

Showing Up Matters for R.E.A.L (Routines, Engagement, Access to resources & Learning)

May 10, 2022



Moderator

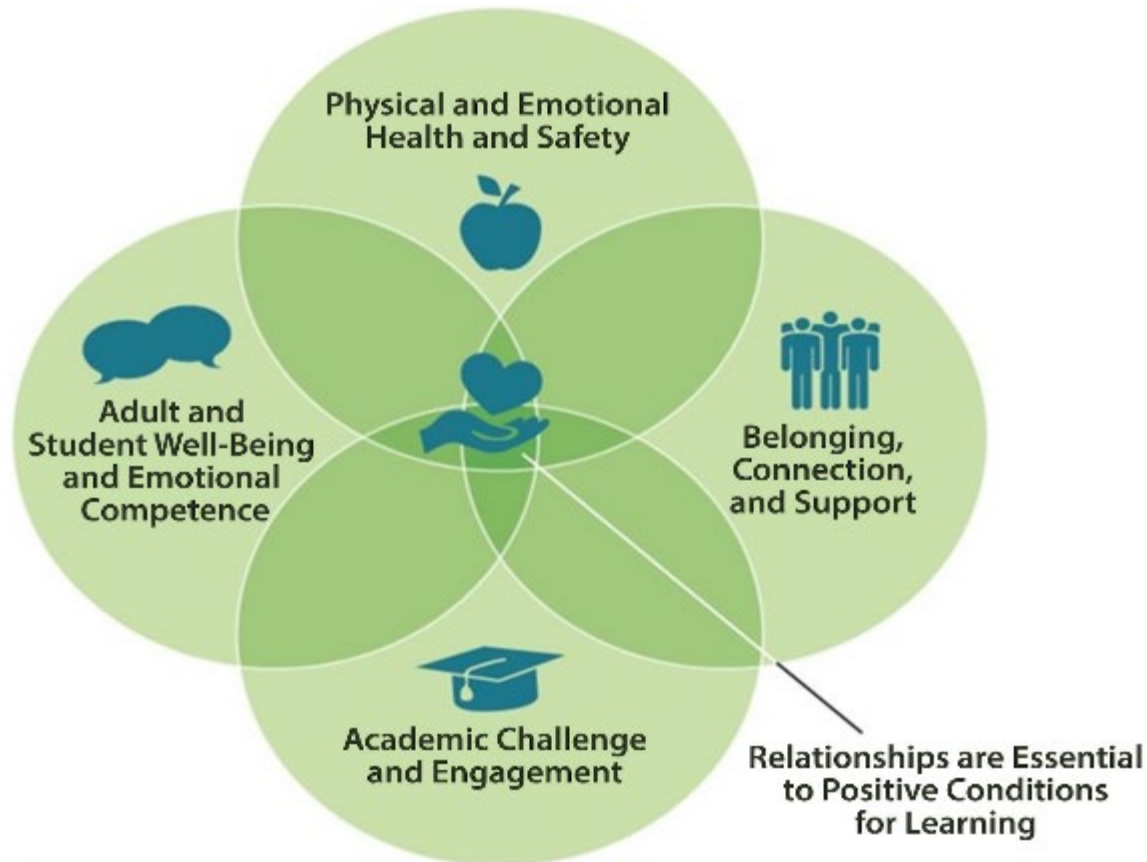


Hedy Chang
Executive Director
Attendance Works
[@attendanceworks](#)

We face an unprecedented attendance crisis

- ✓ **Pre-pandemic: 8 million students chronically absent.**
- ✓ **Now: chronic absence has more than doubled.**
- ✓ **Exacerbating existing educational inequities.**
- ✓ **Higher than ever in early elementary**
- ✓ **Early attendance is critical to developing the routines and foundational skills for early school success.**
- ✓ **Chronic early absence will have long term impact unless we address it now.**

