



State of Michigan Report 2022-2023

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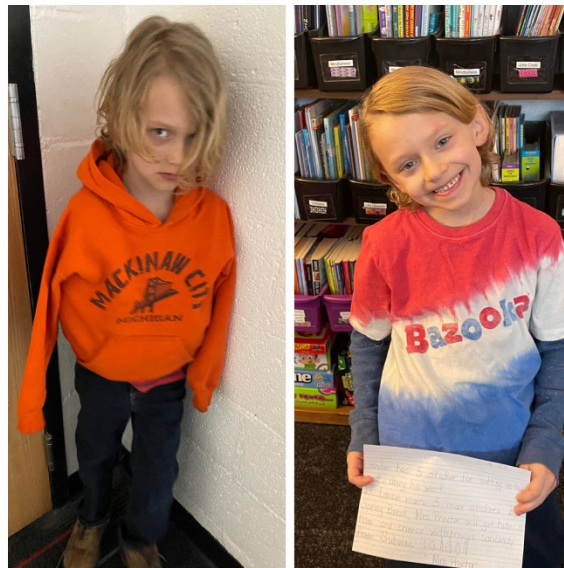
Kristen Wisniewski, SSP Program Coordinator

Kristin Berles, Community Programs Budget Manager



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## Program Impact: A success story



School Success Liaisons build relationships that help break down barriers and recently, Anne Proctor, Senior School Success Liaison at Lewiston Elementary School, witnessed a student truly come out of his shell with support of Mrs. Proctor and the Lewiston community.

Landon moved to the Lewiston area to be closer to family during the fall of the school year. After moving to the area Landon struggled with coming to school regularly and when he did come to school would often run from his classroom and hide from school staff.

On one particular day, Landon arrived to school wearing clothes that had been provided by the school three days before and worn repeatedly since, eloped from his classroom and hid but was found by Mrs. Proctor who offered to help meet his basic needs by asking if he was hungry, thirsty or needed a hug. Landon was non-verbal to offers of support of food and water and shook his head no to a hug.

Mrs. Proctor brought Landon an outfit to change into and gently communicated with him how getting cleaned up could help him feel better, how the colors in the outfit would make his eyes pop and Landon began opening up, as well as allowing Mrs. Proctor to help him get cleaned up and ready for the day. After Landon was cleaned up he openly communicated with Mrs. Proctor that he did need a hug and was then ready to head to class.

This day was a turning point in Landon's journey to success in Lewiston as he began to trust Mrs. Proctor and the Lewiston staff. Through the rest of the school year, Landon came to school regularly, was engaged in his learning and made gains academically.

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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 including alternative education students who are at-risk for academic failure, as well as adjudicated youth in the PIVOT program. 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 NEMCSA's Community Programs including Homeless & Prevention Services, CSFP and TEFAP Food Programs, Weatherization, Volunteer, Aging and Early Childhood Services.

SSP began over 32 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 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., with the exception of

the 2019-2020 school year, when the funding from the state was vetoed. See chart below for the impact of state funding.

**History of funding from the State of Michigan**

	<b>Building a Strong Foundation</b>	<b>Growing</b>	<b>Surviving</b>	<b>Rebuilding</b>	<b>Thriving</b>	<b>Expanding services</b>
<b>School Years</b>	<b>1991-2014</b>	<b>2014-2019</b>	<b>2019-2020</b>	<b>2020-21</b>	<b>2021-2022</b>	<b>2022-2023</b>
<i>Funding from the State of Michigan</i>	\$0	\$300,000-\$525,000	\$0 <b>\$525,000 VETOED</b>	\$525,000	\$525,000	\$1,525,000
<i>Counties with School Success Services</i>	Alpena Cheboygan Montmorency Otsego	<b>Expanded to 7 additional counties:</b> Alcona Crawford Iosco Oscoda Ogemaw Presque Isle Roscommon  <b>Continued serving:</b> Alpena Cheboygan Montmorency Otsego	<b>5 counties lost full or partial service:</b> Alpena Alcona Montmorency Iosco Oscoda  10 SSP sites were closed	<b>Restored services to 4 SSP sites</b>  <b>Operating in 9 counties</b> Alcona Alpena Cheboygan Iosco Montmorency Ogemaw Otsego Presque Isle Roscommon	<b>Operating in 9 counties</b> Alcona Alpena Cheboygan Iosco Montmorency Ogemaw Otsego Presque Isle Roscommon  <b>Added 10 School Success Liaisons to restore and expand services.</b>	<b>Operating in 10 counties</b> Alcona Alpena Cheboygan Iosco Montmorency Ogemaw Oscoda Otsego Presque Isle Roscommon  <b>Added a Truancy prevention program</b>

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When the state funding was vetoed for the 2019-2020 school year, NEMCSA and schools used all available resources to keep as many sites open for as long as possible. Several sites closed mid-year, several sites reduced work hours for their liaison, and all schools ended 2 weeks earlier than planned.

When funding was restored for the 2020-21 school year, SSP began to slowly rebuild the program, restoring services to 4 SSP sites. With continued impact of the COVID-19 pandemic and increase in need of supports for students across our service area, many of the SSP partner schools used their ESSR funds to add an additional SSP liaison for the 2021-22 school year. Those funds combined with the continued state funding restored and added 10 School Success Liaisons, growing SSP to 38 program staff supporting 14 school districts across 9 counties.

For the 2022-2023 school year, SSP received an additional \$1,000,000 in state funding, to total \$1,525,000 in state funding which allowed for continued expansion of the program. Adding 5 truancy focused positions, 4 School Success Liaisons, and 3 Behavior Techs within the Northeast Michigan service area. Further expansion occurred with the development of a partnership with SSP, Northwest Michigan Community Action Agency and Traverse City Area Public Schools to pilot SSP across the state.

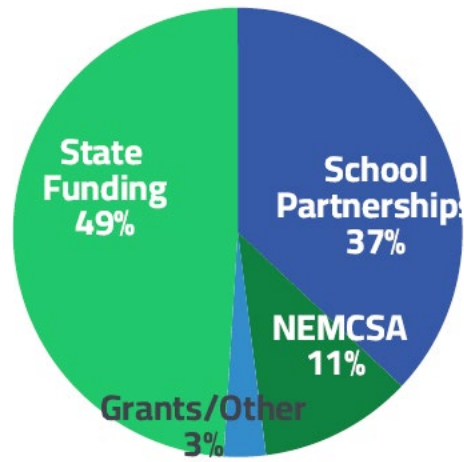
The additional state funding received for FY23, has also funded for the first time in program history, a long-awaited summer School Success program. School Success Liaisons are eagerly providing support services to students and families through the summer months with home visits and academic supports to reduce the summer slide. As well as connections with summer school programming, increased ability to participate in school planning for next school year and enhanced community partnerships with local Boys & Girls Clubs, county libraries, local food programs to help ensure that students are interacting with quality services throughout the summer as well as getting their needs met through the summer through positive interactions, peer connections, academic engagement and meeting food insecurities.

SSP staff are looking forward to the positive impact that the summer program will have on students and families as we head into the 2023-2024 with our students being more ready than ever to return to school will no summer slide and increased school readiness.

SSP leadership has also expanded a more extensive leadership team to include Area Manager, Program Coordinator, Budget Manager and Community Programs Director. The expanded leadership team helps ensure that SSP staff are provided increased individualized support and management, detailed data analysis and not only program specific training but also individualized training opportunities.

