



## **K-12 and Alternative Education School Success Program**

**Reporting Period: September 2018 – June 2019**

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*For more information, please contact:*

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## Program Reporters:

Dorothy Pinter, SSP Program Director

Kristin Berles, Budget /Data Specialist

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## Why we do what we do!



Julie Benson, School Success Liaison at Hillman Jr/Sr. High School, is a strong advocate for her students. Julie first met Fred when he enrolled at Hillman High from Kentucky this past fall. Fred arrived in Hillman homeless with only a Kentucky School ID and not sure what to do. Julie connected with him to provide basic food and hygiene needs. As Fred became more comfortable with Julie, they developed not only an academic plan to help him graduate, but also a life plan. Julie was able to connect Fred with a local businessman who not only mentors him, but has also opened up his home to him. Julie helped Fred get his Michigan ID card, birth certificate and his social security card so that he could start employment as well as apply for college and financial aid. Academically, Fred has done well, and was a member of the District Championship Robotics team and graduated on time. Fred has he been accepted into the Concrete Technology program at Alpena Community College and has received scholarship dollars totaling \$10,000.00. He will graduate from college debt free! When family pictures were being taken during Senior Awards Night, Fred asked Julie to be in his family picture and gave her his “Mom rose”, a rose that seniors present to their mothers, at graduation.

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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. Students served by SSP are referred to the program due to academic need, poor attendance, aggressive behavior, crisis situations, withdrawn behavior, or being untended. SSP liaisons provide ongoing assistance to students, parents, and teachers by managing students' problem areas with specific short- and long-term goals. Students with additional needs are provided supplementary referrals to community resources, such as educational services, community mental health clinics, shelters, private practitioners, the Department of Health and Human Service, and Child and Family Services.

SSP began over 28 years ago in response to community awareness that school failure was a complex, multi-faceted issue linked to chronic poverty, unemployment, juvenile delinquency, domestic violence, teen pregnancy, child abuse and neglect, and a lack of parent education. Students served by SSP experience a variety of issues and conditions that affect school performance and create barriers to academic success including family issues (e.g., divorce, unemployment, death, etc.), attendance issues, behavioral issues, transitional issues, and unmet mental health and/or medical needs. The program collaboratively works with students and their families, school administrators, teachers and staff, and community agencies in order to address presenting issues and meet students' needs. As a result of participating in SSP, students are expected to have increased school attendance; improved academic performance; an increase in parental involvement with their child's education; and family barriers identified and removed for student success.

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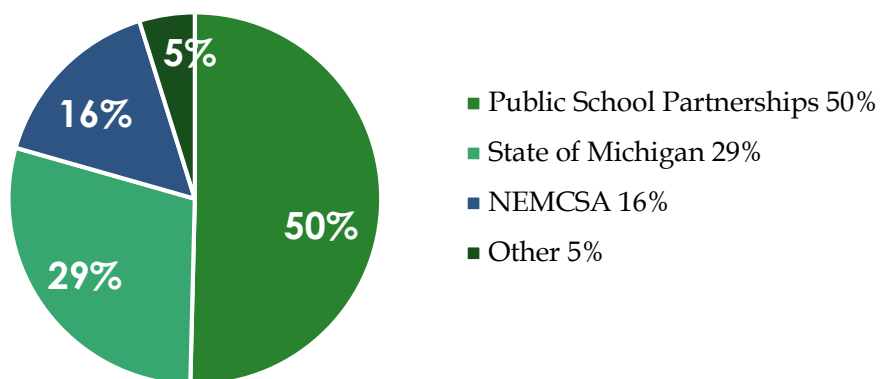
Over the years, SSP has become an integral resource for students, families, and schools in Northeast Michigan and SSP program administrators sought to extend their reach, with the goal of providing services to help more students in Northeast Michigan. Given the commitment to students and families and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

### History of funding from the State of Michigan

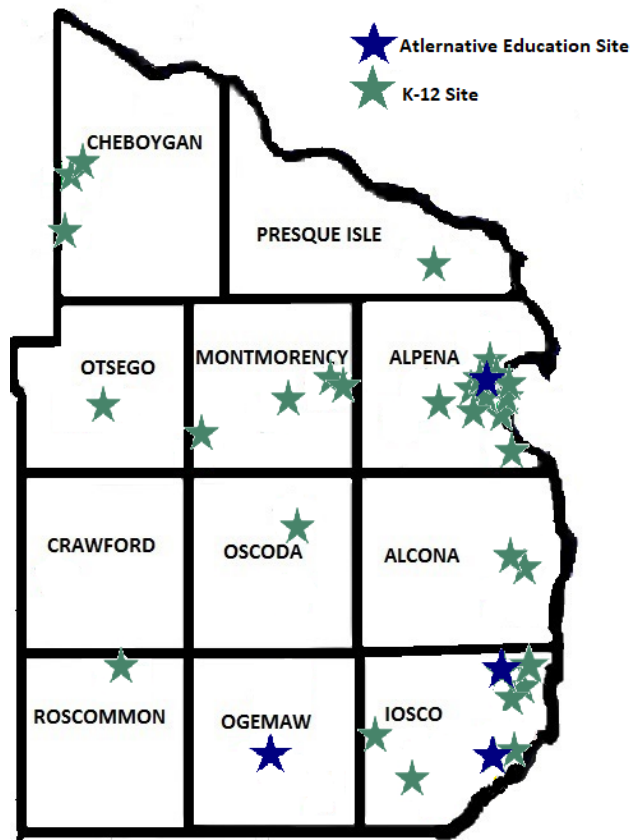
School Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Funding from the State of Michigan	\$0	\$300,000	\$450,000	\$450,000	\$525,000	\$525,000
Number of SSP Sites	19	23	28	31	33	35

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

### Funding Sources



## 2018-19 SSP Partnership Program Locations



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

Included in SSP liaison staff are 4 working supervisors and one area manager. Additional staff includes the program director and the budget/data coordinator.

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## Report Purpose

The purpose of this report is to assess the current SSP Partnership Program during the 2018-2019 Academic Year. The State of Michigan allocated \$525,000, 29% of the SSP Program's \$1.8 million annual budget, to support existing programming. This report presents results based on SSP Program data from September 2018 through June 2019.

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 SSP Liaison data collected between September 2018 through June 2019 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