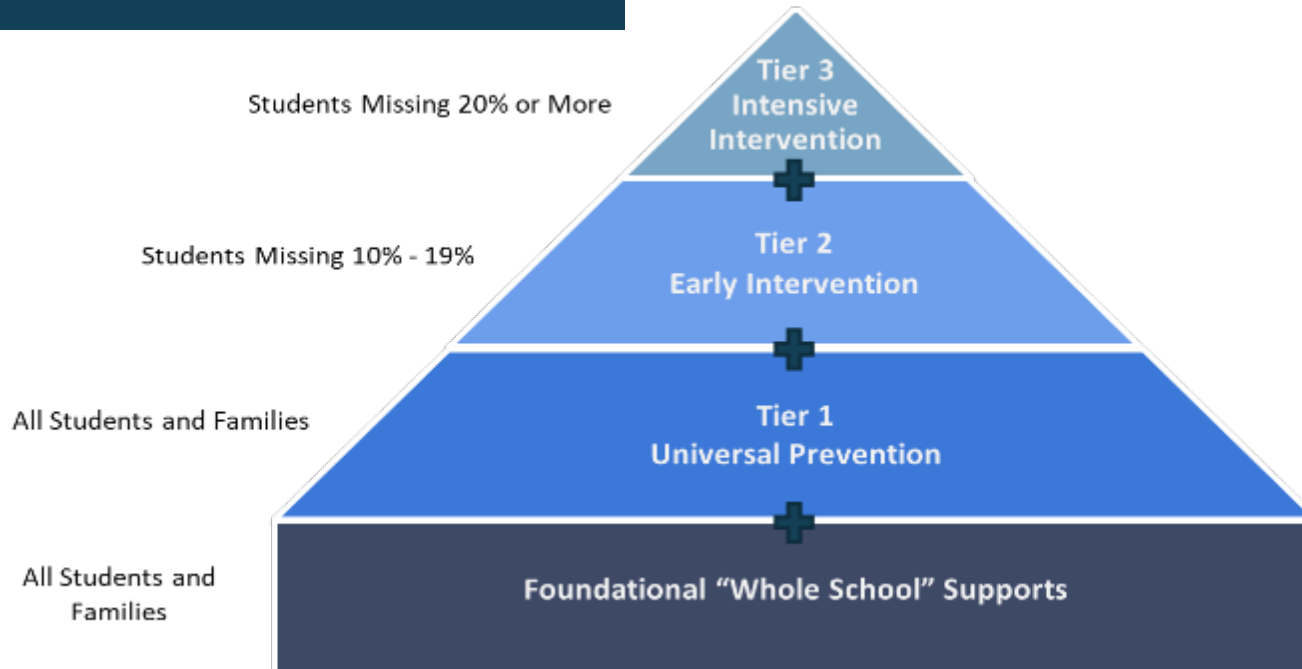
We must take an all-hands-on-deck “team” approach to rebuilding positive conditions for learning in our schools





Offer a multi-tiered approach that begins with prevention

Working across silos is essential!



<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>



Reinvest in the foundational building blocks of school that promote engagement.

Healthy learning environments	Enrichment activities and clubs	Positive relationships	Active family and student engagement
Access to tech equipment and connectivity	Challenging and Engaging Curriculum	Traditions and celebrations	Support for families to facilitate learning at home
Welcoming, safe school climate	Advisories or Morning Meetings to Build Community	Learning Supports	Access to Food and Other Basic Needs

Foundational “Whole School” Supports

Showing Up Matters for R.E.A.L.

**We must
update our
messaging!**

It is an opportunity to:

✓ **Build Routines**

Daily attendance routines can reduce stress and create a sense of safety and security especially after chaotic transitions.

✓ **Increase Engagement**

Being in school helps build relationships with peers and school staff that nurture engagement.

✓ **Provide Access to resources**

Schools provide access to meals, health and mental health services, tutoring, mentoring, technology, extra-curriculars (sports, clubs, music etc), afterschool and summer programs.

✓ **Support Learning**

Showing up to school regularly helps students become proficient in reading and math and graduate from high school.

Showing Up Matters for R.E.A.L.:

A Messaging Toolkit

Four Key Steps

- 1. Explain Why Attendance Matters**
- 2. Cultivate A Culture of Engagement and Attendance With Students and Families**
- 3. Use Data to Determine Need for Intervention and Additional Support**
- 4. Engage Community Partners**

Find it here:

<https://www.attendanceworks.org/resources/toolkits/showing-up-matters-for-real/>



Interactive Exercises with Families

A Routines that Rock! Workshop can build parent creativity and promote family engagement.

It reminds parents about the importance of routines and engages families in creating songs and jingles about routines to familiar tunes

<https://www.attendanceworks.org/resources/exercises/>



Sample Song

Wake up – brush your teeth!

And put on your clothes!

*We are on time for success and this is how
it goes!*

We finished breakfast by 8!

We're at our table on time!

*Good
morning
and hello
friends,
I'm ready
to learn
today!!*



how-to guide to relationship mapping

MAKING
CARING
COMMON
PROJECT



GRADES K-12	IMPLEMENTED BY School Administrators	TIME & RESOURCE INTENSITY
CAPACITIES PROMOTED Relationship building; Student confidence; Shifting school norms		

Key Elements

See all students at-a-glance.

