

# School Success Partnership Program

(FY2018 Appropriation Act - Public Act 107 of 2017)

**June 30, 2018**

**Sec. 450.** (1) From the funds appropriated in part 1 for school success partnership program, the department shall allocate \$450,000.00 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) *The Northeast Michigan Community Service Agency shall provide reports to the department on January 31 and June 30 of the current fiscal year 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.***





# **NEMCSA** School Success Partnership

Reporting Period: September 2017 - June 2018

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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 12<sup>th</sup> 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by SSP are referred to the program due to academic need, poor attendance, aggressive behavior, crisis situations, withdrawn behavior, or being untended.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.

SSP has become an integral resource for students, families, and schools in Northeast Michigan. In 2014-15 Academic Year, SSP was active in 23 public school locations within eight (8)

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Northeast Michigan counties, including Alcona, Alpena, Cheboygan, Iosco, Montmorency, Oscoda, Otsego, and Presque Isle. A 2014-2015 evaluation by the University of Michigan Curtis Center Program Evaluation Group, assessing SSP, showed that approximately 62% of students participating in SSP demonstrated academic improvement. Parental involvement data indicated that 75% of parents participated in three or more school activities directly related to supporting their child's academics. 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 that SSP has had in Northeast Michigan, the State of Michigan allocated another \$150,000 to the already allocated \$300,000 equaling a total of \$450,000 for the support of existing program sites and expansion to three (3) new counties throughout 2015-2016 which include, Ogemaw, Crawford and Roscommon. This expansion successfully totaled SSP presence in 28 public school locations, 11 counties and 28 SSP Liaisons, one Area Manager, one Budget Coordinator, one Director.

Continuing in 2016-2017, SSP lost the State Child Care blended funding partnership due to the program not meeting criteria. Despite losing this funding, by readjusting many sites and receiving \$450,000 from the state, SSP once again was able to operate effectively. Additionally, the SSP was implemented in two Alternative Education sites (Iosco and Ogemaw counties)

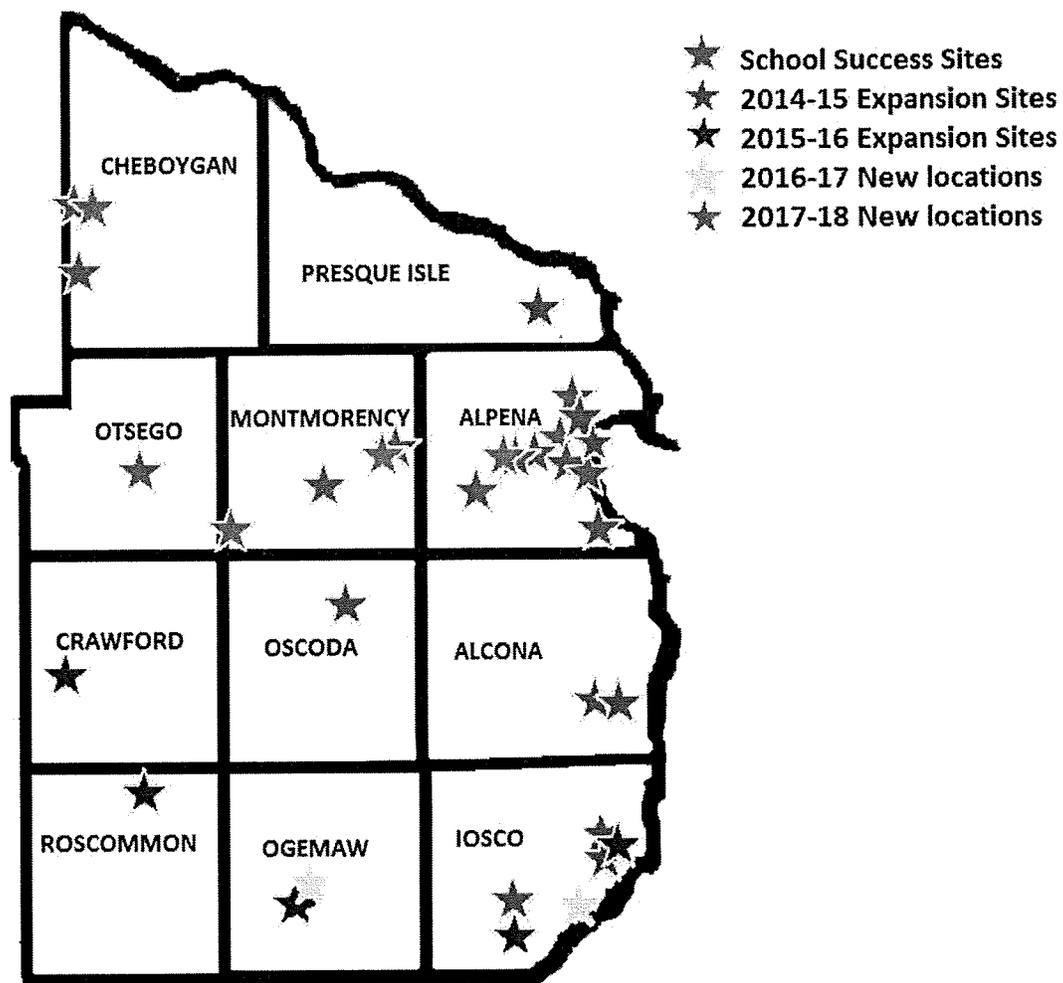
Currently (2017-18) SSP was awarded \$450,000 from the State of Michigan to enhance and support the existing programs. In December 2017, SSP was awarded an additional \$75,000 of general funds from the state of Michigan making their funding total \$525,000, which is 30% of the 1.8 million dollar total operating budget for SSP. SSP staffs one director, one area manager, one part-time budget and data coordinator and 32 SSP Liaisons in 19 school districts in 10 counties, including a new Adult Education Liaison position that operates in 4 counties and a new Alternative Educational Liaison position in Alpena County. With this additional \$75,000, SSP was able to continue operating two programs that encountered other funding losses and hire an additional staff person for a school with very high need. Also, with the additional

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funding increase, SSP added hours for a data specialist and was able to increase continuing education training hours for SSP staff focusing on *adverse childhood trauma* as the majority of SSP clients have been affected by some kind of trauma.

See Figure 1.

Figure 1. SSP Existing sites 2017-2018



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## Report Purpose

The purpose of this report is to assess the current SSP Partnership Program during the 2017-2018 Academic Year. The State of Michigan allocated \$525,000, 30% of the SSP Program's \$1.8 million annual budget, to support existing programming and expansion efforts. This nine-month report intends to (1) document the support of schools, students and families of the program (2) assess the impact of the SSP Partnership Program on four key performance objectives identified by the State in all program sites.

The performance objectives to be measured and reported 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.

This report presents results based on SSP Program data from September 2017 through May 2018.

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# 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 September 2017 through May 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.

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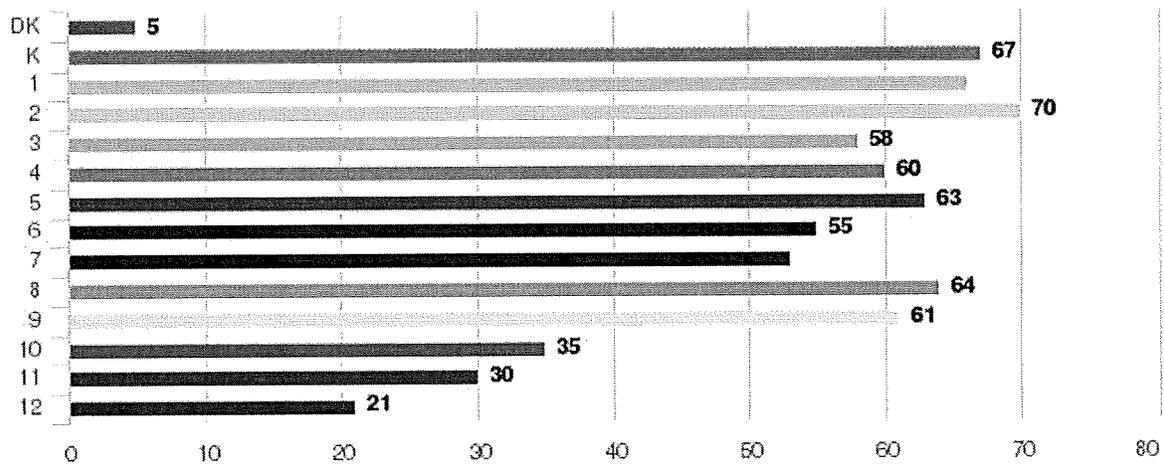
# **School Success Formal Student Characteristics**

