Using Every Student Succeeds Act to Address School Health Issues

Hosted by the LEA Workgroup
A project of Teachers for Healthy Kids – Hellan Roth Dowden
The Every Student Succeeds Act (ESSA) and the Local Control Funding Formula, require schools to reach out and involve parents and to address chronic absenteeism. This webinar will cover strategies that provide health information to parents to help meet these goals.
Sandy Mendoza, Families in Schools will discuss how districts can connect with parents/families in new and innovative ways.

Annie Reed, Attendance Works speaking on how districts and schools can leverage ESSA and LCFF to address chronic absence, a cross-cutting indicator for health and education outcomes.

Gloria Velasquez, Los Angeles Unified School District will share details from their new pilot project that connects health educators to parent groups and helps families to access health services.
Families, Schools, and LCFF, Oh My!

Presenters:

Sandy Mendoza
Director of Advocacy, Families In Schools

Rachel Gonzalez
Director of Training & Capacity Building, Families In Schools
About
Families In Schools

• Founded in 2000

• Our Mission is to involve parents and communities in their children’s education to achieve lifelong success

• What the Research Says
**THEORY OF CHANGE**

**Parents at Home**
- Set high goals and expectations
- Cultivate culture of learning/literacy
- Nurture discipline and self-esteem
- Promote citizenship and responsibility
- Monitor homework, attendance, and grades
  - Promote college and careers
  - Connect with and use community resources

**When Schools**
- Welcome parents
- Provide parents with learning opportunities
- Engage parents as partners
- Build staff capacity to engage parents

**Parents at School**
- Conference with teachers and counselors
- Participate in school events
- Volunteer at school
- Attend workshops to learn
- Advocate for their children and school
- Assume leadership role

**Children Benefit** by increased:
- Motivation to succeed
- Homework completion
- Self-confidence
- Attendance
- High school completion
- Desire for college and career
- Participation in civic life

**Schools Benefit** by improved:
- Student performance
  - Homework
  - Grades
  - Standardized tests
- Student behavior
- Student attendance
- Teacher/parent satisfaction

**ROLE OF PARENTS AT HOME IS STRENGTHENED**

**ROLE OF PARENTS AT SCHOOL IS STRENGTHENED**
Sample List of School Districts

- Arvin School District
- Azusa USD
- Bakersfield City School District
- Downey USD
- Eastside Union High School District
- Golden Plains School District
- Fresno Unified School District
- Los Angeles USD
- Moreno Valley Unified School District
- Oakland USD
- Paramount USD
- Pleasanton USD
Question:

What do you think is the difference between parent involvement and parent engagement?
Parent involvement are the actions taken by parents to support their child’s education at home and at school.

Parent engagement refers to actions taken by schools to make it as easy as possible for parents to get involved in the school and in the process.
What does LCFF say about the role of schools in engaging parents?

1. One of eight statewide priorities
   (a) Promote parent input
   (b) Promote parent participation

2. Stakeholder engagement in developing & reviewing LCAP

Embed parent engagement as a key strategy within the LCAP to raise student achievement by:

1. Transform the culture of the schools on how to work with parents/caregivers, especially from student groups i.e. low-income, foster youth, English learner students.
2. Institutionalize parent engagement district wide and school wide
3. In decision-making AND day-to-day school activities
What You Can Do to Engage Parents

1. Require and implement a Stakeholder Engagement plan
2. Ensure Parent Advisory Committees receive training & orientation
3. Ensure Parent Advisory Committees are representative of authentic parents
4. Ensure parent recommendations are incorporated
5. Conduct a parent engagement audit
6. Institute the systems to track effective parent engagement strategies
7. Ensure growth and improvements over time by measuring and monitoring data annually
Thank You!

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Health and Attendance:
A Convergence of Opportunities
Today’s Presenter

Annie Reed
Special Projects Manager
Attendance Works
annie@attendanceworks.org
**Attendance Works** is a non-profit initiative that advances student success by reducing chronic absence. Since our launch in 2010, we have become the nation’s “go to” resource for student attendance with more than a quarter million annual users of our website ([www.attendanceworks.org](http://www.attendanceworks.org)).

**We work at the local, state and national level** – with each level of practice informing and influencing the other. Our cross-cutting objectives are to:

a. Nurture proven and promising practice
b. Promote meaningful and effective communications
c. Advance better policy
d. Catalyze needed research

Our work began with a focus on elementary schools. We now offer support to K-12 schools, and are expanding to address chronic absence starting in preschool.
Chronic absence is missing so much school for any reason that a student is academically at risk. Attendance Works recommends defining it as **missing 10% or more of school for any reason**.

Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).
## Know your attendance measures

<table>
<thead>
<tr>
<th>Average Daily Attendance</th>
<th>How many students show up to school every day? The percent of enrolled students who attend school each day. It is used in CA to allocate funds to districts.</th>
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<tbody>
<tr>
<td>Truancy</td>
<td>Who is missing school without permission? Typically refers only to unexcused absences. Each state has the authority to define truancy and when it triggers legal intervention. In CA = 3 absences or 3X late to class by 30 min without a valid excuse.</td>
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<td>Chronic Absence</td>
<td>Who is missing so much school they are academically at risk? Broadly means missing too much school for any reason -- excused, unexcused, etc. California code defines it as missing 10% of days of school. Chronic absence is an accountability metric under Local Control Funding Formula and Every Student Succeeds Act. Data now publicly available on DataQuest (via CDE)</td>
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Chronic Absence Vs. Truancy

Number of students missing 10% versus 10 unexcused absences (San Francisco Unified School District)

# chronic absentees - 2010-2011
# of students with 10 unexcused absences (as of May 16th 2011)
Chronic Absence Is Easily Masked If We Only Monitor Missing Consecutive days

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Chronic Absence = 18 days of absence = As Few As 2 days a month
No Child Left Behind

- Success determined by academic standards.
- Federal targets and interventions for schools; punitive system of responses.
- Accountability and data for student sub-groups.
- Each state defines and addresses truancy which typically emphasizes court based, punitive, interventions.

Every Student Succeeds Act

- Success determined by academic & nonacademic standards.
- States set goals; supportive framework.
- Accountability and data for student sub-groups.
- Chronic absence is a required reporting & optional school quality metric. It emphasizes prevention and early intervention.

As a result, all states are now required to monitor chronic absence and had the option to include it as a metric for school accountability.
72% of states (36 + DC) adopted chronic absence as a metric in their ESSA plan.
Accountability Metric for LCFF

School attendance rates; Chronic absenteeism rates; Middle school dropout rates; High school dropout rates; High school graduation rates
Chronic Absence Data
Now on DataQuest!

- SY16-17 data
- Available by:
  - School
  - District
  - County
- Visit https://data1.cde.ca.gov/dataquest/
Why Does Attendance Matter?

What we know from research around the country
Improving Attendance Matters for Educators Because it Reflects:

✓ **Exposure to language:** Starting in Pre-K, attendance equals exposure to language-rich environments especially for low-income children.

✓ **Time on Task in Class:** Students only benefit from classroom instruction if they are in class.

✓ **On Track for Success:** Chronic absence is a proven early warning sign that a student is behind in reading by 3rd grade, failing courses middle and high school, and likely to drop-out.

✓ **College Readiness:** Attendance patterns predicts college enrollment and persistence.

✓ **Engagement:** Attendance reflects engagement in learning.

✓ **Effective Practice:** Schools, communities and families can improve attendance when they work together.

(For research, see: http://www.attendanceworks.org/research/)
A Rhode Island Data Hub analysis found that compared to kindergartners who attend regularly, those chronically absent:

- Scored **20% lower in reading and math** in later grades and gap grows
- **2X** as likely to be retained in grade.
- **2X** likely to be suspended by the end of 7th grade.
- Likely to continue being chronically absent
From An Education Perspective

✓ Students can’t learn from what is being offered in the classroom if they are absent
✓ Lost ADA funds when students aren’t in school
✓ Schools and are districts are now held accountable for chronic absence through LCFF
From a health perspective

✓ Poor health and undiagnosed conditions can cause too many absences: Even when absences are excused, missing too much school can lead children to fall behind. Challenges related to poor physical, dental and mental health are leading reasons students miss too much school.

✓ Successful learners are healthier adults: Showing up to school is essential to higher levels of academic achievement, which are associated with lower incidence of disease and longer lives for adults.

✓ Health providers are uniquely positioned to address chronic absence: They are especially crucial allies for conveying the importance of avoiding unnecessary absences. They can use their knowledge to identify and develop solutions when health-related barriers are causing significant absences.
How Can We Address Chronic Absence?
Identify Contributing Factors to Chronic Absence

