

School Success Partnership Program Report 1

(FY2019 Appropriation Act - Public Act 207 of 2018)

January 31, 2019

Sec. 450. (1) *From the funds appropriated in part 1 for school success partnership program, the department shall allocate \$525,000.00 by December 1 of the current fiscal year to support the Northeast Michigan Community Service Agency programming, which will take place in each county in the Governor's Prosperity Region 3. The department shall require the following performance objectives be measured and reported for the duration of the state funding for the school success partnership program:*

(a) Increasing school attendance and decreasing chronic absenteeism.

(b) Increasing academic performance based on grades with emphasis on math and reading.

(c) Identifying barriers to attendance and success and connecting families with resources to reduce these barriers.

(d) Increasing parent involvement with the parent's child's school and community.

(2) On a semiannual basis, the Northeast Michigan Community Service Agency shall provide reports to the department on the number of children and families served and the services that were provided to families to meet the performance objectives identified in this section. The department shall distribute the reports within 1 week after receipt to the senate and house appropriations subcommittees on the department budget, the senate and house fiscal agencies, the senate and house policy offices, and the state budget office.





A prevention program that supports and serves all students to help them overcome conditions and remove barriers that interfere with their personal health and academic success.

Reporting Period: August - December 2018

For more information, please contact:

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Background and Purpose

SSP Partnership Program Overview

The Northeast Michigan Community Service Agency Inc.'s School Success Partnership Program (SSP) serves school-aged children and youth from Pre-Kindergarten through 12th grade who are at-risk for academic failure. Students served by SSP are referred to the program due to academic need, poor attendance, aggressive behavior, crisis situations, withdrawn behavior, or being untended. SSP liaisons provide ongoing assistance to students, parents, and teachers by managing students' problem areas with specific short- and long-term goals. Students with additional needs are provided supplementary referrals to community resources, such as educational services, community mental health clinics, shelters, private practitioners, the Department of Health and Human Service, and Child and Family Services.

SSP began over 25 years ago in response to community awareness that school failure was a complex, multi-faceted issue linked to chronic poverty, unemployment, juvenile delinquency, domestic violence, teen pregnancy, child abuse and neglect, and a lack of parent education. Students served by SSP experience a variety of issues and conditions that affect school performance and create barriers to academic success including family issues (e.g., divorce, unemployment, death, etc.), attendance issues, behavioral issues, transitional issues, and unmet mental health and/or medical needs. The program collaboratively works with students and their families, school administrators, teachers and staff, and community agencies in order to address presenting issues and meet students' needs. As a result of participating in SSP, students are expected to have increased school attendance; improved academic performance; an increase in parental involvement with their child's education; and family barriers identified and removed for student success.

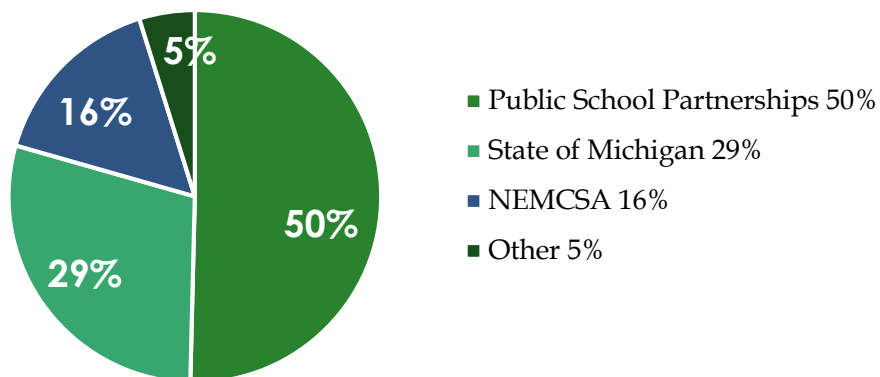
Over the years, SSP has become an integral resource for students, families, and schools in Northeast Michigan and SSP program administrators sought to extend their reach, with the goal of providing services to help more students in Northeast Michigan. Given the commitment to students and families and the positive impact SSP has had in Northeast Michigan, the State of Michigan began allocating funds for the 2014-15 school year and continues its commitment to this effective program. See chart below.

History of funding from the State of Michigan

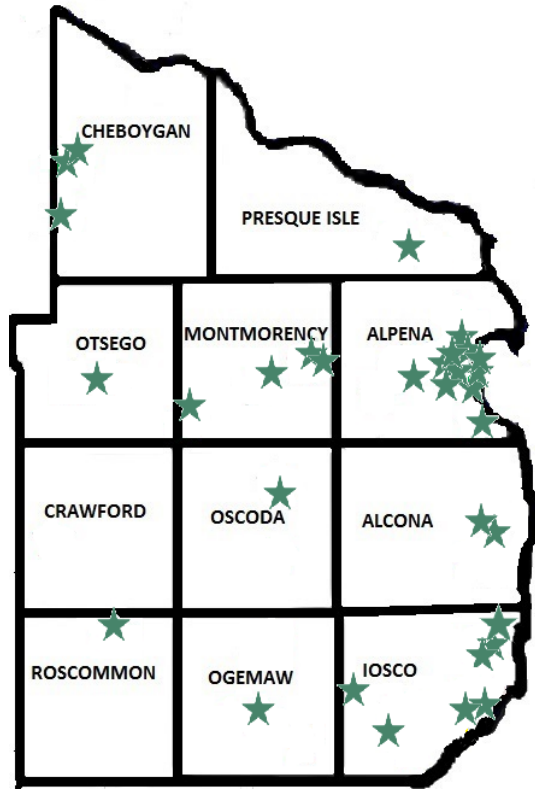
School Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Funding from the State of Michigan	\$0	\$300,000	\$450,000	\$450,000	\$525,000	\$525,000
Number of SSP Sites	19	23	28	31	33	35