See who is well-supported and who needs support by adults.

Involve all adults in relationship mapping.

Key Benefits

Connect all students to at least one school adult.

A *Relationship Map* lists all students in a school (or grade, team, etc.).

A *Relationship Map* allows adults in a school to have a quick and visual snapshot of students who are well supported and who most need support. Knowing this, adults can then strategize about how to best reach out to students who most need positive and supportive relationships with adults.

A *Relationship Map* is most effective if all adult stakeholders with a connection to students participate in its creation. This includes administrators, teachers, counselors, sports coaches, mentors, community partners, and other school staff.

A *Relationship Map* helps identify students who do not already have adult connections and provides opportunities for adults in school to build positive relationships with those students.

Download in-person and virtual versions of this guide at <https://mcc.gse.harvard.edu/resources-for-educators/relationship-mapping-strategy>


Have you mapped relationships at your school?

If so, what insights did you gain?

If not, how could you use this tool?

Work With Students and Families to Create a Success Plan

MY FAMILY'S HELP BANK



1. My Family: List who lives in your house.

2. Everyday Helpers: Identify who you can call on to help drop you child off or who can pick him or her up when you cannot. There are people like friends, neighbors and relatives who can help regularly.

3. Occasional Helpers: Identify people who probably cannot help every day, but can help in a pinch. Maybe it's a godparent, a relative or a friend who lives outside your neighborhood but can be there for dinner.

4. Potential Helpers: Identify people who are part of your school community, church or neighborhood who are able to help if you ask.

If I need help getting my child to and from school, I will ask the following people to be our backup:

Name: _____ Best Contact Number: _____

Name: _____ Best Contact Number: _____

Name: _____ Best Contact Number: _____

- ✓ Set attendance goals
- ✓ Make backup plans
- ✓ Track absences
- ✓ Recognize success!



MY CHILD'S ATTENDANCE SUCCESS PLAN

Parental Education: _____

1. _____

2. _____

3. _____

4. _____

5. _____

<http://www.attendanceworks.org/resources/student-attendance-success-plans/>

Insert School logo

[NAME OF STUDENT] has missed **[Insert number of days absent]** days of school so far this year.

I know this is a hard time, and some absences may be due to illness, fear of Covid-19, quarantine or challenges experienced in school or the community.

This is why I am reaching out! We want to offer support.

Getting back into the habit of daily attendance matters more than ever as we recover from the pandemic. Going to school is an opportunity for your student to:

- Build routines that help reduce stress.
- Connect to their friends and teachers.
- Engage in learning.

When students attend regularly, they are much more likely to read proficiently by third grade, do well in middle school and graduate.

Let's talk about how we can help. Please call me at **[PHONE NUMBER]**.

We would like to partner with you to improve **[NAME OF STUDENT]**'s attendance so we can keep them engaged and learning.

Presenters



Pam Allyn
CEO
Dewey
@pamallyn



Patricia E. Chavez
V.P. of External Relations
Parent Institute for
Quality Education (PIQE)
@PIQEUSA



Maria Harris
Principal
Educare Los Angeles
at Long Beach Unified School District

Presenters



Cherri Rowe

Chief Program Officer
Boys & Girls Clubs of Greater Dallas



Erin M. Simon, Ed.D.

Assistant Superintendent of School Support Services
Long Beach Unified School District
ACSA President Elect
[@dispelthemyth](#) | [@LBUSDALLIN](#) | [@LBUSDFRC](#)

