

State of Michigan Report 2024-2025



NEMCSA School Success Partnership

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School Success Mission Statement

The School Success Program is dedicated to ensuring that every student has the opportunity to reach their full potential. We provide personalized support, mentorship, and a nurturing environment designed to foster academic success and personal growth. Our commitment is to remove barriers to learning, promote good attendance, and actively involve families in their child's education journey and life goals, ensuring a holistic approach to each student's development, happy, healthy and ready to learn.





Pictured SSP Leadership Team and NEMCSA CEO, Lisa Bolen



Pictured SSP/CP Director Dorothy Pintar with Governor Whitmer



**Congratulations!
School Success Partnership Program
Northeast Michigan Community Service Agency**



**Recipient of the Governor's Service Award
2023-2024
Youth Impact Award**

The Northeast Michigan Community Service Agency has served 11 counties for over 50 years, covering 6,200 rural square miles with an average of 31 people per square mile. Its School Success Partnership Program, started over 34 years ago, addresses school failure linked to poverty, attendance, and youth mental health. The program assigns liaisons to help students overcome barriers, coordinating services and providing referrals as needed. Now active in 9 counties, it has a waiting list of schools seeking the service. Recent data shows 86% academic improvement, 72% better reading, 74% better math skills, and a 99% reduction in absenteeism among participating students.

Message from School Success Program/ Community Programs Director, Dorothy Pintar

On behalf of NEMCSA and our School Success Team, we are honored to receive this award. Thank you, Governor Whitmer and the Michigan Community Service Commission, for recognizing the great work happening in Northeast Michigan. Your support inspires us to continue with passion and dedication. A big thanks to the School Success Program team—you ROCK!



Background and Funding

School Success Partnership Program Overview

The Northeast Michigan Community Service Agency Inc.'s School Success Partnership Program (SSPP) supports Pre-K through 12th-grade students, including alternative education and adjudicated youth in the PIVOT program—who are at risk of academic failure. Students are referred for a range of challenges including poor attendance, behavioral concerns, crisis situations, and academic struggles.

SSPP liaisons work closely with students, families, and educators to develop short- and long-term goals, while addressing underlying issues that hinder academic performance. When necessary, students are referred to additional community support such as mental health providers, shelters, educational services, and other NEMCSA programs like Homeless Prevention, Food Assistance (CSFP and TEFAP), Weatherization, and Early Childhood Services.

Launched over 34 years ago in response to widespread concerns about the root causes of school failure—such as poverty, domestic violence, juvenile delinquency, and lack of parental support—SSPP has grown into a vital resource in Northeast Michigan. The program focuses on improving attendance, academic achievement, and parental involvement, while working to remove family-related barriers to student success. The School Success Program liaisons conduct essential home visits, and the program includes a proven component for reducing truancy.

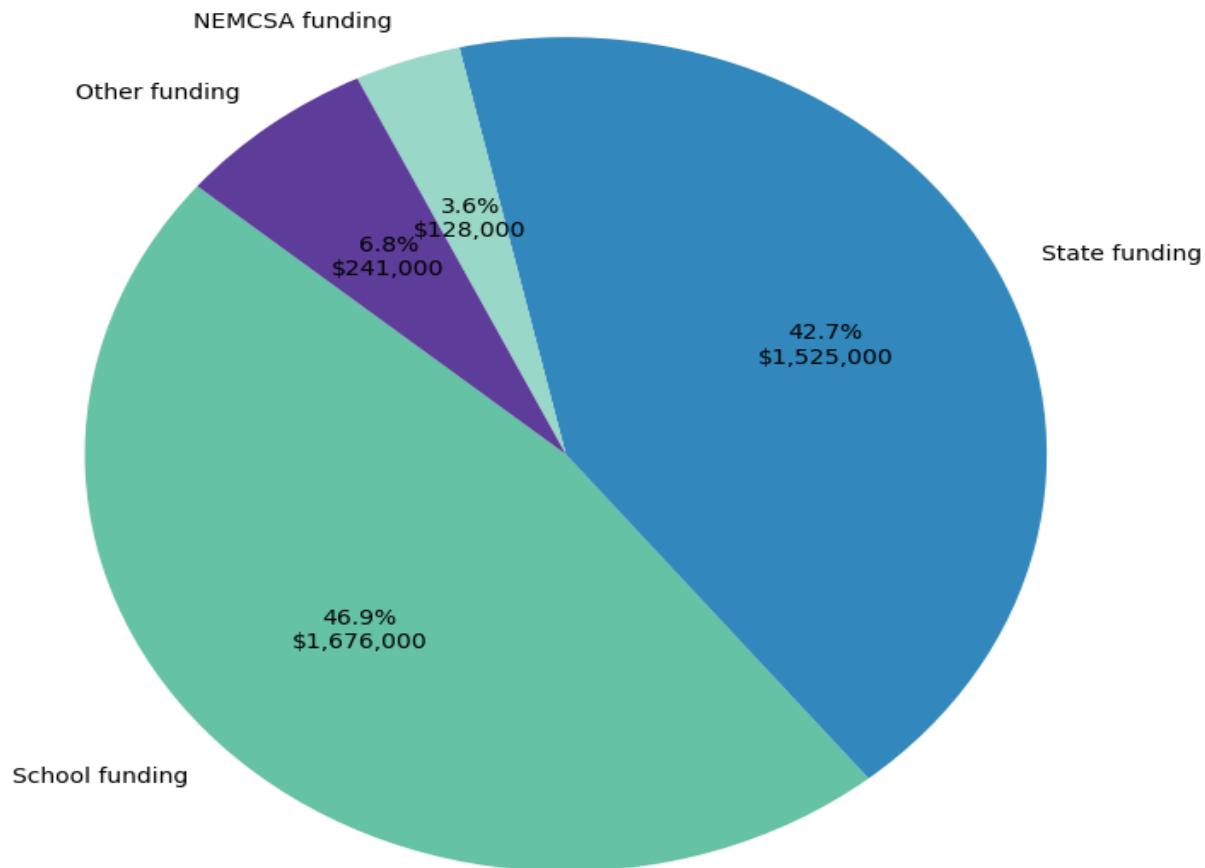
Recognizing its positive outcomes, the State of Michigan began supporting SSPP in the 2014–15 school year and continues to fund the program, currently allocating \$1,525,000 annually. With this support, SSPP continues to expand its reach and impact across Northeast Michigan and across the state.

The \$1,525,000 allocated from the FY 2024–2025 State of Michigan budget represents approximately 44% of the School Success Partnership Program's total \$3.5 million operating budget, underscoring the state's continued investment in this proven, community-based model for student success.

The School Success Program was established in 1991 and has since fostered strong partnerships with schools and community agencies. It represents a true collaborative effort - both funding and program implementation - with all stakeholders actively invested in its success.