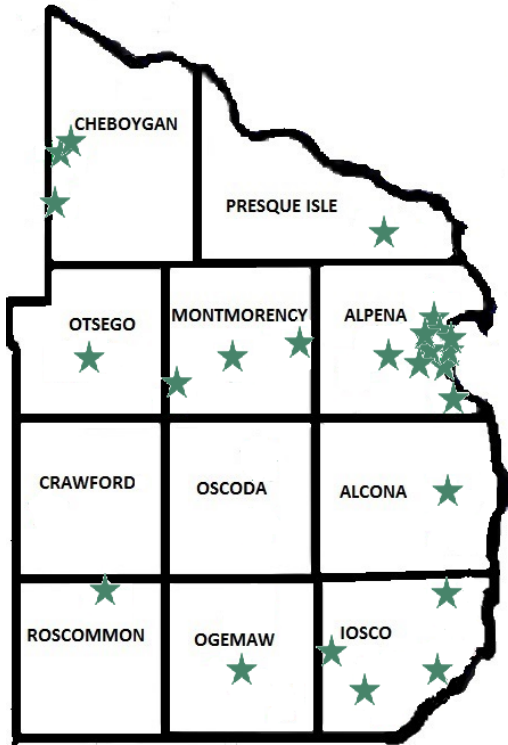
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The \$1,525,000 from the state represents approximately 49% of the entire SSP \$3 million operating budget.



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2022-23 SSP Partnership Program Locations



County	Full liaison time staff
Alpena	19
Alcona	3
Cheboygan	4
Iosco	8
Montmorency	4
Ogemaw	1
Oscoda	1
Otsego	3
Presque Isle	1
<b>TOTAL</b>	<b>44</b>

For the current 2022-23 school year, SSP has 44 full-time SSP liaisons with 8 working as mentors and two working as supervisors in K-12 public and alternative education sites, and one full-time SSP liaison working with court adjudicated youth in the PIVOT program. In addition, SSP has one program director, one program coordinator, one area manager and one data/budget manager.

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## Report Purpose

The purpose of this report is to assess the current SSP Program during the 2022 – 2023 Academic Year. The State of Michigan allocated \$1,525,000, 49% of the SSP Program’s \$3 million annual budget, to support existing programming. This report presents results based on SSP Program data from September 2022 through June 2023.

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 K-12 and all Alternative Education 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.



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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 K-12 and Alternative Education SSP Liaison data collected between September 2022 through June 2023 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**

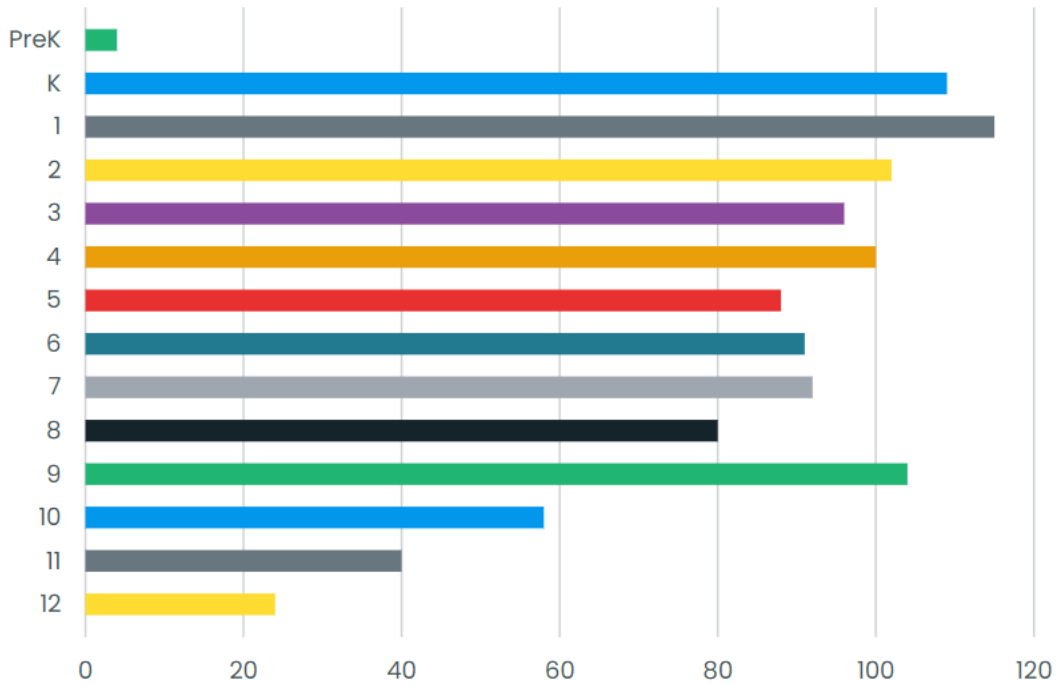
1055 students formally enrolled in SSP

1016 formal students in K-12 SSP

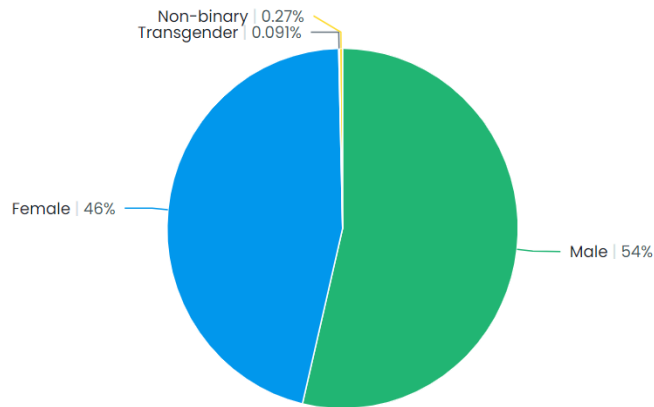
39 formal students in Alternative Education SSP

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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)



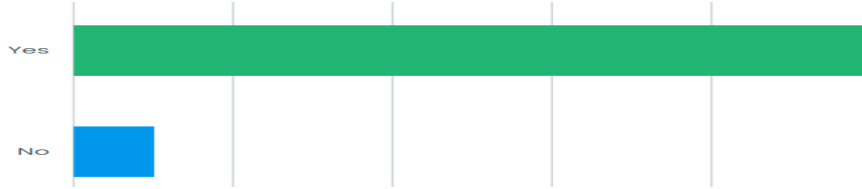
54% of the SSP students served were male.



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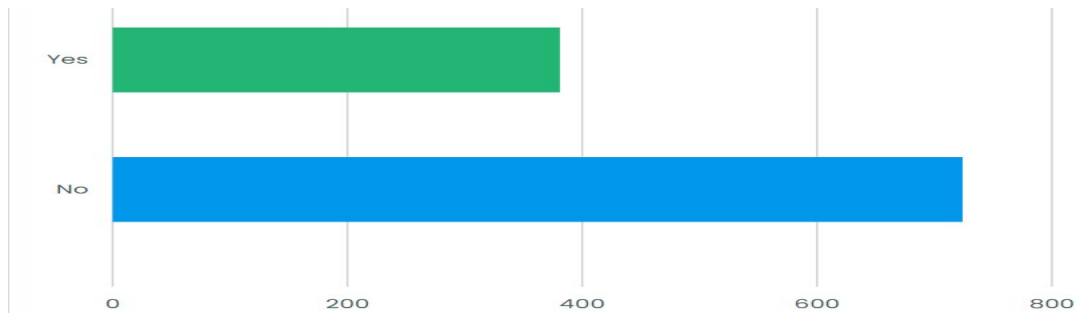
### Free and Reduced Lunch

91% of the SSP students qualified for Free and/or Reduced Lunch.



