

# ATTENDANCE RECOVERY



## Attendance Recovery is Needed Today More Than Ever

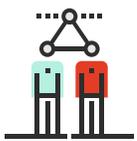
Millions of students stopped engaging in school at the onset of the COVID-19 pandemic, and attendance data shows that hundreds of thousands of students have not returned — either in-person or online — enough to meet state attendance requirements.

This problem isn't just threatening those students' foundational skill development. It's putting into jeopardy their progress toward on-time graduation. It's widening the opportunity gap across the country. And it's interfering with funding practices that supports all learners.

## There is a Proven Solution Called ENGAGE



Through the ENGAGE initiative, Graduation Alliance has worked with state departments of education across the nation to provide attendance recovery support using its **team of specialists to build meaningful, educational contact points with students** to help ensure consequential and documentable participation in their classes.



Locating and re-engaging students is the result of a complex process — **a multimodal outreach effort combined with differentiated treatment strategies**. To ensure each student gets the individualized interventions they need, every learner served by Graduation Alliance's attendance recovery programs is connected to a personal academic coach who works with the student to overcome obstacles preventing academic participation and future success.



As part of its process, Graduation Alliance **collects and provides to partnering educational agencies actionable data on student-identified barriers**, helping school leaders identify and build internal capacity to respond to systemic challenges.

## Success from Coast to Coast

States across the country are quickly taking action to address attendance issues, knowing that in order for students to learn, they must first "show up." And through statewide ENGAGE programs that support students in virtually every learning environment Graduation Alliance's attendance recovery programs are working.

**New Mexico** is offering state level support to help districts meet obligations for supporting students under the state attendance tiered interventions law.

**South Carolina** is using the program to provide consistency and structure for students regardless of their education modality.

**Arkansas** used state level data and reporting to facilitate differentiated treatment strategies for virtual students struggling with attendance, students who had totally disengaged, and students who are academically at-risk.