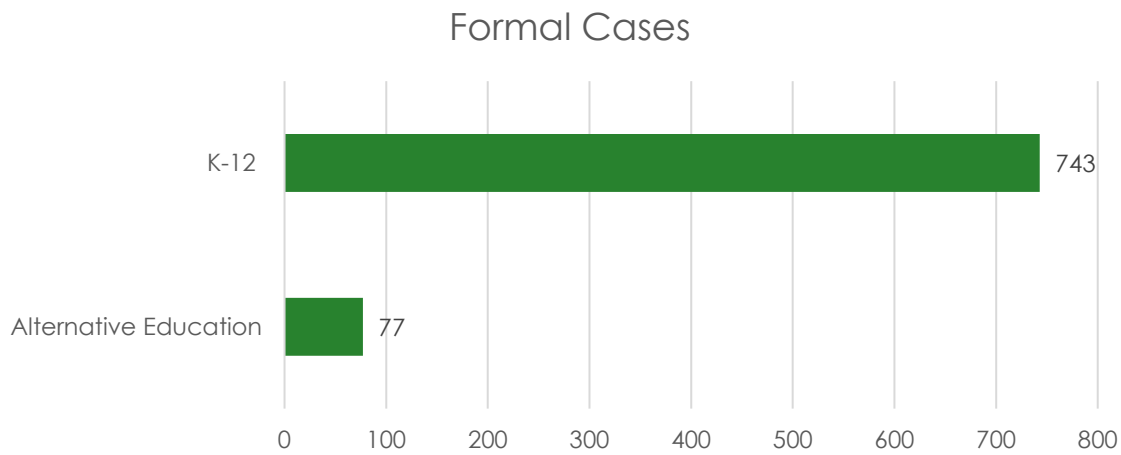
820 students formally enrolled in SSP

743 formal students in K-12 SSP

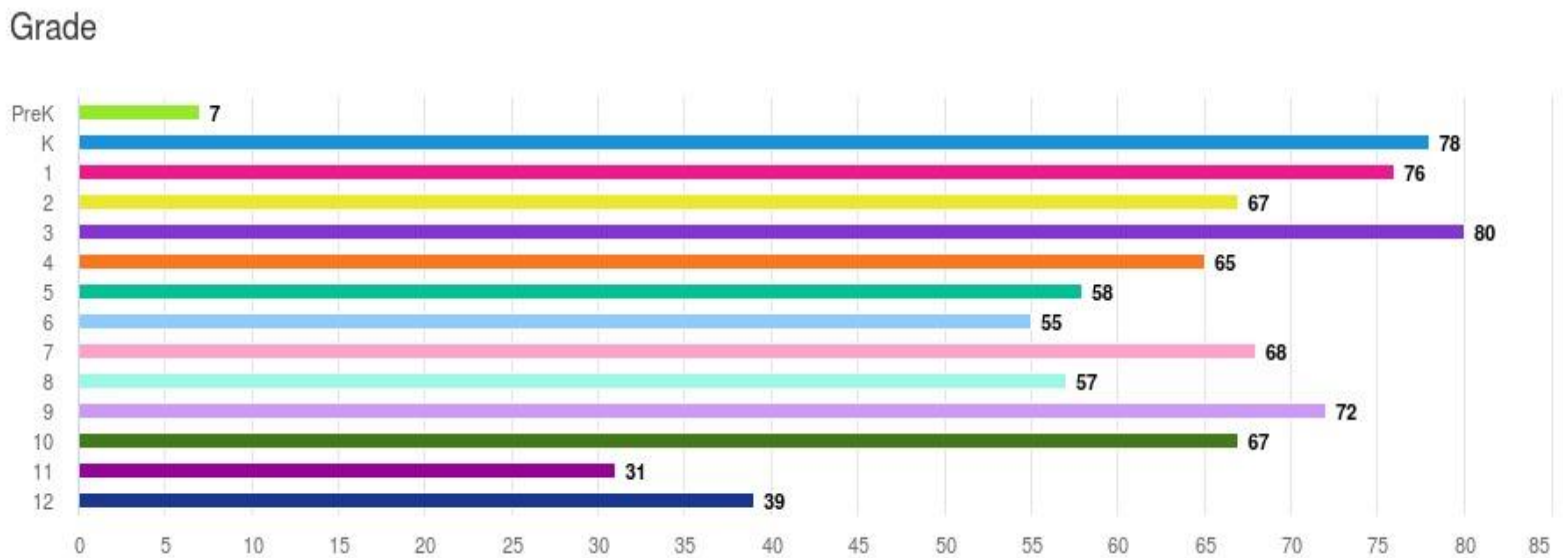
77 formal students in the Alternative Education SSP

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**91%** of the SSP students served were enrolled in a K-12 SSP Program



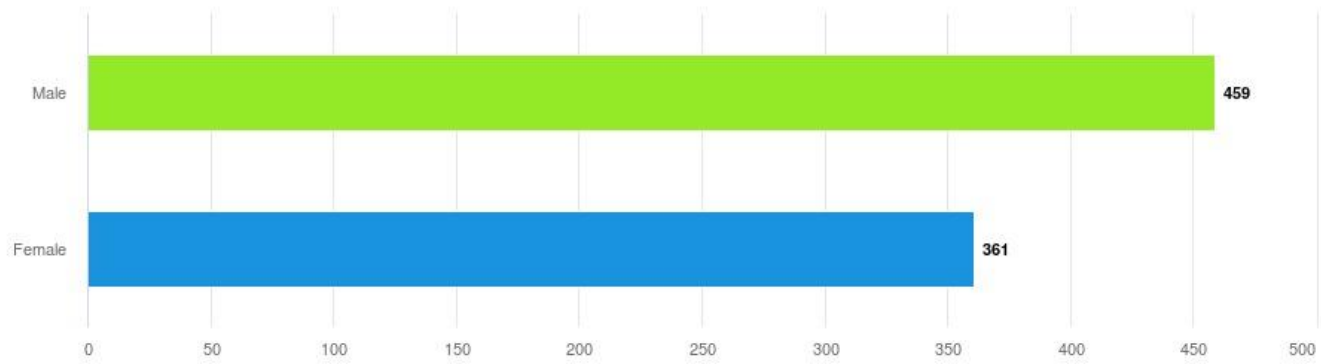
**53%** of the SSP students served were in elementary school (grades PK-5), **22%** were in middle school (grades 6-8), and **25%** were in high school (grades 9-12)



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**56%** of the SSP students served were male.

