SUCCESS MENTORS INITIATIVE

NATIONAL BACK TO SCHOOL VIRTUAL SUMMIT
August 17, 2016
Agenda

4:00 – 4:05 PM: Agenda Overview
4:05 – 4:10 PM: Welcome from the White House
4:10 – 4:15 PM: Welcome from the U.S. Department of Education
4:15 – 4:20 PM: A Superintendent’s Story: District Planning for the First Year Pilot
4:20 – 4:27 PM: Key Elements of Implementing the Success Mentors Model
4:27 – 4:35 PM: Leveraging Data for Student Success
4:35 – 4:42 PM: Mentor Recruitment and Training Resources
4:42 – 4:47 PM: Next Steps
4:47 – 4:50 PM: Success Mentors Initiative National Support Team
4:50 – 5:00 PM: Q&A
Welcome from the Chairs of the MBK Success Mentor & Student Support Initiative

Leslie Cornfeld
Special Advisor to the Secretary
Co-chair, MBK Success Mentor & Student Support Initiative

Dr. Robert Balfanz
Director, Everyone Graduates Center
Co-chair, MBK Success Mentor & Student Support Initiative
Meet Your MBK Success Mentors Initiative National Coordinators

Ariel Murphy
MBK Success Mentors Initiative Coordinator
Office of the Secretary, U.S. Department of Education

Eric Duncan
MBK Success Mentors Initiative Coordinator
Office of the Secretary, U.S. Department of Education
Welcome from the White House

Michael D. Smith
Special Assistant to the President
Senior Director of Cabinet Affairs, My Brother’s Keeper
Welcome MBK Success Mentor Communities!
Welcome from the U.S. Department of Education

James Cole, Jr.
General Counsel,
Delegated the Duties of Deputy Secretary of Education
A Superintendent’s Story: District Planning for the First Year Pilot

Larry Nyland
Superintendent
Seattle Public Schools
MBK SMI Cohort 1
Key Elements of Implementing the Success Mentors Model

Sarah Jonas
Deputy Executive Director
Office of Community Schools
New York City Department of Education

MBK Success Mentors Initiative Advisor
7 Key Elements of Success Mentoring

1) Matched with students who have history of chronic absenteeism or who are showing signs of becoming chronically absent
2) Morning meet and greet
3) Phone call home every time student is absent and share a positive message
4) Meet one-on-one and/or in small groups
5) Track students’ attendance and improvement
6) Recognize and celebrate even small successes
7) Use data and work with the school team to identify appropriate supports and interventions
Real World Success Mentoring: Mentor Perspective

Tylon Washington
Guest Success Mentor Speaker
Weekly Attendance Team Meeting

“We always cared about attendance, but now we have a laser focus on it.” – Elem. School Principal

“I feel like I have a team now, helping me carry out this work.” – Middle School Principal

GOAL = STRATEGIC COLLABORATION FOR IMPROVED OUTCOMES
Every Student, Every Day.
My Brother’s Keeper Success Mentor and Student Support Initiative

SUCCESS MENTOR IMPLEMENTATION GUIDE

2016-2017 ACADEMIC YEAR

“We see changes in students wanting to be in school. We see changes in their joy and excitement about being celebrated, being recognized as a student. It’s amazing.”

Dr. Lindsa McIntyre, Headmaster of Burke High School, Boston, MA
Success Mentor Implementation Guide: What’s included

- **Starting Strong: The First 8 Weeks**
  - Use weekly meetings and data to monitor chronic absenteeism

- Organize resources school wide to end chronic absenteeism

- Personalize student interventions: The MBK Success Mentor

- Draw on community partners to better connect with families

- Planning & Check-in Tool Overview
Success Mentor Implementation Guide: Starting Strong Checklist

**BEFORE SCHOOL BEGINS**

- **Weekly Meeting**
  Review school attendance policies and set school wide goals.

- **Getting Started**
  Identify the Point Person for the MBK SSMI initiatives in your school. Email that information to the MBK SSMI point person in your school district.

- **Technical Assistance**
  Work with your local MENTOR affiliate to develop a customized training program for your Success Mentors and get help in identifying sources of Success Mentors. Contact the US Department of Education and Johns Hopkins University point people for additional technical assistance supports around data use, monitoring, analysis, and weekly meetings.

- **Data**
  Work with the school district to get a list of all incoming students in your target year(s) (i.e., 6th, 9th, etc.) who were chronically absent last year. Check your school-level student information system to see if it can provide weekly updates on which students are chronically absent (i.e. missing 10% of more of school days to date). Use the data to determine how many Success Mentors you will need. Create a target list of student’s who will be assigned Success Mentors at the start of the year.

- **Family Engagement**
  Schedule your Parent Success Summit.
Success Mentor Implementation Guide: Starting Strong Checklist

- **Mentoring**
  Meet with your Success Mentors to explain the program and their roles. Introduce Success Mentors and other attendance initiatives to the school staff. Match Success Mentors to students (mentees), and facilitate a special activity for introductions, invite the mentees family to the event.