Information on the 708 formal students enrolled in the School Success  
Program

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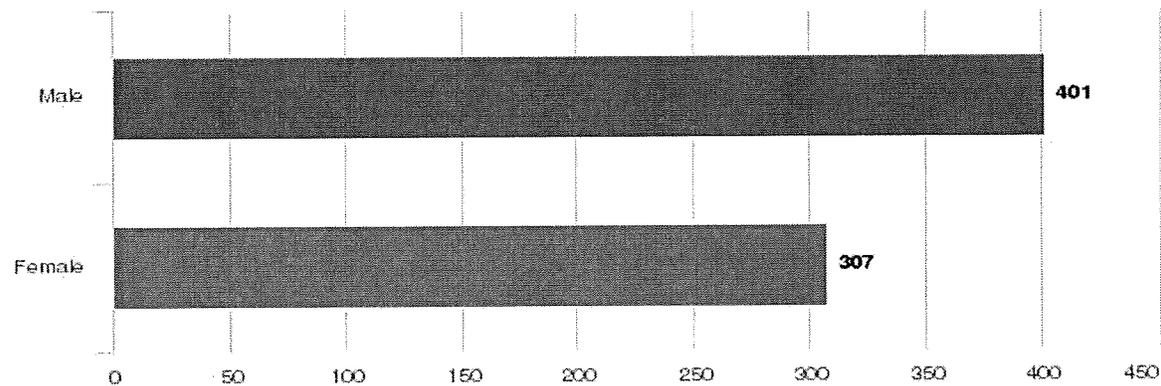
55% of the SSP students served were in elementary school (grades PK-5), 24% were in middle school (grades 6-8), and 21% were in high school (grades 9-12)

### Grade



57% of the SSP students served were male.

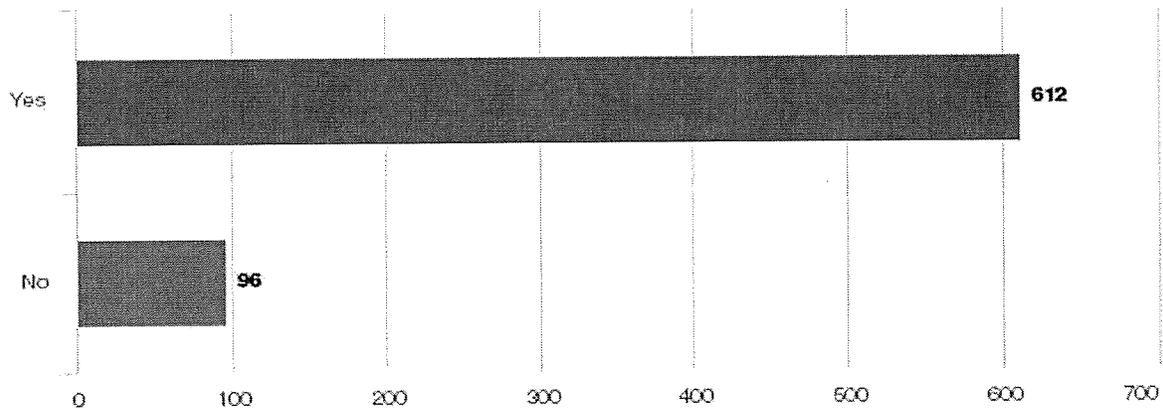
### Gender



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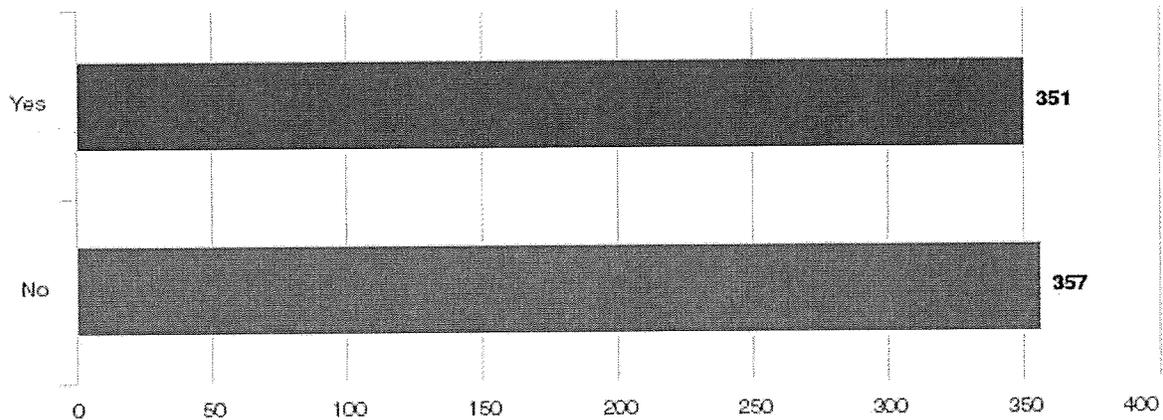
## Free and Reduced Lunch

86.4% of the SSP students qualified for Free and/or Reduced Lunch. (See chart below)



## Head Start

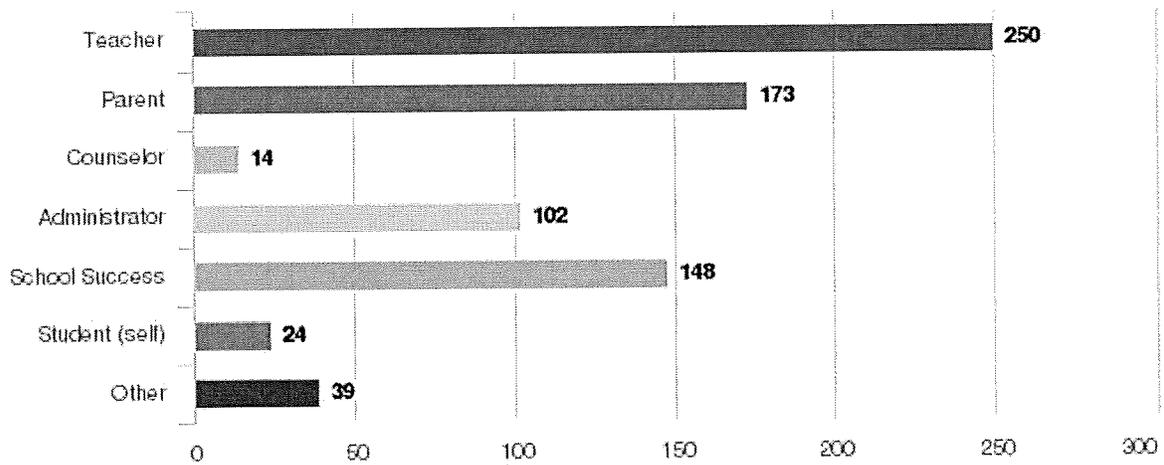
Approximately 50% of the SSP students attended Head Start



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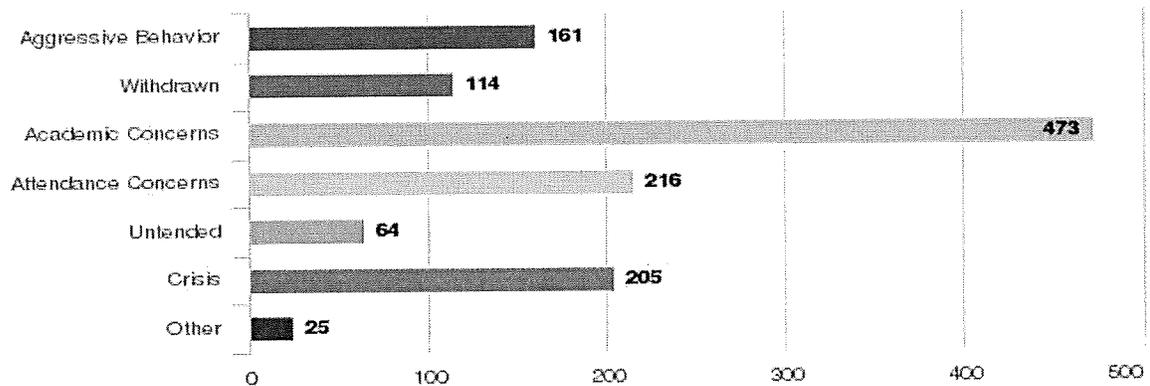
## Referral Source

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. Attendance and Crisis were the next two most common. A student can be referred for more than one reason.



