included in the evaluation were the following:

- Average Daily Attendance rates
- Chronic absenteeism rates

In addition to attendance measures, the evaluation team also sought to assess the campaign's impact on factors that contribute to regular school attendance and included the following outcome measures for Year 2 of the campaign:

- Awareness of attendance expectation
- On and off campus safety
- School climate/culture

Instrument Development

Data collection instruments were developed by the evaluation team with input from the campaign team. Data collection instruments that were developed for the evaluation of Year 1 campaign activities included interview guides for in-depth interviews, parent workshop evaluation forms, Parent Survey, and Student Survey. The latter two data collection instruments were administered in Year 2 only. In addition to the data collection instruments, the evaluation team also developed consent forms for participants over the age of 18 and youth assent forms and parental consent forms for minors. All consent forms contained information about the purpose and procedures of the data collection activity, confidentiality of data, risks and benefits of participation, and contact information for members of the evaluation team, should participants have additional questions or wish to retract their responses at a later date.

Final drafts of all data collection instruments and consent forms were forwarded to the campaign team for review and comment, and revisions were made by the evaluation team as needed. All data collection instruments and consent forms were in English, with the exception of instruments and forms for parents, which were available in both English and Spanish. The evaluation protocol, data collection tools, and consent forms were submitted to and approved

by the CSULB Institutional Review Board (IRB). Data collection instruments and consent forms for students were also submitted to the LBUSD legal team for review and approval.

The following section describes each data collection instrument in more detail:

Interview Guides

The interview guides used in Year 1 were tailored to each of the campaign partners listed below and included questions that were specific to their role. As mentioned previously, the focus of the evaluation in Year 1 was on process measures and as such, the interview guides included questions designed to explore general perceptions of chronic truancy and chronic absenteeism, knowledge of and experiences with school-based efforts during the *All In Campaign*, successes and accomplishments in the first year, challenges with program implementation, resources needed, and overall experiences with the campaign.

- A) Stakeholders (14 items) – Interview guides were designed to obtain feedback on the campaign, assess and obtain information on how to increase community engagement, and to share successes and barriers to joining campaign efforts.
- B) School Staff (28 items) – Interview guides were designed to learn about campaign-related activities at each school, changes in student and parent attitudes towards school attendance as a result of the campaign, to assess appropriateness of campaign activities (e.g., cultural appropriateness), and to identify additional resources needed to address barriers to school attendance. Key personnel at each school were invited to participate in an interview in Year 2 to discuss the development and implementation process for the strategic plan (developed in Year 1), including successes and challenges and resources needed (Appendix A).
- C) Social Worker/Program Specialist (20 Items) – Interview guides were designed to learn about the challenges of working with students and/or parents, common barriers to school attendance, support for students and parents to help make regular attendance a priority, and resources needed to fulfill their roles and responsibilities.
- D) Officers with the Long Beach Police Department (16 items) – Interview guides were designed to learn about their experiences conducting truancy sweeps during the *All In Campaign*, including challenges they encountered, post campaign changes in student loitering, and to identify additional resources needed to help inform future iterations of the campaign.
- E) Engaged Parents (18 items) and Students (20 items) – Interview guides were designed to learn about attitudes towards education and school attendance, to assess appropriateness and relevancy of campaign activities, and to ask about additional resources needed to address barriers to school attendance. *Note: The evaluation team was prohibited by LBUSD legal team from conducting student interviews in Year 1 due to*

the omission of this data collection activity from the Operational Agreement. Student interviews were conducted in the evaluation of Year 2. (Appendix B and C)

Pre-/Post-Surveys for Parent Workshops

Three distinct 12-item Pre- and 14-item Post-surveys combinations were developed to assess parent knowledge of attendance expectations and factors that may influence attendance. Post-surveys contained additional questions that assessed satisfaction with the workshop and awareness of campaign PSAs. The surveys were designed to be administered prior to and at the end of each of the parent workshops, which included topics on *Why Attendance Matters*, *Bullying & Cyberbullying*, and *Social Media & Its Dangers*.¹ Due to the timing of when the evaluation team joined the project (June 2016), Pre-/Post-surveys for Parent Workshops were not administered in Year 1, as school was no longer in session.

Evaluation Forms for Parent Workshops

Upon review of the Pre- and Post-surveys for Parent Workshops, the evaluation team and campaign team determined that one hour was not enough time to produce significant changes in knowledge that can be accurately captured by the tool. Instead, the evaluation team developed an 8-item workshop-specific evaluation form (Appendix D and E), administered at the end of each workshop, to capture increased awareness of the importance of regular attendance and satisfaction of the workshop and presenter. The evaluation form also included an open-ended question for feedback that may be used to improve future workshops. The evaluation forms were available in English and Spanish.

Parent Survey and Student Survey

A 25-item parent survey (Appendix F) and a 26-item student survey (Appendix G) were developed to assess parent and student awareness of attendance expectations and to learn about their attitudes toward school, barriers to school attendance, and resources needed to overcome these barriers. The survey was available on paper and online. The Parent Survey was available in English, Spanish, and Khmer, and the Student Survey was available in English only. Below is a list of components found in both surveys:

- Demographic characteristics
- Academic performance
- School attendance
- Barriers to school attendance
- School-based support
- Resources needed
- Student-Parent relationship
- Safety on and off campus
- School Climate/Culture

- Awareness and perception of the *All In Campaign*
- Awareness of attendance expectations

Data Collection Activities

All evaluation team members were required to complete IRB training on Human Subjects Research prior to commencement of data collection activities. This training serves to ensure that IRB guidelines surrounding voluntary participation, informed consent, and confidentiality are followed during the design of evaluation activities and the data collection process. **The following section describes data collection activities for the evaluation of Year 2 only. Findings from the evaluation of Year 1 were submitted in a previous report.**

In-depth Interviews with School Staff. The evaluation team worked with the educational consultant and LBUSD representative on the campaign to identify key personnel at each school for in-depth interviews. The purpose of the interview was to learn about the process of developing and implementing the strategic plan, the successes and challenges of each process, and resources needed to overcome these challenges. Contact information for key personnel was provided by the campaign team and a member of the evaluation team emailed each individual directly to invite him or her to participate in a 30-minute interview. Interviews were conducted in the individual's office on the school campus. Due to their roles in the campaign, key personnel did not receive an incentive for their participation in the interview.

In-depth Interviews with Parents and Students. The evaluation team no longer had access to a list of students who were at risk of being chronically absent during the second year of the campaign. As such, participant recruitment relied heavily on Social Work interns who worked closely with students at each school. Social Work interns invited parents and students to participate in data collection activities via telephone. A list of interested parents and their child was forwarded to the evaluation team. A member of the evaluation team contacted parents via telephone to confirm their willingness to be interviewed and to schedule a time and location for the 30-minute interview. During the call, parents were also asked if their child would be interested in participating in the 30-minute Student Interview. If both were interested and willing, interviews were conducted on the same day, one at a time. Members of the evaluation team made telephone calls to parents between the hours of 10:30 am to 7:00 pm. A call log was generated to track telephone calls and to note any relevant meeting information. Parents and their child were removed from the list if they no longer wish to participate or if the evaluation team was unable to make contact after three attempts, at three different times of the day (e.g., morning, noon, and evening). Parent Interviews and Student Interviews were conducted at local businesses, such as a local coffee shop or fast food restaurant, and parents

and students each received a \$25 Target gift card as an incentive for their participation in the interview.

All interviews were conducted by members of the evaluation team, all of whom have extensive experience conducting qualitative research. Informed consent was obtained prior to each interview. Interviews were audio-recorded and the interviewers took handwritten notes to record any nonverbal cues and to serve as back-up in case of technical difficulties. Data from the interviews were reviewed and summarized in aggregate. Results are presented in a subsequent section of this report.

Parent Survey and Student Survey. Parents and students who agreed to participate in the in-depth interviews were invited to complete the Parent Survey and Student Survey. Surveys were completed on paper upon completion of the interview, such that parents would complete the Parent Survey while their child was being interviewed by a member of the evaluation team, or vice versa. Parents and students each received a \$10 Target gift card as an incentive for completing the survey.

Data Analysis

Quantitative Data Analysis

A request was made to the LBSD Research Office for attendance data by school month for each school for the 2015-2016 and 2016-2017 academic years, disaggregated by grade level and by race/ethnicity. *All In Campaign* activities in Year 1 were implemented in January 2016 through the end of the school year in June 2016. While the campaign commenced in September 2016 in Year 2 through the end of the school year in June 2017, the evaluation examines attendance during the periods of January 2016 through June 2016 and January 2017 through June 2017. This enables the evaluation team to compare Year 1 and Year 2 of the campaign during the same time periods, which accounts for holidays and other events that affect attendance. For Addams Elementary, the average attendance rate was generated for students in Kindergarten through 4th grade for the January 2016 through June 2016 time period and an average attendance rate was generated for students in 1st through 5th grade for the January 2017 through June 2017 time period. Different grade levels were included in calculating attendance rates to account for students who culminated in the 2015-2016 academic year and were no longer at the same school the following year.

Next, the evaluation team reviewed a subset of the data to examine changes in rates of chronic absenteeism at each school between Year 1 and Year 2 of the campaign during the time periods listed above. This was performed for all students and by race/ethnic group. Results of the assessments are presented in a subsequent section of the report.

Qualitative Data Analysis

Qualitative data were analyzed using several steps. First, interview recordings were transcribed by trained CHER student interns using transcription software and transcripts were coded by members of the evaluation team and a CHER student intern trained in qualitative data analysis. Next, preliminary themes and handwritten notes were synthesized into key themes and the evaluation team referred back to transcripts to select responses that best highlight the key themes.

Results

QUANTITATIVE DATA

Attendance Rates

All In Campaign activities were developed between September and December 2015. During this time, members of the campaign team met with school staff and community partners at each school site to discuss the feasibility of campaign activities and to tailor these activities to the student population and needs of each school and its surrounding neighborhood. Campaign activities were implemented at each school between January 2016 and June 2016. Pre- and post-campaign changes in attendance for this time period were reported in the Year 1 evaluation report. At the same time, a strategic plan was developed in collaboration with administrators at each school, and activities from the strategic plan were implemented during the 2016-2017 school year, beginning September and ending in June. As indicated previously, this year's evaluation report examines changes in attendance between the first and second year of the *All In Campaign*. Since campaign activities were implemented between January and June 2016 for Year 1, this time period is designated as the first year of the campaign. For comparability, January through June 2017 is designated as Year 2 of the campaign.

Table 2 presents average daily attendance (ADA) rates between January and June for the 2015-2016 and 2016-2017 academic year for all students at each school. Franklin Middle School showed an increase in attendance rates by approximately one percentage point, while Addams Elementary School and Jefferson Middle School showed a slight decrease and Washington Middle School stayed the same. It is important to note that all four schools are located in low income, high crime areas of Long Beach, and the student population is comprised of mostly students of color. With the exception of Addams Elementary School, all three middle schools have a comparable student body size, ranging from 1,161 to 1,255 in the 2015-2016 academic year. Student body demographics remain relatively stable year to year and as such, the increase in ADA that was observed at Franklin Middle School may be attributed to other factors beyond the racial/ethnic composition of the student body or characteristics of the neighborhood in which the school.

Table 2. Year 1 and Year 2 changes in average daily attendance (ADA) by school

	JAN-JUNE 2016	JAN-JUNE 2017	Percentage Point Difference
Addams Elementary School	95.45%	95.21%	-0.24
Franklin Middle School	95.31%	96.35%	+1.04
Jefferson Middle School	95.2%	94.82%	-0.38
Washington Middle School	94.70%	94.69%	-0.01

Table 3 presents ADA for each school during the 2015-2016 and 2016-2017 academic year. When rates are presented for the entire academic year (i.e., September through June), increases in attendance rates were observed for Addams Elementary, Franklin Middle School, and Washington Middle School, with Franklin experiencing the largest increase at 1.22 percentage points. However, the data presented here should be interpreted with caution, as *All In Campaign* activities were implemented January-June 2016 in Year 1, while activities were implemented the full academic calendar the following year.