For the current 2018-19 school year, there are 28 K-12, four alternative education, two parochial elementary, and one adult education SSP site locations, along with one director, one area manager and one data/budget coordinator. The \$525,000 from the state represents approximately 29% of the entire SSP \$1.8 million operating budget.

Funding Sources



2018-19 SSP Partnership Program Locations



County	Number of SSP Sites	Full liaison time staff	Part-time liaison staff
Alpena	13	9	3
Alcona	2	2	
Cheboygan	3	3	
Iosco	8	7	
Montmorency	4	4	
Ogemaw	1	1	
Oscoda	1	1	
Otsego	1	1	
Presque Isle	1	1	
Roscommon	1	1	
TOTAL	35	30	3

In addition to the SSP liaison staff, there is one (1) director, one (1) area manager and one (1) budget/data coordinator.

Report Purpose

The purpose of this report is to give a snapshot of the current students that the SSP is serving during the 2018-19 school year.

This three month reports intents to (1) document the support schools and families have within SSP and (2) identify the work being done on the four key performance objectives identified by the State at all K-12 program sites.

The **performance objectives** to be measured and reported for the K-12 sites include:

1. Increasing school attendance and decreasing chronic absenteeism;
2. Increasing academic performance based on grades with emphasis on math and reading;
3. Identifying barriers to attendance and success and connecting families with resources to reduce these barriers; and
4. Increasing parent involvement in child's school and community.

At the end of December reporting only 11.2% of the open formal cases have been closed. Due to this, complete results will be available in the June 2019 report, when all formal cases have been closed.

Methodology

Data Collection

Data collection for the progress and outcomes of this report were compiled and analyzed through a web based database called Formstack.

The outcomes reported used SSP liaison data collected between August 2018 through December 2018 including; monthly data reports, initial intake and exit reports, end of the year summary reports and attendance letters. SSP liaisons completed monthly forms for every formal caseload student served from the date they entered the program to the time they exited the program.

Data Analysis

Monthly comparisons will indicate improvements in Performance Objectives through a web based submissions process called Formstack. Final data outcomes and results will be available in the June 2019 report.