### Head Start

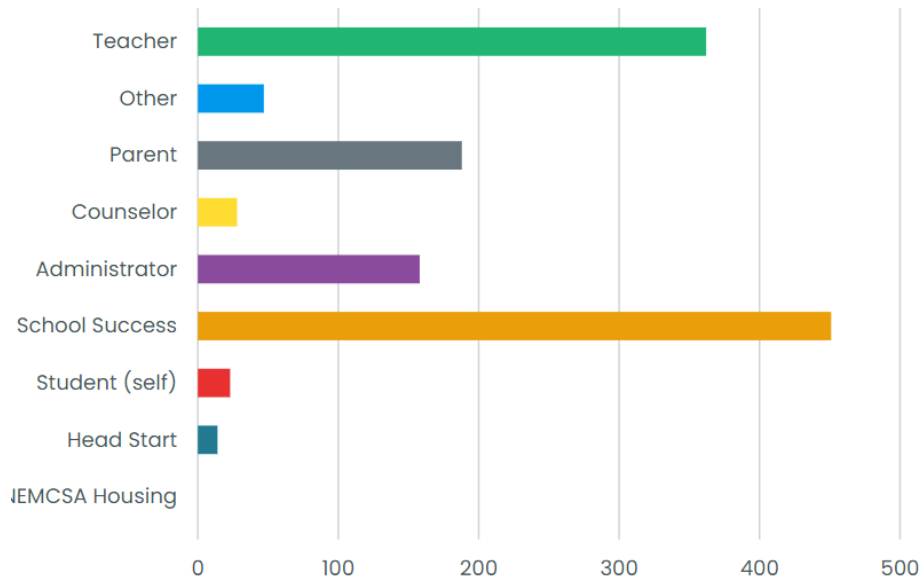
Approximately 35% of the SSP students attended Head Start\*



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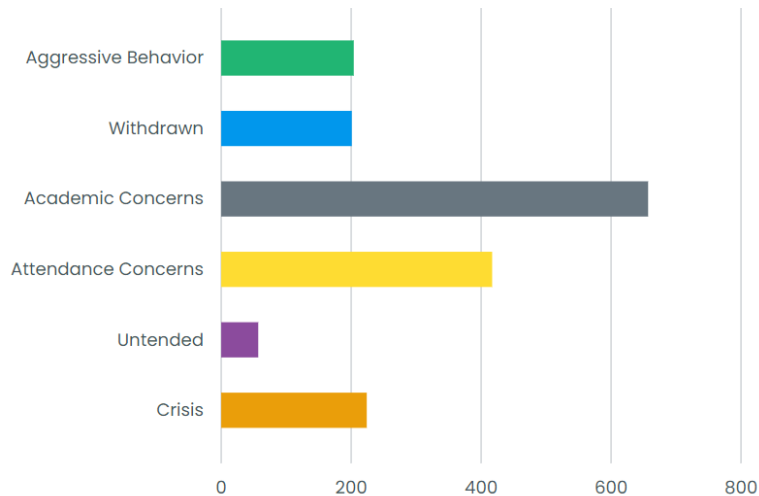
## Referral Source

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



## Referral Reason

Many 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

### 1) Increasing school attendance and decreasing chronic absenteeism

#### 97.86% reduction in chronic absenteeism in students who received SSP intervention

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)".

Chronically absent is defined as missing 10% or more of the school year. For Michigan that would be an equivalent of 18 days by the end of the school year.

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.

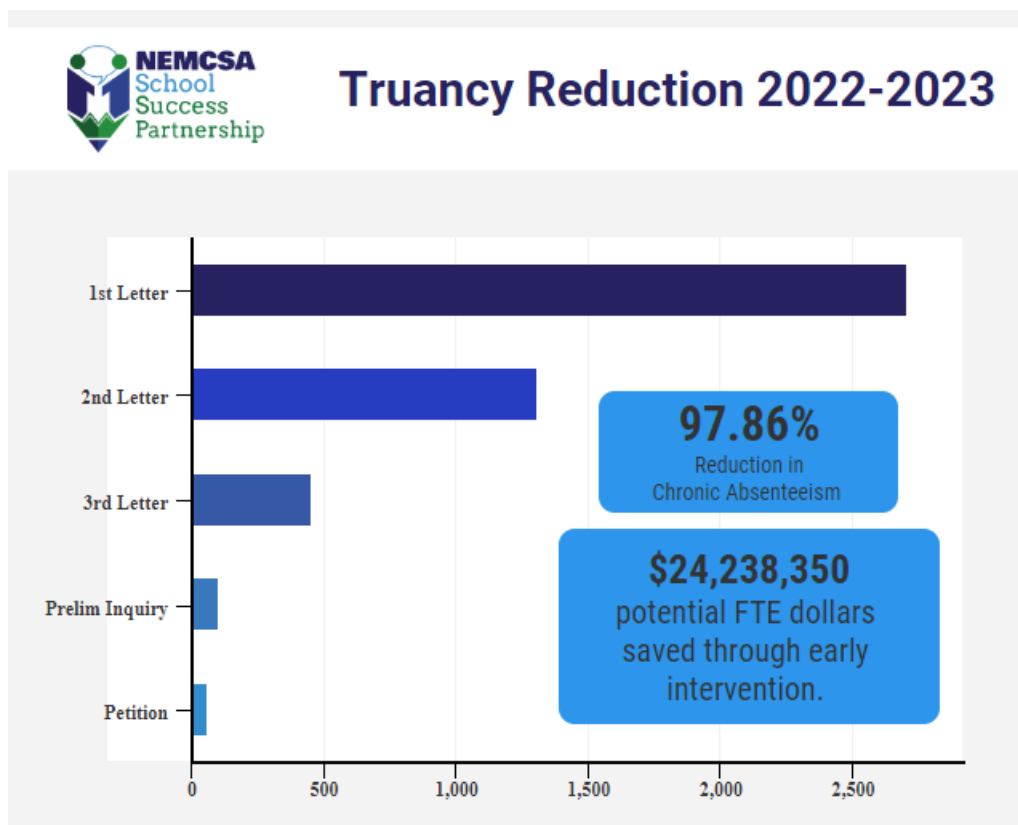
SSP liaisons act as truancy officers in their respective buildings and if a student has **eight (8) absences** the parent is notified by the liaison through a letter or documented phone call. Should the student continue to miss and have **12 absences**, the parent is again notified by mail and the liaison 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

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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)

During the 2022-2023 school year, with the support of the additional state funding, SSP was able to expand and pilot Truancy Intervention Liaison positions to focus specifically on attendance in their assigned school building or district. These positions worked closely with students and families through early intervention to address barriers specific to the student’s attendance at school and were successful across 3 pilot school districts. Of the 1055 formal cases served by SSP, 180 students were specifically identified by Truancy Intervention Liaisons for formal services.

School Success staff continue to open communication with school districts and court systems to discuss the importance school attendance and continue to work with school districts and court systems moving forward to ensure that chronic absenteeism will continue to reduce and should students become truant that appropriate and adequate supports in the community are available for referral by School Success Liaisons and Truancy Intervention Liaisons.



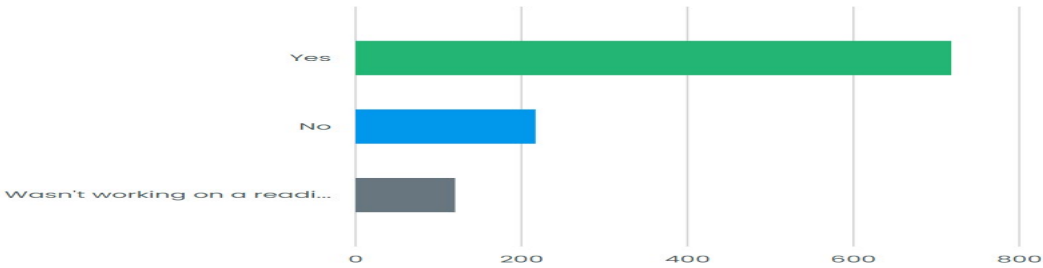
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## 2) Increasing academic performance based on grades with emphasis on math and reading

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.