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# SSP

## Performance

# Objective Results

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

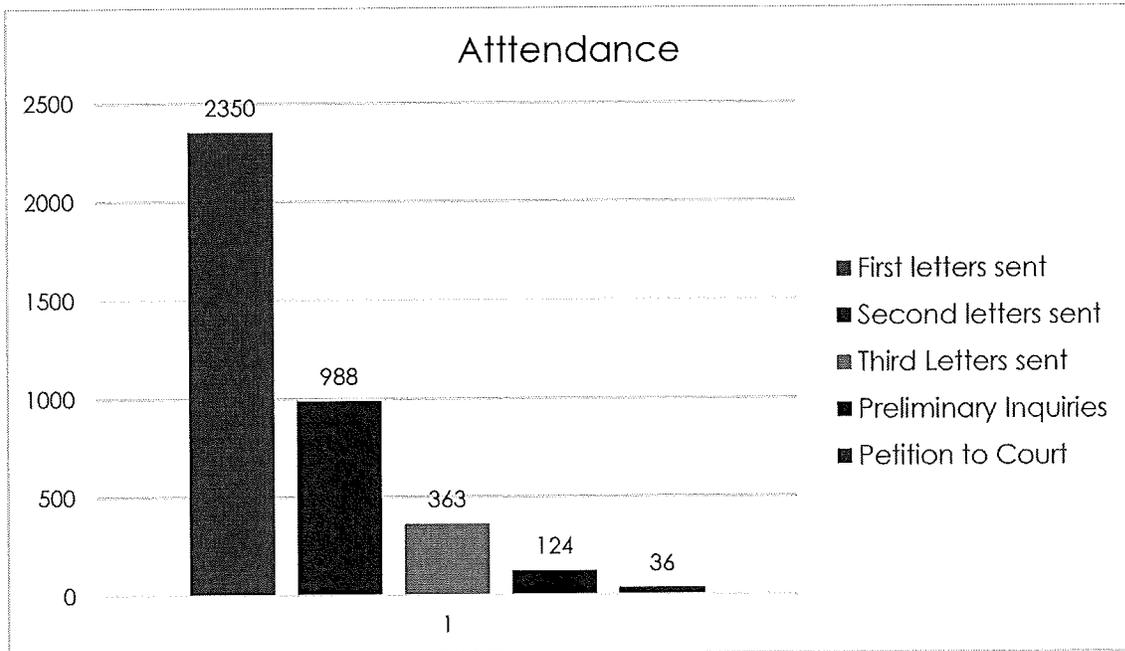
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## Increasing school attendance and decreasing chronic absenteeism

**98.5%** reduction in chronic absenteeism

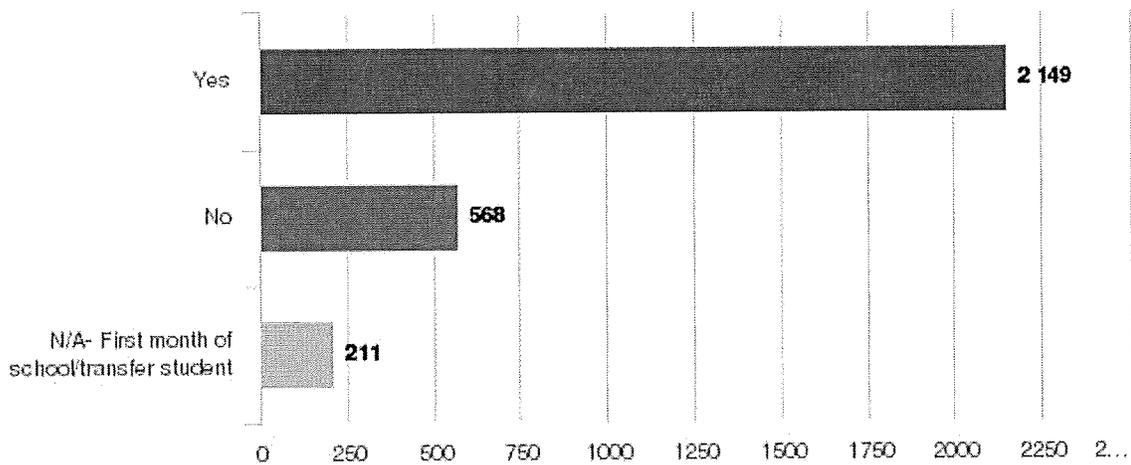
SSP believes that consistent school attendance is the single most important factor in making sure a child receives the best education possible. Since its inception, SSP has worked with school systems, law enforcement agencies, court systems and other agencies to address student attendance. As a result of this belief and community collaboration, SSP has developed and implemented a process to address this concern.

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)



### Stayed in Class more

Based on monthly reports, attendance reports, and meetings with teachers, **79%** of students stayed in class more.



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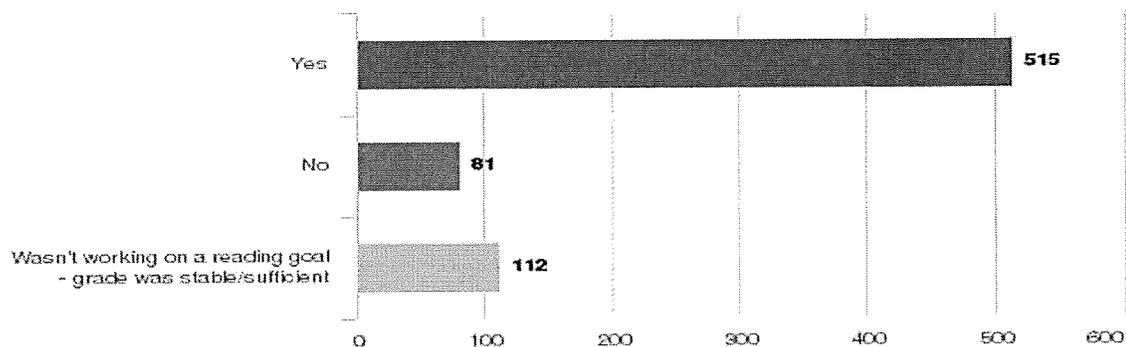
## 2) Increasing academic performance based on grades with emphasis on math and reading

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.

The following charts show the student's academic growth from their baseline grades from the time they enter the SSP program until the time they are closed.

### Reading Level/Grade

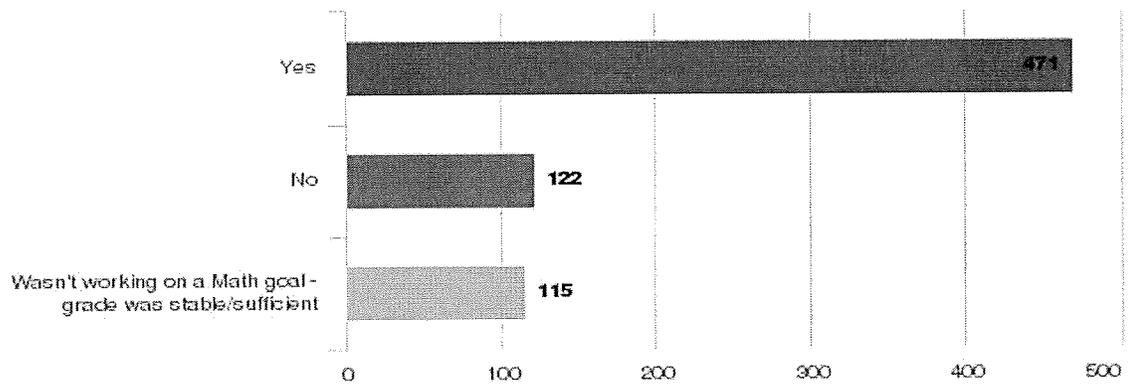
**86.4%** of the SSP students improved in reading per their action plan goals.