K-12

School Success

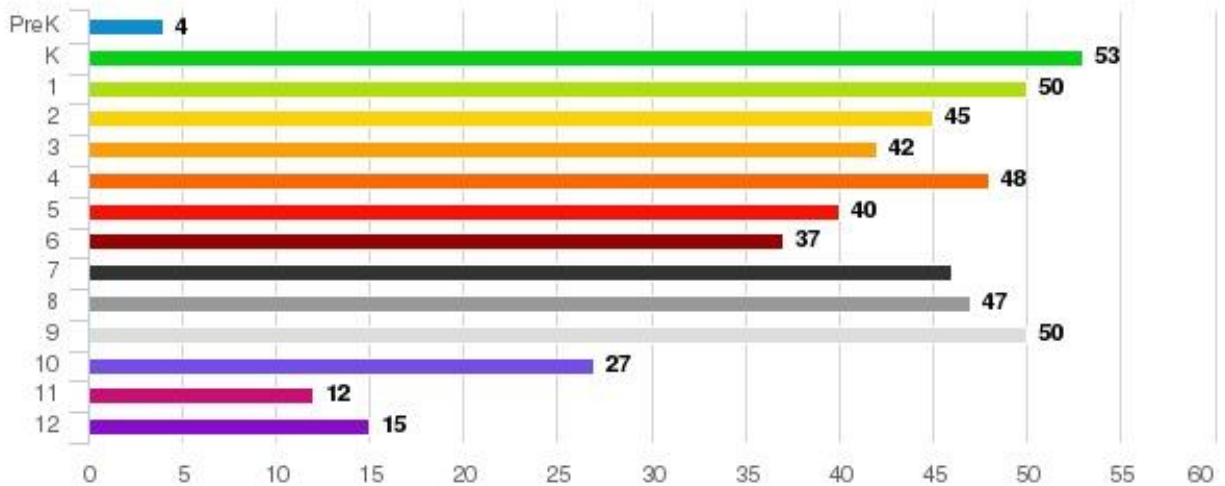
Formal Student

Characteristics

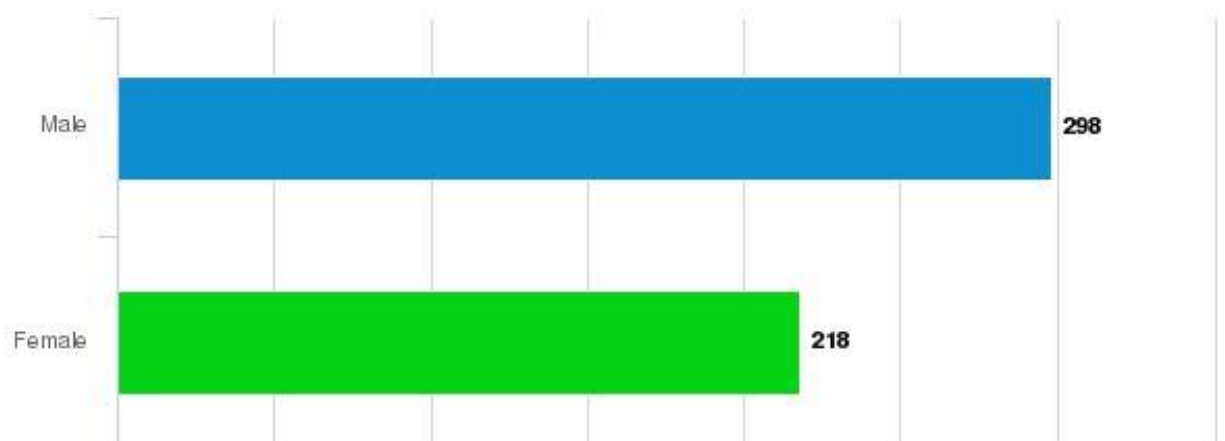
Information on the 516 formal students enrolled
in the K-12 School Success Program

55% (N=282) of the SSP students served are in elementary school (grades PK-5), 25% (N=130) are in middle school (grades 6-8), and 20% (N=104) are in high school (grades 9-12)

Grade

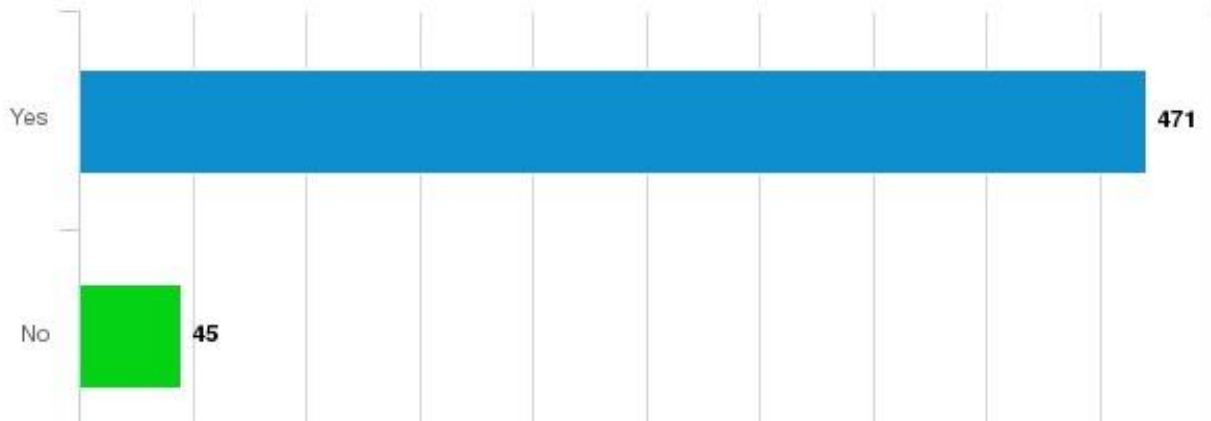


58% of the SSP students served were male.



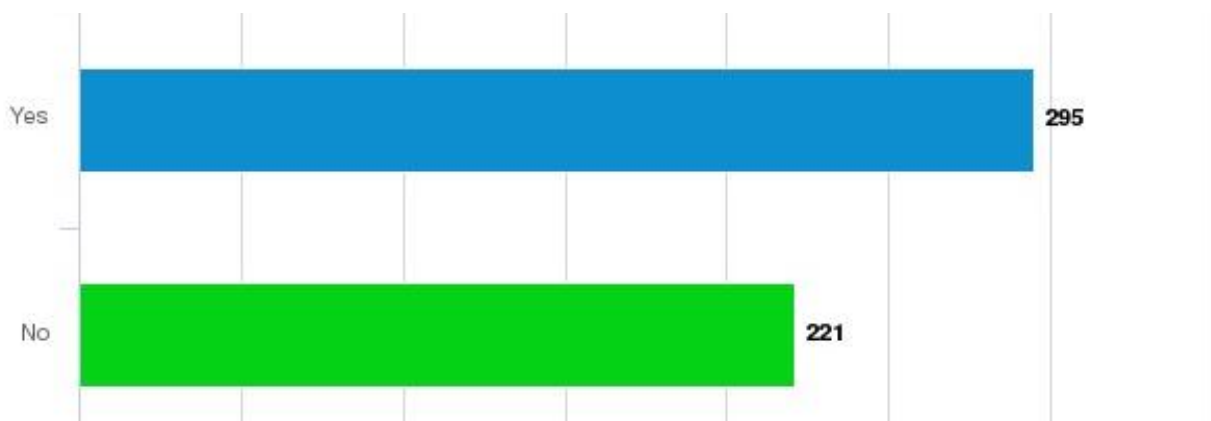
Free and Reduced Lunch

91.3% of the SSP students qualify for Free and/or Reduced Lunch.