Table 3. Changes in average daily attendance (ADA) between the 2015-2016 and 2016-2017 academic year, by school

	SEP 2015- JUN 2016	SEP 2016- JUN 2017	Percentage Point Difference
Addams Elementary School	95.56%	95.85%	+0.29
Franklin Middle School	95.80%	97.02%	+1.22
Jefferson Middle School	95.82%	95.52%	-0.30
Washington Middle School	95.34%	95.45%	+0.11

Tables 4 through 7 present ADA rates for the same time periods for each school by race/ethnicity. All four major race/ethnic groups at Addams Elementary School experienced an increase in ADA rates, with White students experiencing the largest increase by 1.23 percentage points (Table 4). At Franklin Middle School, African American, Latino, and White students experienced an increase in ADA rates, while rates decreased for Asian American/Pacific Islander (AAPI) students (Table 5). Latino students experienced the largest increase at 1.15 percentage points.

Table 4. Year 1 and Year 2 changes in average daily attendance (ADA) by race/ethnicity, Addams Elementary School

	JAN-JUNE 2016	JAN-JUNE 2017	Percentage Point Difference
African American	93.76%	94.49%	+0.73
Asian American/Pacific Islander	95.76%	95.99%	+0.23
Latino	95.47%	95.57%	+0.10
White	94.71%	95.94%	+1.23

Table 5. Year 1 and Year 2 changes in average daily attendance (ADA) by race/ethnicity, Franklin Middle School

	JAN-JUNE 2016	JAN-JUNE 2017	Percentage Point Difference
African American	93.65%	94.37%	+0.72
Asian American/Pacific Islander	96.51%	95.83%	-0.68
Latino	95.46%	96.61%	+1.15
White	94.65%	94.87%	+0.22

At Jefferson Middle School, African American and AAPI students experienced an increase in ADA rates, while rates among Latino and White students decreased, with the latter group experiencing a decrease of almost two percentage points (Table 6). African American, AAPI, and White students at Washington Middle School all experienced an increase in ADA rates. The ADA rate for White students at Washington Middle School increased by 2.69 percentage points, the largest increase across all four campuses (Table 7).

Table 6. Year 1 and Year 2 changes in average daily attendance (ADA) by race/ethnicity, Jefferson Middle School

	JAN-JUNE 2016	JAN-JUNE 2017	Percentage Point Difference
African American	94.48%	95.08%	+0.60
Asian American/Pacific Islander	94.82%	95.13%	+0.31
Latino	95.32%	94.72%	-0.60
White	92.58%	90.65%	-1.93

Table 7. Year 1 and Year 2 changes in average daily attendance (ADA) by race/ethnicity, Washington Middle School

	JAN-JUNE 2016	JAN-JUNE 2017	Percentage Point Difference
African American	90.63%	91.13%	+0.50
Asian American/Pacific Islander	95.47%	95.88%	+0.41
Latino	95.13%	94.99%	-0.14
White	92.21%	94.90%	+2.69

Chronic Absenteeism

The evaluation also examined changes in rates of chronic absenteeism, defined as missing 10% or more of days enrolled. For this report, we report changes in chronic absenteeism two ways, as the **percentage point difference** in rates of ADA between Year 1 and 2, and as **percent decrease** (i.e., %decrease), which is a reflection of the reduction in the number of chronically absent students between Year 1 and Year 2. Franklin Middle School showed the largest decrease in chronic absenteeism by over six percentage points, followed by Addams Elementary at 4.27 percentage points, and then Washington Middle School and Jefferson Middle School at approximately 3 percentage points and 2.4 percentage points, respectively (Table 8).

Table 8. Rate of chronic absenteeism by school, all students

	Enrollment	JAN-JUNE 2016	JAN-JUNE 2017	Percentage Point Difference	%Decrease
Addams Elementary	794	19.76%	15.49%	-4.27	21.7%
Franklin Middle School	1,255	17.94%	11.91%	-6.03	33.8%
Jefferson Middle School	1,129	18.65%	16.27%	-2.38	12.8%
Washington Middle School	1,161	20.38%	17.39%	-2.99	14.8%

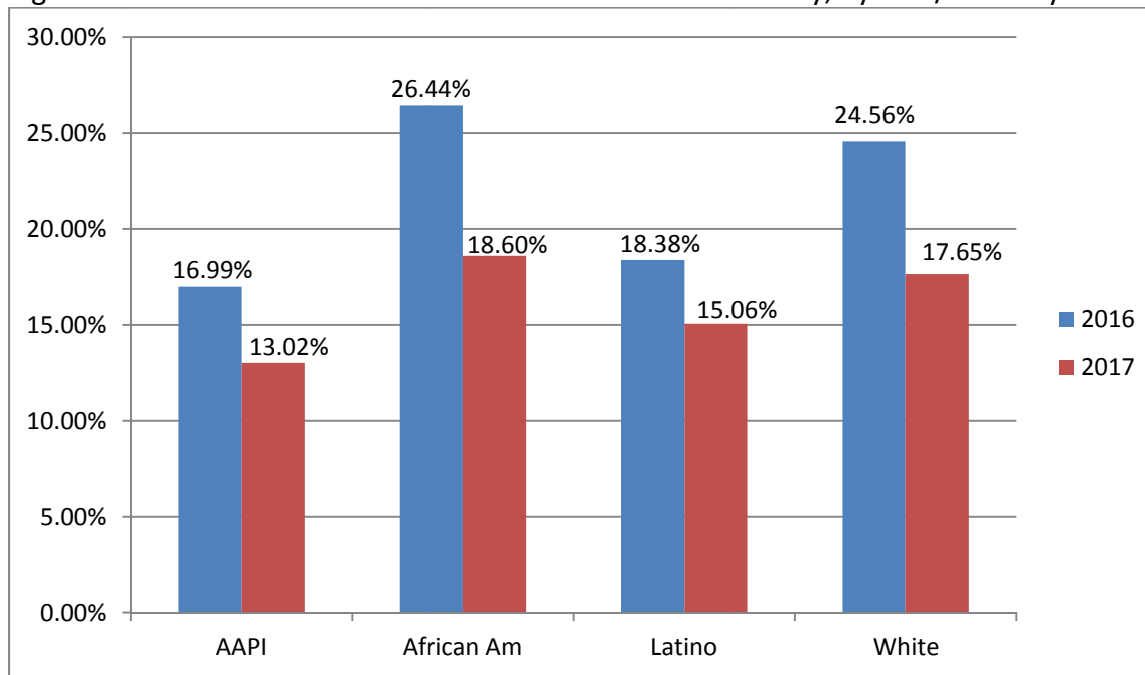
Racial/Ethnic Differences in Rates of Chronic Absenteeism

Figures 1 through 4 present changes in rates of chronic absenteeism between Years 1 and 2 of the *All In Campaign* at each school by race/ethnicity. Data show that chronic absenteeism decreased across all race/ethnic groups and across all schools with the exception of Washington Middle School. White students at Washington Middle School were the only group to experience an increase in rate of chronic absenteeism between Year 1 and 2 of the campaign, by 1.27 percentage points. For Addams Elementary, the largest decrease in rate of

chronic absenteeism was observed among African American and White students, who experienced a decrease of 7.84 and 6.91 percentage points, respectively.

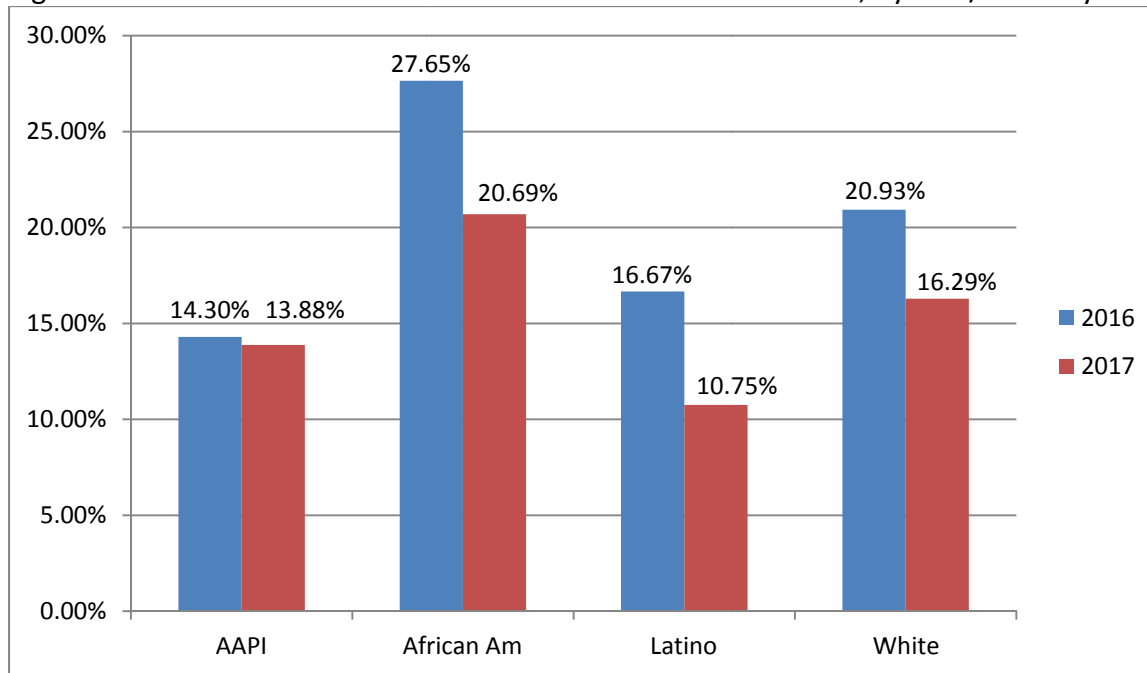
However, it should be noted that the population of White students was low among all four schools. Slight changes within such a small number of students have a large impact on overall percentages and as such, this increase needs to be interpreted with caution.

Figure 1. Rates of chronic absenteeism for Addams Elementary, by race/ethnicity



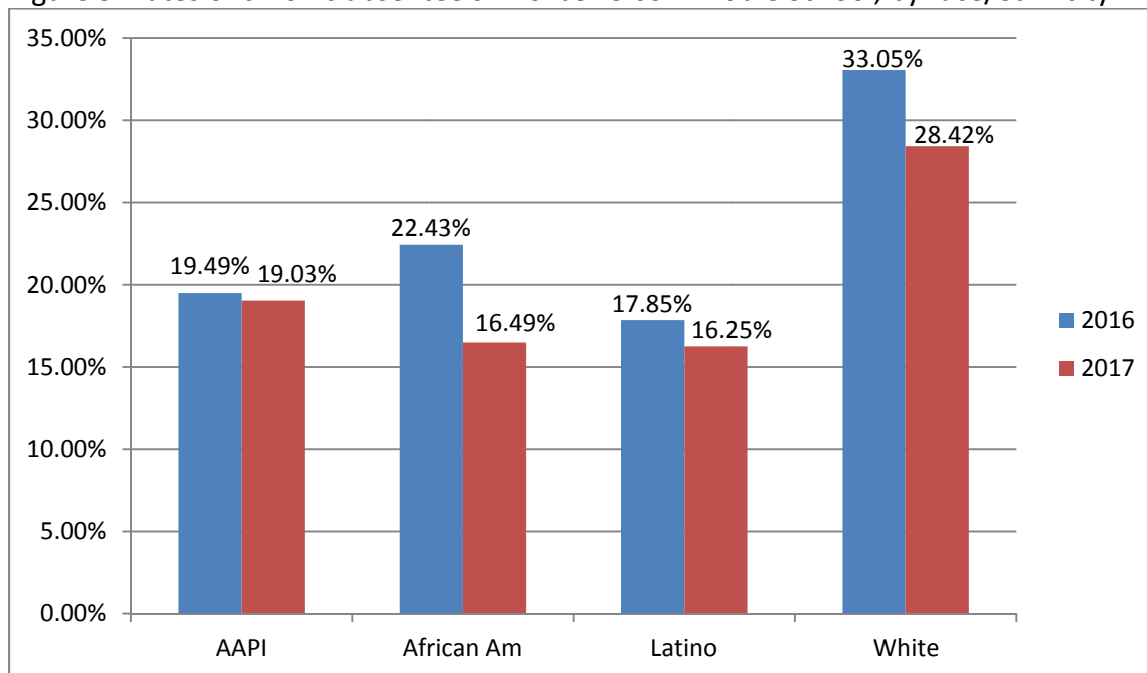
African American students at Franklin Middle School experienced the largest decrease in chronic absenteeism at almost 7 percentage points, followed by Latino students at slightly over 6 percentage points (Figure 2).