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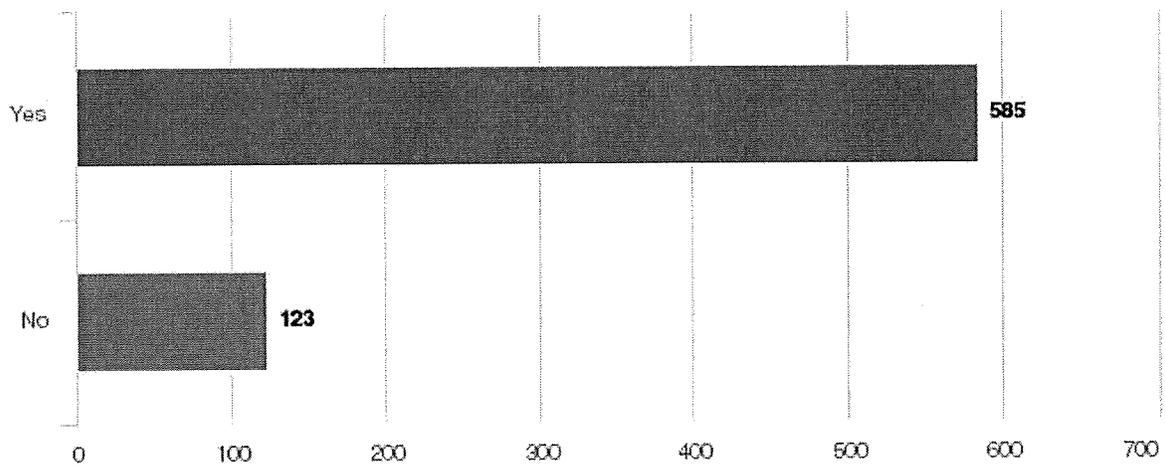
## Math Level/Grade

**79.4%** of the SSP students improved in math per their action plan goals.



## Overall Academics

**82.6%** of the SSP students showed an overall academic improvement.



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### **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.

**3,019** Contacts with community agencies

**4,255** Barriers identified and alleviated with collaboration with the family

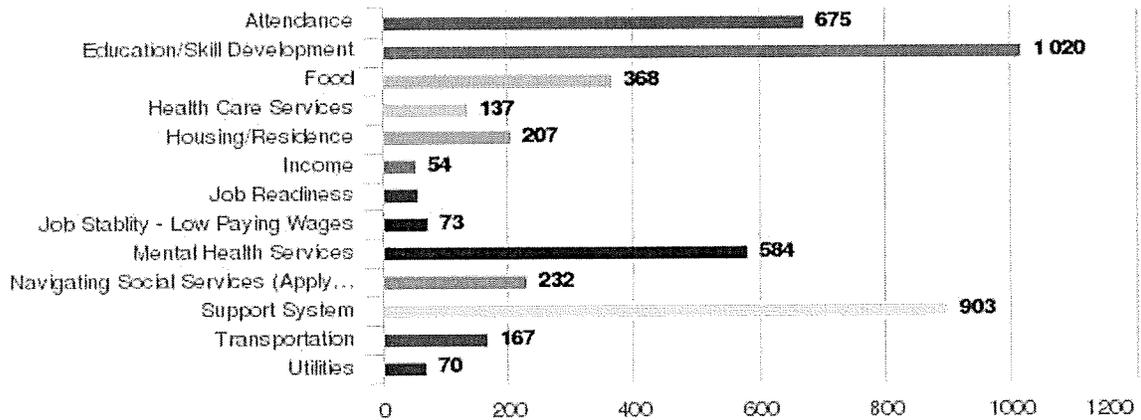
**371** Families served through a holiday giving program

**669** Students provided with food for the weekend through a weekly backpack program

## Barriers Addressed

### Top 3

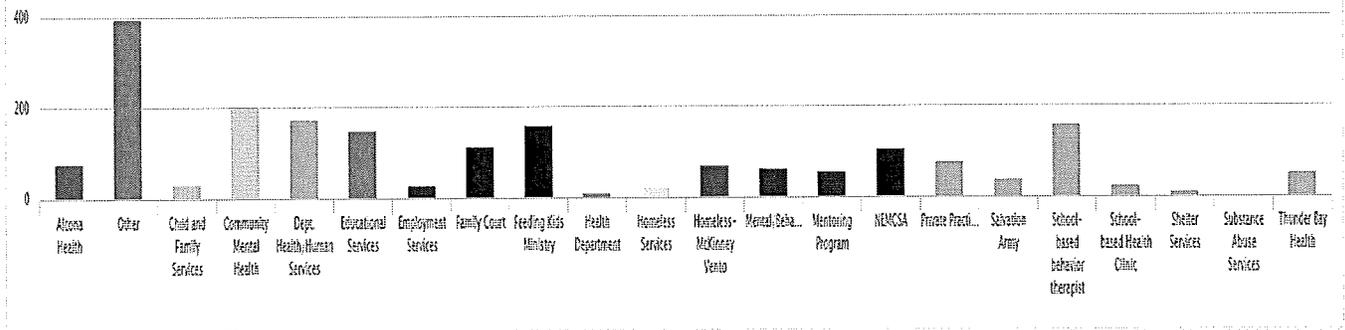
- 1) Education and Skill Development
- 2) Attendance Concerns
- 3) Family Support Systems



## Referrals to Agencies

### Top 3

- 1) Community Mental Health
- 2) Department of Health and Human Services
- 3) School based therapists / Feeding Kids Ministry



\*Because we serve families in 10 counties, the "Other" category includes services specific to the counties we serve

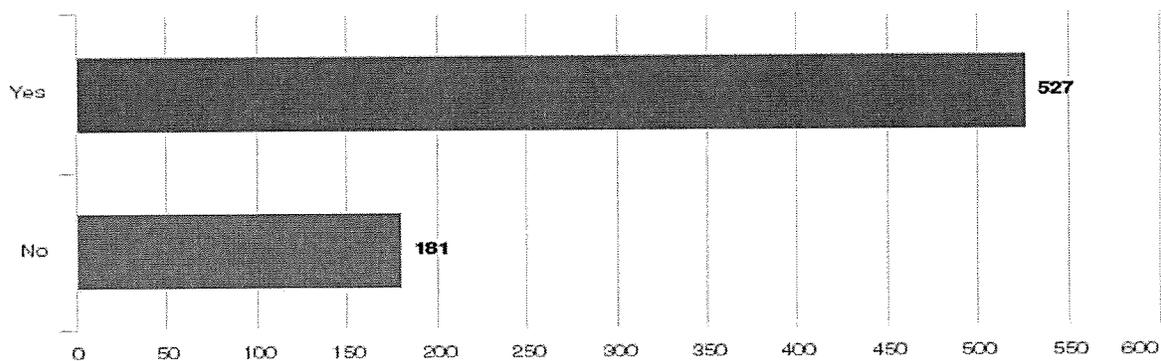
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#### 4) Increasing parent involvement in child's school and community.

SSP liaisons reported engaging with parents **14,555** times from September 2017 through May 2018 through home visits, office visits and phone calls, letters, text or messaging services. Most commonly, SSP liaisons and parents collaborated to implement a plan to improve the student's behavior 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. SSP liaisons often provided parents with information and education about their child's needs. Liaison reports indicate that parents sometimes are not sure how to get involved or what is needed to help their child. By offering this information, SSP helps to increase parental involvement.