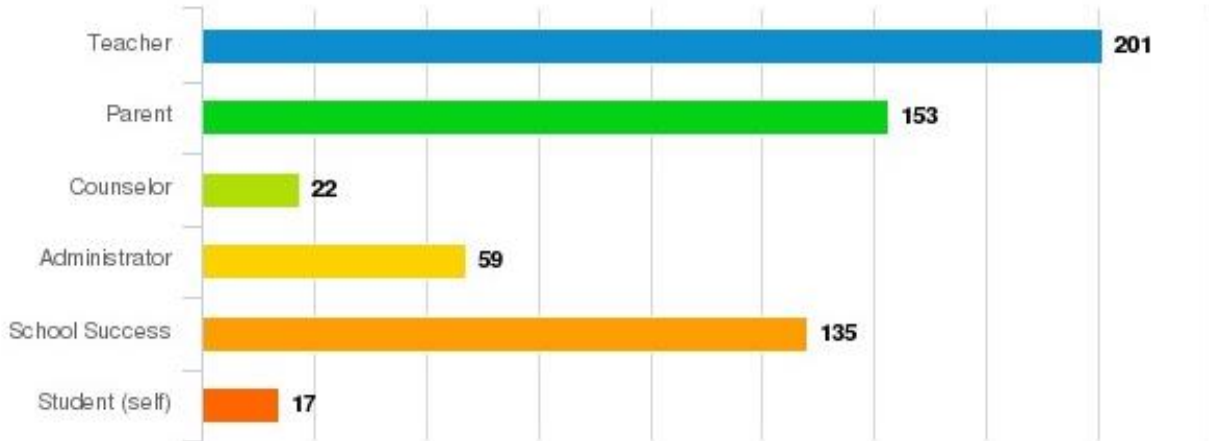
Head Start

Approximately 57% of the SSP students attended Head Start



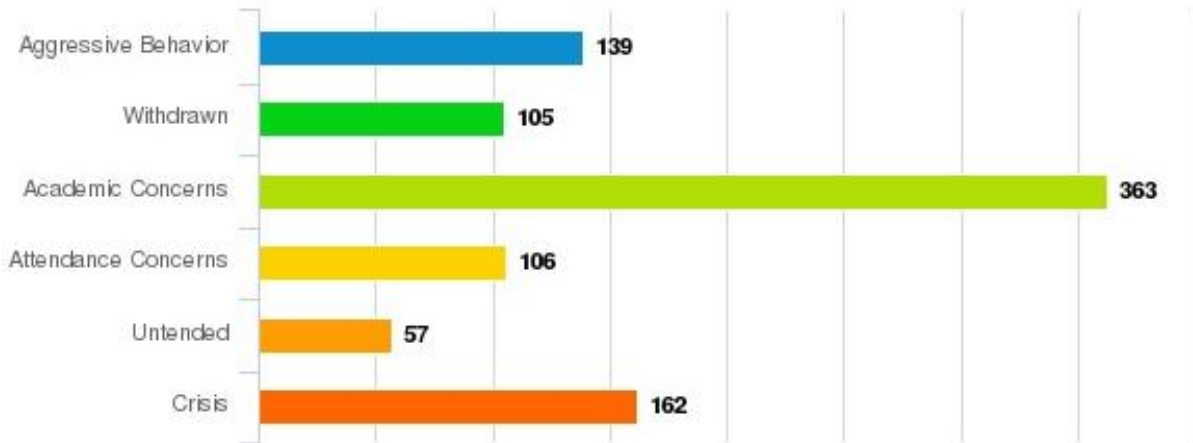
Referral Source

Teachers made up the majority of the referrals, followed by parents and school success liaisons. A student can have more than one referral source.



Referral Reason

The majority of the students referred to SSP were for academic concerns. Crisis and aggressive behavior were the next two most common. A student can be referred for more than one reason.