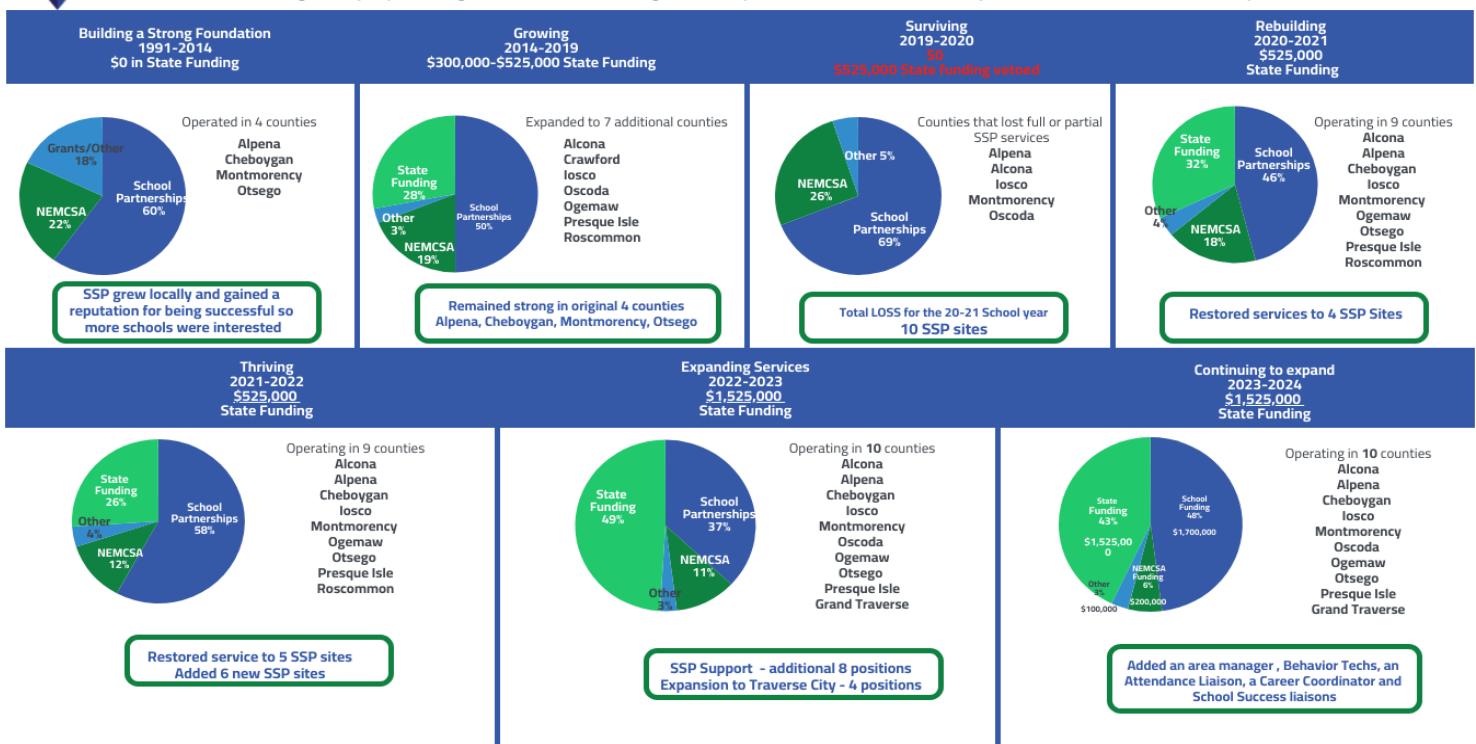
FY 2024-25 School Success Partnership Program Total Operating Budget: \$3,570,000



History of Funding and Expansion



SSP has a strong history of partnering with schools and seeking community resources to better serve the youth and families in our community



Report Purpose

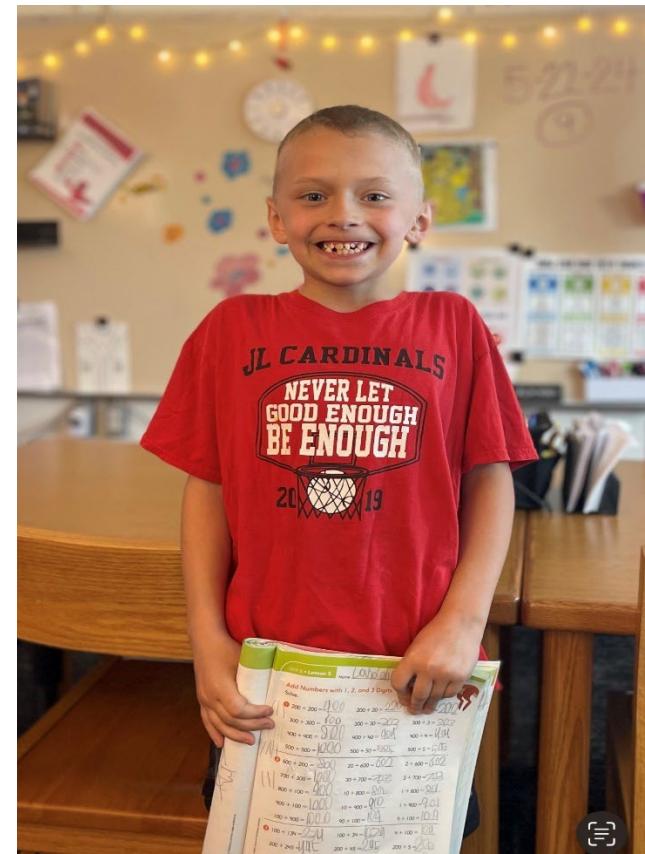
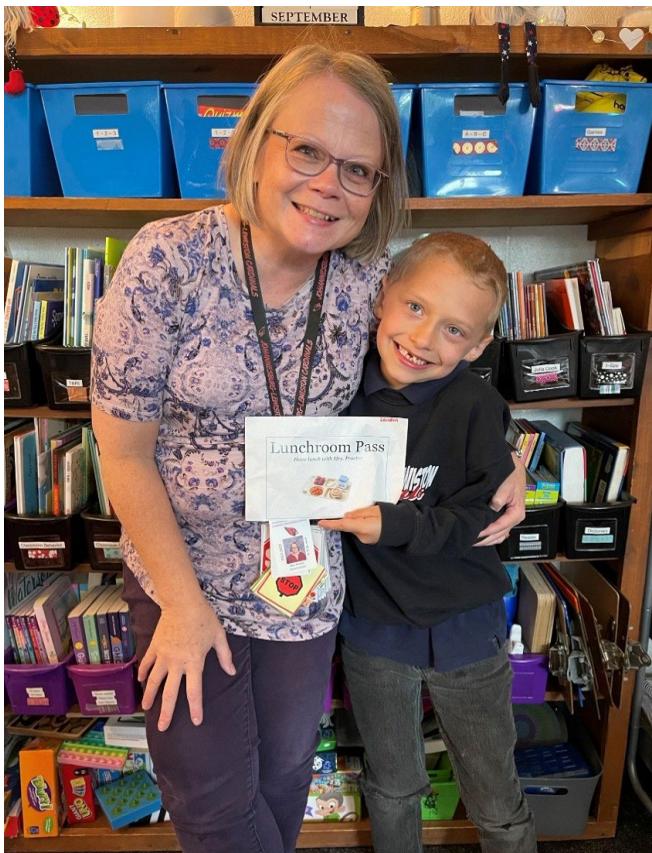
This report evaluates the School Success Partnership Program (SSPP) during the 2024–2025 academic year. The State of Michigan allocated \$1,525,000, representing approximately 44% of SSPP's total \$3.5 million operating budget—to sustain existing services and support program expansion.

Covering the period from **September 2024 through June 2025**, this nine-month report aims to:

- Document the program's support for schools, students, and families.
- Evaluate progress toward four key performance objectives, as identified by the State of Michigan, across all K-12 and Alternative Education program sites.
- Measure improvement in **math and reading, truancy reduction, family barrier reduction, and increased parental involvement** as indicators of student and family success.