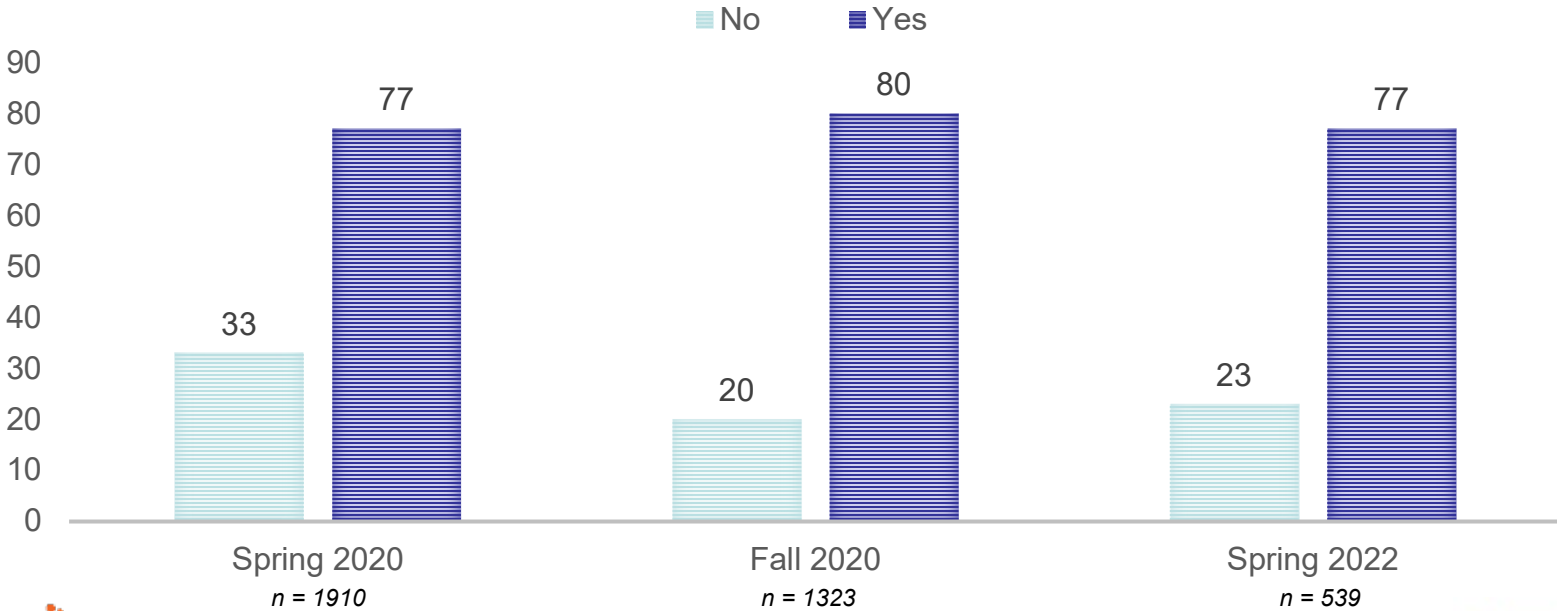
Family Engagement

Building and supporting **family-teacher-school** partnerships



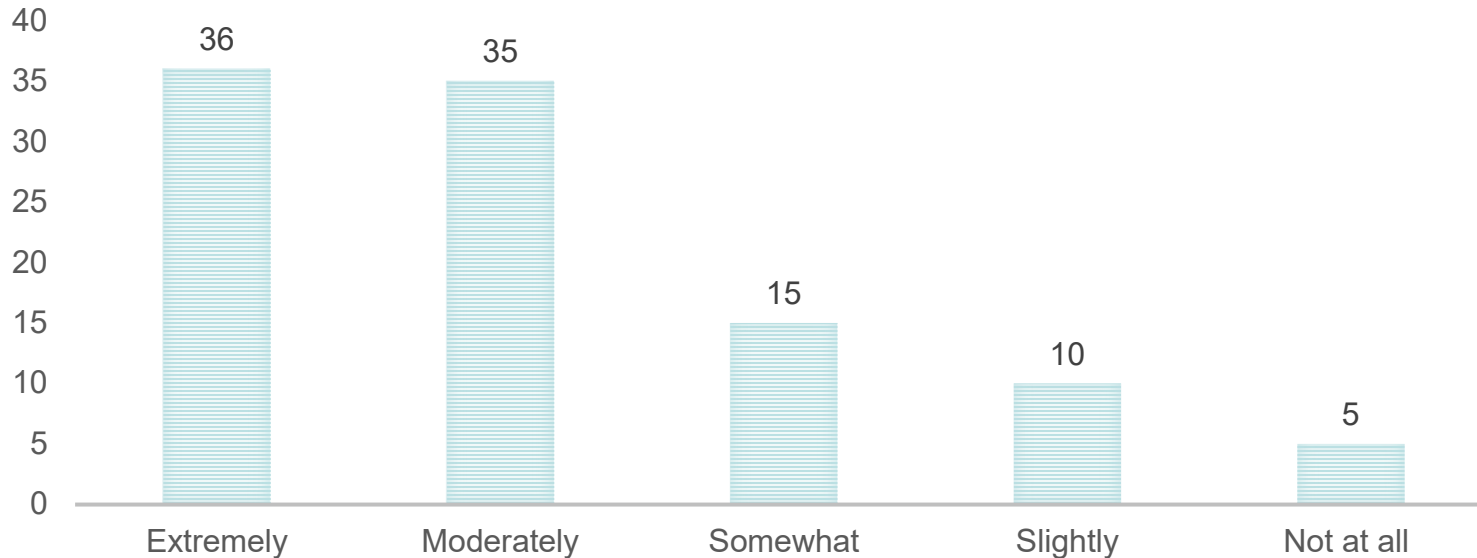
Survey Results: Communication

DO YOU HAVE ACCESS TO EMAIL ADDRESS



