Introduction to the Model

CHECK & CONNECT

ICI
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Today's Objective

- Provide an overview of Check & Connect
- Consider how Check and Connect might compliment existing universal and targeted interventions for attendance

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Check & Connect Overview

Check & Connect is a structured mentoring intervention to promote student success and engagement at school and with learning through relationship building and systematic use of data.

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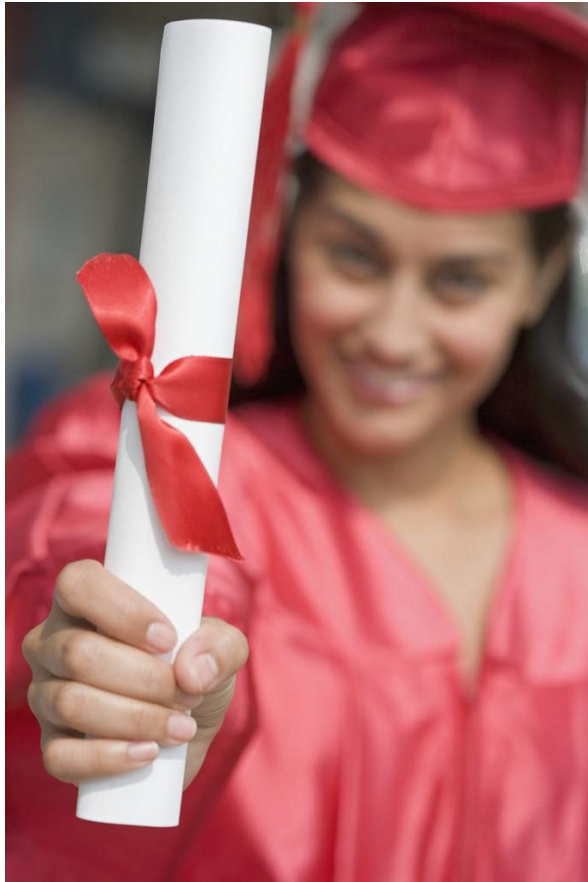
What Does it Mean to Enhance Student Engagement?

- Defined as:
  - » commitment to and investment in learning
  - » identification and belonging at school
- Student engagement is the bottom line in school completion programs (Grannis, 1994)
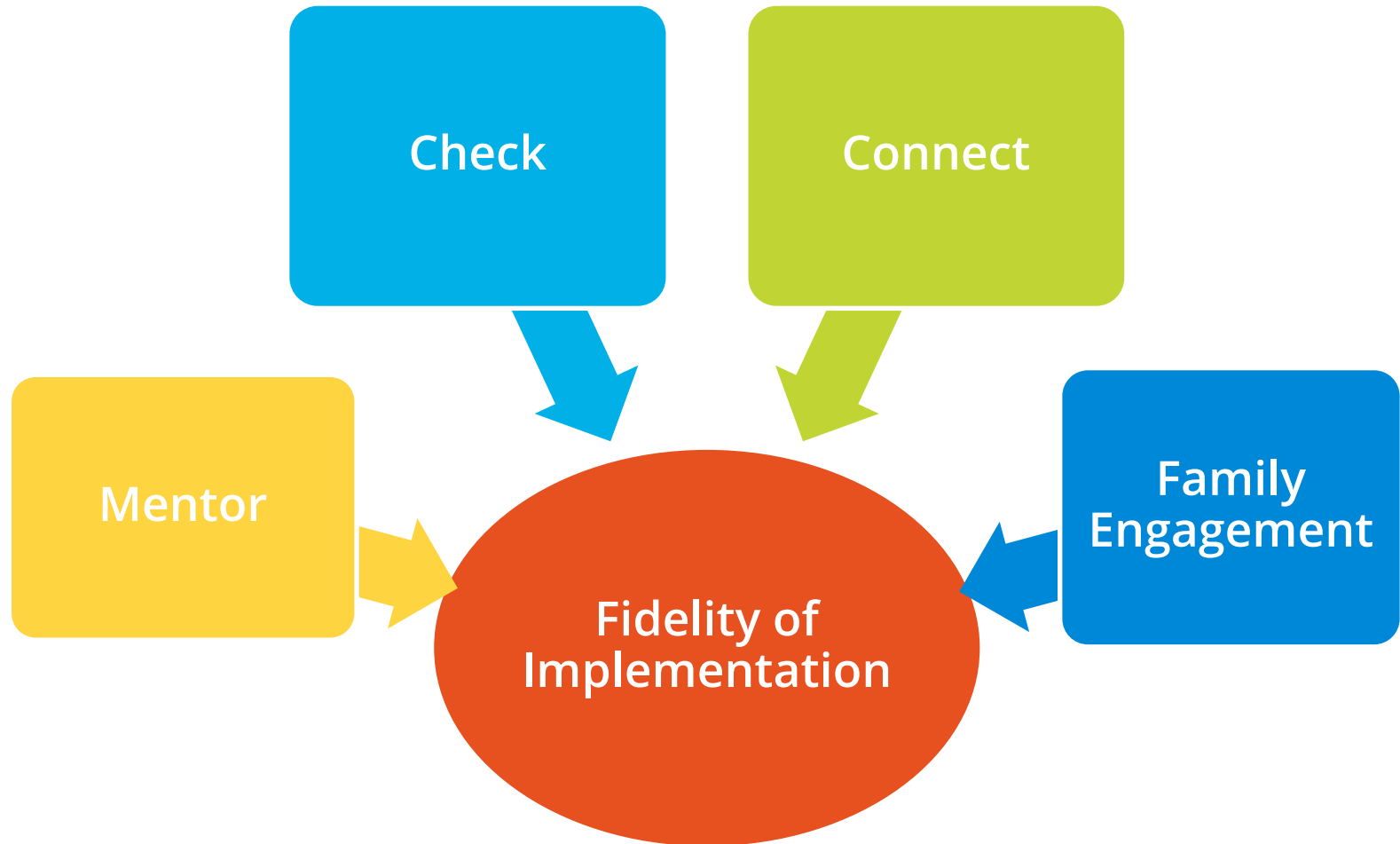
What is the Goal of Check & Connect?