#### Parent Participation in School Activities

**74.4%** of parents participated in at least 3 activities at their child's school.

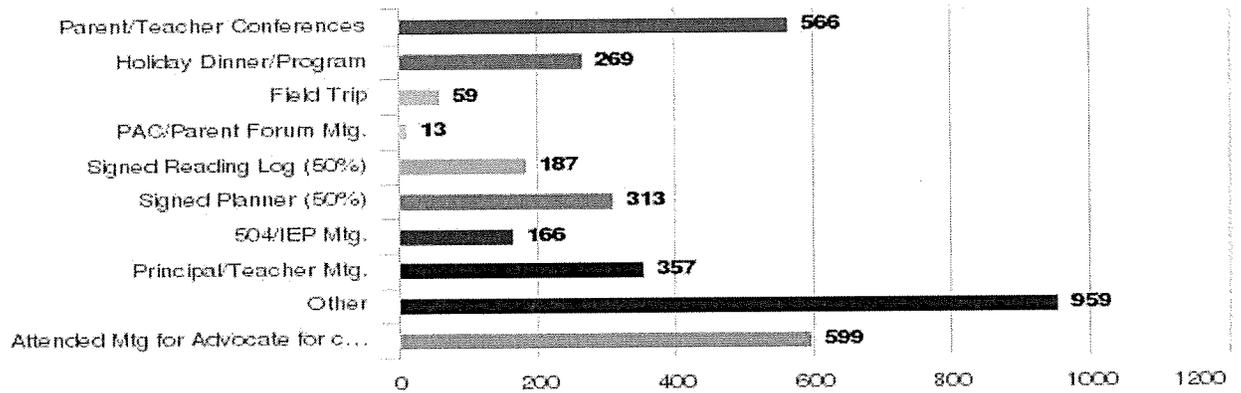


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## Parent Activities at School

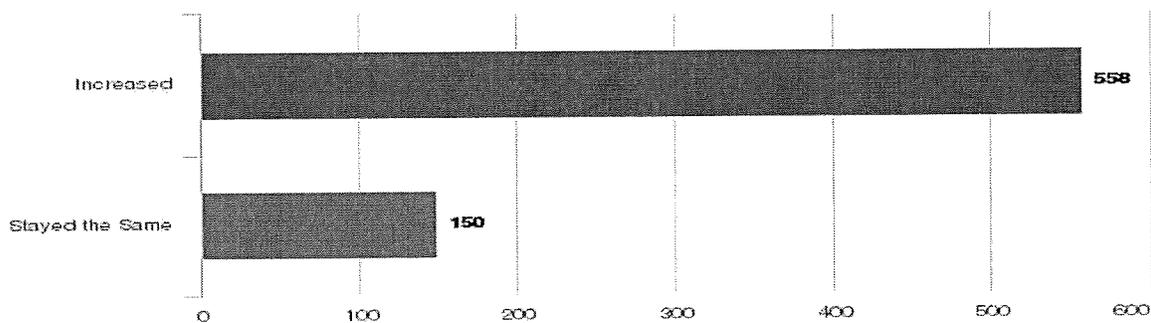
### Top 3

- 1) Attended meeting to advocate for child
- 2) Parent Teacher Conferences
- 3) Attended a principal/teacher meeting



## Overall Parent Participation

**78.8%** of parents increased their participation in their child's education



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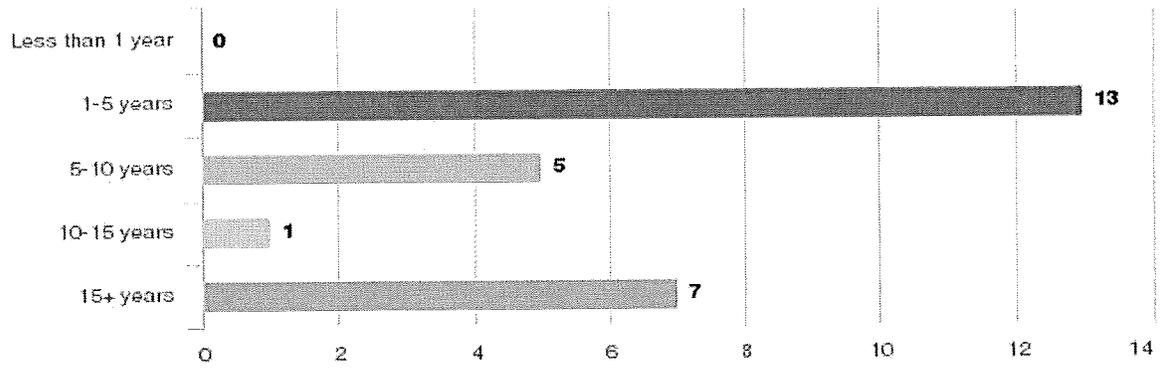
# Principal Superintendent Survey

Results from twenty-six principals and/or superintendents

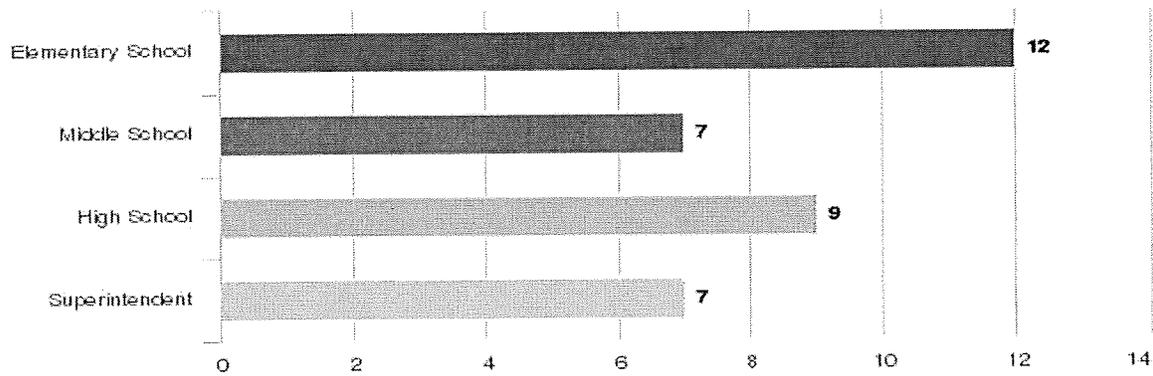
(See appendix for copy of survey)

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The School Success Program has been implemented in my building for:



### Administrative Duties



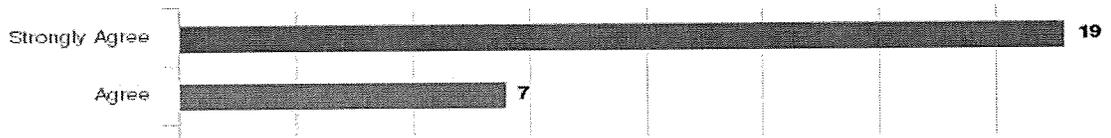
Note that in a few of the smaller SSP schools, superintendents also serve as principals, which is why the total is greater than twenty-six.

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## Implementation of the SSP Partnership Program

**100%** of superintendents/principals **strongly agree or agree** that they are satisfied with the implementation of SSP.

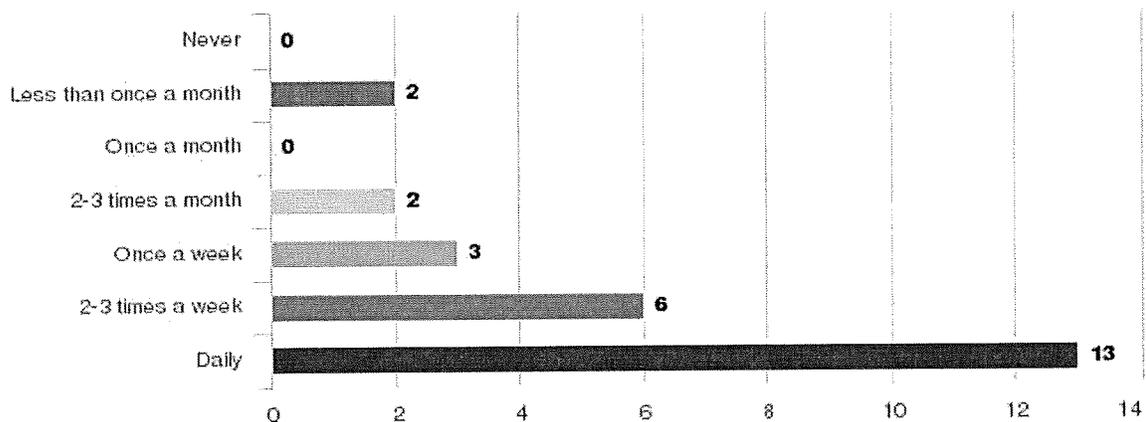
**I am satisfied with the implementation of the School Success Program in my school.**



**100%** of principals met with their School Success liaison at least **once a week**, with **over half of those meeting daily**.