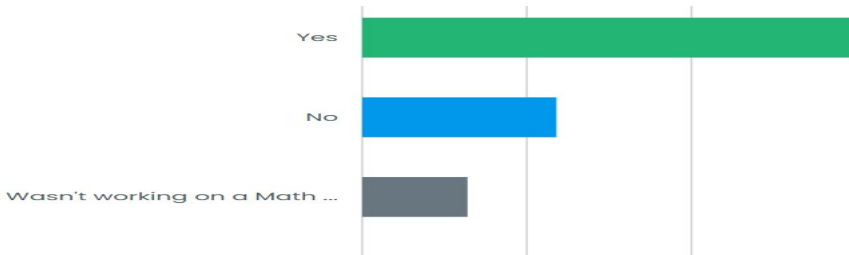
The following charts show the student's academic growth from their baseline grades from the time they enter the SSP program until the time they are closed.

77% of the SSP students improved in reading per their action plan goals.



### Math Level/Grade

75% of the SSP students improved in math per their action plan goals.





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## Overall Academics

79% of the SSP students showed an overall academic improvement.



### 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.

**2962** Contacts with community agencies

**7,387** Barriers identified and alleviated with collaboration with the family

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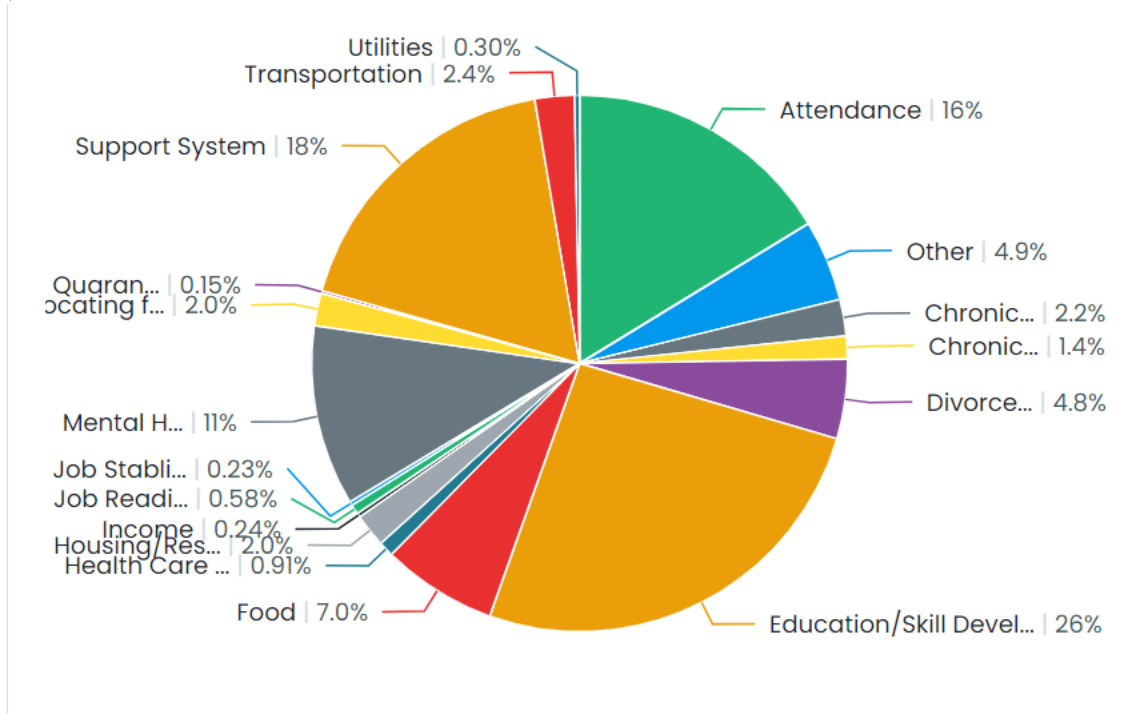
## Barriers Addressed

### Top 3

1) Education and Skill Development

2) Family Support Systems

3) Attendance

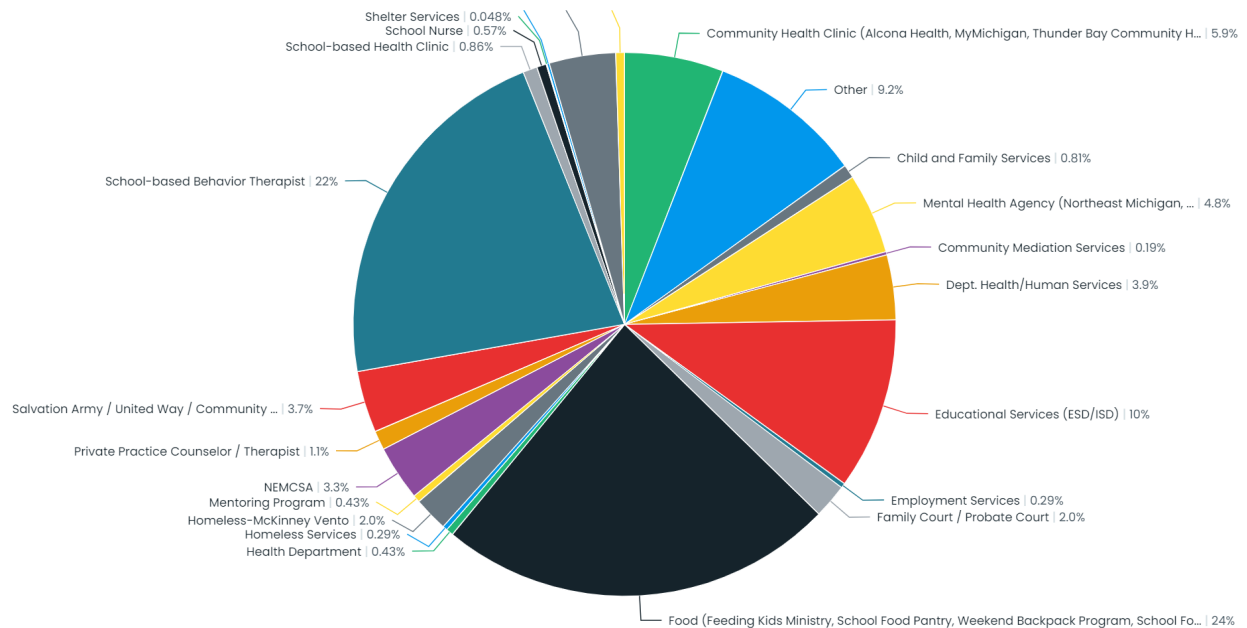


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## Referrals to Agencies

### Top 3 \*besides other

- 1) Food needs
- 2) School based Behavior Therapist
- 3) Educational services



\*Because we serve families in 9 counties, the "Other" category includes services specific to the counties we serve.

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

SSP liaisons reported engaging with parents **15,442** times from September 2022 through June 2023 through home visits, office visits (in person or virtual) and phone calls, letters, text or messaging services. Note that many of the students involved in the Alternative Education program are 18 or older and the parents are not involved.