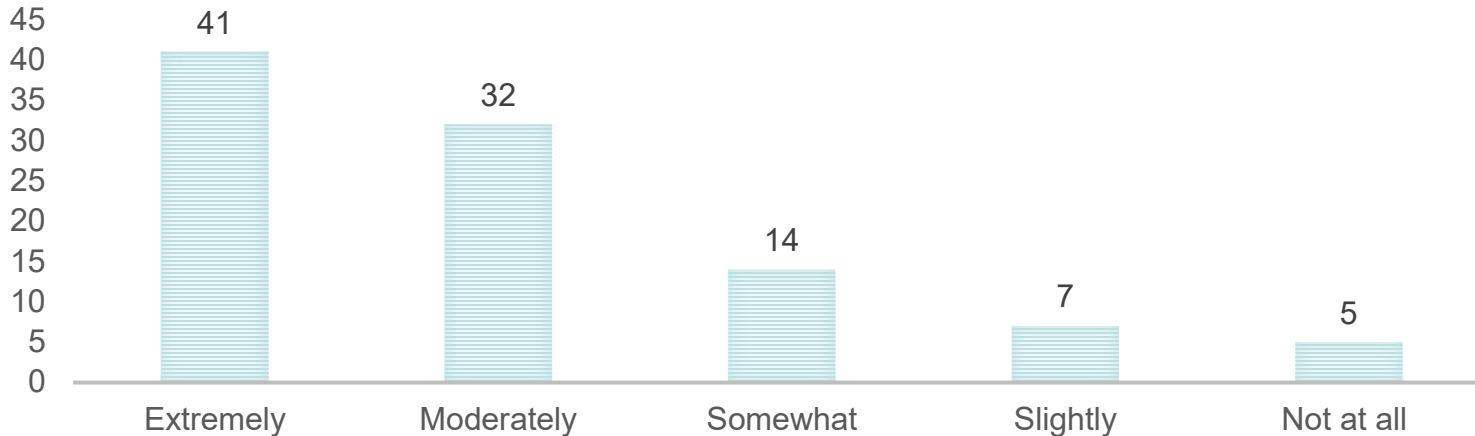
Survey Results: Communication

SCHOOL EFFECTIVENESS



Survey Results: Communication

PARENTS COMFORTABILITY LEVELS FOR INQUIRING ABOUT THEIR STUDENT'S ACADEMICS WITH SCHOOL STAFF (TEACHERS, PRINCIPAL, COUNSELORS)