<table>
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<tr>
<th>Lack of Engagement</th>
<th>Negative School Experience</th>
<th>Barriers</th>
<th>Faulty Beliefs</th>
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<tr>
<td>• Lack of culturally relevant instruction</td>
<td>• Struggling academically or socially</td>
<td>• No excused</td>
<td>• Absences are only a problem if they are unexcused</td>
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<td>• No meaningful relationships with adults in school</td>
<td>• Bullying</td>
<td>• Chronic and acute illness</td>
<td>• Don’t realize just missing 2 days per month can affect learning</td>
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<tr>
<td>• Vulnerable to being with peers out of school vs. in school</td>
<td>• Ineffective / exclusionary school discipline</td>
<td>• Trauma</td>
<td>• Sporadic absences aren’t a problem</td>
</tr>
<tr>
<td>• Poor school climate</td>
<td>• Parents had prior harmful school experience</td>
<td>• No safe path to school</td>
<td>• Attendance only matters in the older grades</td>
</tr>
<tr>
<td>• Discouraged due to lack of credits or post high school options or plans</td>
<td>• Lack of appropriate individualized instructional and/or behavioral accommodations/services/supports</td>
<td>• Poor Transportation</td>
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</tr>
<tr>
<td>• Teacher absenteeism or long-term substitutes</td>
<td>• Lack of access to engaging extra-curricular and after school programs</td>
<td>• Undiagnosed or improperly diagnosed disability</td>
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<td></td>
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<td>• Housing instability</td>
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<td>• High mobility</td>
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<td>• Involvement with child welfare or juvenile justice system</td>
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In this Chicago Education Research Consortium study of causes of absenteeism among students missing early education classes 61% of the families reported illness, chronic illness or a child wellness visit as the cause of absenteeism.
Leading Health Related Causes

- Asthma
- Bullying
- Oral Health
- Mental Health
- Nutrition
- Vision
Invest in Prevention and Early Intervention

**TIER 1**
- Engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
- Good and improved attendance recognized
- Common barriers identified and addressed

**TIER 2**
- Personalized early outreach
- Action plan addresses barriers and increases engagement
- Caring mentors

**TIER 3**
- Coordinated school and interagency response
- Legal intervention (last resort)

- Students missing 20% or more of school (severe chronic absence)
- Students missing 10-19% (moderate chronic absence)
- Students missing 5-9% (at risk)
- Students missing less than 5% (satisfactory)
Health Interventions Pyramid

**TIER 1**
- Provide access to school-wide health screenings
- Link student health and attendance data
- Educate families on when to keep child at home for illness

**TIER 2**
- Provide linkage to local health providers
- Include school nurse on student planning
- Develop school plans for students with chronic illness such as asthma

**TIER 3**
- Intensive case management with coordination of health providers and other school support

**Individualized**
- Students who missed 20% or more of school (severe chronic absence)

**Universal**
- Students with chronic absence (missing 10%) or 2-3 days per month

**All Students**
Opportunities for Health and Attendance

✓ LCFF
  o Statewide chronic absence data
  o Chronic absence included in State Priority 5

✓ ESSA
  o Chronic absence as accountability metric
  o Needs assessment

✓ Building momentum
  o American Academy of Pediatrics
  o National Association of School Nurses
  o Campaign for Grade Level Reading
  o School Based Health Alliance
Challenges for Health and Attendance

✓ Data Sharing
  o HIPAA/FERPA
  o Consent

✓ Siloed systems
  o Data Availability and Use
  o Accountability
  o Funding and Resources

Opportunity: Make Chronic Absence a Must Respond to Indicator for Youth Serving Agencies
Opportunities for Action

✓ Identify chronic absence rate at your school/district
✓ Identify available health data health at your school/district
✓ Connect with your school nurse, school-based health center, or other school-based health providers
✓ Talk to families and other stakeholders about the importance of attendance and to understand the reason for absences
✓ Convene an Attendance Team to assess and develop a tiered system of supports to address health-related and other barriers to attendance
Visit the Attendance Works website: www.attendanceworks.org

Email us: info@attendanceworks.org
LAUSD collaboration with “Teachers for Healthy Kids”

* Pilot Program
In an effort to enrich “Parent Engagement” and “Wellness” in LAUSD, we are collaborating with “Teachers for Healthy Kids” and the participating Health Plans to encourage the provision of health educational opportunities for parents/guardians.

The hope is that by continuing to increase the educational opportunities of parents/guardians that it will result in short and long term benefits to student health and wellness.
Steps:

- Communication with Nena Garcia with “Teachers for Healthy Kids”
- Outreach to all Health Plans by Nena Garcia to invite them to participate
- Participating Health Plans identify “Medi-cal 101” and “Health Education” Providers to present
- LAUSD has 6 Local Districts (LD) (Northeast, Northwest, South, West, East and Central) and schools were identified from each area
- Our Wellness Programs Director connected with the Parent Unit Administrators to introduce the program and the opportunity
- The key contact person at the school is the Parent/Community Representative
- The key contact in the Local District is the Organization Facilitator (OF) who helped to identify schools and serves as the liaison between the Health Plan Provider contact and the school contact (warm hand off).
The information that is asked of the Health Plans is:

* A completed Protocol that identifies important points, for example:
  Personal Identifiable Information not be collected
  Request for submission of a waiver to be on school campus’
  Presentation Summary plan/submission
  General Sign in sheet to be turned in to LAUSD designee
Key factors to success of program:

- Collaboration and positive rapport with LAUSD OF, parent/community representative and school Administration are important.
- Being mindful and supportive of the school environment and parent/guardian needs
- Providing the presentation in a language that parent/guardian can understand
Thank you

Contact Information:

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Questions