School Completion

- Graduation WITH sufficient academic and social competence to move successfully into the postsecondary world

Check & Connect Core Components

Essential Elements of Check & Connect

| **Mentor**	• Relationship building • Long-term commitment- Persistence Plus
Check	• Systematic monitoring • Focus on alterable variables
Connect	• Problem solving • Capacity building • Personalized, data-based intervention • Promoting participation/affiliation with school
Engagement with Families	• Connect, partner, and engage with parents/families

Fit With Existing Initiatives

CHECK & CONNECT

Intensive 5%

Targeted 15%

Universal 80%
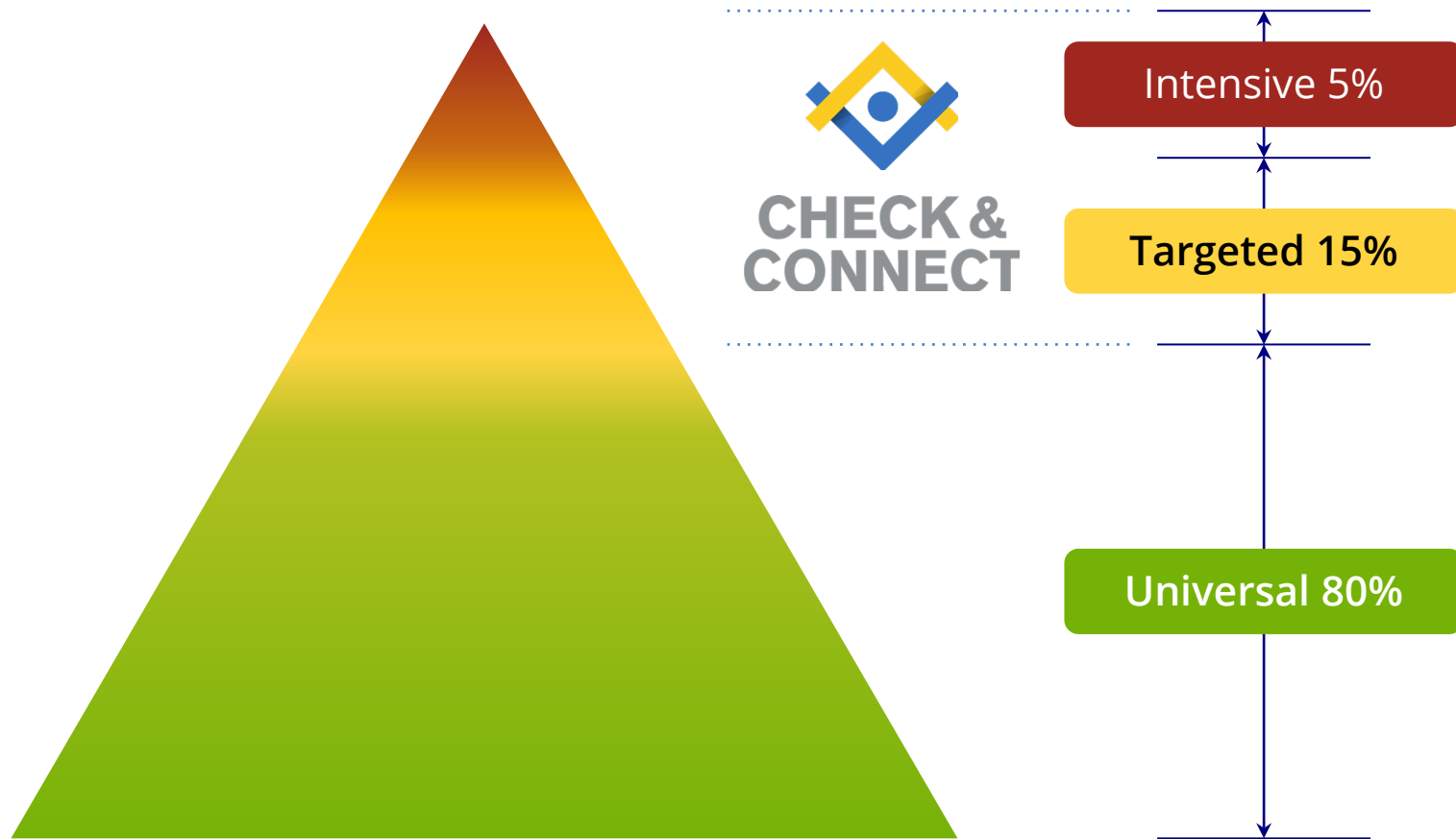
Research Findings

- Implemented with K-12 students with and without disabilities, nationally and internationally

- Rigorous research studies conducted:
  - » 2 randomized control trials with HS students with disabilities
    - ▪ *(Sinclair et al., 1998; 2005)*
  - » 4 replication studies
  - » Continued efficacy studies

Findings

⬆ Increased credit accrual

⬆ Increased persistence rates

⬆ Increased graduation rates

⬆ Perceived increase in parent participation

⬇ Reduced absences

⬇ Reduced tardiness to school/class

⬇ Decreased dropout rates

⬇ Reduced behavior referrals

(Sinclair et al., 1998; 2005)

Additional Research

Mixed-Method Efficacy and Fidelity Study

- Powers, Hagan, & Linn (2017)

Practitioner Perspectives of C&C

- Hartwig & Maynard (2015)

Effects on Attendance, Behavior and Academics

- Maynard, Kjellstrand, & Thompson (2014)

Truancy Intervention

- Strand & Lovrich (2014)

Evidence-Based Intervention

Check & Connect has met the evidence standards of the What Works Clearinghouse (2006, 2015): http://ies.ed.gov/ncee/wwc/

» C&C is the only dropout prevention intervention to show positive effects for staying in school

5 Steps to Getting Started

1. Identifying the target population – Early Warning System (EWS)

2. Hire/assign staff to Coordinator and Mentor positions

3. Mentors "Check" on student educational progress

4. Mentors "Connect" with students

5. Mentors engage with families

1. Identify Target Population

- Who is at-risk of disengagement?
- Establish criteria for participation in C&C
  - » Academic engagement
    - Time on task
    - Credit accrual
    - Homework completion
    - Engagement in class activities
  - » Behavior Engagement
    - Attendance
    - Suspensions
    - Participating in school activities
    - Tardiness