The 4 responders who did not meet at least once a week were superintendents not serving as principals.

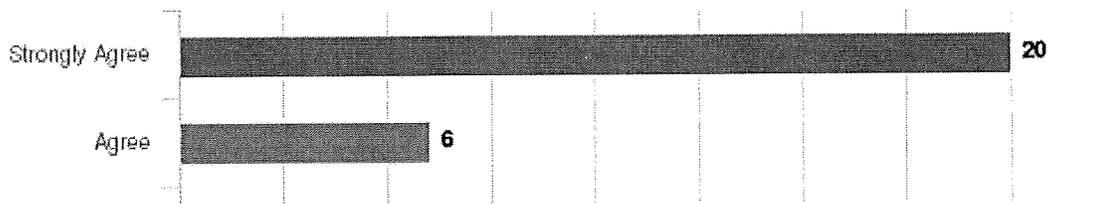
**How often do you meet with the School Success Liaison?**



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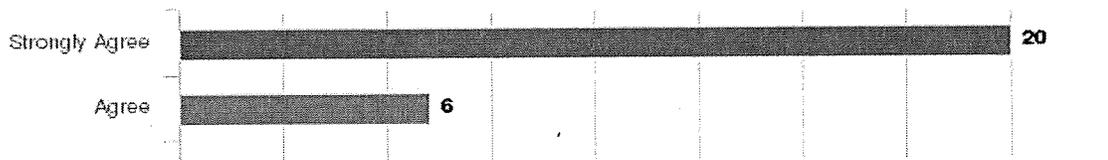
**100%** of superintendents/principals **strongly agree or agree** that SSP is meeting their expectations.

**The School Success Program is meeting my expectations.**



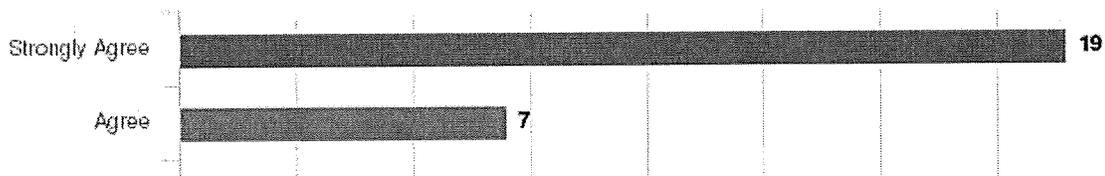
**100%** of superintendents/principals **strongly agree or agree** that SSP addresses attended concerns at their school.

**School Success addresses attendance-related concerns among students at my school.**



**100%** of superintendents/principals **strongly agree or agree** that SSP liaisons collaborates with teachers and staff.

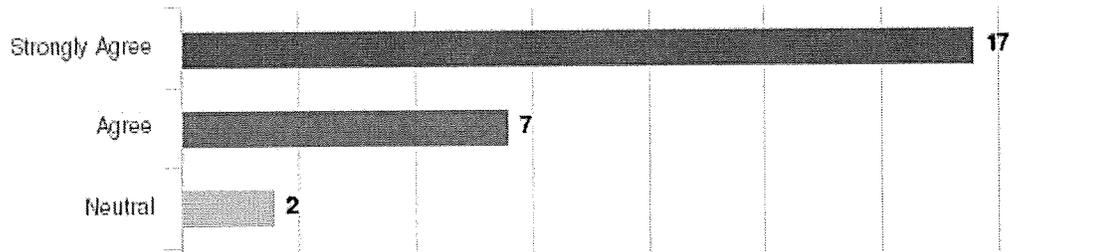
**The School Success Liaison collaborates with teachers and staff to address student needs.**



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92.3% of superintendents/principals **strongly agree or agree** that SSP meets the academic needs of the students in their school.

School Success meets the academic needs of students at my school.



**100%** OF THE RESPONDENTS WOULD RECOMMEND THE SCHOOL SUCCESS PARTNERSHIP PROGRAM TO A COLLEAGE AT ANOTHER SCHOOL

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## Written Principal Perceptions of the SSP Program

Results presented in this section of the report focus on three open-ended survey questions in order to provide SSP administrators and stakeholders with important insight to implementation facilitators and barriers. Principals were asked to identify what was working well with the SSP, as well as areas for improvement.

### Program Strengths

Of the 26 surveys that were returned, the following were listed as program strengths:

- Proactive with student issues
- Check In/Check out process
- Teacher support
- Student and parent connection
- Availability of liaison to assist in a crisis
- Connection with students, positive relationships with challenging students
- Collaboration with staff and students
- Ability to help with issues at home
- Barrier elimination
- Support of At-risk students

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*"School Success, in my opinion, is the best program I have seen in my career. It's a game changer for many students, parents and staff. This should be replicated across the United States" – Elementary School Principal*

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### Areas for Program Improvement

Only 11 of the surveys had responses in this category. Three of those responses indicated that their school could use another school success liaison. Another three of the responses focused on the issues of having new SSP staff in the building. SSP has addressed this concern with a new supervisory structure for the 2018-19 school year, with the hopes that with better training and mentoring, new hires will adapt quickly to their roles in the school.

Other areas of improvement included:

- Better communication of expectations from school and board to liaison
- More academic support for students who do not have strong home environments
- More proactive approach to attendance

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# Parent Perception Survey

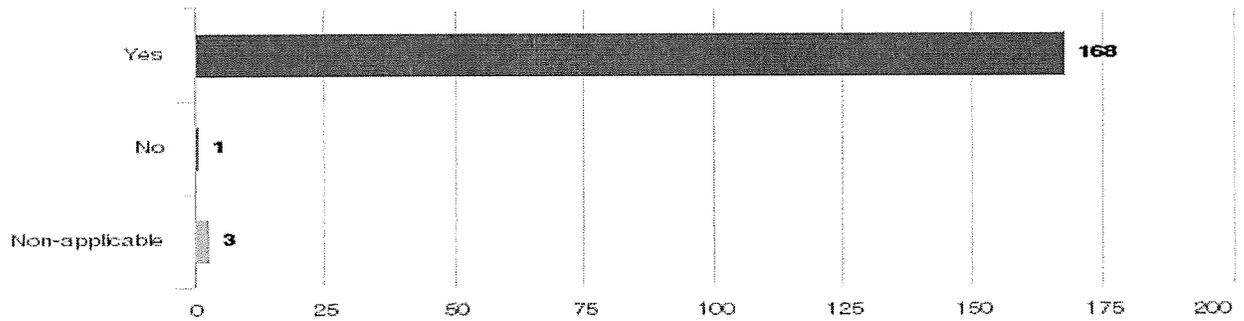
Results from parent surveys administered to 172 randomly selected families that were collected through a web-based data collection service called Formstack. Parents responding to this survey represented children and families served in the 10 counties where SSP has been implemented. (See appendix for copy of survey)

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## Parent Perceptions of the SSP Program

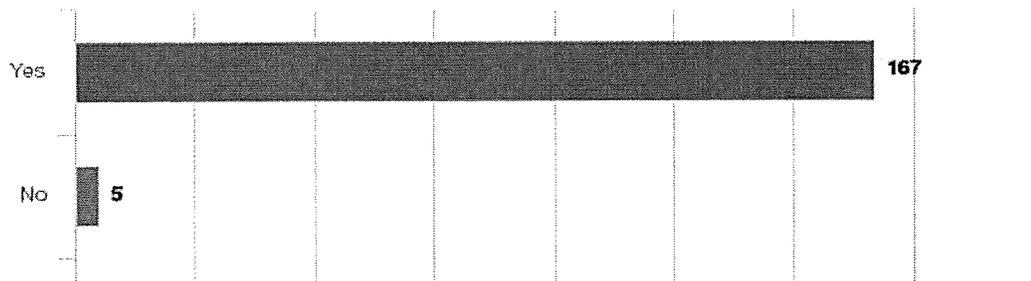
99% of parents agreed that SSP helped them in dealing with their child's difficulties.