Figure 2. Rates of chronic absenteeism for Franklin Middle School, by race/ethnicity



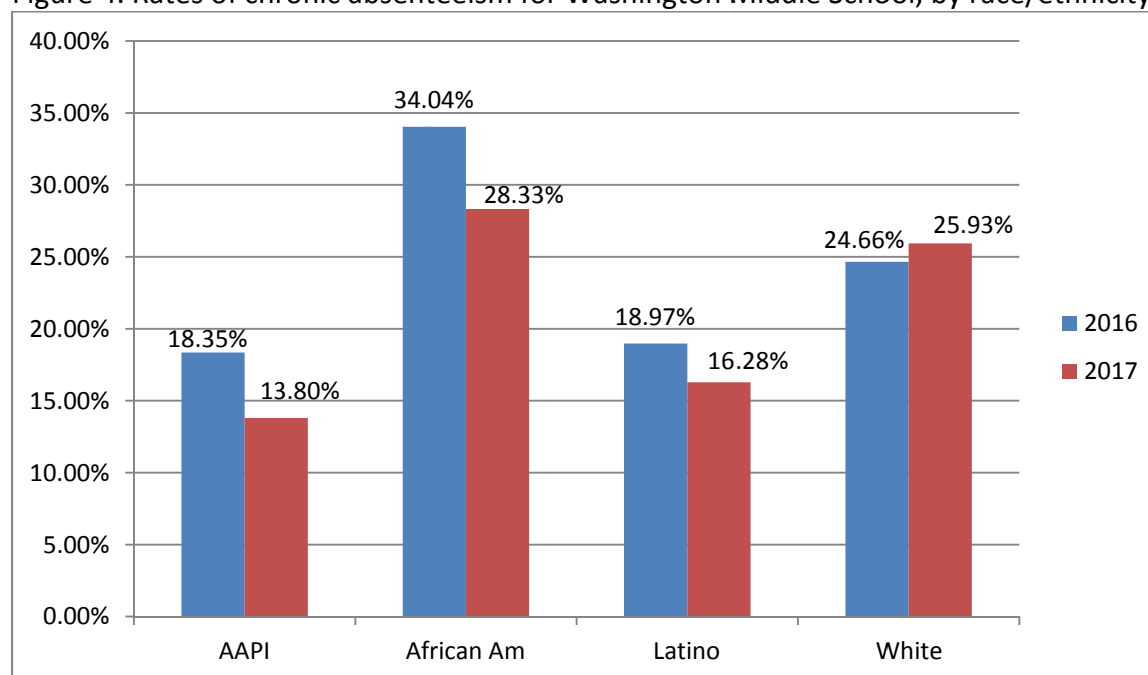
All race/ethnic groups experienced a decrease in chronic absenteeism at Jefferson Middle School, with African American students experiencing the largest decrease at 5.94 percentage points, followed by White students at 4.63 percentage points (Figure 3).

Figure 3. Rates of chronic absenteeism for Jefferson Middle School, by race/ethnicity



Rates of chronic absenteeism at Washington Middle School decreased across all race/ethnic groups except for White students, whose rate increased by 1.27 percentage points (Figure 4). African American students experienced the largest decrease at 5.71 percentage points, followed by AAPI students at 4.55 percentage points.

Figure 4. Rates of chronic absenteeism for Washington Middle School, by race/ethnicity



Parent Workshops

The campaign team hosted Saturday morning workshops for parents to increase awareness about some of the issues that affect school attendance. Topics included Bullying & Cyberbullying, Social Media & Its Dangers, and Why Attendance Matters. Workshop-specific evaluation forms were developed by CHER to assess increase in understanding of each topic and parent satisfaction with workshop content, time, and location.

A parent workshop on Social Media & Its Dangers was held at Jefferson Middle School on April 29, 2017. Fifteen parents were in attendance and all completed an evaluation form for a response rate of 100%. Ten individuals identified as female, 3 identified as male, and 2 refused to answer. Thirteen respondents had a child who attended Jefferson Middle School and 2 respondents indicated that their children attended Mann Elementary School. Participants were asked to indicate their level of agreement to five statements to assess their understanding of the dangers of social media and how they can protect their children. Almost 87% of respondents agreed or strongly agreed that the workshop increased their understanding of the dangers of social media and an equal percentage agreed or strongly agreed that the workshop increased their knowledge of ways to protect their children (Table 9). Approximately 87% of respondents indicated high satisfaction with the information they received at the workshop and an equal percentage agreed or strongly agreed that the time and location of the workshop was convenient for them.

Table 9. Responses to the evaluation of parent workshop on Social Media & Its Dangers, N=15

STATEMENT	Agreement Level n (%)			
	Strongly Disagree	Disagree	Undecided	Agree/Strongly Agree
The workshop improved my understanding of the dangers of social media.	1 (6.7%)	0	1 (6.7%)	13 (86.6%)
The workshop was effective in helping me to better understand ways I can protect my child(ren) from the dangers of social media.	1 (6.7%)	0	1 (6.7%)	13 (86.6%)
I am satisfied with the information presented by the speaker(s).	1 (6.7%)	0	1 (6.7%)	13 (86.6%)
The workshop location is convenient for me.	1 (6.7%)	0	1 (6.7%)	13 (86.6%)
The workshop time is convenient for me.	1 (6.7%)	0	1 (6.7%)	13 (86.6%)

On May 20, 2017 a workshop on Bullying & Cyberbullying was held at Jefferson Middle School with a total of 8 individuals in attendance. Of these, 7 individuals completed an evaluation form at the end of the presentation for a response rate of 88%. Six individuals identified as female and two identified as male. Participants were asked to indicate their level of agreement to five statements to assess their understanding of bullying and cyberbullying and the ways that they can protect children. Statements also assessed participants' satisfaction of the workshop, including content, time, and location. All 7 respondents were satisfied with the information presented and strongly agreed that the workshop improved their understanding of bullying and cyberbullying and ways to protect their children (Table 10). Both workshop location and time were also convenient for all of the respondents.

Table 10. Responses to the evaluation of parent workshop on Bullying & Cyberbullying, N=7

STATEMENT	Agreement Level n (%)
	Strongly Agree
The workshop improved my understanding of bullying and cyberbullying.	7 (100%)
The workshop was effective in helping me better understand ways to protect my child(ren) from bullying and cyberbullying.	7 (100%)
I am satisfied with the information presented by the speaker(s).	7 (100%)
The workshop location is convenient for me.	7 (100%)
The workshop time is convenient for me.	7 (100%)

Parent Survey

Due to the challenges with recruitment described above, only two parents completed the Parent Survey in Year 2 of the evaluation. Both respondents were female and identified as African American. One respondent's child was in the 8th grade and the other respondent's child was in the 6th grade. One respondent has heard of the *All In Campaign* and has seen the

campaign materials (e.g., sticker, poster, banner) on or around campus, while the opposite was stated by the other respondent.

Awareness of attendance expectations among parents was high, but one parent did not believe children should attend school even when a little sick, such as having a runny nose or cough (Table 11).

Table 11. Parents' awareness of attendance expectations, N=2

STATEMENT	Agreement Level n (%)				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Disagree
My child and I know that it's important to go to school every day.	0	0	0	0	2 (100%)
My child and I know that it's important for students to be at school on time every day.	0	0	0	0	2 (100%)
My child and I know that it is important for students to get to school on time so they don't miss anything in class.	0	0	0	0	2 (100%)
My child and I know that students need to go to school every day even when they're a little sick, such as having a runny nose or cough.	0	1 (50%)	0	0	1 (50%)
My child and I know that going to school every day is important for getting good grades.	0	0	0	0	2 (100%)
My child and I know that going to school every day can keep students from getting in trouble outside of school.	0	0	0	0	2 (100%)

When asked about their awareness of attendance-related activities at their child's school during the past school year, both parents did not believe that their child was recognized for good attendance more often compared to the previous year (Table 12). However, both either agreed or strongly agreed that their child's school offered more interesting activities and programs during the past school year and that there is more focus on school attendance from teachers and staff.

Table 12. Parents' awareness of attendance-related activities at school, N=2

STATEMENT	Agreement Level n (%)				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Disagree
My child is recognized for good attendance more often this year.	0	2 (100%)	0	0	0
There are more interesting activities and programs at my child's school this year.	0	0	0	1 (50%)	1 (50%)
Teachers/staff at my child's school talk to students about school attendance more often this year.	0	0	0	1 (50%)	1 (50%)
Teachers/staff meet with students at my child's school about absences more often this year.	0	0	0	1 (50%)	1 (50%)
There are more assemblies and special events about school attendance at my child's school this year.	0	0	0	1* (50%)	0

*Only one parent answered this question

Safety remains a concern for both parents during the past school year. Both parents were undecided when asked if their child felt safer at school during this past school year compared to the previous year, and one parent was undecided when asked whether bullying has decreased from the previous school year (Table 13). Both parents agreed or strongly agreed that they and their child felt safer going to and from school this past school year, and both parents strongly agreed that they and their child feel comfortable talking about things that make students feel unsafe.

Table 13. Parents' perception of safety on and off campus, N=2

STATEMENT	Agreement Level n (%)				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Disagree
My child and I feel safer getting to school this year.	0	0	0	2 (100%)	0
My child and I feel safer getting home from school this year.	0	0	0	1 (50%)	1 (50%)
My child feels safer at school this year.	0	0	2 (100%)	0	0
There is less bullying at my child's school this year.	0	0	1 (50%)	1 (50%)	0
My child and I feel comfortable talking about things that make students feel unsafe.	0	0	0	0	2 (100%)

When asked about what they think would make students want to go to school every day, one parent selected almost all of the response options provided on the list (Table 14), including a ride to school and/or a ride home, help with getting school uniforms or proper clothes for school, and extracurricular activities and programs, while the other parent indicated that prizes for attendance would be enough of an incentive.

Table 14. Parents' perception of facilitators for regular school attendance, N=2

	Number
A ride to school and/or a ride home	1
A safe school environment.	1
Prizes for attendance	2
Support from teachers/school staff	1
A ride to school and/or a ride home	1
Help understanding class lessons	1
Help with homework	1
Help with getting school uniforms or proper clothes for school	1
Help taking care of family at home	0
Sports activities/program (e.g., track and field, drill team)	1
Art/music activities/programs (e.g., band/orchestra class, drama class)	1
Math/science activities/programs (e.g., MESA)	1
Leadership class	1
Fun and interesting clubs or class	1

Parents were also asked to select from a list of resources that they need to make school attendance a priority. One parent selected all the resources listed (Table 15), while the other parent indicated that support from teachers and school staff was the only resource needed.

Table 15. Resources for parents to make school attendance a priority, N=2

	Number
Information about transportation assistance	1
Information about permanent housing assistance	1
Information about food assistance	1
Support from teachers/school staff	2
Tutoring to help my child understand class lessons	1
Help with my child's homework	1
Help with getting school uniforms or proper clothes for my child	1
Help taking care of family at home (e.g., infants/toddlers, adults with illnesses, elderly)	1
Other: Assistance with school field trips that are not affordable for parents	1

When asked what else the *All In Campaign* and their child's school could do to make their child want to attend school every day, one parent shared that stable and safe housing needs to be a priority and the other parent was happy with the campaign as-is and had no suggestions.

Student Survey

Two student surveys were completed in Year 2 of the evaluation. Both respondents identified as female and African American. One respondent was 12 years of age and in 6th grade, and the other was 14 years of age and in 8th grade at survey completion. One respondent attended Jefferson Middle School while the other attended Franklin Middle School.

One student has heard of the All In Campaign and has seen campaign material at school. While the other student indicated seeing campaign material at school, but was not aware of the campaign.