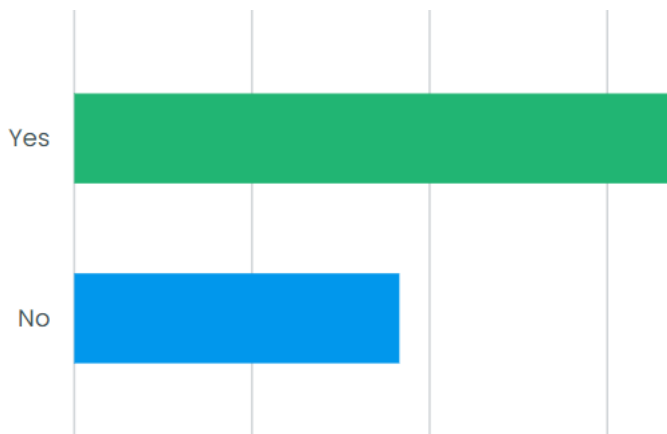
Most commonly, SSP liaisons and parents collaborated to implement a plan to improve the student's behavior or academics. Through these plans, parents often employed strategies to help their child

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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 K-12 Results only**

65% of parents participated in at **least 3 activities** at their child’s school.

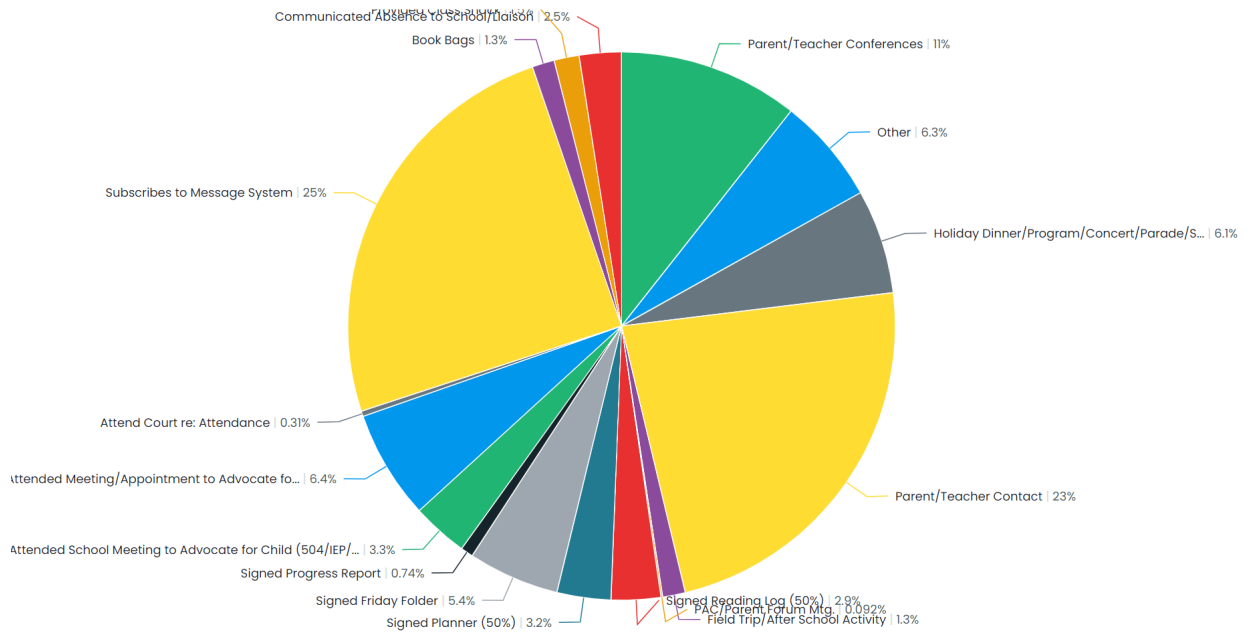


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## Parent Activities at School

Top 3 \*besides other

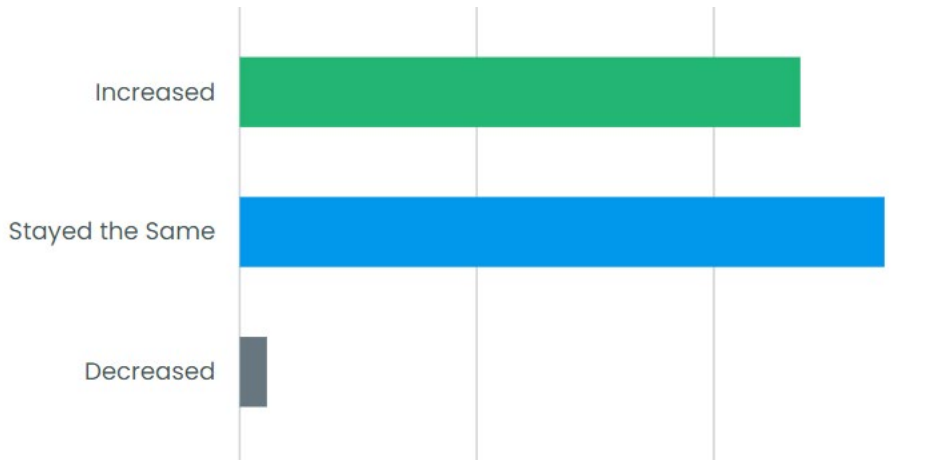
- 1) Subscribed to school messaging system
- 2) Parent Teacher contact/meeting
- 3) Parent Teacher conferences (455)



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**Overall Parent Participation K-12 Results only**

43% of parents **increased** their participation in their child's education



**Contacts**

1055 students served FORMALLY

2,705 students served INFORMALLY

**1055 Formal students**

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

**71,368** Total contacts on behalf of the student

**34,407** Student Contacts - these included meeting directly with the student, Virtual meetings and/or emailing/texting calling the student

**15,442** Parent contacts that included office visits, virtual meetings, home visits, phone calls, emails/texts with the parent

**18,557** Teacher, staff, administrator contacts

**2,962** Contacts to community agencies

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## 2,705 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.

**849** Students served through a holiday giving program

**13,846** Students provided with food for the weekend through a weekly backpack program or to meet an immediate need

**2,226** Students provided with school supplies

**4,054** Non-food items/kits provided (personal hygiene, cleaning products, etc.)

**174** Students assisted with college readiness (applications, financial aid, etc.)

**398** Groups led by SSP liaisons open to all students in the school

### Groups implemented this year but not limited to:

Anti-bully presentations	Peer Mediation	Vaping Education
Social skills	Goal Setting	Social Skills
Girls group	Lunch Group	Anger Management
Boys Group	Breakfast Group	Self Control Super Heroes
Life Skills	Mind-Up	Grief Support
Hygiene Lessons	Homework Help	Community Service
I-Care Cat	Behavior Expectations	New Student Group
Friendship skills	Unique Unicorns	Self Esteem / Body Image
Kindness and Responsibility	Focus & Attention Skills	Sportsmanship
TRAILS to Wellness	Peer Mentoring	Restorative Circles
Zones of Regulation	Peer to Peer	Feelings Detectives
Job Readiness	Study Skills	Sunshine / Leadership
Mentoring	Anxiety/Depression	Run / Walk Club

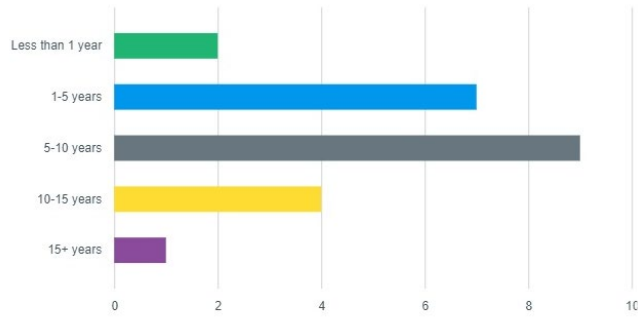
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## Principal Superintendent Survey