The School Success Program helped me in dealing with my child's difficulties.



97% of parents agreed that child's likelihood for success in school has improved.

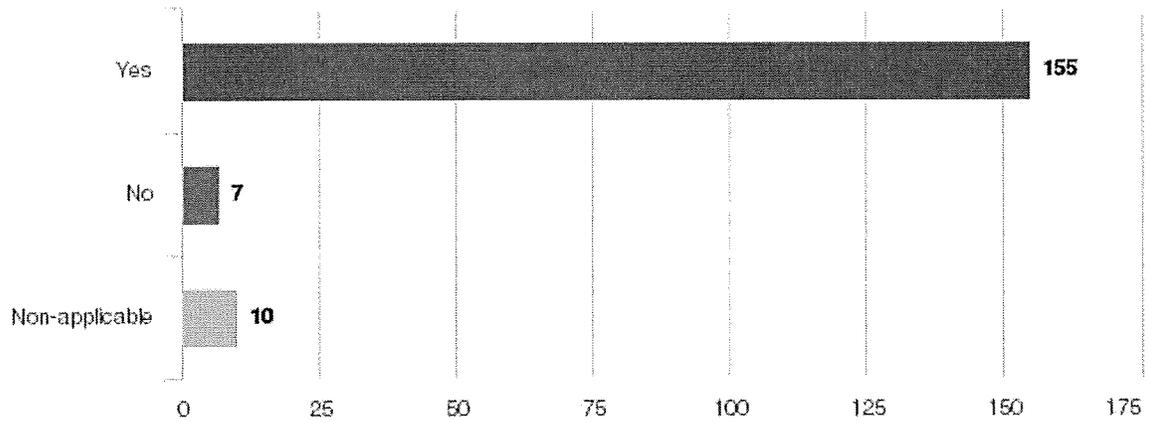
My child's likelihood for success in school has improved.



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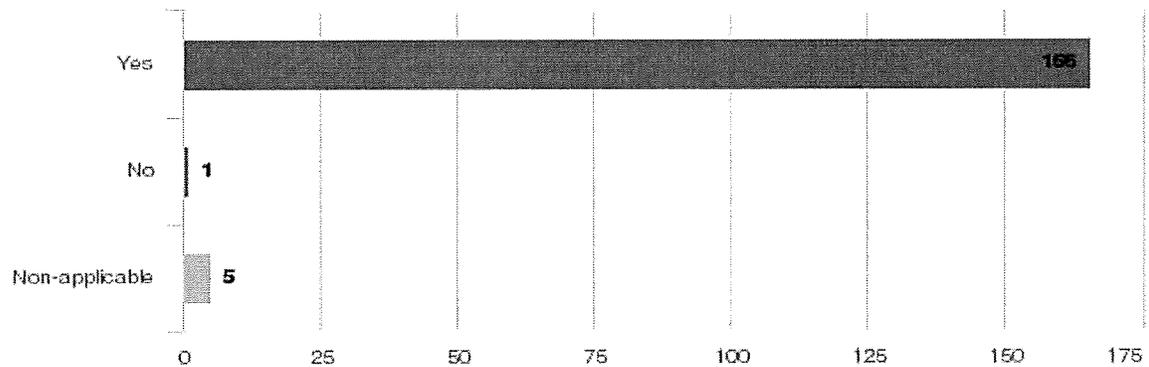
**96%** of parents agreed that they are more comfortable in interacting with the school staff.

**I feel more comfortable talking and working with people at school.**



**99%** of parents agreed their time with SSP was worthwhile.

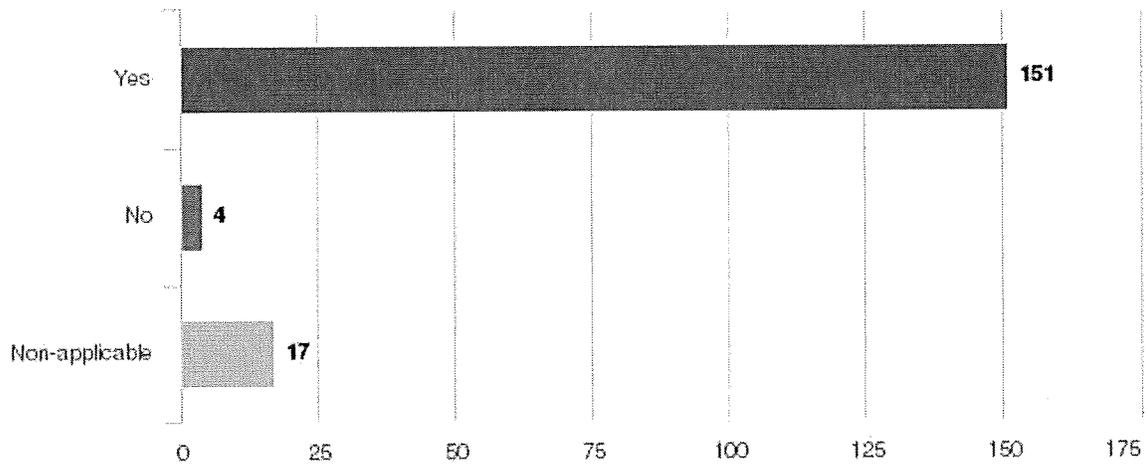
**My involvement and time spent with the School Success Program was worthwhile.**



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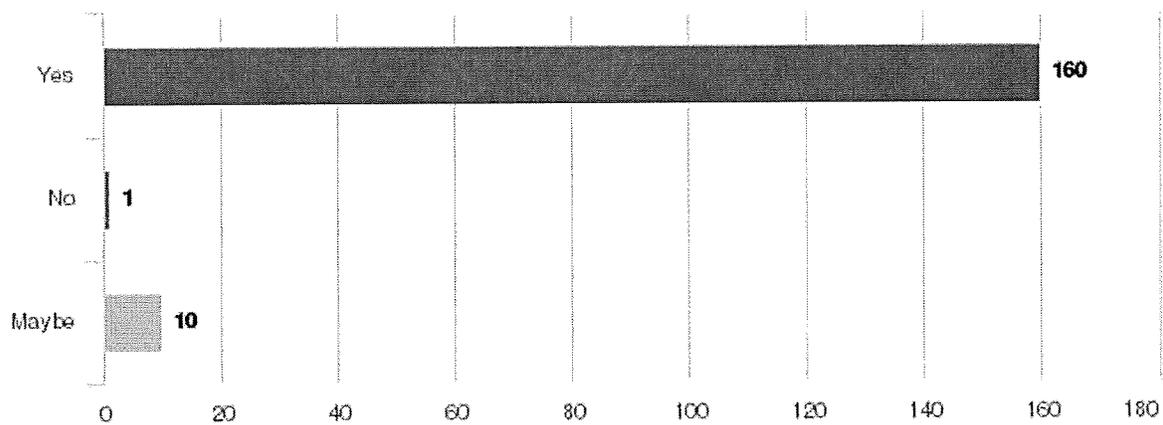
**97%** of parents participated more in their child's education.

I participated more in my child's education.



**94%** of parents would recommend SSP to others

Would you recommend this program to family, friends or coworkers?