Early Warning Signs

- **Attendance**
  - » Absent 10% or more of school days
- **Behavior**
  - » Locally validated thresholds (e.g. office referrals, in- or out-of-schools suspensions, behavior grades)
- **Course Performance**
  - » An inability to read at grade level by the end of 3rd grade
  - » A failure in English or math in 6th-9th grades
  - » A GPA of less than 2.0
  - » Two or more failures in 9th grade
  - » Failure to earn on-time promotion to 10th grade

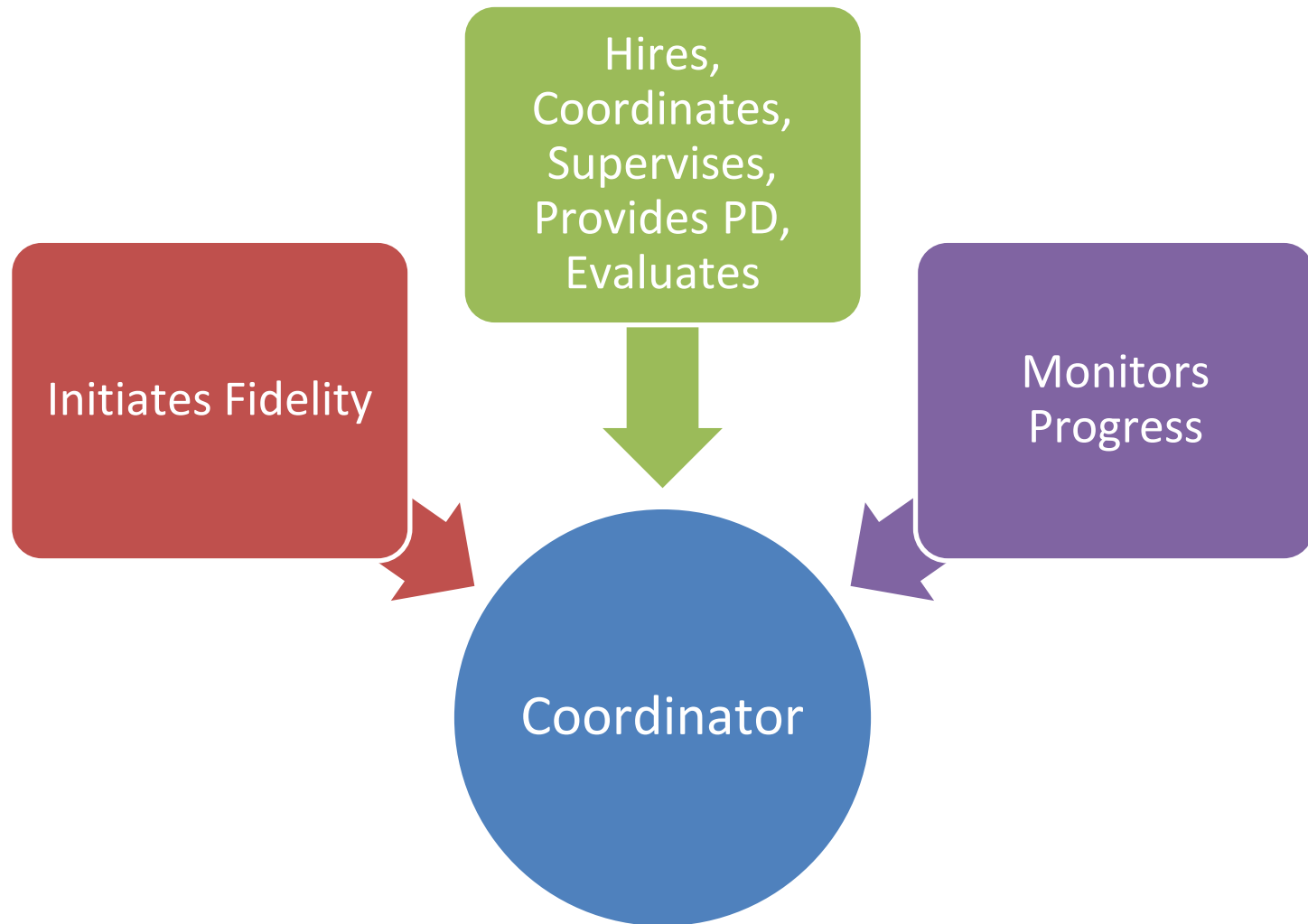 *(Balfanz, Bridgeland, Bruce, & Fox, 2012; Frazelle & Nagel, 2015)*

Sample Criteria

- Secondary School:
  - » Attend < 80-90% of the time
  - » Have 3 disciplinary referrals
  - » One or more failing grades in a semester
- Elementary school:
  - » Less than 88% attendance
  - » Performing academically in the bottom quartile of their class

How Are Participants Selected?