Survey Results: Technology



DO YOU HAVE ACCESS TO
TECHNOLOGY THAT DOES
NOT BELONG TO THE SCHOOL

49% Do not

Spring 2022 $n = 539$

Survey Results: Quarantining



58% STUDENTS EXPERIENCED
QUARANTINING THIS
ACADEMIC YEAR

Spring 2022 n = 539

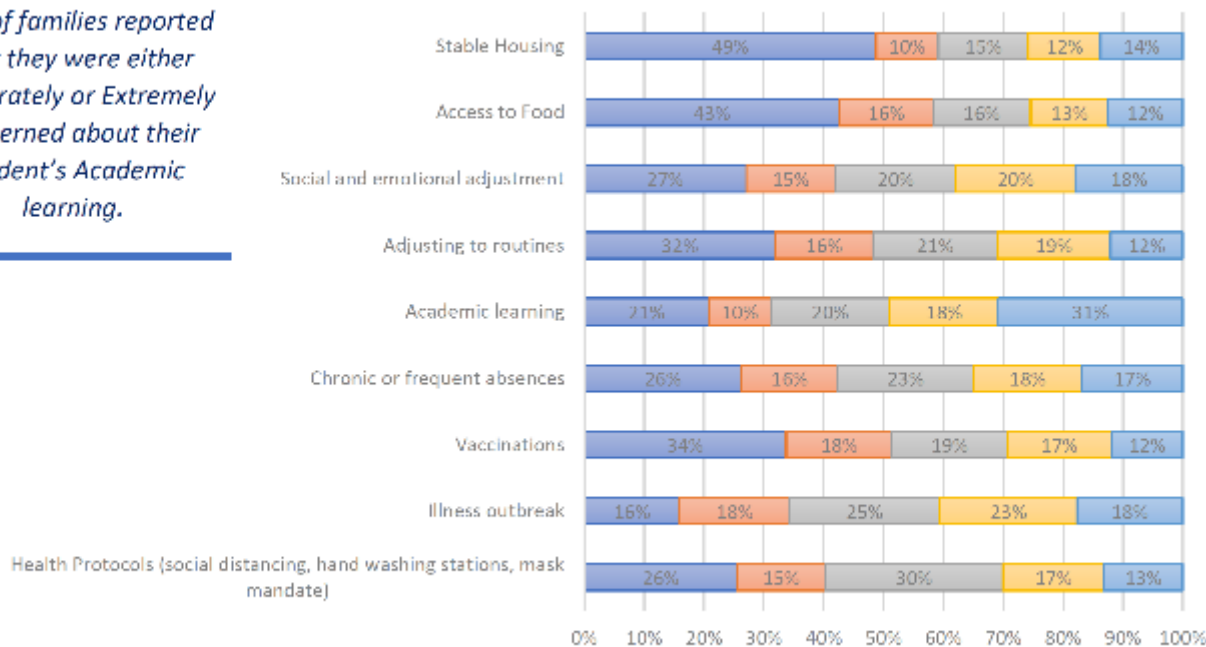
16% OF THESE STUDENTS
REPORTED THAT THEIR
STUDENTS DID NOT HAVE
ACCESS TO LEARNING
OPPORTUNITIES

Spring 2022 n = 539

Survey Results: Concerns

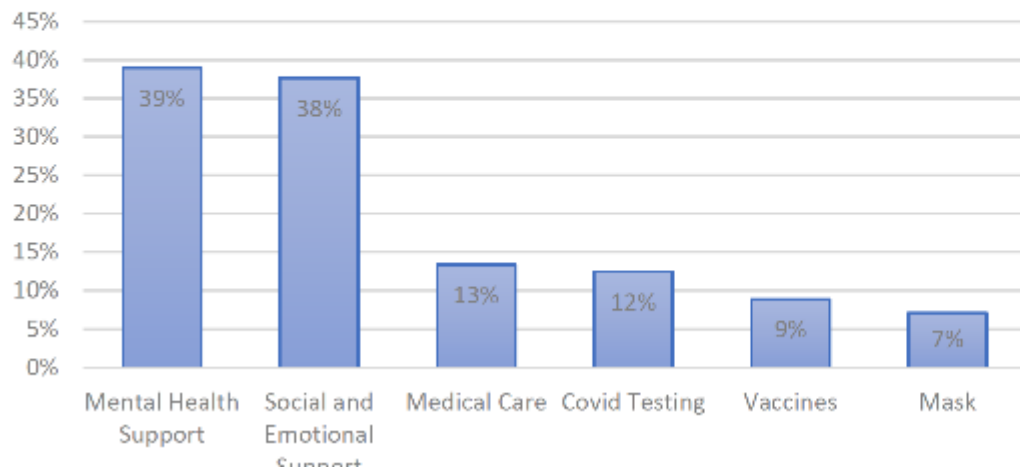
49% of families reported that they were either Moderately or Extremely concerned about their student's Academic learning.

How concerned are you about the following?



Survey Results: Support

Percentage of parents that do not have access to the following resources



39% and 38% of families reported not having access to mental health support and Social Emotional Support.

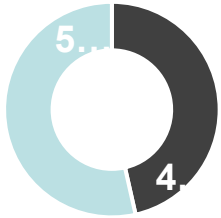
Spring 2022 n = 539

Long Beach USD Demographics

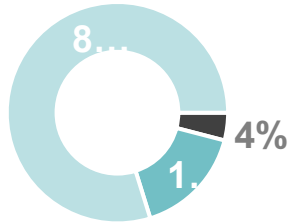
- Located in southern Los Angeles County, LBUSD serves the communities of Long Beach, Lakewood, Signal Hill and Avalon on Catalina Island
- 4th largest school district in California with 69,700 students and 85 public schools
- 63% Socio-economically disadvantaged
- 14% English Language Learners
- 12% Students with IEPs
- Ethnic Breakdown:
 - ✓ 58.2% Hispanic
 - ✓ 12.6% African American
 - ✓ 12.5% White
 - ✓ 7.4% Asian
 - ✓ 4.3% Two or More Races
 - ✓ 3.2% Filipino
 - ✓ 1.2% Pacific Islander