The four performance objectives are:

1. **Improving school attendance and reducing chronic absenteeism**
2. **Increasing academic performance, with an emphasis on math and reading**
3. **Identifying barriers to attendance and academic success and connecting families to appropriate resources**
4. **Increasing parental involvement in students' education and community life**



2024-25 School Success Partnership Program Locations

For the 2024-25 school year, the NEMCSA School Success Partnership Program (SSPP) includes:

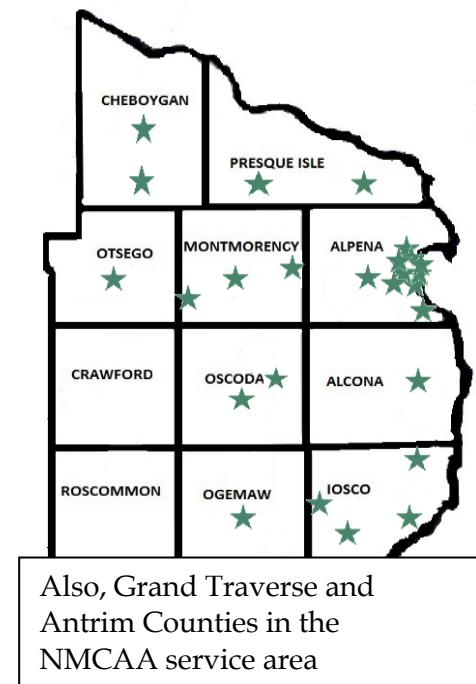
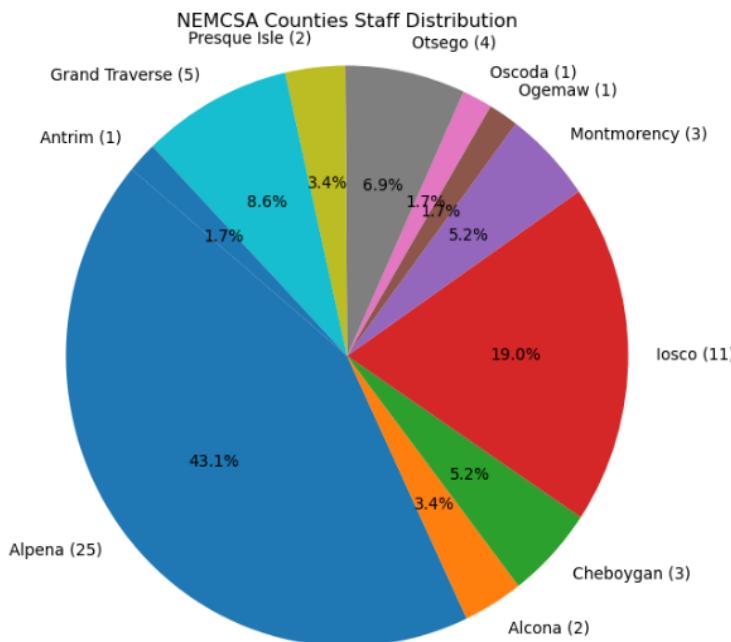
- 42 full-time SSPP liaisons and 2 part-time attendance intervention liaisons, serving K-12 public schools.
- Among these, 1 liaison serves as a mentor and 5 serve as supervisors within their existing liaison roles.
- 1 liaison provides both direct support and supervision to court-adjudicated youth in the PIVOT program.
- 2 Career Development Coordinators are placed in PIVOT-Alpena and Tawas High School.
- The administrative team includes **1 Program Director, 1 Area Manager, and 1 Data/Budget Manager.**

Collaborative Staff Placements:

- In partnership with Alpena Public Schools, SSPP includes 6 Behavior Technicians, one of whom also provides supervision.
- In collaboration with Johannesburg-Lewiston Area Schools, 1 Behavior Technician serves Johannesburg Elementary.

Regional Expansion:

- At the Northwest Michigan Community Action Agency (NMCAA) in Grand Traverse County, 5 SSPP staff (including 1 Program Coordinator and 4 liaisons) serve in four elementary schools.
- **Bellaire Public Schools** are supported by **1 School Success Liaison**



School Success Partnership Program 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. Identify barriers to attendance and success and connect families with resources to overcome them.
4. Increasing parent involvement in their child's school and community.

1) Increasing school attendance and decreasing chronic absenteeism

99% reduction in chronic absenteeism in students who received SSPP intervention

Chronically absent is defined as missing 10% or more of the school year. For Michigan, that would be an equivalent of 18 days (about 2 and a half weeks) by the end of the school year.

A recent study from the University of Michigan's Institute for Firearm Injury Prevention reveals a strong connection between student attendance and school safety. The research, published in the *Journal of School Violence*, found that schools with higher attendance rates—defined as students attending more than 90% of school days—experience significantly fewer expulsions for firearm possession. Led by Rebeccah Sokol, assistant professor of social work at U-M, the study analyzed data from over 2,800 Michigan K-12 public schools across four academic years (2018–2022). The findings show that for every 1% increase in students with good attendance, the likelihood of a firearm-related expulsion dropped by 3%. Sokol emphasized the broader implications of these findings: **"Consistent attendance can help students engage in school and develop academically, socially, and emotionally**—all of which can collectively decrease the likelihood of school violence and risky firearm behaviors." Researchers accounted for multiple factors that could cause chronic absenteeism, including individual, peer and school circumstances that could make attending school difficult or not a priority.

From the University of Michigan Poverty Solutions November 2020 Newsletter: "Chronically absent students are less likely to meet grade level proficiency standards and are more likely to drop out of school than their peers, with impacts seen as early as preschool. These effects can be lasting. Among third grade students, those who were not chronically absent in kindergarten and first grade were three-and-a-half times more likely to read on grade level than their peers who were chronically absent both years (64% vs. 17% respectively)".

SSPP **affirms** that consistent school attendance is the single most critical factor in ensuring a child receives a quality education. This is also supported by findings from our **community needs assessment**. Since SSPP inception, the program has collaborated with school systems, law enforcement, courts, and various community agencies to address the complex issue of student absenteeism. In response, SSPP has developed and implemented a **proactive, prevention-focused attendance process** aimed at reducing absenteeism and supporting long-term student success.

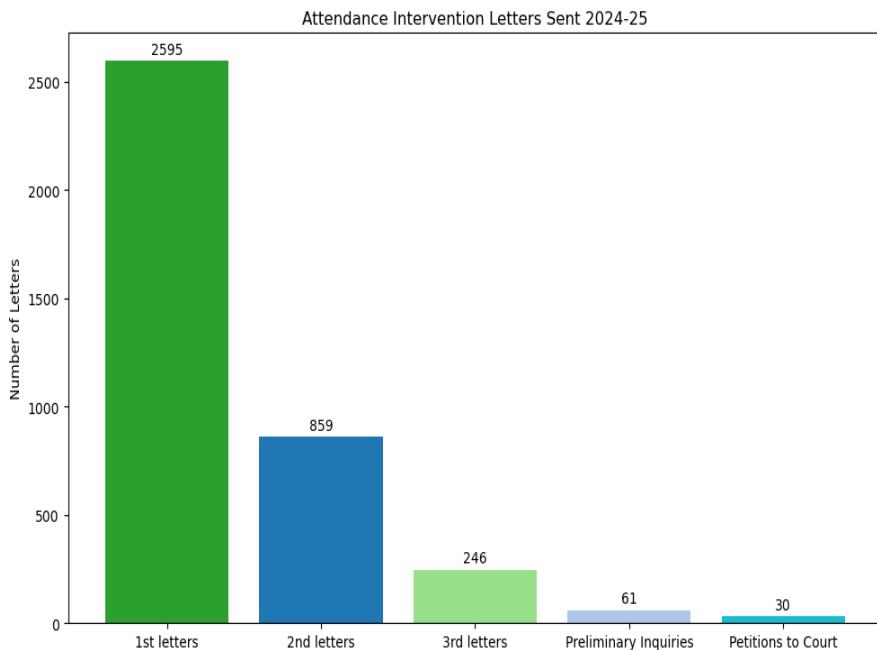
During the 2024–2025 school year, supported by additional state funding, SSPP was able to fund **four (4) Attendance Intervention Liaison positions** dedicated solely to improving attendance within their assigned schools or districts. These liaisons engaged in early intervention efforts, working closely with students and families to identify and address barriers affecting attendance. Their efforts proved successful across four school districts. Factors influencing formal caseload variables included staffing levels, vacant positions, staff experience, and the established effectiveness of the program over time.