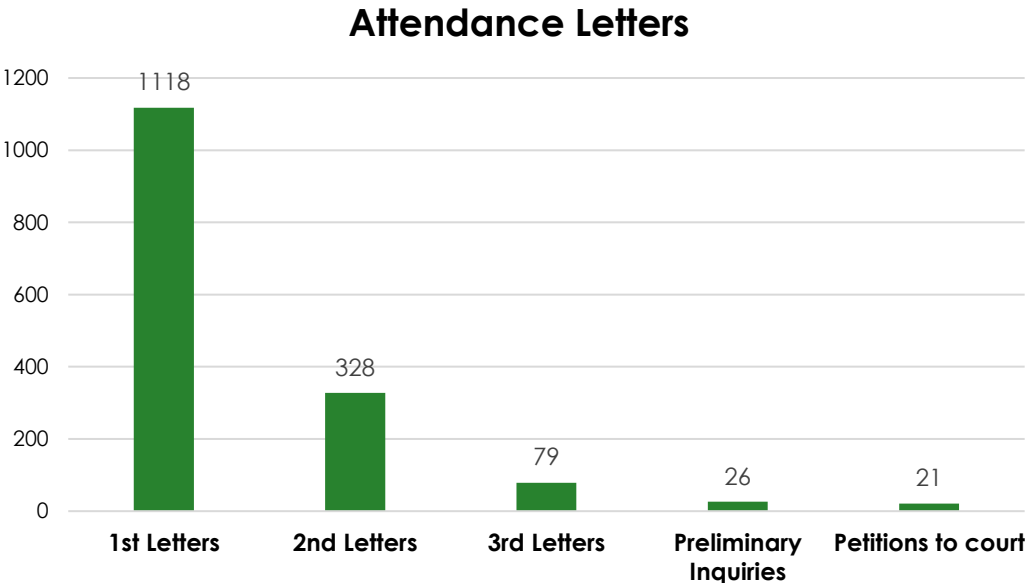
K-12 SSP Performance Objectives

The performance objectives to be measured in this section include:

1. Increasing school attendance and decreasing chronic absenteeism
2. Increasing academic performance based on grades with emphasis on math and reading
3. Identifying barriers to attendance and success and connecting families with resources to reduce these barriers
4. Increasing parent involvement in child's school and community

Performance Objective 1: Increasing school attendance and decreasing chronic absenteeism

SSP liaisons act as truancy officers in their respective buildings and if a student has **eight (8) absences** the parent is notified by the liaison through a letter or documented phone call. Should the student continue to miss and have **12 absences**, the parent is again notified by mail and the liaison continues to work informally with the parent to address the truancy and remove any barriers that may exist. Should the student reach **15 absences**, a face-to-face meeting is held with the parent, student, the building principal and the assigned law enforcement liaison. At this meeting, a formal action plan is developed, signed and a release of information is also signed by the parent so law enforcement or any other professionals involved may provide information. If the plan is not followed, local family court personnel will conduct a Preliminary Inquiry to attempt to gain compliance. If necessary, formal court action through a petition and formal court proceedings may be requested if truancy continues. (See appendix for copies of attendance letters, checklist and action plan)



Based on the number of letters sent (see chart above) and meetings with parents and interventions, only 21 students who had been identified with attendance concerns were petitioned to court, resulting in a 98.1% reduction of truancy. NOTE: Some of the petitions to court were carry over truancy cases from the 2017-18 school year.

Performance Objective 2: Increasing academic performance based on grades with emphasis on math and reading

SSP liaisons acquire the math and reading grades monthly on every formal student. Grades are recorded from the student's teachers and the school database grading system. SSP liaisons work with students who were referred for academic support and then identify and address the barriers to low academic performance.

Final results will be available on the year-end report in June 2019, when all formal cases have been closed

Performance Objective 3: Identifying barriers to attendance and success and connecting families with resources to reduce these barriers

Each month, SSP liaisons document barriers to academic success experienced by the students they serve.

Once SSP liaisons identify barriers to a students' academic achievement, they utilize a team approach to resolve barriers and increase the students' ability to succeed in school. This team includes, and is not limited to; school personnel, the student, parent(s) and other community resources. The most common approach to resolving barriers involves creating a plan or system with the student and/or parent or guardian. The plans often consist of strategies that students and parents can employ to overcome barriers.

Meeting and talking with students also emerged as an important strategy for overcoming barriers to academic achievement. These meetings provide an opportunity for students to share feelings or discuss issues they are having, as well as provide a venue for SSP liaisons to offer important guidance and information.

Additionally, SSP liaisons described educating students and parents, by sharing information and building skills, as a way to overcome barriers. This information and associated skills

are often used to support the plans collaboratively developed to assist students and families.

Finally, SSP liaisons provide referrals to help students and families resolve identified barriers that are beyond the scope of SSP.

With only 3 months of reporting:

1,425 Contacts with community agencies

2,034 Barriers identified and alleviated with collaboration with the family

755 Students served through a holiday gift giving (non-food) program

1,535 Students provided with food to meet an immediate need or through a weekly food backpack program