Educare Demographics

Slightly more **PreK** students than **Infants** **Toddlers/Twos (ITTs)**

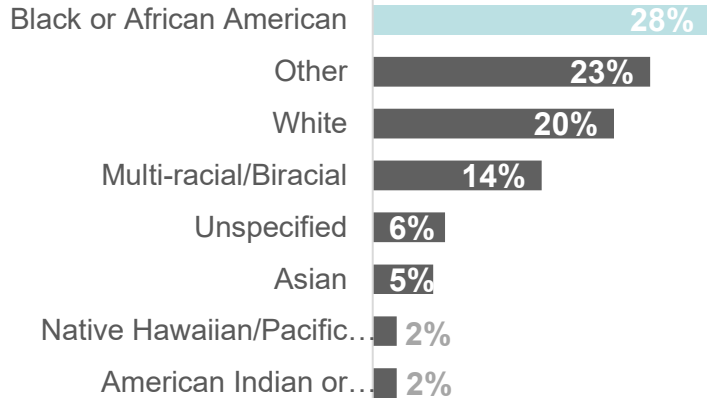


Students' primary language at home is most often **English**, although some primarily speak **Spanish** or **Other** languages



57% of children were identified as Hispanic

Over 1/4 of children were identified as **Black or African American**



Families with children from birth to age five were eligible to enroll in Educare under one of the categories below:

Receiving Public Assistance	26%
Income Below the Federal Poverty Guidelines (FPG)	50%
Income between 100-130% of the FPG	3%
Income over 130% of the FPG	4%
Foster	12%
Homeless	5%

8% Disability/Special needs

18% Special health needs



GREAT FUTURES START HERE
FORMULA FOR
IMPACT

**YOUNG PEOPLE
WHO NEED US MOST**

+

**OUTCOME-DRIVEN
CLUB EXPERIENCE**

=

PRIORITY OUTCOMES



**FIVE KEY ELEMENTS
FOR POSITIVE YOUTH DEVELOPMENT**

•
**HIGH-YIELD
ACTIVITIES**

•
**TARGETED
PROGRAMS**

•
**REGULAR
ATTENDANCE**



ACADEMIC SUCCESS

Graduate from high school ready for college, trade school, military or employment



GOOD CHARACTER & CITIZENSHIP

Be an engaged citizen involved in the community, register to vote and model strong character



HEALTHY LIFESTYLES

Adopt a healthy diet, practice healthy lifestyle choices and make a lifelong commitment to fitness



BOYS & GIRLS CLUBS
OF GREATER DALLAS

GREAT FUTURES START HERE.



28

GREATER DALLAS
CLUB LOCATIONS



9

STAND-ALONE
CLUBS



19

SCHOOL-BASED
CLUBS

3,667

KIDS SERVED



Includes registered members and youth
served through community outreach.

MALE
51%



FEMALE
49%



VOLUNTEER HOURS

824



MEALS SERVED

88,802

62% BLACK / AFRICAN AMERICAN

22% LATINO / HISPANIC

13% BIRACIAL / MULTIRACIAL / OTHER

3% WHITE / CAUCASIAN



YOUTH
6 to 12 years old

66%



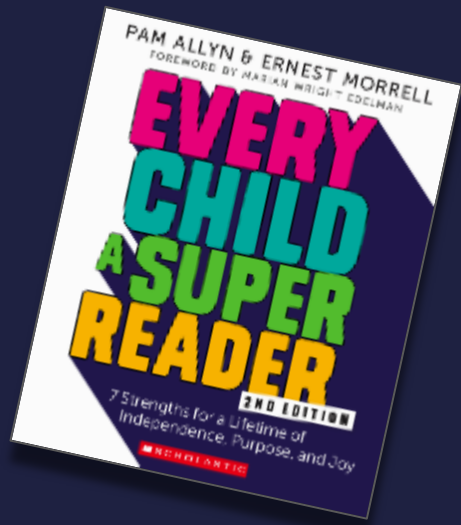
TEENS

34%



BOYS & GIRLS CLUBS
OF GREATER DALLAS

GREAT FUTURES START HERE.