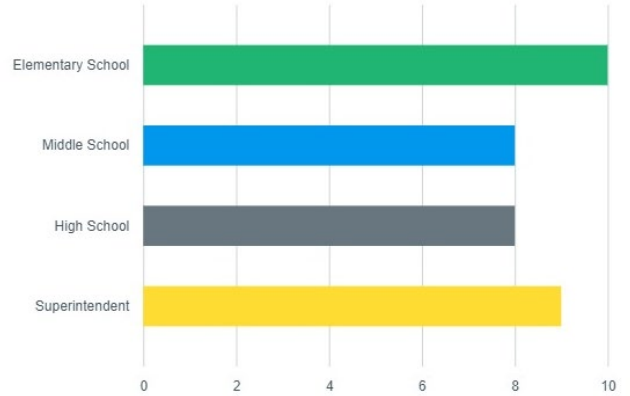
Results from twenty-three principals and/or superintendents

(See appendix for copy of survey)

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



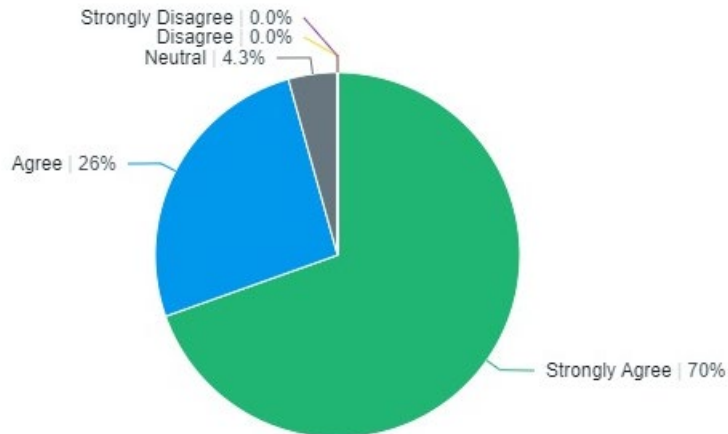
Administrative Duties



### Implementation of the SSP Partnership Program

96% 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.

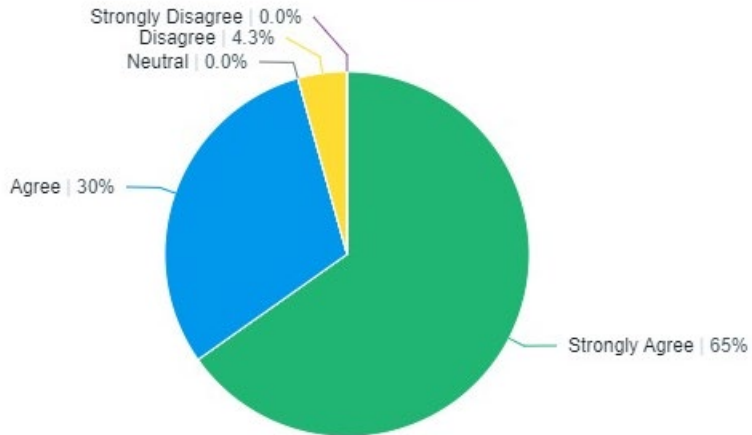




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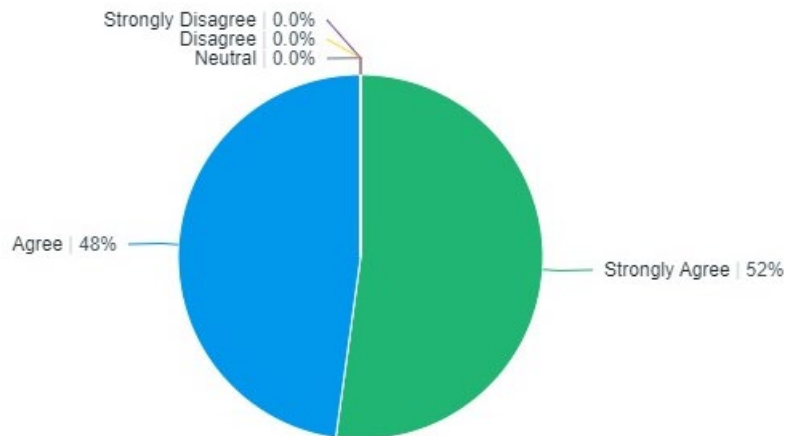
95% of superintendents/principals **strongly agree or agree** that SSP is meeting their expectations.

The School Success Program is meeting my expectations.



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

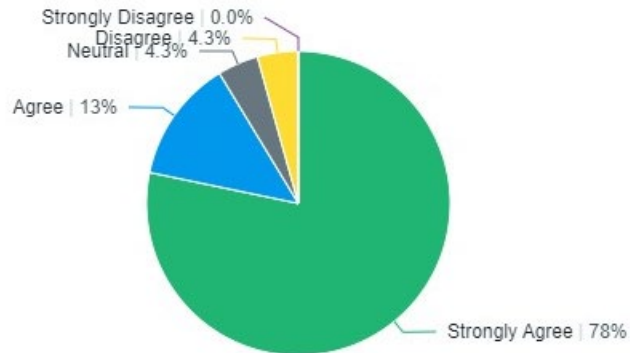
School Success addresses attendance-related concerns among students at my school.



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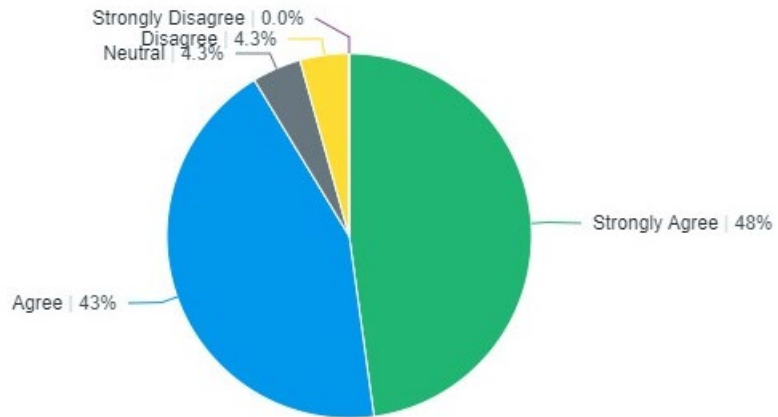
91% of superintendents/principals **strongly agree or agree** that SSP liaisons collaborates with teachers and staff.

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



91% of superintendents/principals **strongly agree or agree** that SSP meets the academic needs of the students in their school.

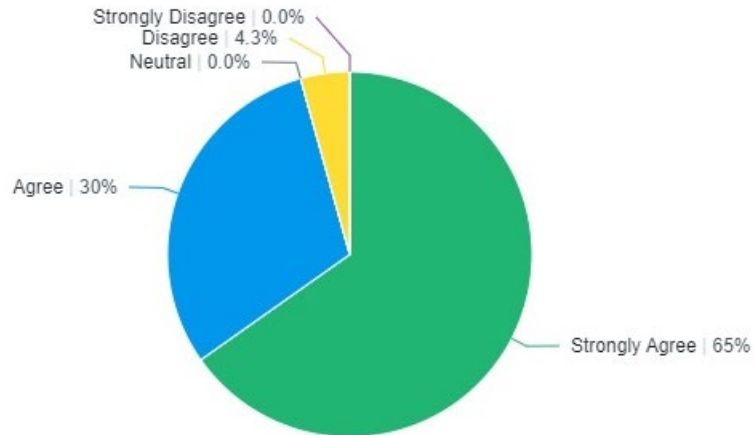
School Success meets the academic needs of students at my school.