693 Students provided with non-food items/kits/boxes (hygiene, cleaning supplies, lice kits, etc.)

652 Students provided with school supplies

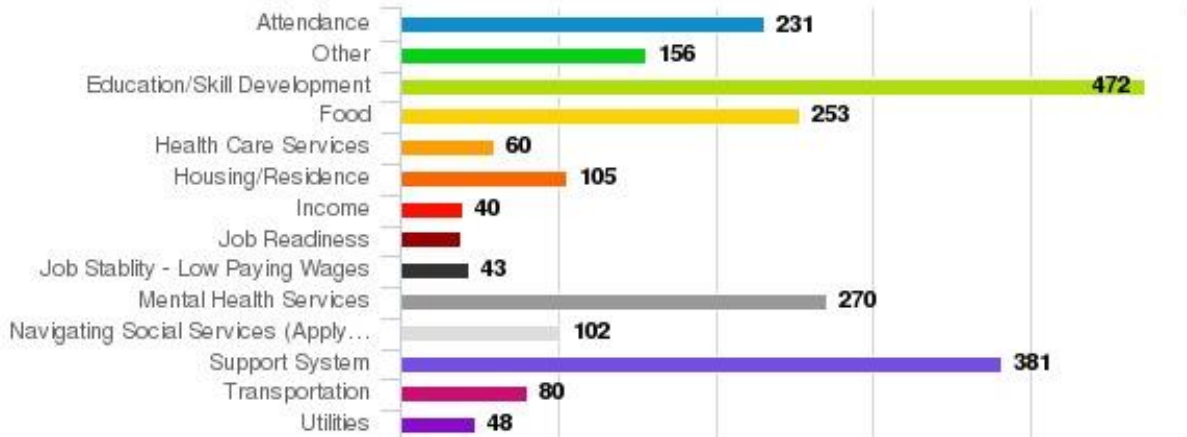
"School success helped myself and my two children with getting my needs met. I was homeless and she helped me get the services to connect for what I needed. I don't know what I would do without the program"

Parent, Montmorency County

Barriers Addressed

Top 3

- 1) Education and Skill Development
- 2) Family Support Systems
- 3) Mental Health Services

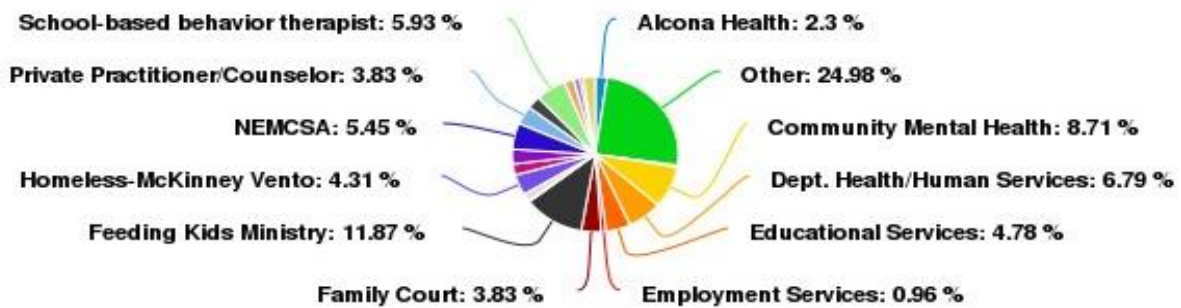


*Some examples of other include: Incarceration, clothing, absent parent, new to area, family illness, etc.

Referrals to Agencies

Top 3

- 1) Feeding Kids Ministry (124)
- 2) Community Mental Health (91)
- 3) Department of Health and Human Services (71)



*Because SSP serves families in 10 counties, the "Other" category includes services specific to the counties SSP serves.

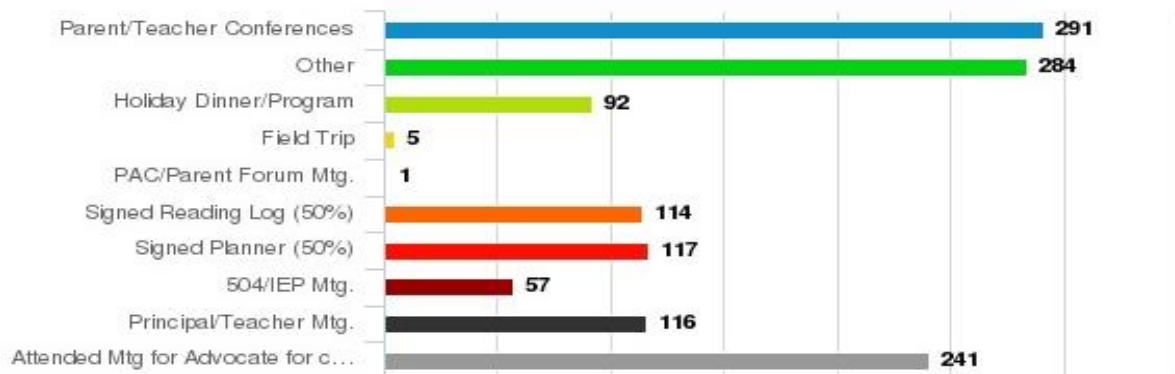
Performance Objective 4: Increasing parent involvement in child's school and community.

SSP liaisons reported engaging with parents **5,126** times from August through December 2018 through home visits, office visits and phone calls, letters, text or messaging services. Most commonly, SSP liaisons and parents collaborated with the goal of developing a successful action plan to improve the student's attendance or academics. Through these plans, parents often employed strategies to help their child succeed, thereby increasing their involvement in their child's daily life both at home and at school.

Parent Activities at School

Top 3

- 1) Parent Teacher Conferences
- 2) Attended meeting to advocate for child
- 3) Signed student planner regularly



*Other activities include: Attending a sporting event or open house, accessing online grade system, reaching out to SSP liaison for assistance, etc.