- Data screening
  - » A pool of candidates meeting the criteria is generated by looking at school data
  - » Students not receiving other interventions or intensive services are then invited to participate
- Referral
  - » School personnel are made aware of the criteria
  - » A referral process is established for referring students who meet criteria to Check & Connect

2. Hire/Assign Staff: Coordinator

Hires, Coordinates, Supervises, Provides PD, Evaluates

Initiates Fidelity

Monitors Progress

Coordinator

2. Hire/Assign Staff: Mentors

- Desirable Characteristics:
    - » Willingness to be a mentor
    - » Personal belief that all students can learn, make progress, change their level of engagement, and be successful in school
    - » Belief in the power and value of problem solving WITH students to develop competencies
    - » Willingness to persist with students despite their behavior or decision making

Who Can Serve as Mentor?

- Outside hire
  - » BA in education or human services related field or equivalent education and experience
  - » Experience working with youth
- Existing staff
  - » Teachers, case managers, counselors, school psychologists, social workers, educational assistants
- Community volunteers
- Job description – page 32 in *Implementing with Fidelity*

3. "Check" -- Monitoring Form

Data																														
	Cumulative number of credits earned						24			Cumulative GPA					1.9					*Use number of grading periods applicable in your school										
Report Card Data*	1st Grading Period					2nd Grading Period					3rd Grading Period					4th Grading Period					5th Grading Period					6th Grading Period					
Grading Period GPA																														
Attendance Data	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	Total	High Risk
Month of OCTOBER			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31		
If ABSENT enter **A**	N	N																								0	
# of times TARDY in a day			1			1	1		1		1	1		1												7	
# of MISSED CLASSES in a day								1																		1	
Behavior Data	Week One					Week Two					Week Three					Week Four					Week Five					Total	High Risk
# of Behavior Referrals							1																			1	
Detention (# of days)							1																			1	
In/out of school suspension (# of days)																										0	

Course Performance Data		Week One		Week Two		Week Three		Week Four		Week Five		High Risk
	Enter course name below:	% or grade	# missing assignments	% or grade	# missing assignments	% or grade	# missing assignments	% or grade	# missing assignments	% or grade	# missing assignments	
Each week enter current % or grade and number of missing assignments	U.S. History	65%	5	68	3	69	1		1		0	
	English 11	65%	3	52	5	50	6		7		5	
	Chemistry	75%	0	75	0	75	0		5		6	
	ART II	100%	0	100	0	90	2		1		0	
	Phys Ed	100%	0	100	0	100	0		0		0	
	Algebra II	50%	2	50	2	45	4		7		2	

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C&C App: Attendance and Behavior Data

C&C App: Course Performance Data

Video: Introducing the New Check & Connect App

http://www.checkandconnect.umn.edu/app/

4. Mentors "CONNECT"

- Interventions are personalized & data-based

- Match to student need- use "CHECK" data to determine type and level of risk of disengagement

  » All targeted students receive **Basic Intervention**

  » Students showing high-risk behaviors receive additional **Intensive Interventions**

5. Mentors Engage with Families

- Liaison between the home & school

- Enhance communication with families

- Invite parents to partner

- Connect with resources

- Inform parents about educational progress

- Problem solve WITH families

Additional Implementation Steps

- Organize existing resources

- Monitor the person-environment fit

- Evaluate program implementation

Training for Check & Connect

- Contact your local IU
- Contact your local PaTTAN office

Time Commitment
- 1-Day Prep and Implementation
- 1-Day Mentor

High-Quality Resources

- PaTTAN - http://www.pattan.net/

- Public website checkandconnect.umn.edu

- Newsletter sign-up z.umn.edu/CnCresources
  - » Implementation Tips and Resources

- Follow C&C on social media and blog posts:

  - » facebook.com/checkandconnect

  - » twitter.com/checkandconnect

  - » attendengageinvest.wordpress.com

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