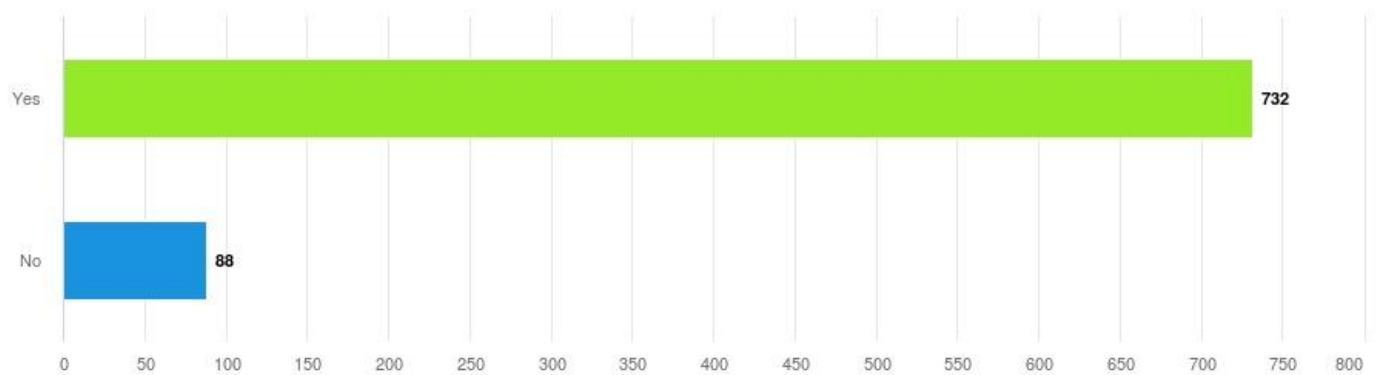
Gender



## Free and Reduced Lunch

**89%** of the SSP students qualified for Free and/or Reduced Lunch. (See chart below)

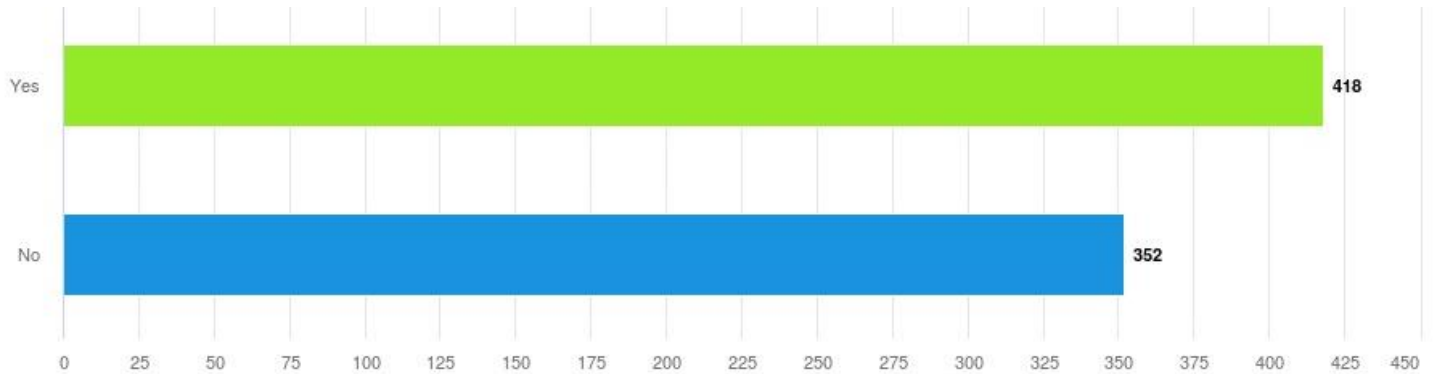
Free/Reduced Lunch



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## Head Start

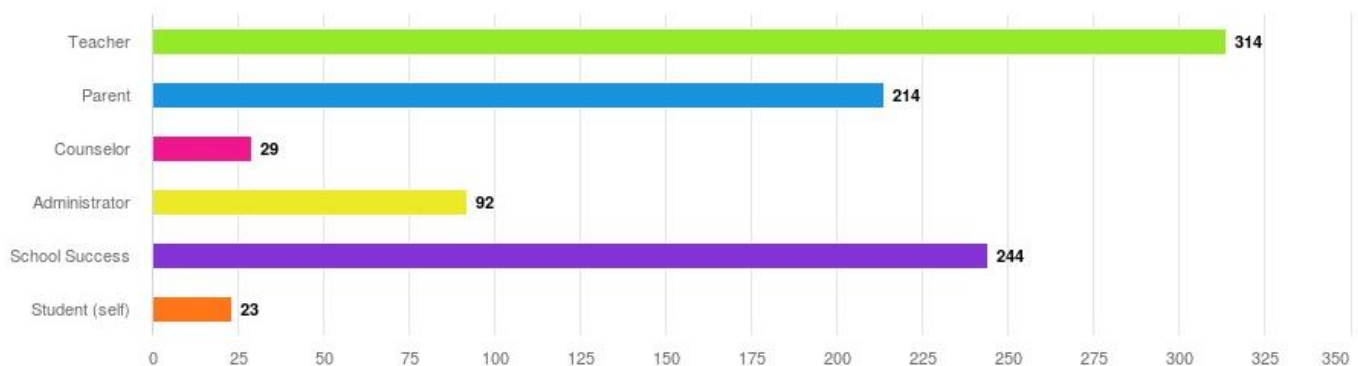
Approximately **51%** of the SSP students attended Head Start\*



\*Not all students/parents knew if they participated in Head Start, so some of the responses were left blank

## Referral Source

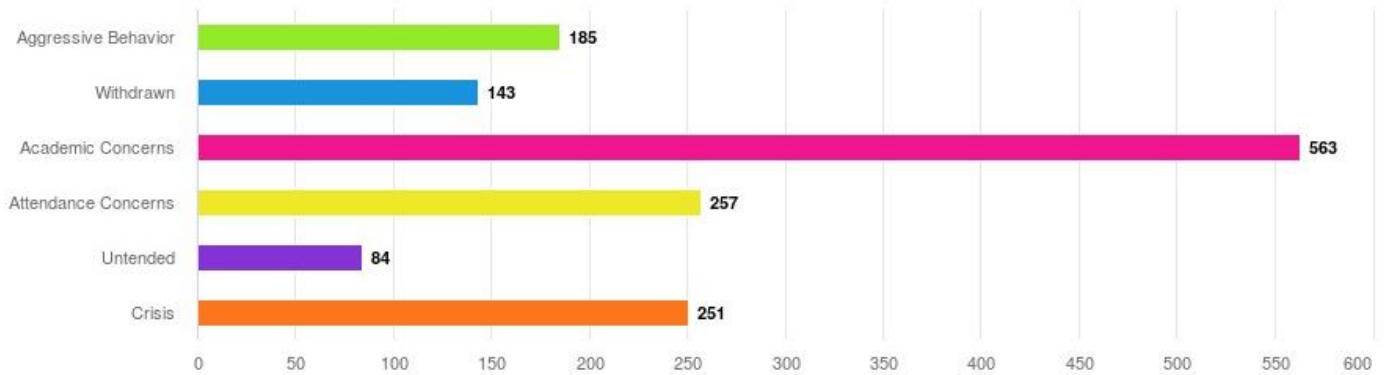
Teachers made up the majority of the referrals, followed by school success liaisons and parents. A student can have more than one referral source.



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## Referral Reason

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



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# SSP

## Performance

### Objective Results

The performance objectives to be measured in this section include:

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

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## Increasing school attendance and decreasing chronic absenteeism

# 98.1%

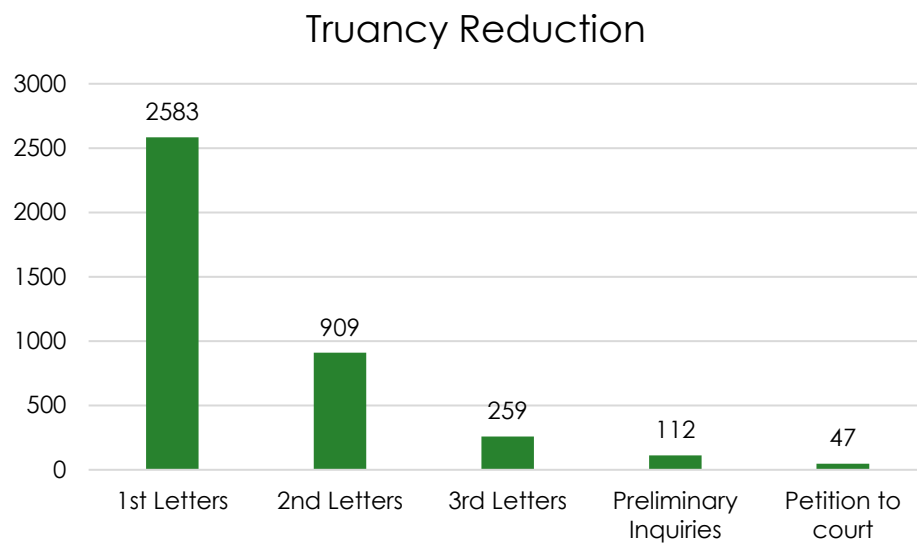
reduction in chronic absenteeism

From the University of Michigan Poverty Solutions November 2018 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.