SSPP liaisons serve as truancy officers within their assigned school buildings. When a student reaches **eight (8) absences**, the liaison notifies the parent or guardian through a formal letter or documented phone call. If absences continue and reach **twelve (12)**, a second notification is sent by mail, and the liaison continues working informally with the family to address truancy and help identify and remove any contributing barriers. Upon reaching **fifteen (15) absences**, a **face-to-face meeting** is scheduled with the parent or guardian to further intervene and develop a plan for improved attendance.

At this meeting, a formal action plan is developed and signed by all parties. Additionally, the parent signs a release of information, allowing law enforcement or other involved professionals to share relevant information. If the student does not follow the action plan, local family court personnel will conduct a Preliminary Inquiry to encourage compliance. Should truancy persist, formal court action may be initiated through a petition and subsequent court proceedings.

(See appendix for copies of attendance letters, checklist, and action plan.)

School Success staff maintain open communication with school districts and court systems to emphasize the critical importance of school attendance. Moving forward, they continue collaborating with these partners to reduce chronic absenteeism and ensure that students identified as truant have access to appropriate and comprehensive community-based support via referrals by School Success and Attendance Intervention Liaisons.



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

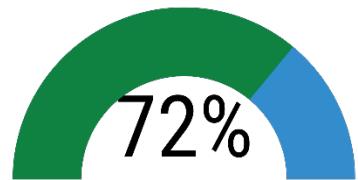
SSPP liaisons acquire math and reading grades monthly on every formal student. Grades are recorded from the students' teachers and the school database grading system. SSPP liaisons work with students referred to SSPP for academic support and then identify and address the barriers to low academic performance.

The following shows the students' academic growth from their baseline grades from the time they enter the SSPP program until the time they are closed.

Reading Level/Grade

72% of the SSPP students working on reading improved reading according to their action plan goals.

- 501 students improved
- 273 students were not working on a reading goal
- 192 students did not improve

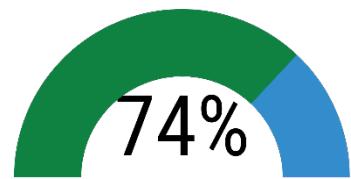


$$501/(501+192)=72\%$$

Math Level/Grade

74% of SSPP students improved in math per their action plan goals.

- 483 students improved
- 286 students were not working on a math goal
- 168 students did not improve



$$483/(483+168)=74\%$$

Overall Academics

86% of the SSPP students showed an overall academic improvement.

- 832 students improved/maintained a satisfactory grade
- 125 students did not improve



$$832/(832+125)=86\%$$

Please note that due to students with multiple enrollments and being served in multiple programs, the total number of responses to these questions will not equal the total number of students served formally.

3) Identifying barriers to attendance and success and connecting families with resources to reduce these barriers

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

Once barriers are identified, SSPP liaisons employ a collaborative team approach to address these challenges and improve students' ability to succeed in school. This team typically includes school personnel, students, parents or guardians, and other community partners. The most common strategy involves creating individualized action plans and systems with the student and/or family. These plans often include practical strategies that students and parents can use to overcome specific barriers.

Regular meetings and conversations with students have proven to be vital in addressing academic challenges. These interactions provide students with an opportunity to express their feelings and discuss issues they face, while allowing SSPP liaisons to offer guidance and support. Additionally, liaisons focus on educating students and parents by sharing information and building skills necessary to overcome obstacles. This knowledge and skill-building often reinforces the collaboratively developed plans designed to assist students and families.

When barriers extend beyond the scope of SSPP's resources, liaisons provide referrals to appropriate community services to help students and families find additional support.

2,617 Contacts with community agencies

2,713 Referrals to outside agencies or other NEMCSA programs

100% Enrolled students that received assistance overcoming barriers

Top Three Barriers Identified:

- 1. Social-Emotional Skill Development** – Students often struggle with emotional regulation, resilience, and interpersonal skills, impacting their ability to engage in learning.
- 2. Educational Skill Development** – Many students face academic challenges due to foundational learning deficits, contributing to disengagement and low performance.
- 3. Support Systems** – navigation of critical support systems to foster consistent family, school, or community support hinders students' ability to thrive both academically and personally.

SCHOOL SUCCESS STAFF COLLABORATED WITH PARENTS TO OVERCOME THOUSANDS OF BARRIERS THIS YEAR. SETTING STUDENTS UP FOR SUCCESS BY IMPROVING ACADEMIC PERFORMANCE, ATTENDANCE, AND SOCIAL/EMOTIONAL SITUATIONS.

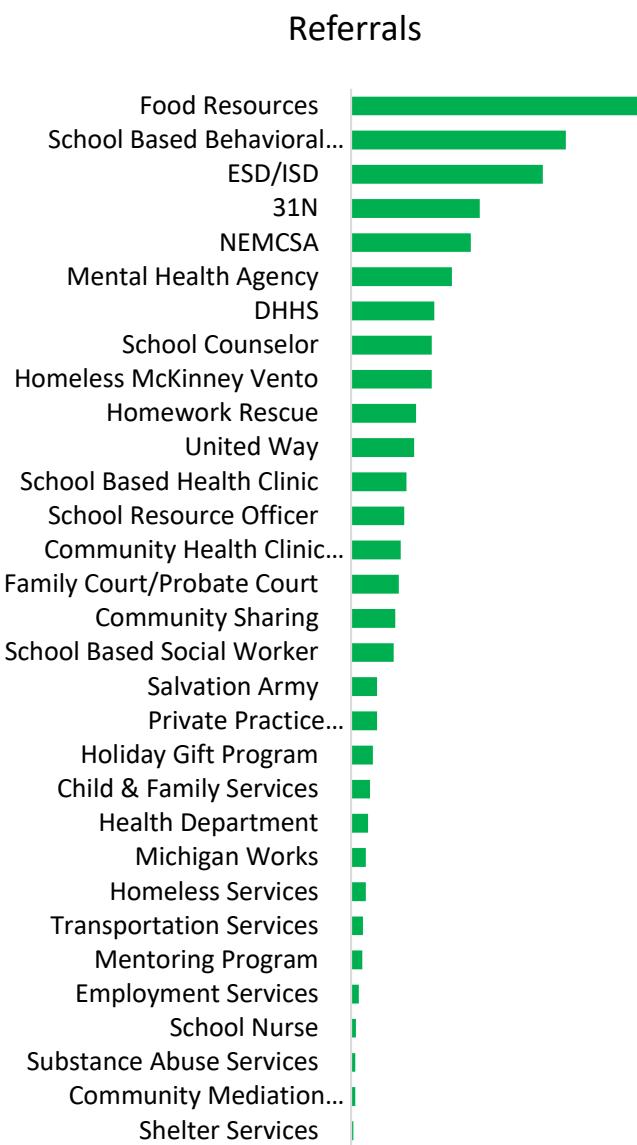
*Break
Barriers*

Referrals to Agencies

2,713 Referrals to outside agencies and other NEMCSA programs

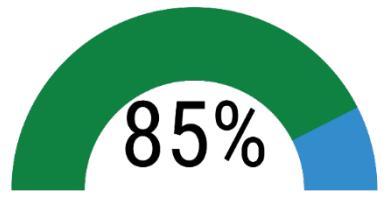
Common Referrals

Food services (weekend backpack program, school food pantries) educational services (ISD, ESD), local charitable organizations (United Way, Salvation Army), local churches, Community Mental Health, School-based health clinic, School-based therapist, school nurse, court for truancy intervention, law enforcement and the Michigan Department of Health and Human Services. NEMCSA programs including Food, Head Start, Weatherization, Water Program, SSPP Behavior Tech program, Housing and Homeless Prevention and BOSS.



Parent Participation in School Activities

85% of parents (772) participated in at least 3 activities at their child's school-based activities to help improve their child's education.