Overall Parent Participation

Final results will be available on the year-end report in June 2019, when all formal cases have been closed

Contacts

516 students served FORMALLY

1,252 students served INFORMALLY

516 Formal students

A formal student is referred to the program and has a parent -signed and agreed upon action plan.

22,892 Total contacts on behalf of the student

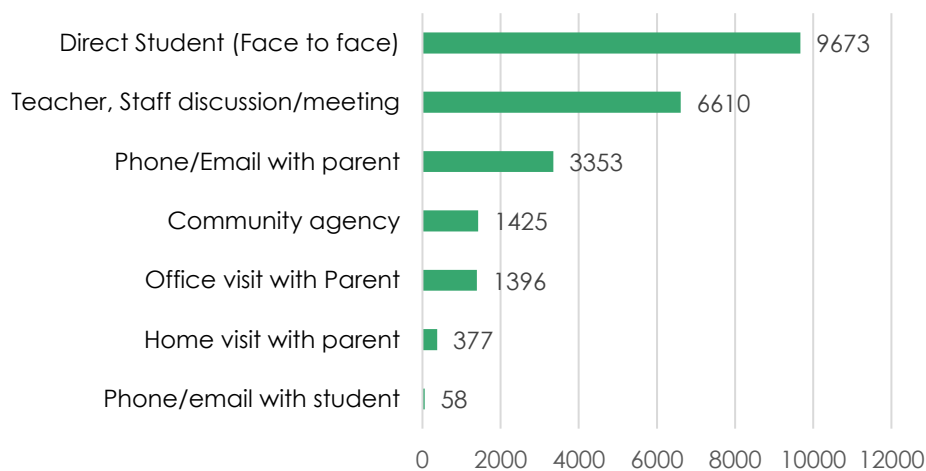
9,731 Student Contacts – these included meeting directly with the student and/or emailing/texting calling the student

5,126 Parent contacts that included office visits, home visits, phone calls, emails/texts with the parents

6,610 Teacher, staff, administrator contacts

1,425 Contacts to community agencies

Contacts on behalf on the Student



1,252 Informal SSP cases

Informal cases include students without a signed action plan from parent(s) as informal cases may not need as much parental involvement as a formal case. An SSP liaison meets with the student at least twice a month, but consistently the liaison works with the informal student more than the required amount. Informal students benefit from the SSP outreach programs (holiday giving, weekly food banks) as well as groups led by the SSP liaison.

330 groups led by SSP liaisons open to all students in the school

Groups implemented this year but not limited to:

- Girls Group (High School and Junior High)
- Lunch Academic Workshop
- Conflict resolution
- Peer Mentoring Training
- Project Connect
- Other Academics
- Social Skills
- Friendship
- Peer to Peer Mentor Program
- Study Skills Group
- Vaping Education Group
- Social Skills Middle School
- Girls Group- Friendship
- Character Education
- Social Effectiveness
- Math enrichment
- ELA enrichment
- Cooperation

Next Steps

During the 2016-17 school year, SSP piloted two alternative education sites. In 2017-18, an additional alternative education site and an adult education site were added. The final 2018-19 SSP report will fully document and evaluate these new programs.

A final report detailing all performance objective will be submitted in June 2019.

Program Reporters:

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Appendix

Includes:

Attendance letters

Attendance Checklist

Attendance Action Plan

First Attendance letter- sent after 8 absences

Your School Name/Address/phone

Name of Principal

Date

Parent/Guardian Name

Street Address

City, MI

Dear

This letter is to inform you that your child's attendance has reached a level of concern. We mail this letter when a student is absent more than eight days from school. Our records show that _____ has been absent _____ days and tardy _____ days since the start of school.

We do not expect you to send a sick child to school. However, we need to know if illness or truancy caused these absences. If these absences were due to illness, a doctor's written explanation or documentation is always helpful. It should be noted that not all absences explained by parents are excused.

You will receive a second letter, if your child reaches a yearly total of 12 absences. If the second letter and accompanying interventions do not correct the absenteeism, we will mail a third letter upon the 15th absence. At that time we will set up a meeting to discuss ways to help correct the problem.

Good attendance is the single most important factor in school success. The Compulsory School Attendance Law of the State of Michigan requires children ages 6 to 18 to attend school on a regular basis.

I would like to work with you to help improve your child's attendance. Please call so that we can discuss this matter. I may be contacted during school hours at _____.

Attached is a printout of your child's attendance record. I appreciate your help with this matter.

Sincerely,

School Success Liaison

cc: Principal, CA-60

Second Attendance letter- sent after 12 absences

Your School Name/Address/Phone

Name of Principal

Date
Parent Guardian Name
Address
City, MI

Dear,

This is the second notice regarding your child’s attendance. This letter is mailed when a student is absent more than twelve days from school. **has missed_____ and has been tardy_____ time since the beginning of the school year. Attached is a computer printout of these absences.**

The Compulsory Education Law of the State of Michigan requires children ages 6 to 16 to attend school on a regular basis. The law further requires school officials to report serious attendance problems to the Circuit Court - Family Division and/or District Court.

