

Research-Informed **Regular Attendance Strategies**

1. **Adopt a standard, statewide definition of chronic absence for North Carolina and create cross-agency policies and infrastructure to support regular attendance.**
2. **Build the capacity of leaders and staff to make educational equity a priority** and clearly communicate about race and equity with staff, students and parents.
3. **Conduct outreach to raise parent, policymaker, and broader stakeholder awareness about the causes and impacts of chronic absenteeism and the benefits of regular attendance.**
4. **Authentically engage with parents and provide parent education and support around child development, parenting and school attendance.**
5. **Build a strong screening, assessment, and treatment pipeline** for identifying and addressing children's health and learning issues.
6. **Offer health services in early education and K-3 school settings.**
7. **Focus school-based health resources on a subset of health issues that are highly prevalent and disproportionately affect urban minority youth**, including asthma, aggression, bullying and violence, need for physical activity, hunger, and inattention and hyperactivity.
8. **Provide wraparound supports through schools**, such as home visits, summer learning opportunities, housing supports and health and nutrition services, to help meet families' basic needs and support regular attendance.
9. **Create policies across sectors that collectively lower the burden of stress on families** due to the often interrelated threats of poverty, crime, mental illness, substance abuse, discrimination, and community violence, and support parents and other caregivers in their roles as nurturers and providers.
10. **Ensure curricula, materials and instructional time are culturally responsive.**
11. **Ensure students of color, English-language learners, students with disabilities and other vulnerable students have the academic supports they need to succeed**, including high quality early education, gifted education, remedial supports, tailored interventions, and access to technology.
12. **Ensure safe and supportive learning environments and positive school climates**, including focusing on social-emotional health and learning.
13. **Create a tiered system of response to address individual students' attendance.**
14. **Ensure transitions (to kindergarten and between grades) are smooth and supported.**
15. **Support specific efforts to recruit, professionally prepare, compensate and retain a well-qualified workforce across multiple birth through eight settings**, including family and center-based child care as well as public and charter schools.

16. **Raise teachers' and leaders' capacity to effectively teach children of color, English-language learners, children with disabilities, and children from low-income families.**
17. **Recruit and retain more teachers and school leaders of color**, and ensure that students of color have access to teachers and school leaders of color.
18. **Ensure children of color and children in Title I schools have high quality teachers and leaders.** Whether quality is defined as certification, subject knowledge or impact, poor students and children of color are less likely to be taught by well qualified teachers than their peers.
19. **Build leadership capacity for effective teaching and learning in high-need schools and districts.**
20. **Improve collection, analysis and use of chronic absence data to improve attendance.**
21. **Ensure that measurement tools for young children and the classrooms in which they learn are culturally, linguistically and developmentally valid and reliable, and build culturally relevant accountability systems** that measure student outcomes and classroom quality to ensure high quality education for children of color and those from low-income families.
22. **Ensure equitable and adequate funding for K-3 education**, including investing in supports which are more likely to contribute to student academic success and decrease disparities, and monitor funding distribution.
23. **Use socioeconomic integration models to diversify schools and prevent re-segregation.** Race and class are strongly correlated, and policies that assign students to schools according to socioeconomic variables can also increase racial diversity.
24. **Reduce barriers to getting to school.**