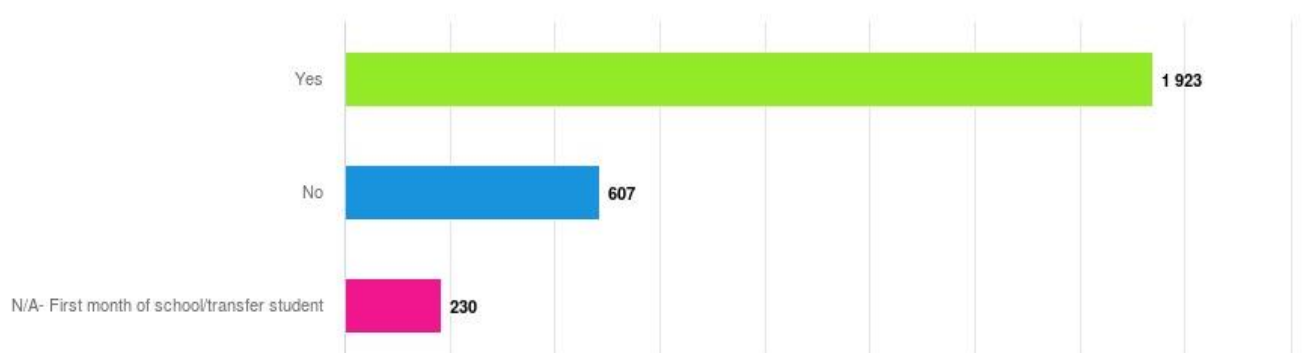
SSP believes that consistent school attendance is the single most important factor in making sure a child receives the best education possible. Since its inception, SSP has worked with school systems, law enforcement agencies, court systems and other agencies to address student attendance. As a result 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 a release of information is also signed by the parent so law enforcement or any other professionals involved may provide information. If the plan is not followed, local family court personnel will conduct a Preliminary Inquiry to attempt to gain compliance. If necessary, formal court action through a petition and formal court proceedings may be requested if truancy continues. (See appendix for copies of attendance letters, checklist and action plan)



## Stayed in Class more

Based on monthly reports, attendance reports, and meetings with teachers, **76%** of students stayed in class more.





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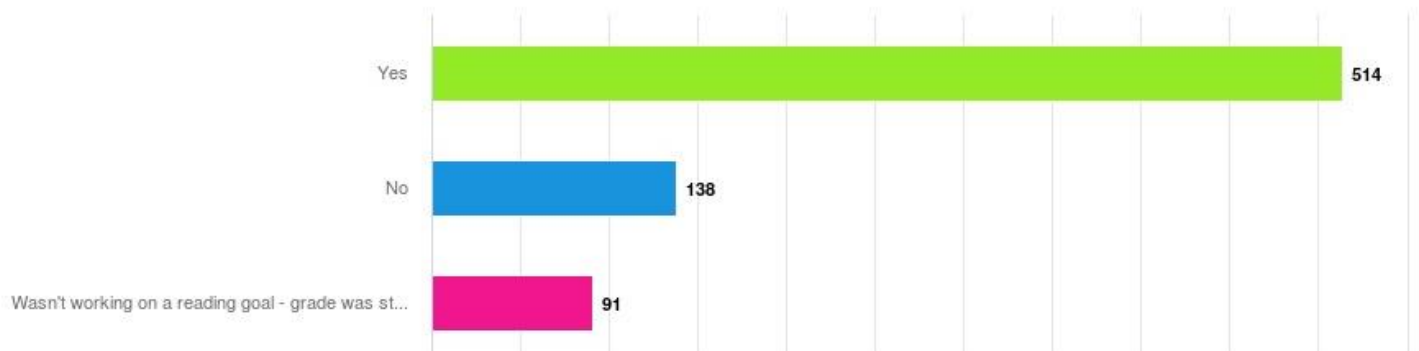
## 2) Increasing academic performance based on grades with emphasis on math and reading

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

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

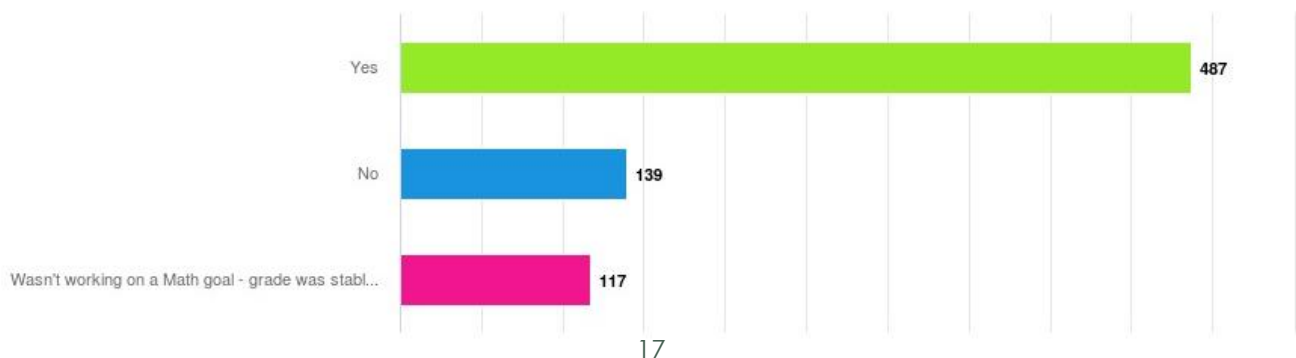
### Reading Level/Grade

**79%** of the SSP students improved in reading per their action plan goals.



### Math Level/Grade

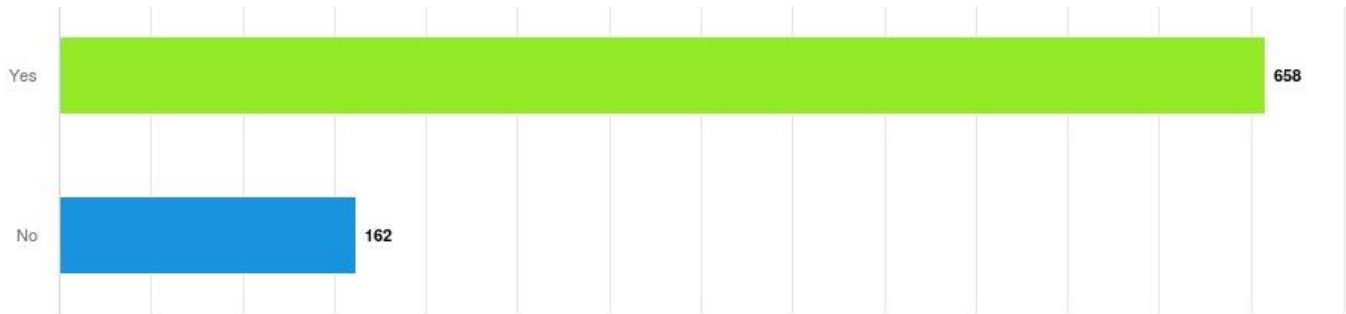
**78%** of the SSP students improved in math per their action plan goals.



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## Overall Academics

**80.2%** 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

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information and associated skills are often used to support the plans collaboratively developed to assist students and families. Finally, SSP liaisons provide referrals to help students and families resolve identified barriers that are beyond the scope of SSP.