Parent Activities at School Top 3

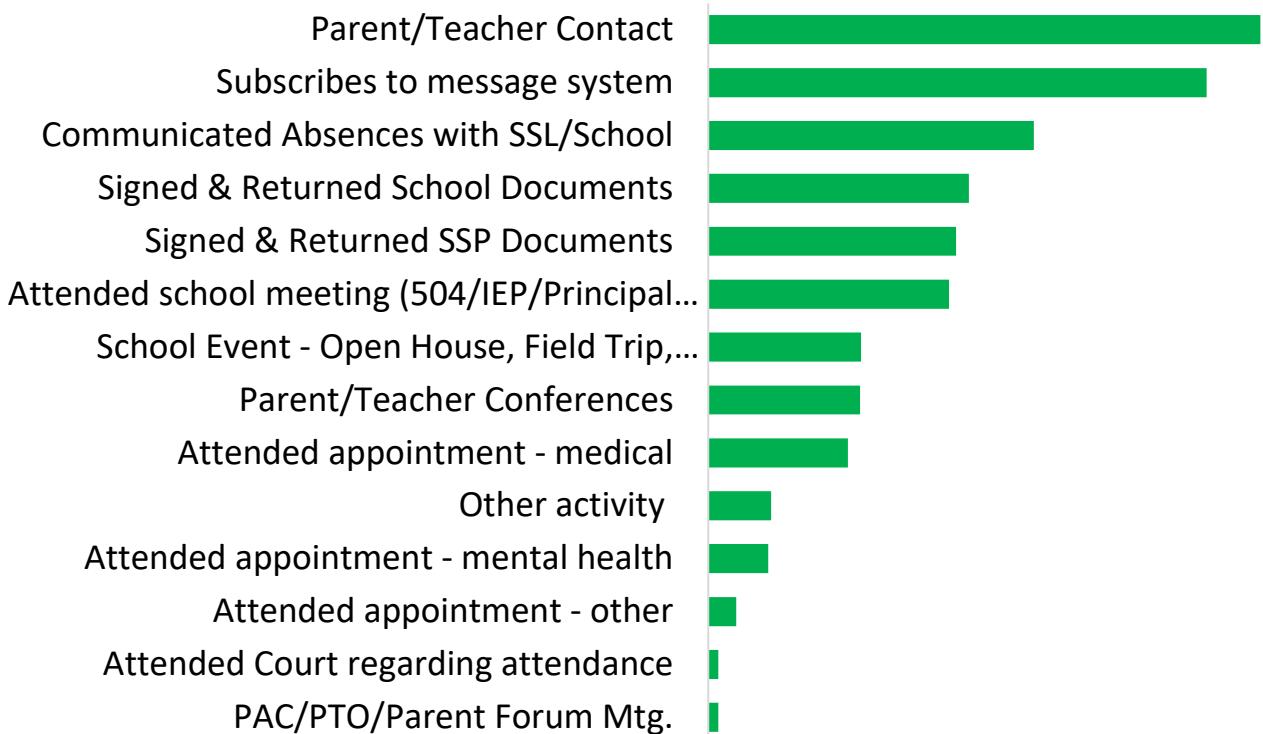
1. Subscribed to the school messaging system
2. Parent Teacher contact/meeting
3. Attendance intervention plan with school and SSPP

Overall Parent Participation

93% of parents (901) increased their participation in their child's education



Parent Activities



SUCCESS

→ Go Get it →

Survey Overview



100%

Agreed SSPP helped with their child's difficulties.



91

Responses from families representing children in SSPP counties.



98%

Improved child's school success.



100%

Would contact SSPP again.



Parent Perceptions of SSPP Program

"I Highly Recommend SSPP to other parents"

"I feel more connected to my child's school now"

"The support we received was invaluable"

"SSPP has been a lifesaver for our family"

"Communication, effectiveness, and engagement were all areas SSPP was beneficial to our family and child"



VIP

99%

Found time with SSPP to be worthwhile.



91%

Felt more comfortable talking with school staff.



94%

Participated more in their child's education.

Contacts

1,089 students served FORMALLY

Formal Students

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

1,089 students formally enrolled in SSPP (students may be enrolled in more than one program listed below).

895 Formal students in K-12 SSPP

55 K-12 Attendance Formal students

80 Formal students in Alternative Education SSPP

204 Formal Behavior Tech Students

Free and Reduced Lunch

Among SSPP students for whom eligibility data is available, **95%** qualified for the Free and/or Reduced Lunch program.



Head Start

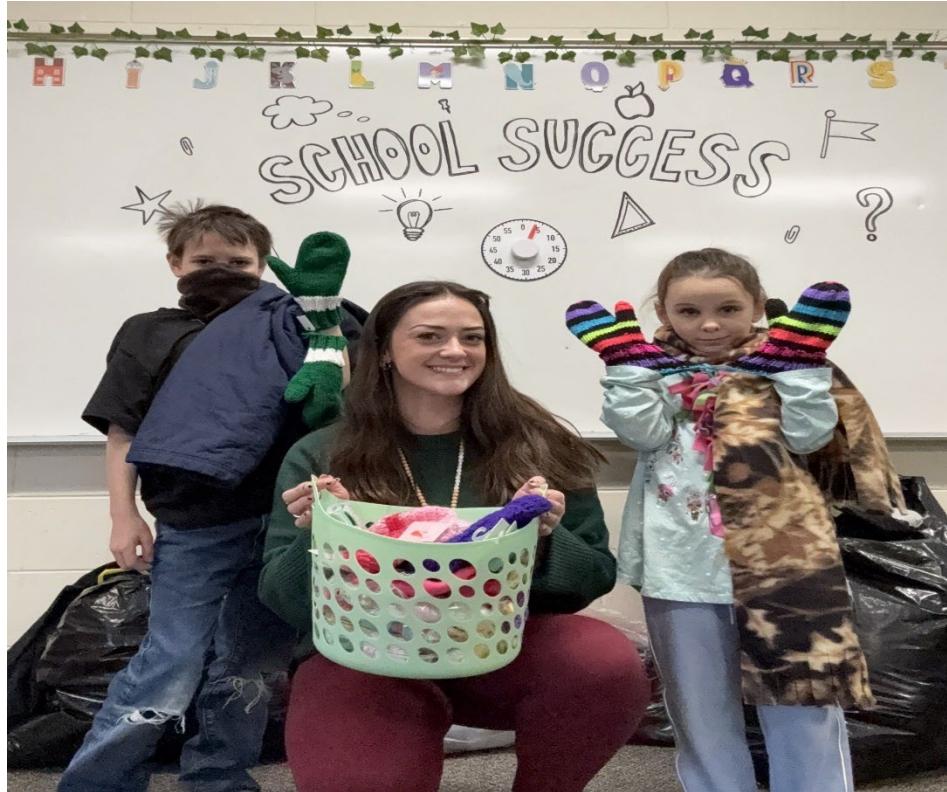
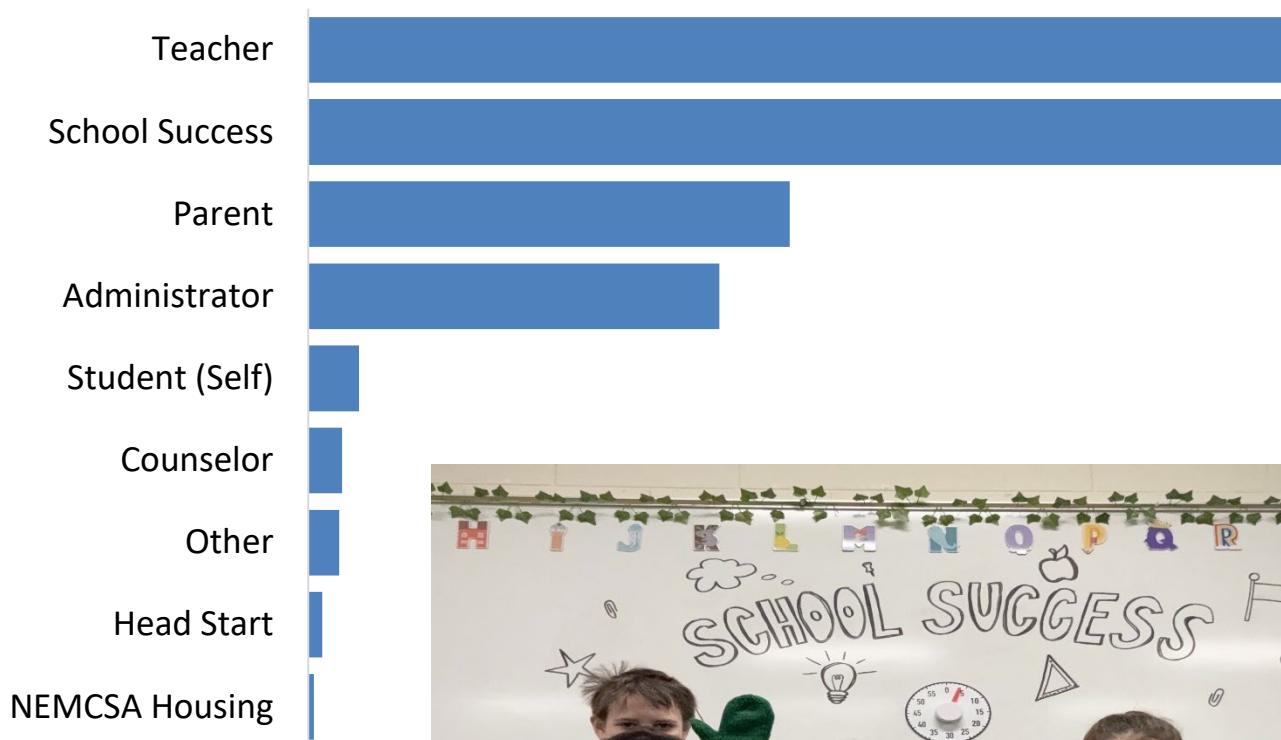
Approximately **32% of SSPP students** attended Head Start. We maintain a strong partnership with the Head Start program, recognizing that a smooth transition from preschool to kindergarten is a critical foundation for early academic success.