Awareness of attendance expectations was high among both students (Table 16). However, awareness of attendance-related activities on campus varied. Respondents differed in their opinion of whether students at their school were recognized more often this past year compared to the previous year, in the number of interesting programs and activities, and in the amount of focus their school placed on attendance (Table 17).

Table 16. Students' awareness of attendance expectations, N=2

STATEMENT	Agreement Level n (%)				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Disagree
I and students at my school know that it's important to go to school every day.	0	0	0	0	2 (100%)
I and the students at my school know that it's important to be at school on time every day.	0	0	0	0	2 (100%)
I and the students at my school know that it is important to get to school on time so we don't miss anything in class.	0	0	0	0	2 (100%)
I and the students at my school know that we need to go to school every day even when we're a little sick, such as having a runny nose or cough.	0	0	0	1 (50%)	1 (50%)
I and the students at my school know that going to school every day is important for getting good grades.	0	0	0	0	2 (100%)
I and the students at my school know that going to school every day can keep us from getting in trouble outside of school.	0	0	0	0	2 (100%)

Table 17. Students' awareness of attendance-related activities at school, N=2

STATEMENT	Agreement Level n (%)				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Disagree
I and students at my school am/are recognized for good attendance more often this year.	0	1 (50%)	0	1 (50%)	0
There are more interesting activities and programs at my school this year.	0	1 (50%)	0	0	1 (50%)
Teachers/staff at my school talk to students about school attendance more often this year.	0	0	1 (50%)	0	1 (50%)
Teachers/staff meet with students about absences more often this year.	0	1 (50%)	0	0	1 (50%)
There are more assemblies and special events about school attendance this year.	0	0	1 (50%)	1 (50%)	0

Overall, both students reported feeling safe going to and from school, and when they are on campus (Table 18). However, one respondent was undecided on whether there was less bullying at school this past year compared to the previous year, and one respondent was also undecided on whether she and students at her school felt comfortable talking to adults at school about things that made students feel unsafe.

Table 18. Students' perception of safety on and off campus, N=2

STATEMENT	Agreement Level n (%)				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Disagree
I and students at my school feel safer getting to school this year.	0	0	0	0	2 (100%)
I and students at my school feel safer getting home from school this year.	0	0	0	0	2 (100%)
I and students at my school feel safer at school this year.	0	0	0	0	2 (100%)
There is less bullying at my school this year.	0	0	1 (50%)	0	1 (50%)
I and the students at my school feel comfortable talking to the adults at my school about things that make us feel unsafe.	0	0	1 (50%)	0	1 (50%)

When asked about what would make them attend school every day, both respondents indicated that having a safe school environment, help taking care of family at home, and sports activities and/or programs would address some of the barriers to regular school attendance (Table 19). Neither student needed a ride to school and/or a ride home, nor did they feel that having fun and interesting clubs or classes would help with attendance. All other facilitators were selected by one respondent only.

Table 19. Students' perception of facilitators for regular school attendance, N=2

	Number
A ride to school and/or a ride home	0
A safe school environment.	2
Prizes for attendance	1
Support from teachers/school staff	2
A ride to school and/or a ride home	1
Help understanding class lessons	1
Help with homework	1
Help with getting school uniforms or proper clothes for school	1
Help taking care of family at home	2
Sports activities/program (e.g., track and field, drill team)	2
Art/music activities/programs (e.g., band/orchestra class, drama class)	1
Math/science activities/programs (e.g., MESA)	1
Leadership class	1
Fun and interesting clubs or class	0

When asked what else can the *All In Campaign* and schools do to make students want to go to school every day, one respondent shared that she would go to school more regularly if classes were more fun, and the other respondent suggested that free-dress days should also be awarded to students who are nice to others, thereby addressing bullying on and off campus.

QUALITATIVE DATA

In-depth interviews were conducted with parents and students, and school representatives during Year 2 of the evaluation. As indicated above, the purpose of the interviews with parents and students was to learn about attitudes towards education and school attendance, to assess appropriateness and relevancy of campaign activities, and to ask about additional resources that parents and students needed to address barriers to school attendance. The purpose of the interview with school representatives was to learn about the process of developing and implementing the strategic plan at each school, including successes and challenges, and any resources needed to fully execute the activities in the plan.

Parent and Student interviews

The evaluation team was provided the names and contact information of five parents who agreed to participate in the in-depth interview, through recruitment by the social work intern. The evaluation team was able to speak with four parents via telephone and of these, two agreed to be interviewed. Interviews with parents and their respective child were conducted between May and June 2017 and took place at local fast food establishments. Interviews with parents averaged 28 minutes, ranging from 11 to 45 minutes. Interviews with students averaged 10 minutes and ranged from 9 minutes to 13 minutes. All interviews were conducted by a member of the evaluation team and were audio-recorded with participant permission for accuracy. The interviewer also took handwritten notes to record any nonverbal cues and to serve as backup.

Academic Performance and School-based Support

Both parents shared that their child's grades went down from the previous year due to negative peer influence. While both parents agreed that their child's school provided some academic support, they expressed that schools did not do enough to help their children and they did not see academic progress.

"She actually went down. My daughter was a straight A student. Her grades went down because the type of kids and friends she associating with up there. That's one reason why I transferred her out. I didn't see no improvement this year in her grades at all." - Parent 1, Jefferson Middle School

When asked about their academic performance, students felt that they performed well in school, but not as well as they wanted. Both students shared that they were offered help from their teachers and still found school work challenging. Both students admitted that their academic performance may be related to their absences, as they both shared that it was somewhat difficult for them to attend school every day. One student felt that class started too early and another shared that issues at home made it difficult for to get to class on time every day.

"Just by me getting up in the morning... me thinking about all the things my mom has to go through and thinking about how she is going to deal with it made me not want to go to school. Made me want to help her." - Student 1, Franklin Middle School

Socioeconomic, environmental and structural challenges to providing proper housing, food, and basic necessities were also contributing factors to increased absences and to poor academic performance.

"And we're in the situation to where I'm losing my storage. I can't...you know...I can get her to school every day, make sure her clothes are clean. The stress is really hard on me because at the end of the day, we're going to lose our storage. Everything we're living for right now is in the storage [crying]. And then to the homeless thing, they're going to help us. I got us a room at a motel, but my baby don't want to go because it's drug trafficking and a lot of stuff like that, you know, so she won't go." - Parent 2, Franklin Middle School

Both parents shared that significant life events have impacted their children both emotionally and academically, and time taken away from school to address these challenges have resulted in being identified as chronically absent.

“So my baby, she’s going through a lot and then her dad gets up and leaves and never comes back. He passed and then her second dad is gone now and that’s what my cousin was to her, her second dad.” - Parent 2, Franklin Middle School

“But like I said, we had a couple of deaths in the family, she started her first period. It was a lot going on for this to be her first year of junior high. It was a lot going on. We had a lot going on this year.” - Parent 1, Jefferson Middle School

One parent shared that teachers at her child’s school did not acknowledge or address negative activities that occurred in the classroom, which affected her child’s ability to pay attention in class. The other parent shared that her child’s school does not provide adequate support for families and she found it very difficult to speak with school administrators. Safety on and off campus was a concern for both parents. One student was involved in a fight at school and was subsequently suspended. However, the school did little to protect her from bullying when she returned to campus, resulting in the student getting into another fight.

“...they called me that day and told me they gonna suspend her. And then the next day, she got all these text messages and stuff on her phone. When they told her she could come back to school, when she come back to school, they waiting for her again, so she fought.” - Parent 2, Franklin Middle School

One student witnessed teachers and students arguing daily and shared this with her mom, who expressed concern about how these occurrences create a negative learning environment and felt that teachers should address unruly students in a different manner.

“Honestly, I think they need to talk to their teachers because the way I was brought up, we didn’t argue with our teachers. And these kids they have no respect, they’re rude. It’s just horrible. And like I said, as an adult, if we didn’t get along, we got sent out of the classroom. These teachers here are arguing with the kids and then they get mad the kids go home and tell their parents... When the parents went there, they want to act like that’s not what happened. And it shouldn’t even come to that. I think they need to handle the kids a better way.”

- Parent 1, Jefferson Middle School

All In Campaign Activities

When asked about the *All In Campaign*, both parents were unaware of the project and campaign specific activities. However, both parents recognized the campaign logo when shown to them. Both parents were unaware of parent workshops and did not attend any school-related activities due to other obligations (e.g., work, childcare, etc.).

While neither parent attended campaign activities, both expressed their gratitude for Social Work interns, a resource made available through the campaign. Social Work interns assisted both families by identifying ways to improve their child's attendance and academic performance, and with communication between parents and school administrators. Social Work interns also assisted both families with personal matters to lessen the burden at home.

"I mean, for you to take your time and come out and meet me, a single parent, and my child and you know talk to us. That's helpful enough right there. I mean because you know, like I said, you never know nobody's situation with their child. Like I said, everything you told me. You guys are doing a great job."

- Parent 1, Jefferson Middle School

"She gave me all my resources. She took me to the multi-purpose center, she walked through it with me, she helped my daughter at the school, but Jennifer [Social Work intern] walked me through the multi-purpose center to where my teacher called me today and said I'll get my five classes so I can graduate and I can get a job. I can get income. She took me through, I got a case manager over there, everything. And if it wasn't for Jennifer meeting me, I'll probably be climbing the next post. But not only did she recommend those people to me, she walked me through the whole process." - Parent 2, Franklin Middle School

Both students were familiar with the *All In Campaign* and both have seen the campaign poster around campus. Both students shared that campaign incentives have motivated them to attend classes more often. The traveling *All In Campaign* Attendance Trophy was particularly popular at their respective schools and has resulted in their peers attending school more consistently to help win the trophy for their school.

Both students felt that academic assistance and emotional support from Social Work interns were invaluable. Social Work interns were trusted by students and served as a trusted adult that students can turn to for academic assistance or emotional support.

"I felt like she knew what I was talking about. She understood me well even though she probably didn't go through the same thing." - Student 1, Franklin Middle School

"She was really nice and kind and I felt like I could trust her and tell her everything." - Student 2, Jefferson Middle School

When explained that Social Work interns were part of the *All In Campaign*, both parents were grateful for the support that the campaign provided and believed it to be a great resource for students and families. Suggestions to improve the program include having services available for homeless families and activities for all age groups to involve siblings who may not attend the same school. More campaign staff to help with keeping track of attendance and student behavior was also suggested.

Staff Interviews

During Year 2 of the campaign, three school staff representatives and the campaign consultant were interviewed to gain a better understanding about their perspectives and experiences regarding the development and implementation of the strategic plan for each of the pilot schools. The strategic plan was designed to be used as a planning tool, to document what did and did not work, and what actions and activities need to be implemented during the academic calendar. Different campaign activities were created based on the culture and climate at each school, but the overall outline of the strategic plan was the same.

Strategic Plan Development

The process for developing the plans differed, such that one school convened a team of 11, which involved teachers and attendance clerks meeting at least once a quarter to develop and decide on action plans to promote school attendance and address chronic absenteeism. Another school assigned two administrators to work with the campaign consultant, and their process involved brainstorming separately and reconvening to modify ideas. One school created a timeline to identify periods on the academic calendar when they could focus on improving average daily attendance and reducing chronic absenteeism, as well as creating a binder to serve as a reference tool to ensure sustainability of successful activities. As noted by the interviewees, the strategic plans at each school was a compilation of ideas generated through conversations and/or feedback from parents, community members, students, and mainly, school staff.

During the development of the strategic plans, technical assistance and resources were needed in order to create a comprehensive roadmap for each of the schools. The knowledge and expertise garnered from the campaign consultant was identified to be invaluable. School staff indicated that they were highly encouraged and supported by the campaign consultant in creating activities for the campaign. Only one school staff indicated that, in addition to the campaign consultant, discussions with individuals (i.e., other Assistant Principals, nurses, and

child/family program staff) about the work they do and their experiences in addressing school attendance proved to be a good resource.