**3,984** Contacts with community agencies

**5,384** Barriers identified and alleviated with collaboration with the family

## Barriers Addressed

### Top 3

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

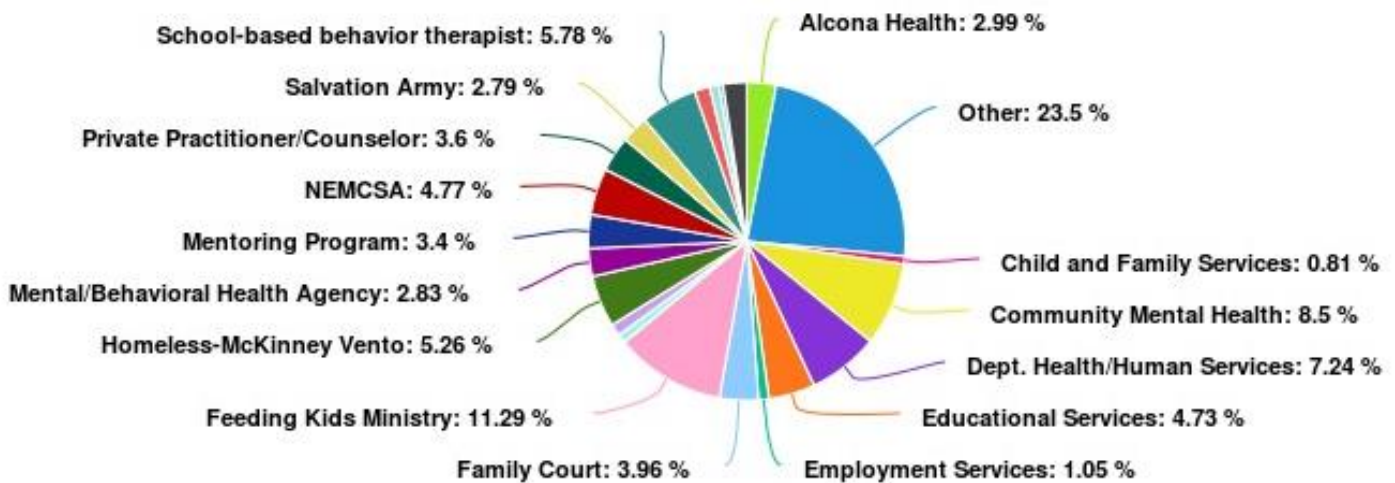


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## Referrals to Agencies

**Top 3** \*besides other

- 1) Feeding Kids Ministry (279)
- 2) Community Mental Health (270)
- 3) Department of Health and Human Services (179)



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

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

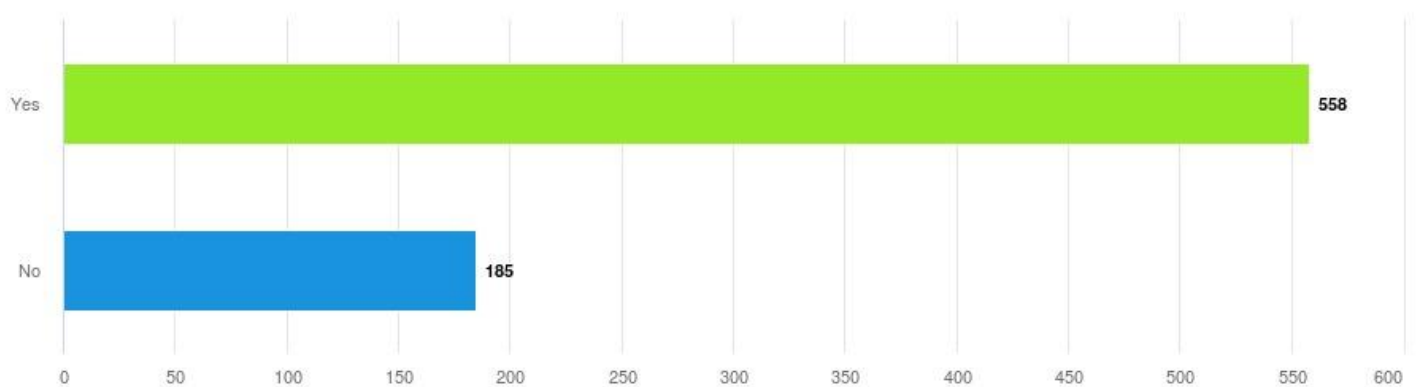
SSP liaisons reported engaging with parents **14,356** times from September 2018 through June 2019 through home visits, office visits and phone calls, letters, text or messaging services. Note that many of the students involved in the Alternative Education program are 18 or older and the parents are 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 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

**75%** of parents participated in at **least 3 activities** at their child's school.

Parent Participated in 3+ Activities

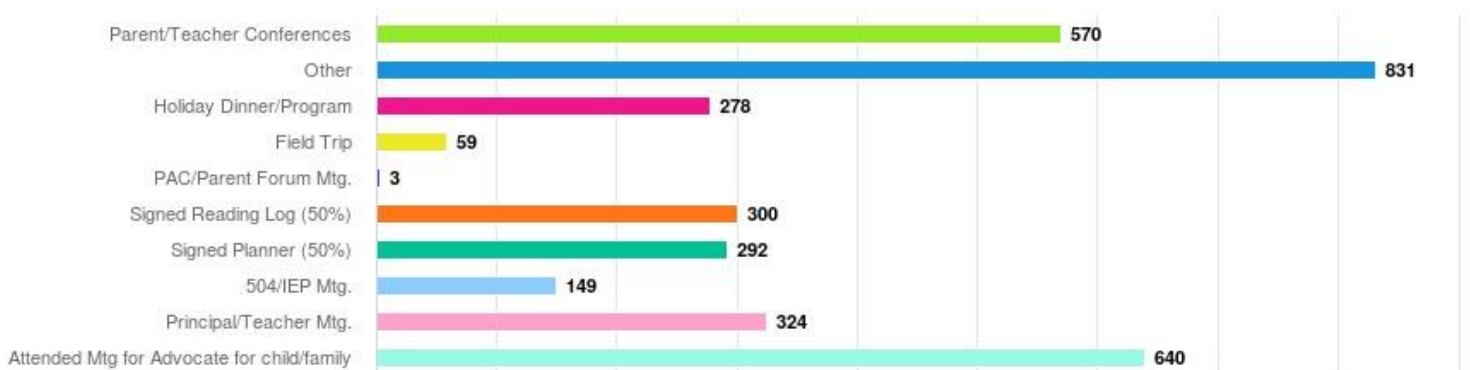


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## Parent Activities at School

Top 3 \*besides other

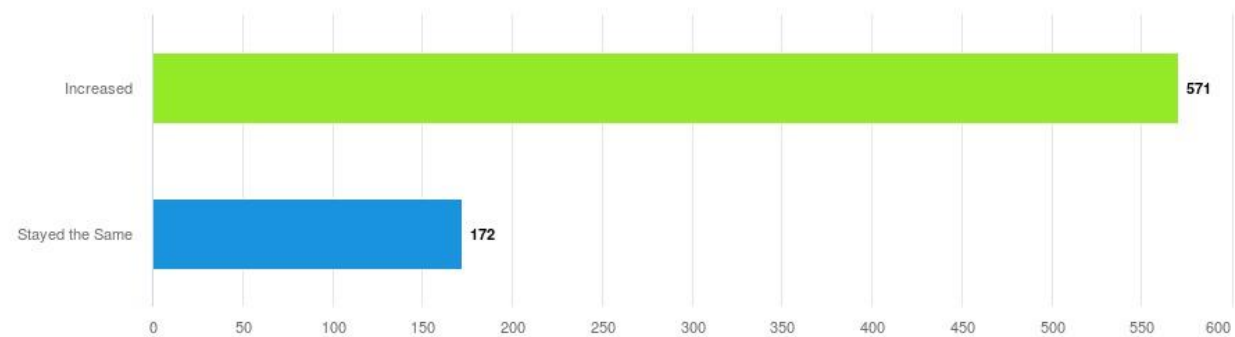
- 1) Attended meeting to advocate for child
- 2) Parent Teacher Conferences
- 3) Attended a principal/teacher meeting