Referral Source

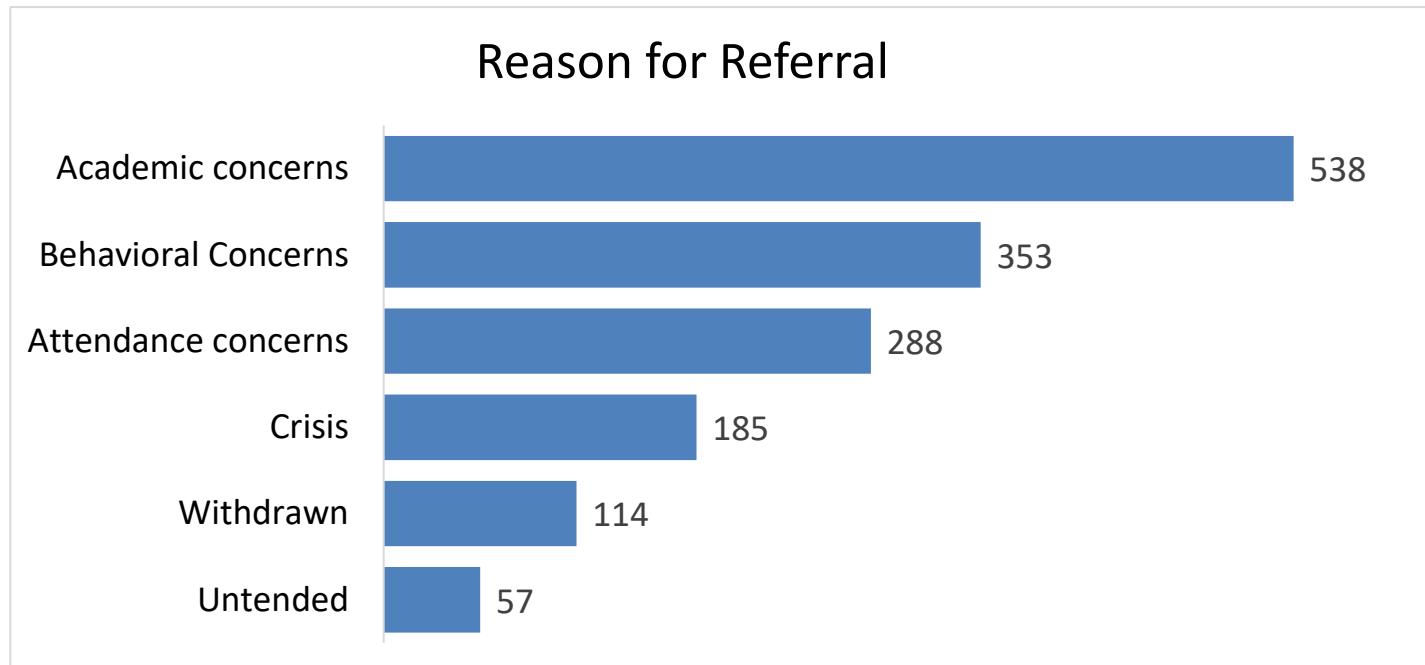
SSPP's most valuable resource is parents, as their active investment in their child's education and collaboration with schools and the community are critical to the child's success. Increasing parent referrals is a key goal of our program, as we strive to engage more families in supporting their children's academic progress and well-being.

Referral Source



Referral Reason

Many of the students referred to SSPP were for academic concerns. Behavior and attendance were the next two most common. It is important to note that a student may be referred for multiple reasons, as referrals are not limited to a single category.



66,020 Total contacts with student, parent/guardian, school personnel or community partners. These contacts include:

32,822 Student Contacts – these included meeting directly with the student, behavior intervention, virtual meetings and/or emailing/texting calling the student

13,214 Parent contacts that included office visits, virtual meetings, home visits, phone calls, emails/texts with the parent