The only challenge identified during the development phase was determining how to make the plans extremely comprehensive to be replicable for new staff. One thought was to produce a tool that any individual, charged with the task of improving school attendance, can review to understand the history of activities implemented and to document the successes and challenges encountered over the years.

“The concern I have, whoever comes in next is not going to have that history, is not going to know where to start, is not going to have a roadmap, is not going to know what to do month to month because they haven’t lived it. And so to have a really comprehensive, fleshed out plan, at least when you have a-, new people, who comes on board, they are going to have something to work with and they are going to have to build their own history with that.” – Interviewee 4

Successes during Implementation

Partial implementation of the strategic plans was conducted during the latter half of Year 1 and full implementation was executed during Year 2 of the campaign. As elements of the strategic plans were implemented, all of the schools experienced individual successes, most of which were defined by **improvements in attendance and academic performance**. One school improved their ranking by reaching third place in daily attendance among all of the middle schools in the district. Another school continuously improved throughout the year and gained the attention from other schools, to the extent that principals encouraged their administrators to contact the school staff in charge.

“So the proof is going to be, if I can take this whole program and take it to somewhere else, now this year, because people were noticing on our track record when everyone was slowly going down throughout the year that we were still going up, that I got calls from other assistant principals because their principals like well something’s going on at [SCHOOL NAME], you need to go find out what’s going on over there.” – Interviewee #3

One school saw a growth in student performance along with improved attendance.

“So we just are getting back our preliminary scores now, we’ve had huge, tremendous academic growth. We are no longer the second lowest performing math school anymore...for state testing...going up three points a year is like, ‘we at least have to go up three points a year’, seven points is like, ‘yeah, this is awesome, we did it, right?’ [GRADE LEVEL] went up thirty-three points...” – Interviewee 3

Additionally, the ability of school staff to become familiar with and accustomed to utilizing the existing resources, such as their school attendance data, was instrumental in successfully addressing chronic truancy and absenteeism.

“So I think just [being] comfortable with the data, knowing to look at the data, I think teachers and administrators were so conditioned to look at curriculum and academic outcomes that sometimes we’re not looking at those other pieces that can really have an impact on school culture. Like attendance and suspensions and things like that. And that was something I think that made a really big difference.” – Interviewee 4

Parent engagement was another success experienced at each of the pilot schools. The Tell-A-Parent mechanism, generally used to relay announcements, was an effective tool used at one school to send messages ahead of days with expected absences (e.g., the day after Halloween), as well as to conduct wake-up calls. A key component that made the Tell-A-Parent system successful was keeping messages as simple and direct as possible. Maintaining parent communication about school attendance, either in the form of daily follow-up calls when a student was absent or any parent encounter (e.g., parent visits to discuss an issue other than attendance), was found to be effective in making sure school attendance was at the forefront. Parent meetings and school site council announcements were opportunities for engagement at another school.

Incentives for students and parents were successful in providing continuous motivation for improved attendance. Students received various types of incentives that included group rewards, such as dance/ice-cream parties, as well as individual awards such as free dress days, t-shirts, and recognition for individual achievements. At one school, parents were entered in a raffle to receive Thanksgiving gift baskets, which were donated through a partnership with a local church, for ensuring and encouraging students to be at school.

Schools also received incentives for their improved attendance. An Attendance Trophy was created to spark friendly competition between each of the pilot schools. The school with the highest attendance for each reporting period received the trophy, which was often proudly displayed in the main office, during morning assemblies, or paraded around the classrooms. Social Work interns, enlisted through CSULB to serve a certain number of hours at the pilot schools, was also viewed as a campaign success. Not only did the interns gain knowledge and experience working with underserved communities, but they gained a better understanding of how attendance is associated with a myriad of factors. Students and parents also expressed deep gratitude for the support they received from interns, as is reported in the section on Parent and Student Interviews.

“We did some trainings with them and I think they got it a little bit better but when they really started meeting with the families and were realizing that attendance, it was the way that families kind of exhibited the challenges of their lives...I think they very quickly realized that absenteeism is a symptom of other things going on in their lives, that parents typically want their kids to be in school. They want their kids to be successful...I think through that, they were able to see that it’s not just ‘I don’t feel like going to school.’ Sometimes, there’s some really legitimate things behind that and the challenges that families try to tackle.” – Interviewee 4

Other successes during the implementation process included allowing students to **make up absences** during Saturday schools, which were modified to meet student needs and interests. For example, instead of inviting all the students who missed school during a certain time frame, only those who had poor attendance the prior month and who needed to accomplish a certain assignment were asked to attend Saturday school during a 4-week period. These strategic changes enabled the schools to implement activities that delivered maximum impact on attendance. Another school tracked attendance between grades on an attendance board. In doing so, teachers became more active in improving school attendance and approached the issue in a different way. More specifically, some teachers created activities to help improve attendance in their own classrooms, regardless of whether or not they were successful in competing with the other classrooms. The attendance board not only showcased the classroom and grade level successes, but was a sense of pride for the teachers who reached their goals.

The biggest factor in the successful implementation of the strategic plans was the **communication with students**. All activities revolved around school attendance and school staff reinforced the idea that managing attendance was one way students can be better prepared for the future. Additionally, by maintaining open lines of communication, students showed a better understanding of the importance of attendance and took actions to reduce chronic absenteeism, which was also a focus at each school.

“So we started with all the things that are working, every one of those parents said something is happening with attendance cause this is the first year I don’t have to argue with my kid to get ready for school... So whatever you’re doing for attendance is motivating my kid to come to school and it’s much happier in the morning that I’m not arguing with them to get to school.” – Interviewee 3

“Incentives don’t work to me because you’re just rewarding the kids that come all the time anyway, when we’re talking about chronic, you need to know who your chronic attendance is... because this is what you look at all day, so you gotta know it, you have to know it because, know their percentage, know their numbers, and just really focus on their chronic, cause the other ones are already coming, they’re not on the list, so that attention to detail along with really addressing kids like they’re your own, and that it matters to you, is huge.” – Interviewee 3

Challenges during Implementation

Although there were many successes during the implementation process, the interviewees were also faced with a variety of challenges. The most common was the **lack of support staff** at each of the pilot schools, such that there was not enough staff to assist with paperwork, review and record attendance rosters, conduct daily attendance follow-up calls, home visits, or one-to-one counseling. Interns were restricted to manage and follow only ten students and the campus truancy officer only visited each school once every three months.

“I think the only thing we probably needed was, we only had a part-time intern. I think it would help if it was full time and just assigned to our site. And also, even like a one-day clerk to do all of the inputting because all of the administrators would meet with the parents and it was a lot of inputting and then we had this meeting with kids, we pulled out 30-40 kids, you have to go in their conference and put it in there so that means a lot of work especially for us, the administrators. You know, we have stuff going on and it was hard sometimes. I think maybe, just a one day...if we have like a one-day clerk just to sit, just to enter.” – Interviewee 1

“I would run the report on Thursday and look at the kids who missed 3 or more days in that week, so I was able to catch the kids who moved and never dis-enrolled, so we had a few things in place, but sometimes I got busy too and I was like, ‘I can’t call those families,’ like, you know, it’s already Thursday and it’s Friday the next day and it’s already too late. You know, I think that was our biggest challenge, the resources with people, human resources. The office, we are very, very busy office and we have 1,100 kids, but at the same time, the parents, they come in. Early out, somebody could fill out a page with early outs all day long and she’s [attendance clerk] got to stop, pick up phone calls, you know. It’s not just an attendance job, she has multiple tasks she has to do.” – Interviewee 2

“Like we need more, that’s the challenge, is that things are temporary. Having interns was temporary, right? Having a community social worker was temporary. Having the truant officer go visit homes were like two days, so as far as, the work I’m doing here is all from the desk, right? ... But the thing that really helps me a lot is getting into those homes and I can’t do it by myself. I can’t go visit myself, I have to go with people, then I would be off campus, which is, you know, an issue for me, I like being here with kids, because that’s what I have to do.” – Interviewee 3

“...we’d really like to have a classified staff person whose sole job, it could be to not only look at attendance and pull reports, but do the outreach attached to it because to form that out to different people, sometimes it happens, sometimes it didn’t. It’s hard when you have multiple people that are trying to do a job because then no one really knows who is doing what and what the follow-through is.” – Interviewee 4

Other challenges included: a) **limited funding** for incentives and larger attendance promoting activities, b) **difficulty contacting and engaging parents** due to invalid numbers and the current political climate (i.e., immigration/deportation fears), and c) difficulty engaging staff and interns due to limited time to accomplish multiple tasks. One school had to be creative when distributing incentives to make inventory last (e.g., raffle two t-shirts per class) and it was often difficult to identify an incentive that was both appealing for students and required little to no funding. With regard to parent involvement, parents would refuse to answer the phone or open the door because they either recognized the school’s phone number on their caller ID or they felt threatened. Additionally, **language barriers** made home calls challenging and difficult to complete because some front office staff did not speak Spanish. Teachers’ lack of time to call

parents, their inability to communicate effectively with parents, and the limited in-class attention on the importance of attendance also served as barriers. Interviewees shared that teachers needed to continue the approach in the classroom to show continued success.

“It’s [absenteeism] not gonna totally change until the teachers take ownership, they have to say ‘it matters to me.’...until that transformation happens, we’re not gonna fully transform the school...as long as they rely on me...Then I’m in control of the success, but the success has to come from within the classroom and that connection, like what I’m doing to connect with students and parents is what the teacher needs to do. So if the teacher needs to connect with her students or parents, you need to start calling home on positive things, you need to call home and just say thank you he came every day this week like stop being afraid to talk to parents on the phone. Like that’s always confrontational to a teacher. So it’s like know, get to know them, let them hear, so when that trust is there and you do have to make a tough call, they trust you, they know you love their kid.” – Interviewee 3

All schools indicated the importance of using a single point person approach when implementing the strategic plans. Either one administrator or a couple of administrators oversaw the campaign at each school, which was a heavy lift. Responsibilities were ultimately shared and involved staff and teachers.

“I think the challenge has always been having the manpower to do the follow-up, the phone calls, the checking reports and things like that because it was kind of solely put on my shoulders. I think the benefit was that it kept us on track and I was able to take that plan and create an attendance team, which we called the A-team here. Basically, I took that [strategic plan] and shared that with the teachers and that gave them more knowledge and all of the things that we were doing because sometimes, you know, teachers aren’t too aware of what’s going on. So I think the benefit was that it kind of opened our eyes to everything that has to go on to even get the scores or the percentage rate that we do. It takes a lot of work and teaching someone like these kids are like, ‘whoa’. If you don’t make the phone calls, what happens is that it gets trickled down to the people in the office and we don’t have time.” – Interviewee 2

Various **unexpected changes in staff** and delayed plans with parent workshops were identified as other external challenges. One school tried a systems level change by stressing to teachers the importance of accurate attendance, but improvements were minimal, as some teachers failed to promptly take attendance, which resulted in an inaccurate report.

Additional Comments

The interviewees also provided insight into current campaign activities and suggestions for program improvement. Some schools suggested the idea of cross-site sharing in order to understand and learn about the activities that were implemented and deem successful. A few indicated that the campaign consultant’s newsletters were identified as a great way to see how

all the schools are doing. Cross-site meetings or communication boards are needed to learn best practices from each of the pilot schools.

“Maybe having some type of reporting or linked to all the schools so we can kind of like, because some schools are doing great things and it would be nice to, kind of like a blackboard, where we can show this is what we’re doing. Like a check-in period every 2 months or every 3 months. Like how’s it going at your school and just kind of like an open forum because we had a meeting upstairs here and it really was like, ‘Wow, you guys ordered t-shirts?’ If it’s going to benefit one school, I know we’re competing for the trophy, but why don’t we just share it and that way schools can get ideas of things that are working on another school site. I mean, we’re all in it together, right? It’s All In. And just sharing those ideas maybe on an every other month form or once every 3 months form.” – Interviewee 2

Interviewees expressed mixed feelings about the utility and effectiveness of the non-punitive meetings with the City Prosecutor. The process involved convening parents and students to hold families accountable for their inability to improve school attendance. They also used this forum to identify and provide community resources to address more severe and underlying family issues that might be contributing to the attendance problems.