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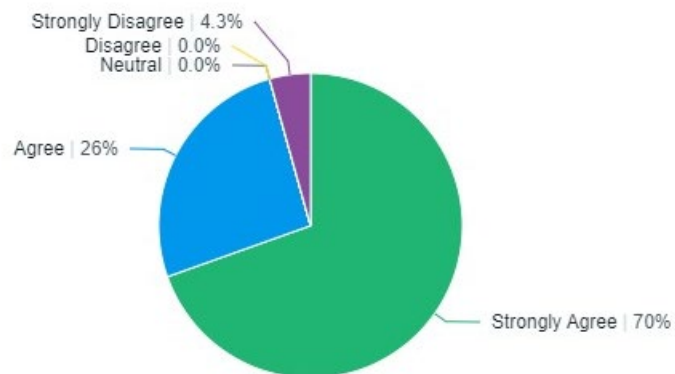
96% of superintendents/principals **strongly agree or agree** that SSP meets the behavioral needs of the student in the school

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



96% of superintendents/principals **strongly agree or agree** that SSP provides effective support for students in times of crisis and makes the appropriate referrals

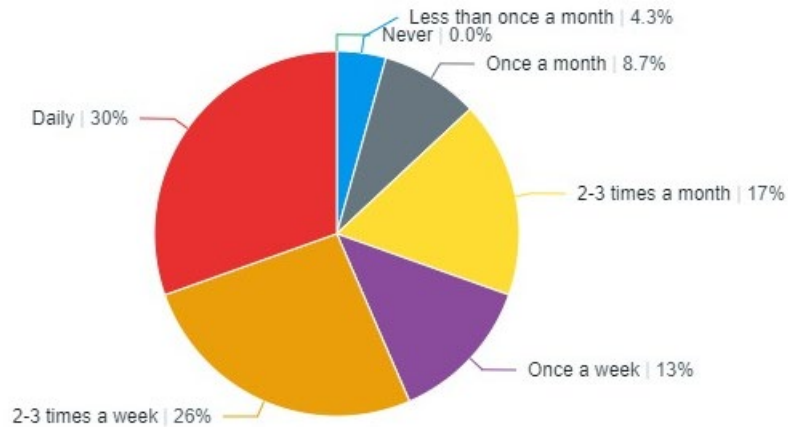
School Success provides effective support for students in times of crisis and makes the appropriate referrals



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86% of superintendents/principals meet with the School Success staff more than once per month to support students and families.

How often do you meet with the School Success Liaison?



### 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 and superintendents were asked to identify what was working well with the SSP, as well as areas for improvement.

#### Program Strengths

Of the 23 surveys that were returned, the following were listed as program strengths:

- Connection with students and families
- Responsive to student needs when they come up
- Provides great space for students when they are having difficulties
- Pushes into classes throughout the day to help students in the room, not just individual or small groups
- Students respond well to her and she has a great rapport with parents
- Proactive, flexible and fill in the holes wherever and whenever needed.
- Give our at-risk students an extra support that they would not otherwise had
- Communication and support

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- Truly want to work with school to increase the success our students have
  - NEMCSA Leadership is responsive to the needs of districts and are willing to be flexible and attentive
  - Provide much needed support for our students academically, socially, emotionally and behaviorally
  - Additional services to help students succeed are excellent
  - Goes above and beyond for all students
  - Always willing to support students emotional, intellectual safety needs within the school building and in their home setting
  - Sets personal goals to motivate our students
  - Benefit the whole school environment
  - The level of supports with meeting the basic needs of students is amazing
  - Having community partnerships and the ability to support families in the home is great!

### **Areas for Program Improvement**

Only 17 of the surveys had responses in this category. 4 indicated no areas of program improvement necessary and two of those responses indicated that their school could use another school success liaison.

Other areas of improvement included:

- Truancy, attendance letters and proactive supports for early intervention in chronic absenteeism
- Increase communication between School Success staff, school staff and administration
- Additional funding to provide additional School Success staff and supports
- Continuing training and support for School Success staff
- Training on the School Success program to school districts

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# Principal and Superintendent Responses

**Elementary School Principal** "The support for many intangible factors that our kids go through is great. She is able to fill many voids that exist and provides key support for kids and families."

**K-8 Principal** It is such a valuable resource!

**Secondary School Principal** "They have a very positive impact on our students' success."

**Superintendent** "Staff is efficient, effective and work well as a team player."

**K - 12 Administrator** "The way our School Success Liaisons speak with and help our students is immeasurable. I appreciate them both every day. Thank you for letting us have them here, I am not sure what I would do without them."

**Superintendent** "It simply is another support for students and families. They are non-threatening and more than welcomed by families."

**K - 8 Administrator** This additional support is great! Having a specific person identified to support families and help connect school and family partnerships is the best!

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## Parent Perception Survey

Results from parent surveys administered to 82 randomly selected families that were collected through a web-based data collection service called Knack. Parents responding to this survey represented children and families served in the 9 counties where SSP has been implemented. (See appendix for copy of survey)

### Parent Perceptions of the SSP Program

100% of parents **agreed** that SSP helped them in dealing with their child's difficulties

100% of parents **agreed** that child's likelihood for success in school has improved.

99% of parents **agreed** that they are more comfortable in interacting with the school staff.

100% of parents **agreed** their time with SSP was worthwhile.

94% of parents **participated more** in their child's education.

100% of parents **would recommend** SSP to others



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# Parent Responses

**Parent of Elementary Student**

"My child with ADHD, ODD and anxiety was refusing to go to school. Every morning was a fight and struggle to get him to school, and he was tardy every day because of this. Truancy Intervention Liaison met with my child and worked with him regularly. Since she started working with him he has not had one tardy, he is a totally different kid in the mornings, and he takes pride in getting to school early every morning. So grateful for her help.

**Parent of Elementary Student**

"Very Helpful! So Thankful!"

"SSL has done above and beyond to help my kids. Don't know what we would do without her. She is truly amazing and cares about the kids."

**Parent of K-12 Students**

"My child has anxiety and struggles with her work. SSL has helped build her confidence, she is smart and shows it!"

**Parent of Elementary School Student**

**Parent of Elementary School Student**

"My child was struggling academically and socially to the point of lashing out and becoming violent. After a few weeks seeing SSL he started to become less anxious and by the end of the year he was playing with other children and actually participating in school. I am truly grateful for the kind, knowledgeable approach SSL took in helping my child be successful.

"SSL made my child's ability to cope with his schoolwork and personal crisis situations easier and more comfortable. My child was able to open up and relate their issues with her and take her feedback and apply it. She is A amazing asset to the school system!"

**Parent of K-12 Student**

**Parent of Elementary Student**

"My child is thriving thanks to SSL and all the wonderful staff at their school. Thank you for an amazing year and helping so much!"



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# Parent Responses

**Parent of Middle/High Student**

"SSL is amazing and has made a tremendous difference in the life of my two students. Her ability to connect with my students and identify the problems going on has been wonderful and lead to each of my student's success. She continuously goes above and beyond. I don't know where my student's would be if it wasn't for her dedication, passion, and commitment to ensuring the success of my students. Additionally, her communication with my children and myself has been wonderful.

**Parent of Elementary Student**

"Very Courteous, Kind Woman."

"I think this is a great service provided for the kids and it has helped my daughter tremendously."

**Parent of Elementary Student**

"SSL is extremely wonderful with new people and helped us fit right in!"

**Parent of Elementary Student**

"Our liaison stepped up and assisted my daughter from day 1. Even after her case was closed, she continued to work with my daughter and made her feel special every single day. I truly heartfelt thank you to her!"

**Parent of Elementary School Student**

"He helped very much with our problems and it made us feel like he really cared. He is a hard worker, and a very kind man."

**Parent of High School Student**

**Parent of K-12 Student**

"This program saved my son's life. Thank you so much."

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## Next Steps

The School Success Partnership Program administrators anticipate all current SSP programs in Northeast Michigan to continue in the 2023-2024 school year with an additional two schools, one additional School Success Liaison and a School Success Behavior Tech position.