## Overall Parent Participation K-12 Results only

**77%** of parents **increased** their participation in their child's education

Parental Involvement



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# Contacts

820 students served FORMALLY

743 K-12 and 77 Alternative Education

2,863 students served INFORMALLY

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## 820 Formal students

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

# 67,589

 Total contacts on behalf of the student

## 30,515

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

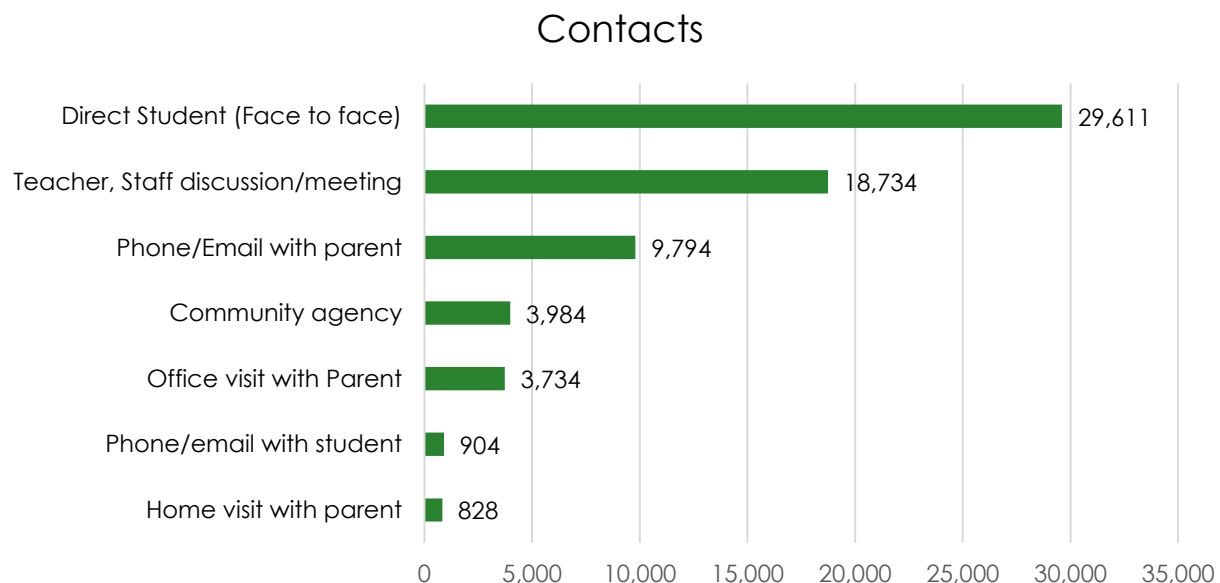
## 14,356

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

## 18,734

 Teacher, staff, administrator contacts

## 3,984

 Contacts to community agencies

\*If student is 18 or older, student signed agreement



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## 2,863 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.

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

**1,991** Students provided with food for the weekend through a weekly backpack program or to meet an immediate need

**1,193** Students provided with school supplies

**1,257** Students provided with non-food items (personal hygiene, cleaning products, etc.)

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

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

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

Anti-bully presentations  
Social skills  
Girls group  
Boys Group  
Teen Cuisine  
Life Skills  
Hygiene Lessons  
I-Care Cat  
Friendship skills  
Kindness and  
Responsibility

Goal Setting  
Breakfast group  
Mind-Up  
Homework Help  
Behavior Expectations  
Entering/Exiting the  
building  
Reputations group  
How to listen group  
Peer Mentoring  
Peer to Peer

Study Skills  
Mom Support Group  
Anxiety/Depression  
Peer Mediation  
Vaping Education  
Social Skills  
Anger Management  
Grief Support

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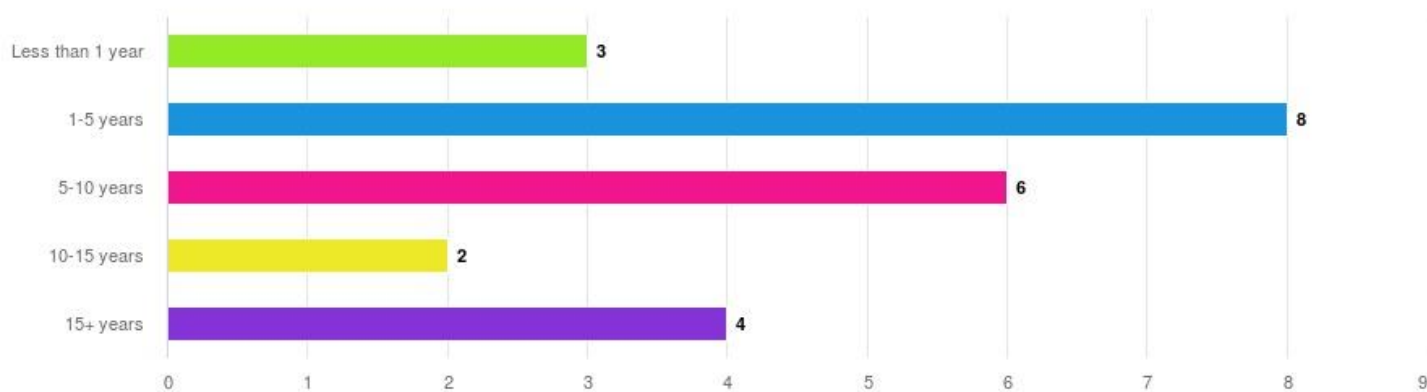
# Principal Superintendent Survey

Results from twenty-three principals and/or superintendents

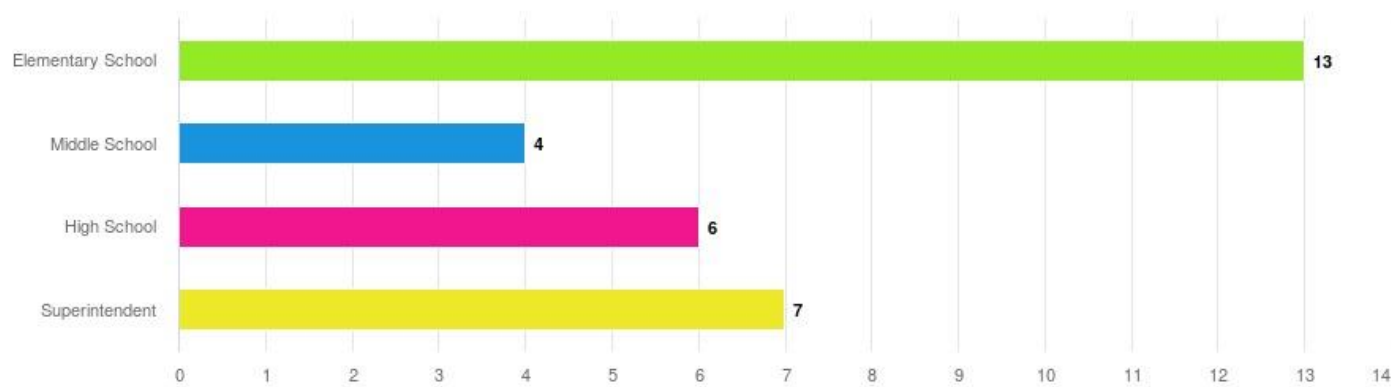
(See appendix for copy of survey)

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



### Administrative Duties



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

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## Implementation of the SSP Partnership Program