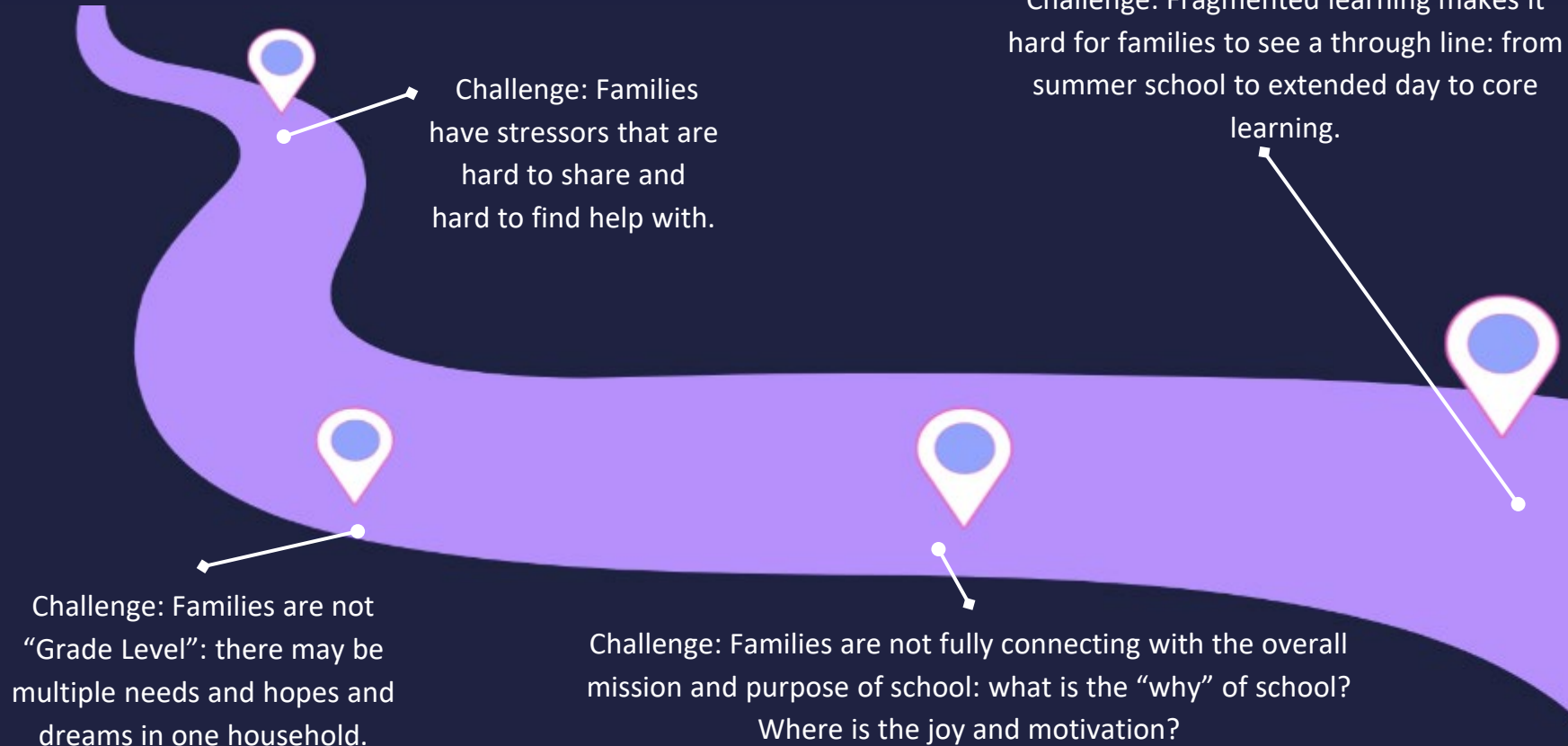
Lit Camp



I create opportunities for children to engage in story-rich, literacy-rich, strengths-based learning experiences that engage them and help them want to come to school and commit to their learning goals. With Dewey, we are building a new way for families to experience a great sense of belonging and connectedness to school life, culturally responsive and linguistically diverse.

----- Pam Allyn

Journeying with The Whole Child, The Whole Family



Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars:

FUNDER-TO-FUNDER CONVERSATION

There's Still Time: Promoting the Child Tax Credit

Tuesday, May 17, 12:30–2:00 p.m. ET/9:30–11:00 a.m. PT

LEARNING LOSS RECOVERY CHALLENGE

Innovation in Parent & Educator Supports Critical to Kindergarten Readiness

Tuesday, May 17, 3–4:30 p.m. ET/12–1:30 p.m. PT

LEARNING LOSS RECOVERY CHALLENGE

Elevating Educators: Investing in Teacher Professional Development for Long-term Payoff

Tuesday, May 24, 3–4:30 p.m. ET/12–1:30 p.m. PT

LEARNING LOSS RECOVERY CHALLENGE

The Importance of Relationships in Tutoring for Equitable Learning Recovery

Tuesday, May 31, 3–4:30 p.m. ET/12–1:30 p.m. PT

Please Join Us!

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