17,367 Teacher, staff, administrator contacts

2,617 Contacts with community agencies



Informal Students

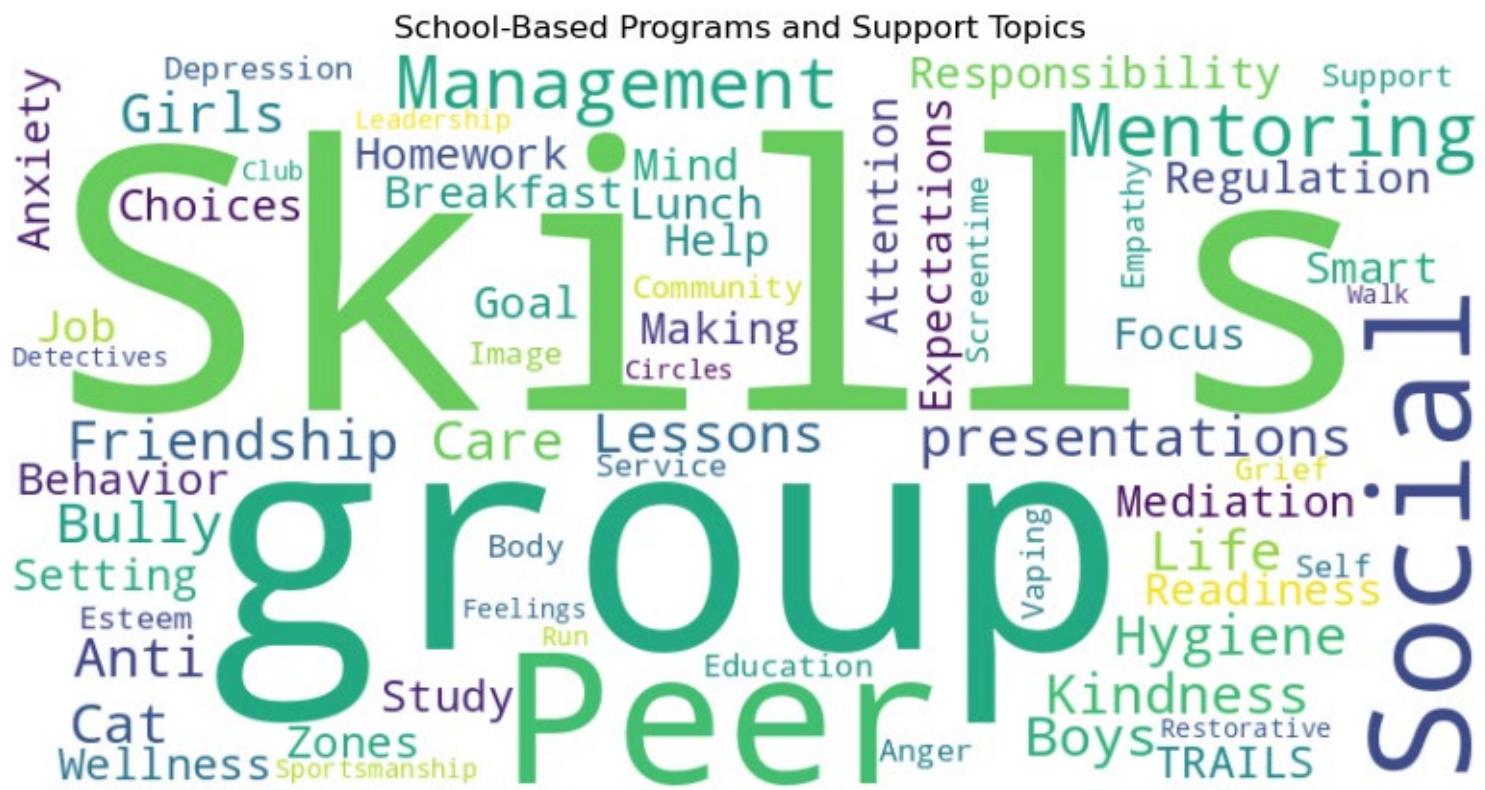
4,073 informal students were provided with services.

Informal cases include students without a signed action plan from their parent(s), as these cases typically require less parental involvement than formal cases. An SSPP liaison meets with each informal student at least twice a month, though in practice, liaisons often engage with these students more frequently than the minimum requirement. Informal students benefit from SSPP outreach programs such as holiday giving, weekly food banks, and other supportive services. They also frequently participate in groups facilitated by SSPP liaisons, providing additional opportunities for connection and growth.

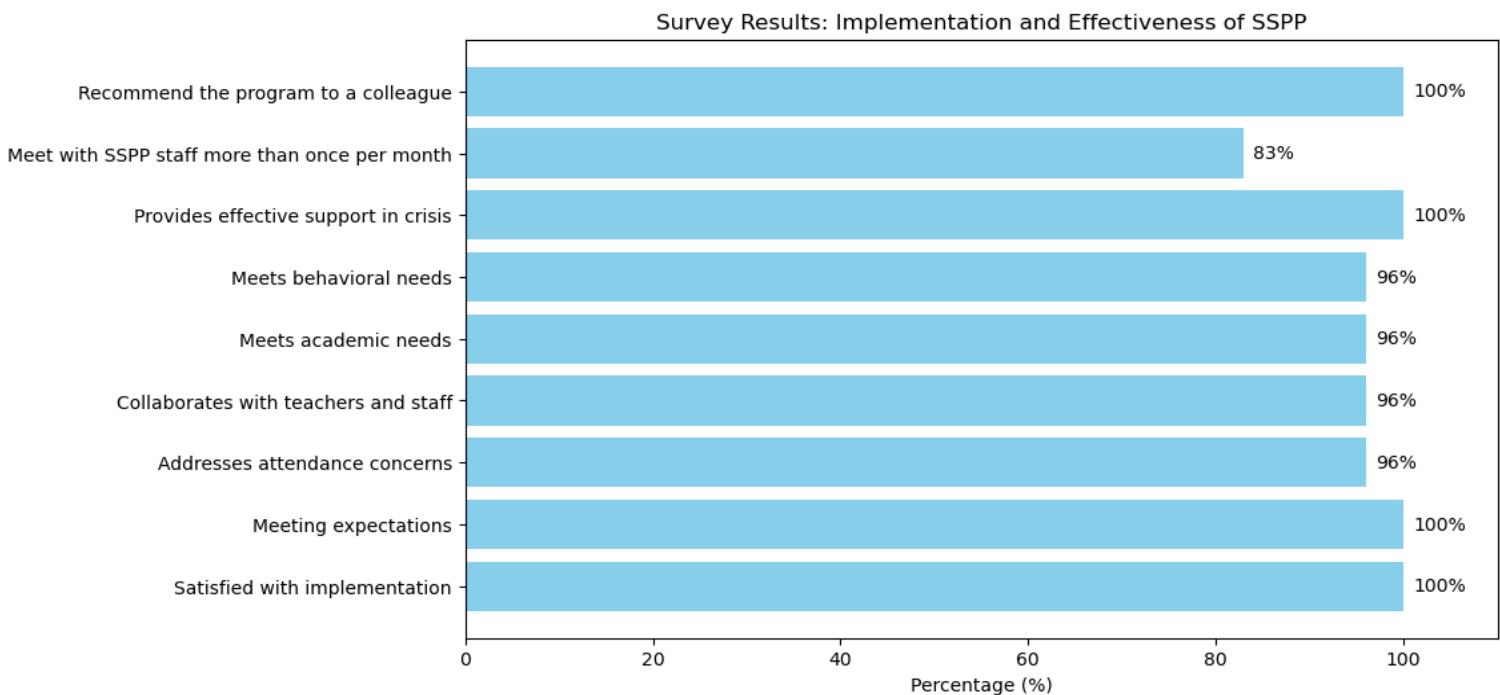


All School Success locations were able to establish food pantries making snacks available to all children in the school and addressing food insecurity. This was done in partnership with the Allen Foundation.

Groups Implemented in K-12



A survey was sent to all superintendents and principals with an SSPP liaison. Twenty-three responded.



2024-25 Accomplishments

The School Success Partnership Program (SSPP) continued to expand its reach throughout Northeast Michigan during the 2024-25 school year. Notable additions included:

- One (1) new School Success Liaison at Onaway High School
- One (1) new School Success Behavior Tech position at Besser Elementary
- One (1) additional Attendance Intervention Liaison at Richardson Elementary

Since the launch of the Behavior Tech program in 2022-23, SSPP maintained six (6) Behavior Techs throughout the 2024-25 school year. The program includes a Behavior Tech supervisor who continues to strengthen partnerships with Alpena Public Schools and contributes significantly to program vitality. Additionally, SSPP expanded into Johannesburg-Lewiston by converting a School Success Liaison position into a Behavior Tech role focused on supporting lower elementary students. Demand for behavior-related programs remains strong at many sites.

The program's organizational structure includes one (1) Area Manager overseeing expanding sites and increasing staff. Two (2) School Success Liaisons have been promoted to supervisors within their current roles, enhancing support access for staff. Two (2) Career Development Coordinator positions continue – one (1) within the PIVOT program serving court-adjudicated youth, and one (1) at Tawas High School.

2024-25 marked the second year of utilizing the EmpowOR database, with ongoing development of expertise in program data analysis. In 2023-24, SSPP received the prestigious Youth Impact/Governor's Service Award in recognition of its positive influence.

Additionally, NMCAA expanded into Bellaire Public Schools in Antrim County with one (1) School Success Liaison.

Next Steps FY 25/26

The School Success Partnership Program (SSPP) is currently funded as a dedicated line item in the state budget at \$1,525,000. SSPP administrators remain committed to advocating for the continuation of this critical funding while actively pursuing additional financial resources to address a growing waiting list of schools and increasing operational costs. The program intends to maintain all existing services across current locations and plans to add an additional Supervisor position contingent upon the stability of federal funding sources.