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

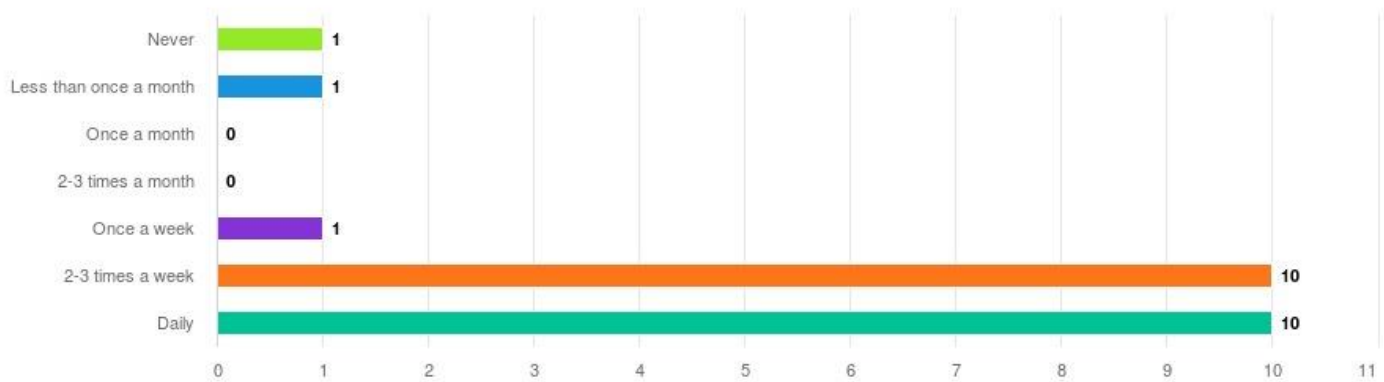
I am satisfied with the implementation of the School Success Program in my school.



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

The 2 responders who did not meet at least once a week were superintendents not serving as principals.

How often do you meet with the School Success Liaison?



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96% of superintendents/principals **strongly agree or agree** that SSP is meeting their expectations.

The School Success Program is meeting my expectations.



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

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



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

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



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100% of superintendents/principals **strongly agree or agree** that SSP meets the academic needs of the students in their school.

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



100% of 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



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

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## Written Principal Perceptions of the SSP Program

"This has been a much needed support system for our building. We enjoy having the extra resource available in times of crisis, truancy, and repetitive behavior concerns. The position works hand in hand with our social work employee and has been a large asset to our staff morale and student supports"-Principal

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

### Program Strengths

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

- Communication with parents
- Building positive relationships with students
- Handling crisis situations
- Providing a much needed support
- Working with small groups and providing tools to help through challenging times

### Areas for Program Improvement

Only 12 of the surveys had responses in this category. Three of those responses indicated that their school could use another school success liaison. Another three of the responses focused on the issues of snow days and staff schedules not matching school schedules. SSP addressed this issue by adjusting the budget and allowing SSP liaisons to work on the make-up school days.


Other areas of improvement included:

- More proactive approach to attendance
- Clearly defined roles for support staff so that the schools needs are adequately covered

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# Parent Perception Survey

Results from parent surveys administered to 192 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 10 counties where SSP has been implemented. (See appendix for copy of survey)



"I LOVE THIS PROGRAM AND EVERYTHING IT STANDS FOR. THIS PROGRAM HAS BEEN A HUGE HELP AND I AM VERY GRATEFUL FOR EVERYTHING IT HAS DONE FOR MYSELF AND MY DAUGHTERS SCHOOL SUCCESS." PARENT



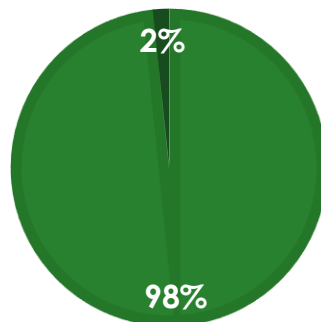
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## Parent Perceptions of the SSP Program

98% of parents **agreed** that SSP helped them in dealing with their child's difficulties

### THE SCHOOL SUCCESS PROGRAM HELPED ME IN DEALING WITH MY CHILD'S DIFFICULTIES

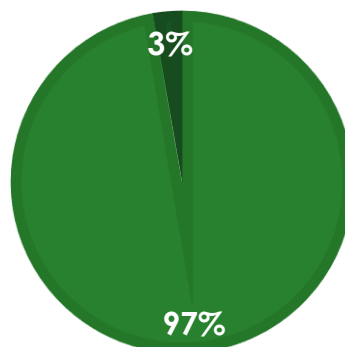
■ YES ■ No



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

### MY CHILD'S LIKELIHOOD FOR SUCCESS IN SCHOOL HAS IMPROVED

■ YES ■ No

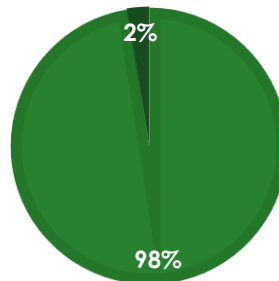


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98% of parents **agreed** that they are more comfortable in interacting with the school staff.

**I FEEL MORE COMFORTABLE TALKING AND  
WORKING WITH PEOPLE IN MY SCHOOL**

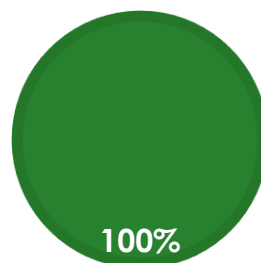
■ YES ■ No



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

**MY INVOLVEMENT AND TIME  
SPENT WITH SCHOOL SUCCESS  
WAS WORTHWHILE**

■ YES ■ No

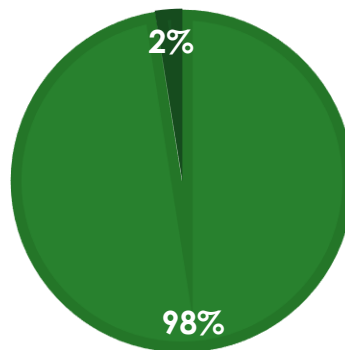


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98% of parents **participated more** in their child's education.

**I PARTICIPATE MORE IN MY CHILD'S  
EDUCATION**

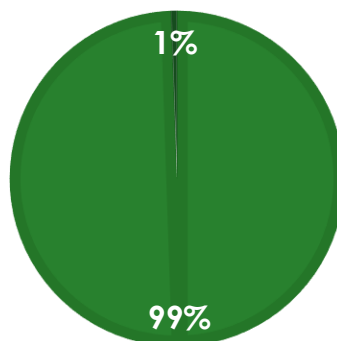
■ YES ■ No



99% of parents **would recommend** SSP to others

**WOULD YOU RECOMMEND THE SCHOOL  
SUCCESS PROGRAM TO FRIENDS, FAMILY  
AND/OR CO-WORKERS**

■ YES ■ No



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## A sampling of parent written responses:

"This program is a great program. It's very much so needed in our schools. It helps kids with weaknesses / disabilities succeed and not fall between the cracks".

"I can't say any improvements need to be made. They are right on top of things and they are there at any given moment. If you have to leave a message they are very prompt in returning calls and ready to dive in with whatever you need... they are awesome!! Couldn't do it without their support 🙏"

"We could use more school success workers in our school"

"We loved having our student in this program. We feel supported and so did he. His grades and attitude improved greatly because of this program."

"I sing praises of this program to anyone who will listen. [Our School Success liaison] was there for us when my daughter had a significant crisis this year and her help with both children has been a true blessing."

"I can't think of any improvements. All my questions and concerns I've ever had they have answered. Great program for both my children"

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## Next Steps

The SSP Program anticipates all current programs in northeast Michigan to continue in the 2019-20 school year. All 2018-19 sites have signed contracts in place for the upcoming school year

Currently the SSP funding from the state of Michigan of \$525,000 has been placed in the 2019-20 in the budget and is waiting for final budget approval.