MCL 380.1561 Compulsory, continuous, consecutive attendance:

“Except as otherwise provided in this section, every parent, guardian, or other person in this state having control and charge of a child from the age of 6 to the child’s sixteenth birthday shall send that child to a public school during the entire school year. The child’s attendance shall be continuous and consecutive for the school year fixed by the school district in which the child is enrolled.

Please call me at_____ during regular school hours to discuss these absences. It is important that we work together to help improve your child’s attendance and therefore be successful in school. Hopefully we can resolve your student’s attendance problems and keep this situation from progressing to involvement with legal authorities.

Sincerely,

School Success Worker

cc: Principal, CA-60

Third Attendance letter- sent after 15 absences

Your School Name/address/phone

Date

_____Principal

Parent/Guardian Name
Street Address
City, MI

Dear Mr. and Mrs.,

It has been determined that your child, has a persistent attendance problem at _____ School. **As of today has been absent ___ days and tardy ___ times. An attendance record is attached.**

Michigan's compulsory attendance law dictates that you, as a parent or guardian, are required to send your child to school on a regular basis.

MCL 380.1587 Failure to send child to school: notice to parents

"If a parent or other person in parental relation fails to send a child under his or her control to the public or other school listed under section 1561, the attendance officer, upon receiving notice from proper authority of that fact, shall give written notice in person or by registered mail to the parent or other person in parental relation requiring the child to appear at the public school or other school on the next day following the receipt of notice, and to continue in regular and consecutive attendance in school."

MCL 380.1586 Nonattendance; investigation by attendance officer; notice to parent

"If a child is repeatedly absent from school without valid excuse, or is failing in schoolwork or gives evidence of behavior problems, and attempt to confer with the parent or other person in parental relationship to the child fail, the superintendent of schools may request the attendance officer to notify the parent or other person in parental relationship by registered mail to come to the school or to a place designated at a time specified to discuss the child's irregularity in attendance, failing work, or behavior problems with the proper school authorities."

MCL 380.1599 Compulsory attendance; violation by parents; penalty

"A parent or other person in parental relation who fails to comply with this part is guilty of a misdemeanor punishable by a fine of not less than \$5.00 nor more than \$50.00, or imprisonment for not less than 2 nor more than 90 days, or both."

Please plan to meet with me, the Principal and the School Resource Officer on _____ at ____ am/pm at the school main office to discuss ways in which we can help your child attend school more regularly. We will also be determining whether or not this may be a truancy or educational neglect issue. If one of these is determined to be the cause of absence, a petition for truancy may be filed with the Local Family Division of the Circuit Court or a complaint may be lodged against you in District Court. **Failure to attend the meeting will cause an automatic referral to the proper authorities.** If you need to change the time of the meeting, please call me at _____ to set up a time mutually agreeable to all involved.

We wish to work with you in furthering your child's educational opportunities. If we all work together, we can make a positive difference in your children's future.

Sincerely,

School Success Worker

cc: Principal
CA-60
School Resource Officer

Attendance Case History

Attendance Case History Check List

Student	School	Grade
Parent	Address	
Phone	DOB	

Regular Ed. _____ Special Ed. _____ 504 _____

1. First Parent notification letter after 8 absences or late arrivals. Date Sent _____
(copy attached)
2. Second parent notification letter after 12 absences or late arrivals. Date Sent _____
(copy attached)
3. Third parent notification after 15 absences or late arrivals indicating required appointment time.
Date sent _____ by:
____ US Mail
____ Certified mail (receipt attached); Date return receipt received _____
____ Home visit
____ Phone call
____ Given to parent directly (initial copy)
4. Scheduled appointment on _____
____ Kept
____ Not kept
Action plan signed _____ not signed _____
Date _____ (copy attached)
5. Requested a Preliminary Inquiry. Date Inquiry held _____
6. Requested School Resource Officer to file police report and give to prosecutor.
7. Follow-up court appearance if required. Date _____

Attendance Action Plan

School Success Partnership

Attendance Action Plan	
Student's Name:	Date of Birth:
Date of Action Plan:	Success Worker:

- ____ Student will come to school daily and on time.
- ____ Parents will phone school to report an absence no later than 9:00 am on the day of school absence.
- ____ Parents will contact School Success Worker to provide explanation of absence, who will then determine if absence is excused or unexcused.
- ____ Parents will provide a written doctor's excuse with reason for absence in the event of student illness.
- ____ Parents will sign an APS medical release of information form to allow verification of absence for student illness.
- ____ Parents will provide transportation to school in the event of a missed bus.
- ____ I understand that failure to comply with the action plan and compulsory attendance laws (attached) will result in further legal action through Alpena County District and/or Family Court.
- ____ Other

_____ Student Signature (optional)	_____ Date	_____ Parent Signature	_____ Date
_____ Principal's Signature	_____ Date	_____ School Liaison Officer	_____ Date
_____ School Success Worker	_____ Date	_____ Other	_____ Date