One interviewee felt that the intervention needed to be reformed in order to enforce the message that chronic absenteeism is a serious issue. Since meetings with the City Prosecutor were non-punitive, parents did not feel the urgency to address the child’s attendance issue and students were eventually referred to School Attendance Review Board (SARB). School administrators expressed their discontent with the SARB process, particularly the amount of paperwork that was needed for each chronically absent student.

“I think what I would recommend for that [meetings with the City Prosecutor] is that they have to go through SARB before they go to the City Prosecutor because it’s useless. Because they tell us, now you’ve got to SARB them, I mean why do I even have to be at your office if I need to go back and SARB them? Yeah, so if the due process is SARB then City Prosecutor, we shouldn’t even have a City Prosecutor talk to anyone until we’re through the SARB process and that will make school SARB because it’s like, if you’re talking to them, you’re going to scare them and it’s much faster to go see you than it is to go through the entire process.” – Interviewee 2

Conversely, one interviewee found the meetings beneficial.

“...so to me, the SARB helped me a lot this year, and then once I got on the system of like turning in about two a month...that really chipped away at the most chronic and definitely took away their chronic attendance...in that meeting, you get a few minutes to talk about the family and what you know and so everyone has a knowledge base of what’s going on...there was like different people there for different reasons, and so it felt like a little bit of therapy for the families to come...it was more about family support, and

‘we want to make it better and we want to surround you with resources for you,’ and so knowing that there was a team of people, I mean, that’s definitely a comfort zone.” – Interviewee 3

Another interviewee indicated that the mixed response about the SARB process may be attributed to the fact that the schools may not have had the opportunity to utilize this resource and/or that they did not understand or follow the process from start to finish.

“And at some sites their perception was ‘This doesn’t work’ or ‘The process, the SARB process is weak’ or ‘It doesn’t play out’ or ‘I’ve heard this’ or ‘I’ve done this.’...After the first one, that was kind of his/her testing ground, he/she was like ‘This works. We get a good response. We got a good response.’ And then that made him/her want to continue the process. So I think part of it was maybe changing perception and understanding why we’re doing what we’re doing and seeing it from start to finish.” – Interviewee #4

Branding of the campaign also needs to be more widespread. While students involved in the campaign were familiar with the project, campaign visibility needs to increase at the community level. Each of the pilot schools needs to be given the opportunity to share their successes more widely to get people more excited about the campaign in order to continue it.

“I think the brand, it was the branding, was huge that you have to really brand it. And the kids all knew, All In. They all knew. And then the people in the community, I think, that’s the next thing, to get to the higher level.” – Interviewee #1

“I think moving forward, I hope that there’s a way to build on the experiences of the pilot schools and give them an opportunity to kind of, give them directly an opportunity to talk about what they went through, what they found to be most effective, what strategies or activities worked best. And then give them a platform to be able to do that.” – Interviewee 4

Discussion

This report presents findings from the Year 2 evaluation of the *All In Campaign* to reduce chronic absenteeism. The campaign team dedicated the first three months to building relationships with school staff and community partners, and developing and refining campaign activities by taking into consideration student characteristics and availability of resources at each school. As such, implementation of the *All In Campaign* did not begin until January 2016, halfway into the academic year. Since the All In Campaign is a pilot project, and due to the project’s short timeline for activities in Year 1, the primary focus of the evaluation for the first year was on process measures to document successes and challenges, and resources needed for implementation. Some outcome measures were also included to track the campaign’s progress towards achieving its goal of increasing attendance and reducing chronic absenteeism.

The campaign team was able to secure additional funding to continue campaign activities at the same four schools (Year 2), which shifted the focus of evaluation to outcome-based measures. These included parent and student feedback on the impact of campaign activities on attendance and academic performance, and feedback from school representatives on successes and challenges of implementing the activities in the strategic plans for each school (developed in Year 1), measured by quantitative and qualitative data collection activities. The evaluation of the second year of the campaign also included the same outcome measures around attendance as the Year 1 evaluation, allowing the evaluation team to examine changes in attendance and chronic absenteeism between Years 1 and 2 of the campaign.

The remaining section of the report includes a discussion of findings from the evaluation, the successes and challenges of the second year of the campaign as gleaned from interviews with school representatives, and lessons learned from the implementation and evaluation. These findings may be used to a) make adjustments to the overall campaign should the campaign team secure additional funding or b) inform similar projects in other school districts.

Quantitative Findings

A review of LBUUSD data revealed changes in attendance at each school between Year 1 and Year 2 of the *All In Campaign*. ADA decreased slightly for all schools with the exception of Franklin Middle School, which experienced a sizable increase of 1.04 percentage points. Considerable between-group variations were observed when data were disaggregated by race/ethnicity. At Addams Elementary School, White students experienced the largest increase in ADA between Year 1 and 2 of the campaign, at 1.23 percentage points. African American, Latino, and White students all experienced an increase in ADA at Franklin Middle School, with the exception of AAPI students who experienced a decrease of 0.68 percentage points. Average daily attendance increased for African American and AAPI students at Jefferson Middle School, but decreased for Latino and White students, with the latter group experiencing the largest decrease at 1.23 percentage points. Average daily attendance increased for all but one group at Washington Middle School. Latino students at this school experienced a small decrease of 0.14 percentage points between Year 1 and 2 of the campaign. It is important to note that White students at Washington Middle School experienced the largest increase across all schools, at almost 2.70 percentage points. Findings revealed that although ADA varied by race/ethnicity at each school, there was overall improvement.

Campaign activities included targeted activities for students at risk for chronic absenteeism. These activities included meetings with a Social Work intern and non-punitive meetings with the City Prosecutor. Data show that these targeted activities resulted in significant decreases in

rates of chronic absenteeism at each school, with Franklin Middle School experiencing the largest decrease at 6.03 percentage points. Between-group variations were observed when data were disaggregated by race/ethnicity. At Addams Elementary, the largest decrease in chronic absenteeism was observed for African American students at 7.84 percentage points and the smallest decrease was observed for Latino students, at 3.32 percentage points. Asian American/Pacific Islander students at Franklin Middle School experienced the smallest decrease in chronic absenteeism across all schools, at 0.42 percentage points, while the largest decrease at this school was among African American students, at 6.96 percentage points. Chronic absenteeism at Jefferson was highest among White students at 33.05% in 2016, but decreased to 28.42% (-4.63) in 2017. The largest decrease at this school was observed among African American students, at almost 6 percentage points. African American students at Washington Middle School also experienced the largest decrease in chronic absenteeism, at 5.71 percentage points. Rates also decreased for AAPI and Latino students, but increased slightly for White students. Similar to ADA findings, data on chronic absenteeism demonstrate improvement at each school, with varying degrees when disaggregated by race/ethnicity.

Findings from the evaluation of attendance data show only one school experienced an improvement in ADA (i.e., Franklin Middle School). This could be attributed to already high rates of ADA for all schools, which left little room for improvement. Data show that chronic absenteeism improved considerably across all schools. This is an indication that targeted efforts for student at risk of chronic absenteeism were effective, which is corroborated by findings from qualitative data that show the impact of Social Work interns on students' emotional well-being. African American students experienced the largest improvement in chronic absenteeism at all four schools, while Latino students experienced the smallest improvement at three of the four schools. The increased number of absences among Latino students may be linked to the current political climate surrounding immigration policies and fear among mixed status households. Campaign staff reported an increased number of no-shows at meetings with the City Prosecutor and unanswered doors during non-punitive home visits by LBPD as part of campaign outreach. As such, home visits by LBPD were removed from campaign activities in Year 2.

Qualitative Findings

Interviews with parents and students revealed that awareness about the campaign remains low among parents, indicating the need to increase campaign marketing at the community level. Activities to brand and increase campaign visibility are already underway and include the use of electronic billboards and movie theater advertising in Long Beach theaters. Campaign awareness was high among students due to campaign posters and banners on campus. Parents were unaware of campaign activities and were surprised to learn the connection between

Social Work interns and the *All In Campaign*. Social work interns provided support for both parents and students, assisting with communication between parents and school administrators. Assistance also extended beyond the school campus to include connecting parents with job skills development and providing families with emotional support.

Both parents shared that their child's academic performance worsened between the first and second year of the campaign and that schools did not provide adequate academic support for students. Interview findings revealed significant life events that contributed to each student's attendance and academic performance. These include deaths in the family, incarceration, and homelessness. Safety on and off campus, and the inability of schools to address the issue, continues to be a concern for parents. Parents who were interviewed were generally concerned about school climate and culture, and shared examples of the poor learning environment, such as unruly students and contentious interaction between students and teachers. Financial hardship was a significant barrier for parents to make attendance a priority and served as a distraction for students who were constantly worried about their parents. This was particularly true for families with single parents.

Students shared that attendance incentives motivated them to attend school every day. The traveling *All In Campaign* Attendance Trophy was particularly motivating, as students enjoyed the friendly competition and the ability to help their school be recognized as having the largest increase in attendance for each reporting period. Upon receipt of the *All In Campaign* trophy, some schools proudly displayed it in the main office, while other schools paraded the trophy around each classroom to allow students to take pictures with it.

Findings from the interviews with school staff revealed that challenges with the implementation of the strategic plans centered on lack of staff to assist with attendance-related activities, and limited funding to hire part-time staff or purchase incentives to encourage regular attendance. Schools were creative with stretching their supply of incentives by raffling prizes, rather than distributing prizes to every student with good attendance. The Attendance Trophy sparked friendly competition between schools and motivated students to attend school every day in order to win the trophy for their school. Parent engagement activities varied between schools and included Tell-a-Parent, a telephone system that generates reminder phone calls to parents ahead of expected absences (e.g., day after Halloween), and announcements at school site council meetings. However, findings from the interviews with parents revealed that communication with school administrators remained a barrier, indicating that current communication activities (e.g., Tell-a-Parent) may be one-sided, as they do not allow parents to respond. Additionally, announcements made at school site council meetings fail to reach parents who are not engaged in school activities.

School staff interviewees shared their concerns with the amount of paperwork and follow-up that was needed to reduce chronic absenteeism. Significant follow-up with parents was needed to prevent at-risk students from becoming chronically absent from school. Direct telephone calls to parents were often unanswered and when students were eventually referred to SARB, school staff were required to complete a considerable amount of paperwork. Although some schools experienced positive outcomes from families who met with the City Prosecutor, suggestions for campaign improvement included taking a more punitive approach during those meetings so parents understand the gravity of their lack of action and are more aware of the legal consequences if their child's attendance issue is left unaddressed. School staff interviewees shared other ways in which the campaign can be improved, such as more branding to increase campaign awareness in the community and opportunities for schools to learn from one another (e.g., quarterly cross-site meetings).

Successes

Qualitative data show that school representatives found the **campaign consultant to be the greatest resource** in developing strategies to improve attendance and reduce chronic absenteeism. The collaboration between school administrators and the campaign consultant resulted in **comprehensive strategic plans** for each school that lead to sizable reductions in chronic absenteeism across all schools. Strategic plans were developed with consideration of the characteristics of and resources available at each school, and with input from school administrators, and as such, it offered strategies that are appropriate and sustainable. Each school received technical support from campaign staff, which resulted in **increased capacity to address chronic absenteeism** moving forward. Additionally, school administrators at the four *All In* pilot schools have a shared experience through their involvement in the campaign, thereby creating a small support network that they can turn to for attendance-related issues should any arise post campaign.

Another success of the *All In Campaign* is related to its **wraparound approach to address chronic absenteeism**. By collaborating with community partners, families received referrals to resources and services that provide essential support to help address barriers, such as food and housing insecurity, physical and mental health needs, and lack of transportation. *All In Campaign* community partners were present to provide information about their services at school orientations and back-to-school nights, which were held during evening hours. Their participation at these events and their ongoing commitment to serve students and parents are testament to the **strength of the partnership** that the *All In Campaign* has forged. As a result of the partnerships with community organizations, parents are now more aware of the resources in the community to help address some of the barriers to school attendance.