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

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# Appendix

Includes:

Letter of Support from Dr. Sloane, Children's Trauma Assessment Center

Senator MacGregor Press Release and NEMCSA Director's Report

Sample Attendance letters

Sample Attendance Checklist

Sample Attendance Action Plan

Sample Principal Survey

Sample Parent Survey

2018-2019 Dashboard

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## Center for Behavioral Pediatrics

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2615 Stadium Drive / Suite 103  
Kalamazoo, MI 49008

Phone: (269) 373-1170  
Fax: (269) 373-1154

**Mark A. Sloane, DO, FACOP, FAAP.**

22 May 2019

**RE:   *School Success Partnership Program*  
Dorothy Pintar, Program Director  
Northeast Michigan Community Service Agency  
2375 Gordon Rd  
Alpena, MI 49707**

To Whom It May Concern:

I would like to take this opportunity to provide strong and unwavering support for the *School Success Partnership Program (SSPP)*, part of Northeast Michigan Community Service Agency headquartered in Alpena, MI.

I first learned about *SSPP* in October 2016 when Program Director Dorothy Pintar attended a professional development trauma training that I provided for an interdisciplinary professional audience in Alpena. This training was part of a federal grant-funded trauma-informed child welfare program directed by the Children's Trauma Assessment Center at Western Michigan University in Kalamazoo.

I subsequently was approached by Dorothy and was asked to participate in a formal professional development training project with all *SSPP* school liaisons. I have since provided monthly teleconference trauma training and consultation for *SSPP* staff as well as periodic in-person training and consultation.

I have personally observed the ongoing commitment and exceptional professionalism consistently exhibited by *SSPP* professionals as they assist hundreds of traumatized children in their respective schools. These dedicated *SSPP* professionals are truly front-line "in-the-trenches" individuals sitting with and supporting children and adolescents struggling with complex neurobehavioral issues from schools in multiple counties in Northern Michigan.

They have embraced and welcomed my trauma screening and assessment protocols and have been instrumental in providing teachers and parents with invaluable information about their student clients, so

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that these complex children and adolescents are better understood by their teachers, other school staff, and their caregivers.

The *SSPP* professionals have also translated this newly-learned trauma information into action...viewing student problem behavior through a trauma-informed lens. This has directly led to these students feeling safer in their schools.

The *SSPP* workers have also connected with local primary healthcare providers as well as local behavioral health professionals and child welfare and court professionals serving these complex students. *SSPP* staff regularly share trauma screening, assessment, and intervention documents generated by our partnership. This shared collaboration has improved communication between all of these community partners, which has directly contributed to improved functioning of these complex students in multiple settings.

I also wish to comment about Dorothy Pinter, *SSPP* Program Director. Dorothy has dedicated most of her storied career to *SSPP* and literally IS the *SSPP*. For more than 25 years, she has established and maintained strong connections with numerous school and Intermediate School District administrators to convince them to join the *SSPP*. She has long operated on limited budgets and has shaped an impressive and invaluable service to nearly 40 schools in Northern Michigan. Because of Dorothy, there is typically a waiting list of schools wanting to be involved with *SSPP* but are having to wait due to budget limitations.

I train and consult with thousands of interdisciplinary professionals across Michigan. I find myself mentioning *SSPP* frequently and often ponder why this *SSPP* model is not more widely available across Michigan.

I have recently learned that *SSPP* state budget status was in peril. I strongly feel that if *SSPP* ceased to exist, an enormous void would result and thousands of students struggling with behavioral, social, and academic performance would not receive the help they deserve.

I appreciate this opportunity to detail my support for *SSPP*.

Respectfully,

A handwritten signature in black ink, appearing to read 'Mark A. Sloane', followed by a large, stylized circular flourish.

Mark A. Sloane, DO, FACOP, FAAP



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Developmental / Behavioral Pediatrician

Adolescent Behavioral Medicine Specialist

**Medical Director**

**WMU Children's Trauma Assessment Center (CTAC)**

**Clinical Assistant Professor of Pediatrics**

**Michigan State University – College of Osteopathic Medicine**

**Adjunct Clinical Assistant Professor of Pediatric & Adolescent Medicine**

**Western Michigan University Homer Stryker, MD School of Medicine**

**Adjunct Clinical Professor of Occupational Therapy**

**College of Health & Human Services**

**Western Michigan University**

**MAS/MAS**

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# MacGregor applauds Michigan Community Action on its work, upcoming day at Capitol

April 26, 2019

**LANSING, Mich.** — Senate Majority Floor Leader Peter MacGregor on Friday applauded Michigan Community Action for its efforts to help the state’s underserved achieve economic stability and self-sufficiency.

“Throughout Michigan, community action agencies work every day to change the lives of our state’s underserved, helping them to break down barriers and achieve success,” said MacGregor, R-Rockford. “I am proud to support Michigan Community Action and its agencies across the state and am happy to partner with them as we all work to serve our fellow Michiganders in need.”

The organization recently announced MacGregor as its 2019 legislator of the year for his efforts to help fund the Northeast Michigan Community Service Agency’s School Success Partnership Program. The program helps school-aged children overcome conditions that foster truancy and dropping out of school.

“To be named legislator of the year by Michigan Community Action is an incredible honor,” MacGregor said. “It is a reminder of the importance of the work that we do here and the impact that it has on those for whom we serve.”

Michigan Community Action is an association of 28 federally designated agencies that help low-income residents throughout the state to become more.



DIRECTOR'S REPORT  
Lisa Bolen, Executive Director  
June 2019



Senator Peter MacGregor was selected as Michigan's Community Action's Legislator of the Year in recognition of his outstanding support of The Northeast Michigan School Success Partnership Program (SSPP) offered by Northeast Michigan Community Service Agency. The School Success Partnership Program helps students stay in school despite challenging barriers and other conditions that often lead to excessive truancy and low academics. Senator MacGregor's involvement with the SSPP began when he was a State Representative and Chair of the House Appropriations Subcommittee on the Department of Health and Human Services budget. He quickly grasped the importance of keeping students in school and the tremendous value that the SSPP brought to the Northeast Michigan educational community. Since 2014 to present, Senator MacGregor's leadership and support, while working closely with Program Director, Dorothy Pinter and Area Manager, Julie Meyers has led to increased funding for the SSPP which has enabled NEMCSA to expand the program to serve many more children and school districts. Program Administration applauds Senator MacGregor's advocacy of the SSPP as well as the dedicated School Success Team. Senator MacGregor sent out a press release after hearing of his selection as MCA Legislator of the Year and responded by saying "I believe every child deserve a quality education. That is why I support the School Success Partnership Program, because it works to break down barriers that too often prevent student achievement and provides them the opportunity to succeed."

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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  
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Date

\_\_\_\_\_  
Principal

Parent/Guardian Name  
Street Address  
City, MI

Dear Mr. and Mrs.,

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

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

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

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

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

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

**MCL 380.1599 Compulsory attendance; violation by parents; penalty**

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

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

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

Sincerely,

School Success Worker

cc: Principal  
CA-60  
School Resource Officer

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## Attendance Case History

### Attendance Case History Check List

Student	School	Grade
Parent	Address	
Phone	DOB	

**Regular Ed.** \_\_\_\_\_ **Special Ed.** \_\_\_\_\_ **504** \_\_\_\_\_

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

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## Attendance Action Plan

### School Success Partnership

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

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

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



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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 2018-2019

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?

## 2019-2019 Dashboard