Our School Success Partnership Program funding is currently a line item in the state budget at \$1,525,000 and our ask for state funding for FY24 is continued funding at the same level of \$1,525,000 to continue to maintain program expansion from the 2022-2023 school year and continue to expand as planned into the 2023-2024 school year.

SSP administrators will continue to advocate and support all current funding sources in addition to actively seeking additional funds to support the waiting list of schools and increased expenses.

SSP leadership team is looking forward to reporting on results of the SSP summer pilot program occurring during Summer 2023 and increased school readiness with our students and families.

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## Appendix

Includes:

Sample Attendance letters

Sample Attendance Checklist

Sample Attendance Action Plan

Sample Principal Survey

Sample Parent Survey

2022-2023 Data Dashboard

History of Attendance and Truancy Data

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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

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 \_\_\_\_\_

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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

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 2021-2022

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

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

Yes  No  Non-applicable

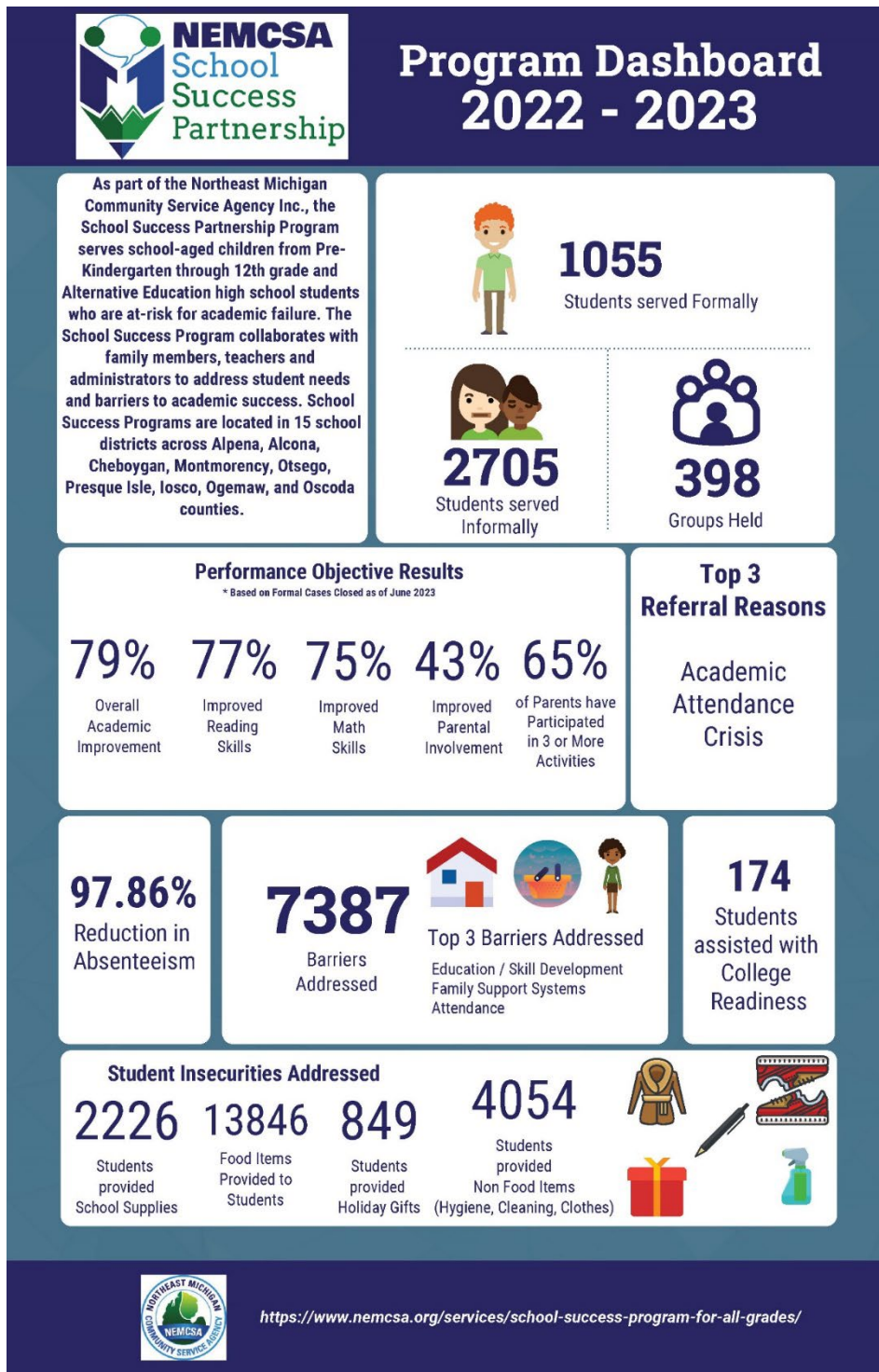
I participated more in my child's education.

Yes  No  Non-applicable

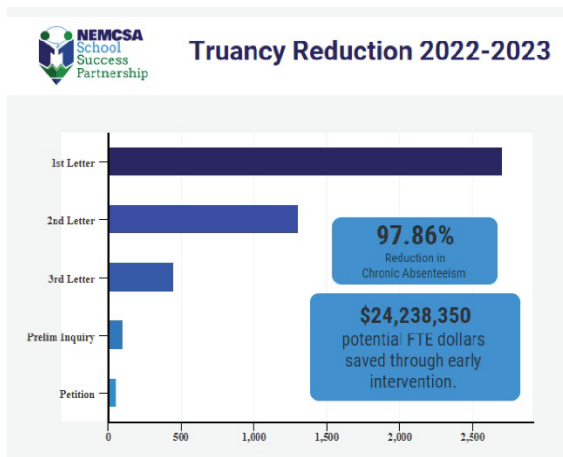
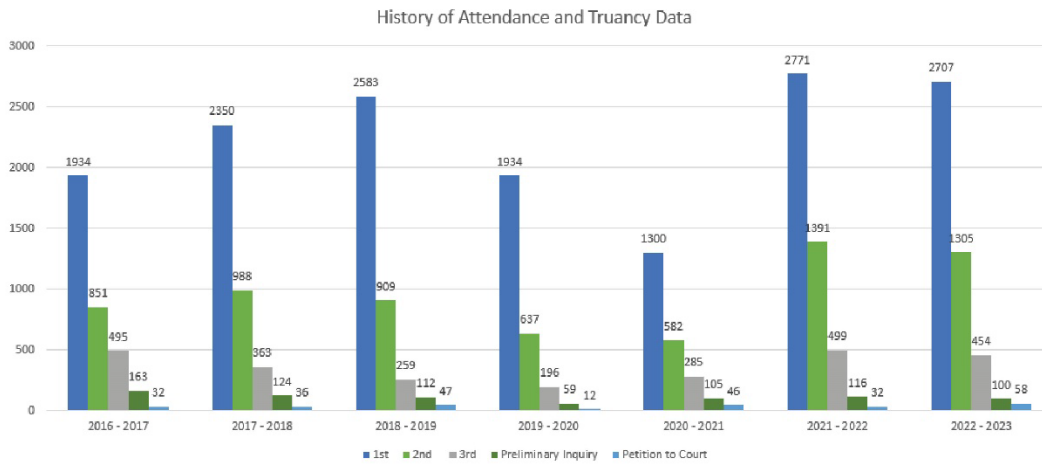
Would you recommend this program to family, friends or coworkers?

Yes  No  Maybe

What improvements could be made to School Success Program?



## History of Attendance and Truancy Data



**5 year average of 98% reduction in chronic absenteeism for those students who received School Success intervention.**

**SSP believes that consistent school attendance is the single most important factor in making sure a child receives the best education possible.**

**\$156,719,442** in potential FTE dollars saved by addressing truancy early and consistently from 2014-2015 academic year through 2022 - 2023.