Similar to Year 1, the campaign team continuously looked for ways in which to share lessons learned from the implementation of the *All In Campaign* and to learn from other anti-truancy efforts to help inform their work in Long Beach. During Year 2, members of the campaign team attended five state and national conferences to present on campaign activities and preliminary results. These conferences include the following:

- November 2016 - Association of CA School Administrators Leadership Conference (statewide conference)
- March 2017 - Migrant Education Conference (statewide conference)
- March 2017 - Association of Supervision and Curriculum Development (national conference)
- April 2017 - Association of CA School Administrators (Northern CA regional conference)
- June 2017 - Panel Member at the National School-Based Health Alliance Conference - Health and Chronic Absence: The Role of School-Based Health Clinics in Improving Attendance (national conference)
- November 2017 - American Public Health Association annual meeting (national conference)

Challenges

The campaign team dedicated a significant amount of time for relationship-building with school staff and community partners during Year 1 of the campaign. As a result, campaign activities were not implemented until January 2016 and this **short implementation timeframe for Year 1** was the campaign's biggest challenge during its first year. For access to students and parents, campaign activities had to be implemented during the academic year. However, the time that campaign staff dedicated to developing relationships with school staff to get campaign buy-in changed the culture at each school and set the foundation to carry out activities outlined in the strategic plan during the second year of the campaign. Those strong foundations led to significant reductions in chronic absenteeism at all four schools.

In Year 2 of the campaign, school representatives were challenged by **limited staff** to successfully carry out attendance-related activities. Qualitative findings revealed that schools did not have enough staff to complete paperwork and to follow up with families regarding attendance issues. Additional front office staff was the most needed resource across all schools. **Limited funding** was another challenge, particularly to purchase incentives for students. This resulted in schools identifying creative ways to incentivize students and their families for good attendance, including raffling a limited supply of t-shirts (e.g., two t-shirts per class) or Thanksgiving food baskets, and providing free-dress days.

Improving school attendance has been a challenge in the **current political climate**, particularly among Latino students. For example, students from mixed immigration status households have been kept home following news reports of raids by Immigration and Customs Enforcement. Additionally, campaign staff reported that an increased number of Latino families were not attending meetings with the City Prosecutor and were not answering the door during LBPD home visits, which were part of campaign activities.

Conclusion

The *All In Campaign* aimed to increase attendance and decrease chronic absenteeism among four LBUSD schools in high-crime and low-income areas of the city. Its partnership with community partners, such as The Children’s Clinic and the Long Beach Alliance for Children with Asthma, provides families with wraparound support to help address barriers that ranged from food and housing insecurity to physical and mental health needs. The evaluation of Year 2 of the campaign focused on outcome measures, but included in-depth interviews with parents and students, and with school representatives. Results from Year 2 evaluation found considerable improvement in chronic absenteeism at all four schools. Parents and students found campaign activities (i.e., support from Social Work interns) helpful in addressing some of the barriers to school attendance. Interviews with school representatives revealed differences in strategies to improve attendance (e.g., differences in student incentives and degree of parent engagement), but limited staff and funding for attendance-related activities were experienced by all schools. This indicates that additional funding is needed for continued improvement in addressing school attendance and chronic absenteeism at each school.

All In Campaign: Interview Guide for **SCHOOL STAFF (Part 2)**

My name is _____. I'd like to ask you a few questions about your thoughts and experiences in developing and implementing the activities to address chronic truancy and chronic absences at your school, as outlined in the All In Campaign Strategic Plan. There are no right or wrong answers. The information you share is very valuable to us and will help us to more effectively address chronic truancy and chronic absenteeism in Long Beach schools.

School Staff Information

1. Name of School:
 - ①...Addams
 - ②...Franklin
 - ③...Jefferson
 - ④...Washington

2. What is your job title? _____

3. How many years have you worked at this school? _____years

Strategic Plan Development

4. Please describe how the Strategic Plan was developed for your school. Who was involved in the development process?

5. If applicable, please describe your experience in developing the Strategic Plan?
 - a. What type of assistance and/or resources did you use (if any) to develop the *All In Campaign* activities outlined in your Strategic Plan? (i.e., Did you refer to evidence-based practices? Did students and/or parents help develop the activities?)

 - b. What were the successes/challenges in creating the Strategic Plan? (Probe: What worked well and what did not work so well during the development process?)

Strategic Plan Implementation

6. Please describe the process of implementing your school's Strategic Plan.
 - a. What activities were implemented for students and parents?
 - b. Were all the activities carried out as planned? If not, why not?
 - c. What modifications were made to the activities, if any?
 - d. What were the successes and challenges related to implementation? (i.e., What worked well and what didn't work so well?)
 - e. Who oversaw implementation of the Strategic Plan?
 - f. What was the process of ensuring that the activities were implemented according to plan?
7. Of the activities that were implemented, which activity did you find to be the most successful/unsuccessful in promoting regular school attendance?
 - a. What aspects of the activity made it successful/unsuccessful?
 - b. Was there a designated contact person(s) leading these activities?
 - c. Were there any community agencies/organizations involved in the activity?
 - d. What were the outcomes of implementing these activities? (e.g., improved attendance, changed school culture, increased parent awareness, etc.)
8. Do you feel you had enough resources to plan and carry out the activity(ies)?
 - a. Did you have enough support from school staff? Why or why not?
 - b. Were there any unexpected barriers and if so, how were they addressed?
9. What changes would you like to make to the Strategic Plan for the next school year?

Overall

10. Is there anything else you think could have been done to improve or enhance the campaign?
11. Is there anything else you would like to add?

All In Campaign: Interview Guide for PARENTS

My name is _____. I'd like to ask you a few questions about your perception of chronic truancy and chronic absences (i.e. missing 10% or more of the school year, whether unexcused or excused absences) among elementary and middle school students in Long Beach and your experience in the All In Campaign. There are no right or wrong answers. The information you share is very valuable to us and will help us to more effectively address chronic truancy and chronic absenteeism in Long Beach schools.

Parent Information

1. How many children do you have? _____

2. Which of the following school does he/she/they attend? (Check all that apply)
 - ①...Addams
 - ②...Franklin
 - ③...Jefferson
 - ④...Washington
 - ⑤...Other (please specify:_____)

3. How many people are in your household? _____

Academic Performance and School-based Support

- 1) How would you describe your child(ren)'s academic performance last year during the *All In Campaign* compared to previous years?
 - a) Do you feel that your child(ren)'s school provided adequate help for schoolwork/homework during the campaign?
- 2) Did you participate in school-related activities more often last year during the *All In Campaign* or about the same as always? (e.g., sporting events, school performances, Back-to-School nights)
 - a) What would have made it easier for you to participate in these activities?
- 3) What kinds of activities and/or programs should have been included in the *All In Campaign* to make school more enjoyable for your child(ren)?
- 4) What kinds of resources would you like the *All In Campaign* to provide for students and parents?

Campaign Activities

- 5) If applicable, please describe your experience with *All In Campaign* components. For example, which of the following components did you participate in? What did you like and didn't like about the component?
 - a) Parent workshops
 - b) School assemblies/award ceremonies on attendance
 - c) Meetings with Social Worker/Program Specialist
 - d) Meetings with staff at City Prosecutor's office
 - e) Meetings with Long Beach Police Department
- 6) Which parent workshop(s) have you attended?
 - a) Of the parent workshops you attended, which ones do you feel were the most helpful?
 - b) Which one(s) do you feel was/were the least helpful?
- 7) Were there any aspects of the workshops that were unclear or needed additional information?
- 8) Describe what you have done differently as a result of your workshop attendance.

All In Campaign

- 9) What do you know about the *All In Campaign*?
- 10) Have you seen campaign stickers around your neighborhood? (Show example)
- 11) How has your child's school attendance improved from previous years?
- 12) What types of support did you or your child(ren) receive during the campaign?
 - a) What types of support do you need to help you and your child(ren) make school attendance a priority?
- 13) Please describe your experience with teachers and staff at your child(ren)'s school during the *All In Campaign*?
 - a) How helpful were teachers and staff at your child(ren)'s school during the campaign?
- 14) What are some things that you think the campaign can do to help students feel safer on and off campus?



Overall

- 15) If you could design a program to improve and promote regular school attendance, what would it look like? Briefly describe the key components.
- 16) Who do you feel should be involved when addressing chronic truancy and chronic absences?
- 17) What do you think could be done to increase community participation? (e.g., parents, small businesses, faith-based organizations)
- 18) Is there anything else you would like to add?

All In Campaign: Interview Guide for STUDENTS

My name is _____. I'd like to ask you a few questions about school attendance and how important regular school attendance is for getting good grades. We will also ask you a few questions about the All In Campaign at your school and if you found the activities helpful. There are no right or wrong answers. The information you share will help us to make the campaign better for students at your school.

1. Which school do you attend?

- ①...Addams
- ②...Franklin
- ③...Jefferson
- ④...Washington

2. How old are you?

3. Gender (Observed): _____ Male _____ Female _____ Gender non-conforming

4. What is your race/ethnicity? (Check all that apply)

- ①...Asian American/Pacific Islander
- ②...Black/African American
- ③...Hispanic/Latino
- ④...non-Hispanic White
- ⑤...Other (please specify:_____)

5. Do you live with (i.e., head of household):

- ①...Both parents
- ②...One parent
- ③...Legal guardian
- ④...Other (please specify:_____)

6. How many people live at your house, including yourself? _____

7. How many brothers and/or sisters do you have? _____
8. [If applicable] How many are in school? (Elementary, Middle school, High School)

Academic Performance and School-based Support

- 1) How did you do in school last year? Probe: How were your grades?
- 2) Do you feel that you got enough help for schoolwork/homework last year? Probe: From your teacher(s), your parent(s), and/or older sibling(s)?
- 3) What kind of help did you need? And what kind of help did you get?
- 4) Thinking back to last year, please describe how hard or easy it was for you to attend school every day.
- 5) What would have made it easier for you to attend school every day?
- 6) Do you feel that you got the help you needed to attend school every day?

School Activities

- 7) Did you participate in school-activities more often last year or about the same as always? (e.g., sporting events, school performances, Back-to-School nights). {If same as always] What would have made you want to participate school activities more often?
- 8) What kinds of activities and/or programs should have been included at your school to make school more fun for you?
- 9) What are some reasons why you or your friends may not want to attend school every day?
- 10) What are some things that you think your school can do to make students feel safer on and off campus?

Campaign Activities

- 11) If you met with a Social Worker last year, please describe your experience? Probe: How easy or hard was it to meet with him/her? How helpful were these meetings for you? How did the meetings change what you think about school?
- 12) If you met with staff at the City Prosecutor's Office with your parent(s)/legal guardian, please describe your experience? Probe: How easy or hard was it to meet with him/her? How helpful were these meetings for you? How did the meetings change what you think about school?
- 13) What did you do differently as a result of meeting with the Social Worker and/or staff at the City Prosecutor's Office?
- 14) Do you remember taking part in any other activities at your school last year that was about school attendance (e.g., school assembly)? How did this activity change what you think about school?

- 15) Have you seen campaign stickers around your neighborhood? (Show example)
- 16) How has your school attendance improved, if at all?
- 17) Please describe your experience with teachers and staff at your school last year? Probe: How helpful were teachers and staff at your school last year?



Overall

- 18) If you could design a program to help students your age attend school every day, what would it look like?
- 19) Who do you feel should be part of this program? Probe: For example, parents, school staff, teachers, etc.
- 20) Is there anything else you would like to add?

Workshop Name: **Social Media & Its Dangers**

Please complete this form to help us learn how we are doing to help parents protect their children from the dangers of social media.

What is your gender? ① Male ② Female ③ Gender non-conforming**Which of the following school(s) does your child(ren) attend? (please check all that apply)**

- ① Addams Elementary ③ Jefferson Middle School ⑤ Other (please specific: _____)
 ② Franklin Middle School ④ Washington Middle School

Tell us how much you agree or disagree with the following:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The workshop improved my understanding of the dangers of social media.	1	2	3	4	5
2. The workshop was effective in helping me to better understand ways I can protect my child(ren) from the dangers of social media.	1	2	3	4	5
3. I am satisfied with the information presented by the speaker(s).	1	2	3	4	5
4. The workshop location is convenient for me.	1	2	3	4	5
5. The workshop time is convenient for me.	1	2	3	4	5

Is there anything else you would like to share about the workshop? _____Workshop Name: **Social Media & Its Dangers**

Please complete this form to help us learn how we are doing to help parents protect their children from the dangers of social media.