SSPP will prioritize strategic staff adjustments, enhanced training initiatives, and expanded utilization of the EmpowOR database system to strengthen program effectiveness and data-driven decision-making.

Appendix

Includes:

Sample Attendance letters

Sample Attendance Case History Checklist

Sample Attendance Action Plan

Northwest Michigan Community Action Agency End of Year 2024-25 Data



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
Street 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 Liaison

cc: Principal, CA-60

Third Attendance letter- sent after 15 absences

Your School Name/Address/Phone

Name of Principal

Date
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 main school office to discuss ways in which we can help your child attend school more regularly. We will also be determining whether 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 to further your child's educational opportunities. If we all work together, we can make a positive difference in your children's future.

Sincerely,
School Success Liaison
cc: Principal, CA-60, School Resource Officer

Attendance Case History Check List

Regular Ed. _____ Special Ed. _____ 504 _____

| Student | School | Grade |
|---------|---------|-------|
| Parent | Address | |
| Phone | DOB | |

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 Program Attendance Action Plan

Student's Name:

Date of Birth/Grade:

Parent/Guardian Name:

Contact information:

Date of Action Plan:

School Success Liaison:

- 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 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 the 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 |
|-----------------------|------|-------|------|



nmcaa

School Success Partnership

In partnership with NEMCSA SSP Program

Total formal cases- 85

Actual count of formal students whose math grade improved- 40 (43 not working on math)

Actual count of formal students whose reading grade improved - 41 (43 not working on reading)

Actual count of formal students whose overall academics improved- 50 (33 maintained)

Actual count of formal students whose overall attendance improved- 34 (47 maintained)

Actual count of parents whose participation improved- 54 (32 maintained)

Actual count of parents who participated in 3 or more activities- 81

Activities included attending appointments, school meetings, parent teacher conferences, and school events, as well as communicating absences and parent/teacher contact

Number of barriers addressed -353

Barriers addressed included attendance, crisis, educational skill development, food insecurity, health care services, housing/utilities, mental health services, navigating social services, social emotional skills development, support system, transportation.

Total informal students - 425

Number of groups - 108

Lunch groups, friendship, math, grief, family, mindfulness, academic skills, anti-stress, attendance celebration, basketball/soccer clubs, TRAILS Tier I/automatic negative thoughts, feelings, new students, confidence, self-esteem, communication skills

Enrollment Demographics

Grade

TCAPS-25% 2nd grade, 15% 3rd grade, 15% 4th grade, 13% K, 13% 1st grade, 13% 5th grade, 6% pre-K
Bellaire- 66% K-5. 44% 7-9

Reasons for referral

Social emotional- 61
Academic- 41
family/home- 26
attendance - 13

Referral source

Teacher- 50 (59%)
Parent- 13 (15%)
Counselor or social worker- 6 (7%)
Other (NW Ed staff, NMCAA, etc)- 5 (6%)
Administrator- 4 (5%)
School Success Liaison- 4 (5%)
Student- 3 (3%)

Number enrolled in Head Start- 7

Number who qualified for free/reduced lunch - 31

Length of enrollment

7% less than 30 days
11% 30-60 days
20% 60-90 days

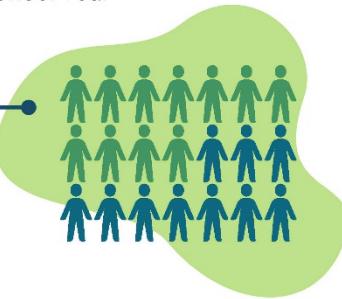
62% over 90 days **Top reasons for enrollment over 90 days-
extended group services, case required more time
76% recommended for School Success services next year

NMCAA/TCAPS School Success Program

Formal Services and Outcomes
2024/25 School Year

Formal Caseload

76 students/families received formal caseload services



103 groups held

examples of group topics include- new student groups, TRAILS Tier I, friendship and social emotional skills, emotional regulation skills, math, academic skills, and soccer

2458 student contacts

connections made with formal caseload students

859 staff contacts

collaboration with teachers and other school staff about formal caseload students

Parent Engagement

95% of parents/caregivers participated in 3+ school engagement activities
(attended parent teacher conferences, teacher or School Success contact, communicated absences, attended school meetings, subscribed to messaging system, etc.)

64% increased parental involvement

Addressing Barriers

Over 300 barriers addressed such as attendance, crisis, educational and social emotional skill development, and navigating social services - including referrals to resources such as TCAPS Student Support Network, food resources, NMCAA, mental health and health care services, and other community service agencies



Outcomes

95% of students improved or maintained overall academics
98% increased reading skills
95% increased math skills
95% improved or maintained attendance

Formal Caseload profile

Grade level: 25% 2nd grade, 15% 3rd grade, 15% 4th grade, 13% K, 13% 1st grade, 13% 5th grade, 6% pre-K

Top 3 referral sources: 1-teachers, 2-parents, 3-other (school social worker, NW Ed staff)

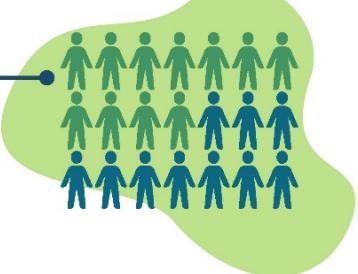
Top 3 referral reasons: 1-social emotional concerns, 2-academic concerns, 3-family/home concerns or barriers

NMCAA/TCAPS School Success Program

Informal Services
2024/25 School Year

Informal Caseload

379 students seen at least twice per month in small groups and/or one-on-one



103

Types of groups include: new student groups, TRAILS Tier I, friendship and social emotional skills, emotional regulation skills, math, academic skills, attendance celebrations/incentives, basketball, soccer

**23 letters
9 calls**

Attendance

23 letters sent and 9 calls made to parents/caregivers for proactive attendance intervention

48

Referrals to community resources

48 referrals to community resources made for informal students

Family Engagement

55 students/families provided with holiday gifts

Liaisons attended parent teacher conferences, family game and math nights, school festivals and dances, music performances, sporting events, PTO meetings, parent Coffee Connections, and assisted with Road Runner University (Traverse Heights), and Glow Party (Blair)

Students provided with:

non-food items (Goodwill vouchers, clothing, hygiene items): **128**
food items (snacks): **273**
school supplies: **60**



Behavior Response, Student Support

Liaisons respond to student support needs as available and based on school needs

Other

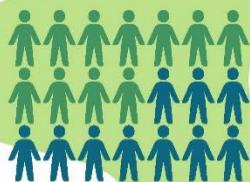
Liaisons assist with student breaks, help in the cafeteria and at recess, push into classrooms, coach basketball, and chaperone field trips

NMCAA School Success Program

Bellaire Public Schools
April 2025-May 2025

Caseload

9 students/families received formal caseload services



5 groups held

group topics included friendship, math, reading, self-esteem, and communication

48 student contacts

48 staff contacts

connections made with formal caseload students

collaboration with teachers and other school staff about formal caseload students

Parent Engagement

44% increased parental involvement by attending school meetings, conferences, and/or events or increasing communication

68 parent contacts, including 21 parent office/school visits and 11 home visits

Addressing Barriers

8 referrals to resources, 100% of students improved attendance



Outcomes

33% of students improved overall academic performance
55% demonstrated an increase in positive approaches to learning



Formal Caseload profile

Grade level: 66% K-5, 44% 7th-9th

Top 3 referral sources: 1- teacher, 2- counselor, 3- administrator

Top 3 referral reasons: 1- attendance, 2- academic and/or family or home stressors/barriers, 3- social emotional concerns

For more information about NMCAA program, data and EmpowOR reporting analysis, contact Amy Cannon at: acannon@nmcaa.net