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## Written Parent Perceptions of the SSP Program

Written responses from parents on why they would recommend SSP

*"The support. My child gets the support he needs. I am 100% in favor of this program! "*

*"I feel a part of the school this year. I am a part of my child's education."*

*"Clone our School Success Worker. We need two. "*

*"Because it opens up extra resources that haven't been provided outside of school or NECMH"*

*"The program helps parents and the school work together to be on the same page to meet your child's needs and achieve success"*

*"Because School success was involved with all the teachers, principals, etc. at the school. It helped me stay up to date with everything going on with my son. This is a totally different experience than any other schools we have been involved with."*

*"Between clothes, food, housing, and academic support, I feel as though I would not have been able to make it without the help of [our liaison]"*

*"It brought me and my son closer and we worked together more as a team, I have seen much improvement in my son at home and school"*

*"This is our son's third year in the program. We love the extra support and like having a connection for him in the school. He has several issues that could hinder his school success, but we feel supported and he feels cared for, which results in his positive outcomes in school."*

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# Contacts

708 students served FORMALLY

1,639 students served INFORMALLY

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## 708 Formal students

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

# 65,884

 Total contacts on behalf of the student

## 30,523

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

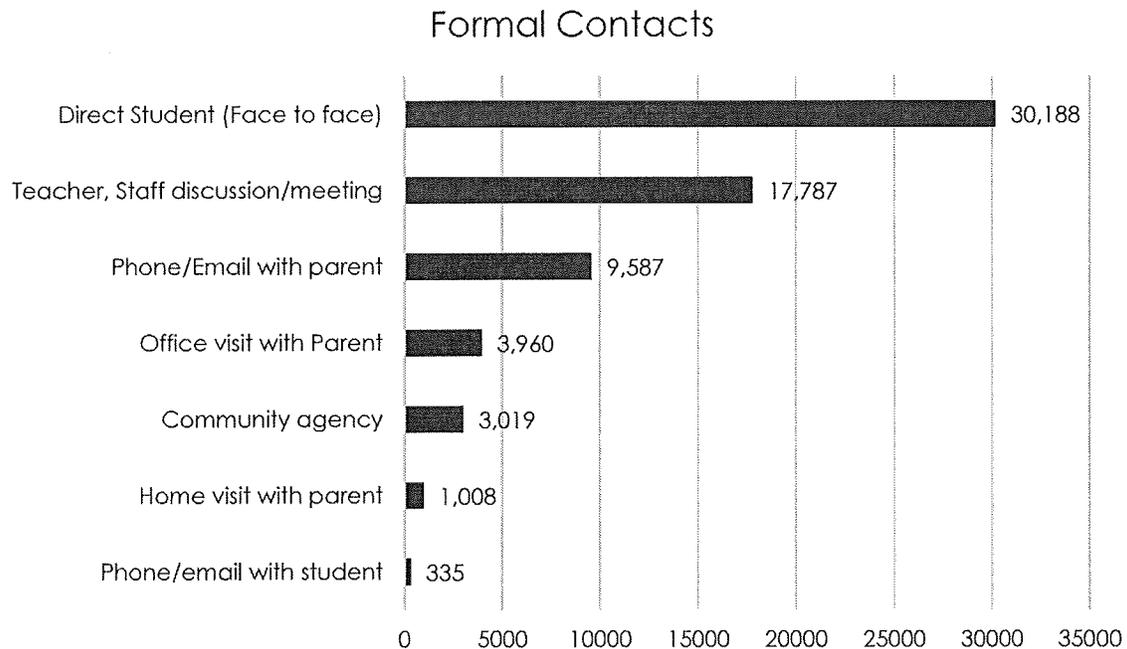
## 14,555

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

## 17,787

 Teacher, staff, administrator contacts

## 3,019

 Contacts to community agencies

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## 1639 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.

**371** Families served through a Christmas giving tree program

**669** Students sent home with food for the weekend through a weekly backpack program

**521** 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
- Positive behavior
- PSAT pre admin
- Trauma Awareness for school staff/community
- Power of encouragement
- Anti-bullying
- Kindness Klub
- Character Education
- Social Effectiveness
- Math enrichment
- ELA enrichment
- Problem Solving Skills
- Boss vs. leader
- Active listening
- Empathy
- Cooperation
- Random Acts of Kindness
- Social Filter
- Personal Space Camp
- Including All
- Cooperation vs. Competiveness
- Conflict Resolution

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## Next Steps

The SSP Program anticipates all current programs in Prosperity Region 3 to continue in the 2018-19 school year if all SSP partners continue with their commitment of funding.

Currently the SSP funding from the state of Michigan of \$525,000 has been adopted and expectantly will be approved by the House and Senate within the month.

Starting in 2018-19, the required SSP evaluation report has new boilerplate language of reporting to the state every two years instead of every six months.

SSP administrators will continue to advocate for all current funding sources in addition to actively seeking additional funds to support the waiting list of schools. Currently, there are four schools wanting to partner with SSP.

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# Appendix

Includes:

Attendance letters

Attendance Checklist

Attendance Action Plan

Principal Survey

Parent Survey

2017-2018 Dashboard

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**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

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**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

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## 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

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## 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 \_\_\_\_\_

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## Attendance Action Plan

### School Success Partnership

<b>Attendance Action Plan</b>	
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

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## Principal/Superintendent Survey

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### Administrative Duties\*

Elementary School  Middle School  High School  Superintendent  
The School Success Program has been implemented in my building

for:\*

OPTIONAL: Please list your school or school district

I am satisfied with the implementation of the School Success Program in my school.\*

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

The School Success Program is meeting my expectations.\*

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

The School Success Liaison collaborates with teachers and staff to address student needs.\*

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

School Success addresses attendance-related concerns among students at my school.\*

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

School Success meets the academic needs of students at my school.\*

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

How often do you meet with the School Success Liaison?\*

Never  Less than once a month  Once a month  2-3 times a month  Once a week  2-3 times a week  Daily

Please tell us what you feel is working well.

Please tell us what areas you feel need improvement.

Would you recommend the School Success Program to a colleague at another school?\*

Yes No

Why or Why Not?

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## Parent Survey

### School Success Parent Survey 2017-2018

Which school does your child attend?\*

The School Success Program helped me in dealing with my child's difficulties.\*

Yes  No  Non-applicable

My child's likelihood for success in school has improved.\*

Yes  No  Non-applicable

I feel more comfortable talking and working with people at school.\*

Yes  No  Non-applicable

The School Success Program brought together the people needed to help my child. (Community agencies, other staff, etc.)\*

Yes  No  Non-applicable

My involvement and time spent with the School Success Program was worthwhile.\*

Yes  No  Non-applicable

I participated more in my child's education.\*

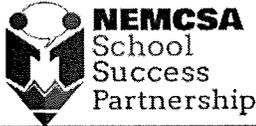
Yes  No  Non-applicable

Would you recommend this program to family, friends or coworkers?

Yes  No  Maybe

What improvements could be made to School Success Program?

# 2017-2018 Dashboard



Dashboard For  
SEPTEMBER 2017–MAY 2018

As part of the Northeast Michigan Community Service Agency Inc., the School Success Partnership Program has been in operation for over 25 years. The community-based program serves school-aged children and youth from Pre-Kindergarten through 12th grade who are at-risk for academic failure. The School Success Program collaborates with family members, teachers and administrators to address student needs and barriers to academic success. This dashboard highlights results of current School Success Programs in 10 of the counties in Prosperity Region 3 including: Alpena, Alcona, Cheboygan, Montmorency, Otsego, Presque Isle, Oscoda, Iosco, Ogemaw, and Roscommon.

## SCHOOL SUCCESS ENROLLMENT

55% of students are Elementary (grades K-5)

24% of students are Middle School (grades 6-8)

21% of students are High School (grades 9-12)



**708**

Total students served  
FORMALLY.

**1,639**

Total students served  
INFORMALLY.



**57%**

Of Students are MALE

## BARRIERS

Students were most commonly referred for Academic concerns.

Academic Concerns	473
Attendance Concerns	216
Crisis	205
Aggressive Behavior	161
Withdrawn	114
Untended	64



**86%**

Of students qualified for Free/  
Reduced lunch

## PROGRAMMING



**65,884**

CONTACTS MADE  
by School Success Liaisons related  
to student success.

**26**

Average School Success Liaison formal  
caseload

**3,019**

direct contacts made to outside  
agencies on behalf of students

**669**

Students served through a weekend  
food backpack program

Student

**30,523**

Parent

**14,555**

Teacher/  
Admin

**17,787**

*"Between clothes, food, housing,  
and academic support, I feel as  
though I would not have been  
able to make it without the help  
of [our liaison]" -School Success  
Parent*

## OUTCOMES

**4,255**

Barriers identified  
and alleviated

Academics

**79.4%**

IMPROVED Math Skills

**86.4%**

IMPROVED Reading Skills

**98.5%**

Reduction in  
Chronic  
Absenteeism

Parental Involvement

79% of parents had  
increased involvement in  
their child's education.

99.7% of parents will  
advocate for their child in  
at least one school setting