What is your gender? ① Male ② Female ③ Gender non-conforming**Which of the following school does your child(ren) attend? (please check all that apply)**

- ① Addams Elementary ③ Jefferson Middle School ⑤ Other (please specific: _____)
 ② Franklin Middle School ④ Washington Middle School

Tell us how much you agree or disagree with the following:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The workshop improved my understanding of the dangers of social media.	1	2	3	4	5
2. The workshop was effective in helping me to better understand ways I can protect my child(ren) from the dangers of social media.	1	2	3	4	5
3. I am satisfied with the information presented by the speaker(s).	1	2	3	4	5
4. The workshop location is convenient for me.	1	2	3	4	5
5. The workshop time is convenient for me.	1	2	3	4	5

Is there anything else you would like to share about the workshop? _____

Appendix E

Workshop Name: **Bullying & Cyberbullying**

Please complete this form to help us learn how we are doing to help parents protect their children from bullying and cyberbullying.

What is your gender? ① Male ② Female ③ Gender non-conforming

Which of the following school(s) does your child(ren) attend? (please check all that apply)

- ① Addams Elementary ③ Jefferson Middle School ⑤ Other (please specific: _____)
- ② Franklin Middle School ④ Washington Middle School

Tell us how much you agree or disagree with the following:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The workshop improved my understanding of bullying and cyberbullying.	1	2	3	4	5
2. The workshop was effective in helping me to better understand ways to protect my child(ren) from bullying and cyberbullying.	1	2	3	4	5
3. I am satisfied with the information presented by the speaker(s).	1	2	3	4	5
4. The workshop location is convenient for me.	1	2	3	4	5
5. The workshop time is convenient for me.	1	2	3	4	5

Is there anything else you would like to share about the workshop? _____

Workshop Name: **Bullying & Cyberbullying**

Please complete this form to help us learn how we are doing to help parents protect their children from bullying and cyberbullying.

Appendix E

What is your gender? ① Male ② Female ③ Gender non-conforming

Which of the following school does your child(ren) attend? (please check all that apply)

- ① Addams Elementary ③ Jefferson Middle School ⑤ Other (please specific: _____)
- ② Franklin Middle School ④ Washington Middle School

Tell us how much you agree or disagree with the following:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The workshop improved my understanding of bullying and cyberbullying.	1	2	3	4	5
2. The workshop was effective in helping me to better understand ways to protect my child(ren) from bullying and cyberbullying.	1	2	3	4	5
3. I am satisfied with the information presented by the speaker(s).	1	2	3	4	5
4. The workshop location is convenient for me.	1	2	3	4	5
5. The workshop time is convenient for me.	1	2	3	4	5

Is there anything else you would like to share about the workshop? _____

ALL IN CAMPAIGN – PARENT SURVEY

Please bubble-in the correct answer or write it on the line provided. If you make a mistake, just cross out the wrong answer and fill in the correct one.

Demographic Information

1. Are you...?

- ① ...Male
- ② ...Female
- ③ ...Gender Non-conforming

2. What is your race or ethnicity? (Check all that apply)

- ① ...American Indian or Alaska Native
- ② ...Asian
- ③ ...Black or African American
- ④ ...Hispanic or Latino
- ⑤ ...Native Hawaiian or Other Pacific Islander
- ⑥ ...White
- ⑦ ...Other (please specify): _____

3. What grade is your child in now?

- | | | |
|----------------------|----------------------|----------------------|
| ① ...Kindergarten | ④ ...3 rd | ⑦ ...6 th |
| ② ...1 st | ⑤ ...4 th | ⑧ ...7 th |
| ③ ...2 nd | ⑥ ...5 th | ⑨ ...8 th |

All In Campaign

4. Have you heard of the *All In Campaign*?
- ① Yes
- ② No
5. Have you seen the *All In Campaign* sticker, poster, and/or banner around your child’s school? (*On the right is a picture of the sticker.*)
- ① Yes
- ② No



Awareness of Attendance Expectations

6. The following section is made up of a list of statements about how you and your child might feel about school attendance. Please tell us how much you agree or disagree with each statement.

As a result of the <i>All In Campaign</i>, I believe that...	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
a) My child and I know that it is important to go to school every day.	①	②	③	④	⑤
b) My child and I know that it is important for students to be at school on time every day.	①	②	③	④	⑤
c) My child and I know that it is important for students to get to school on time so they don’t miss anything in class.	①	②	③	④	⑤
d) My child and I know that students need to go to school every day even when they’re a little sick, such as having a runny nose or cough.	①	②	③	④	⑤
e) My child and I know that going to school every day is important for getting good grades.	①	②	③	④	⑤
f) My child and I know that going to school every day can keep students from getting in trouble outside of school.	①	②	③	④	⑤

School-based Support

7. The following section is made up of a list of things that may be different at your child(ren)'s school this year as a result of the *All In Campaign*. Please tell us how much you agree or disagree with each statement.

As a result of the <i>All In Campaign</i>, I believe that...	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
a) My child is recognized for good attendance more often this year.	①	②	③	④	⑤
b) There are more interesting activities and programs at my child's school this year.	①	②	③	④	⑤
c) Teachers/staff at my child's school talk to students about school attendance more often this year.	①	②	③	④	⑤
d) Teachers/staff meet with students at my child's school about absences more often this year.	①	②	③	④	⑤
e) There are more assemblies and special events about school attendance at my child's school this year.	①	②	③	④	⑤

Safety

8. The following statements are about how safe you and your child feel at his/her school this year as a result of the *All In Campaign*. Please tell us how much you agree or disagree with each statement.

As a result of the <i>All In Campaign</i>...	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree Nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Don't Know</i>
a) My child and I feel safer getting to school this year.	①	②	③	④	⑤	⑥
b) My child and I feel safer getting home from school this year.	①	②	③	④	⑤	⑥
c) My child feels safer at school this year.	①	②	③	④	⑤	⑥
d) There is less bullying at my child's school this year.	①	②	③	④	⑤	⑥

- e) My child and I feel comfortable talking to the adults at his/her school about things that make students feel unsafe.
- ① ② ③ ④ ⑤ ⑥

Resources Needed to Overcome Barriers

9. What should your child's school provide to encourage students to go to school every day?
(Please check all that apply.)

- ① ...A ride to school and/or a ride home
- ② ...A safe school environment
- ③ ...Prizes for attendance
- ④ ...Support from teachers/school staff
- ⑤ ...Help understanding class lessons
- ⑥ ...Help with homework
- ⑦ ...Help with getting school uniforms or proper clothes for school
- ⑧ ...Help taking care of family at home
- ⑨ ...Sports activities/programs (e.g. track and field, drill team)
- ⑩ ...Art/music activities/programs (e.g. band/orchestra class, drama class)
- ⑪ ...Math/science activities/programs (e.g. MESA)
- ⑫ ...Leadership classes
- ⑬ ...Fun and interesting clubs or classes
- ⑭ ...Other (please specify) _____

10. What else can the *All In Campaign* and your child's school do to make your child want to go to school every day?

11. What should your child's school provide to help parents make daily school attendance a priority?

- ① ...Information about transportation assistance
- ② ...Information about permanent housing assistance
- ③ ...Information about food assistance
- ④ ...Support from teachers/school staff
- ⑤ ...Tutoring to help my child understand class lessons
- ⑥ ...Help with my child's homework
- ⑦ ...Help with getting school uniforms or proper clothes for my child
- ⑧ ...Help taking care of family at home (e.g. infants/toddlers, adults with illnesses, elderly)

Appendix F

⑨... Other (please specify) _____

12. What else can the *All In Campaign* and your child's school do to help parents get their child(ren) to school every day?

ALL IN CAMPAIGN – STUDENT SURVEY

Please bubble-in the correct answer or write it on the line provided. If you make a mistake, just cross out the wrong answer and fill in the correct one.

Demographic Information

1. Date of Birth: _____ (month/date/year)

2. Are you...?
 - ① ...Male
 - ② ...Female
 - ③ ...Gender Non-conforming

3. What is your race or ethnicity? (Check all that apply)
 - ① ...American Indian or Alaska Native
 - ② ...Asian
 - ③ ...Black or African American
 - ④ ...Hispanic or Latino
 - ⑤ ...Native Hawaiian or Other Pacific Islander
 - ⑥ ...White
 - ⑦ ...Other (please specify): _____

4. What is the name of your school?
 - ① ...Franklin ③ ...Washington
 - ② ...Jefferson

5. What grade are you in now?

① ...6th

② ...7th

③ ...8th

All In Campaign

6. Have you heard of the *All In Campaign*?

① Yes

② No

7. Have you seen the *All In Campaign* sticker, poster, and/or banner around school? (On the right is a picture of the sticker.)

① Yes

② No



Awareness of Attendance Expectations

8. The following section is made up of a list of statements about how you might feel about school attendance. Please tell us how much you agree or disagree with each statement.

As a result of the <i>All In Campaign</i>, I believe that...	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
a) I and the students at my school know that it's important to go to school every day.	①	②	③	④	⑤
b) I and the students at my school know that it's important to be at school on time every day.	①	②	③	④	⑤
c) I and the students at my school know that it is important to get to school on time so we don't miss anything in class.	①	②	③	④	⑤
d) I and the students at my school know that we need to go to school every day even when we're a little sick, such as having a runny nose or cough.	①	②	③	④	⑤
e) I and the students at my school know that going to school every	①	②	③	④	⑤

day is important for getting good grades.

- | | | | | | |
|---|---|---|---|---|---|
| f) I and the students at my school know that going to school every day can keep us from getting in trouble outside of school. | ① | ② | ③ | ④ | ⑤ |
|---|---|---|---|---|---|

School-based Support

9. The following section is made up of a list of things that may be different at your school this year as a result of the *All In Campaign*. Please tell us how much you agree or disagree with each statement.

As a result of the <i>All In Campaign</i>, I believe that...	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
a) I and the students at my school am/are recognized for good attendance more often this year.	①	②	③	④	⑤
b) There are more interesting activities and programs at my school this year.	①	②	③	④	⑤
c) Teachers/staff at my school talk to students about school attendance more often this year.	①	②	③	④	⑤
d) Teachers/staff meet with students about absences more often this year.	①	②	③	④	⑤
e) There are more assemblies and special events about school attendance this year.	①	②	③	④	⑤

Safety

10. The following statements are about how safe you and the students at your school feel at school this year as a result of the *All In Campaign*. Please tell us how much you agree or disagree with each statement.

As a result of the <i>All In Campaign</i>...	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree Nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
a) I and the students at my school feel safer getting to school this year.	①	②	③	④	⑤
b) I and the students at my school feel safer getting home from school this year.	①	②	③	④	⑤
c) I and the students at my school feel safer at school this year.	①	②	③	④	⑤
d) There is less bullying at my school this	①	②	③	④	⑤

year.

-
- e) I and the students at my school feel comfortable talking to the adults at my school about things that make us feel unsafe.
- ① ② ③ ④ ⑤

Resources Needed to Overcome Barriers

11. What should your school provide to encourage you and the students at your school to go to school every day? *(Please check all that apply.)*

- ① ...A ride to school and/or a ride home
- ② ...A safe school environment
- ③ ...Prizes for attendance
- ④ ...Support from teachers/school staff
- ⑤ ...Help understanding class lessons
- ⑥ ...Help with homework
- ⑦ ...Help with getting school uniforms or proper clothes for school
- ⑧ ...Help taking care of family at home
- ⑨ ...Sports activities/programs (e.g. track and field, drill team)
- ⑩ ...Art/music activities/programs (e.g. band/orchestra class, drama class)
- ⑪ ...Math/science activities/programs (e.g. MESA)
- ⑫ ...Leadership classes
- ⑬ ...Fun and interesting clubs or classes
- ⑭ ...Other (please specify) _____

12. What else can the *All In Campaign* and your school do to make you want to go to school every day?