- **Family Engagement**
  Promote your Parent Success Summit to families and local service providers.

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**WEEK 1-2**

- **Weekly Meeting**
  Start your weekly Student Success Summit (Attendance Team) meetings.

- **Data Community Connections**
  Reach out to your after-school programs or other community partners in the school, and suggest ways they can be part of attendance initiatives.
Success Mentor Implementation Guide: Starting Strong Checklist

**WEEK 3 – 8**

- **Family Engagement**
  Parent Success Summit and Resource Fair held.

- **Weekly Meeting**
  Principal leads weekly Student Success Summit meetings (at set time each week) with a regular review of school-level and student-level data. Begin to identify students who were not chronically absent last year, but are trending towards by missing 10% or more of the school days to date. Have a staff member who has a relationship with the student learn why they have been absent. If they continue to miss days of school assign them a Success Mentor.

- **Success Mentoring**
  Success Mentors acknowledge the attendance of their students daily, call home when students are absent, share positive news with parents and caregivers, and interact in school with their mentee at least three times a week, with at least one meeting being a longer individual or small group meeting. In some pilot schools, special events are held or speakers brought in weekly or bi-weekly for all mentor/mentees to make the program special.

- **School-Wide Strategies**
  School wide strategies have begun (celebrations, incentives, new systems)
Key Elements of Implementing the Success Mentors Model

For more information contact:

Sarah Jonas
SJOnas4@schools.nyc.gov
Levering Data for Student Success

Hedy Chang
Director
Attendance Works
Using District Chronic Absence Data To Guide Interventions
### Multiple Measures of Attendance

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
</tr>
</thead>
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<tr>
<td><strong>Average Daily Attendance</strong></td>
<td>How many students show up to school every day? The percent of enrolled students who attend school each day. It is used in some states for allocating funding.</td>
</tr>
<tr>
<td><strong>Truancy</strong></td>
<td>Who is missing school without permission? Typically refers only to unexcused absences. Each state has the authority to define truancy and when it triggers legal intervention.</td>
</tr>
<tr>
<td><strong>Chronic Absence</strong></td>
<td>Who is missing so much school they are academically at risk? Broadly means missing too much school for any reason -- excused, unexcused, etc. Researchers commonly define it as missing 10% of school. OCR currently defines it as missing 15 days. Chronic absence is a required reporting metric in ESSA.</td>
</tr>
</tbody>
</table>
Criteria for Identifying Students Who Need A Success Mentor

- Chronic absence (missed 10% or more of school) in the prior year, assuming data is available.
- And/or starting in the beginning of the school year, student has:
  - 2 absences in the first 2 weeks
  - 2-3 absences in the first month (4 weeks)
  - 4 absences in the first 2 months (8 weeks)

Missing 10% any time after
### What Data Is Needed?

#### Why?

<table>
<thead>
<tr>
<th>Identify who needs success mentor</th>
<th>Track progress of students and schools</th>
<th>To anticipate how to target support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What data is needed?</td>
<td>• What data is needed?</td>
<td>• What data is needed?</td>
</tr>
<tr>
<td>• List of chronically absent students from prior year</td>
<td>• Weekly or biweekly data on percent of days attended, number of absences, type of absence for students with success mentors</td>
<td>• Chronic absence by grade and ethnicity</td>
</tr>
<tr>
<td>• List of new students who show signs of chronic absence in the new school year (e.g. miss 10% of school)</td>
<td>• Weekly/Biweekly data on percent and number of students who are chronically absent for each school</td>
<td>• Average daily attendance for every day of past year</td>
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### OUSD – Sample Student Report

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<tr>
<th>Grade</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>English Fluency</th>
<th>Special Ed Status</th>
<th>Chronic Absence Status</th>
<th>Days Enrolled</th>
<th>Days Absent</th>
<th>Att Rate</th>
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<td>Not Special Ed</td>
<td>Moderate Chronic Absent</td>
<td>170</td>
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<td>180</td>
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OUSD Data – Monitoring Weekly Progress for Every School

### Chronic Absence Longitudinal
Sept 11 2015 to May 6 2016 (Week 3-33)

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<td>9.3%</td>
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<td>Fred T. Korematsu Discovery Academy</td>
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<td>11.2%</td>
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<td>9.6%</td>
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<td>Futures Elementary</td>
<td>15.3%</td>
<td>23.2%</td>
<td>17.5%</td>
<td>21.3%</td>
</tr>
<tr>
<td>A2.1 (Sondra Aguilera)</td>
<td>118</td>
<td>Garfield Elementary</td>
<td>6.7%</td>
<td>9.4%</td>
<td>5.9%</td>
<td>8.2%</td>
</tr>
<tr>
<td>A2.1 (Sondra Aguilera)</td>
<td>114</td>
<td>Global Family School</td>
<td>6.1%</td>
<td>10.1%</td>
<td>5.7%</td>
<td>8.1%</td>
</tr>
<tr>
<td>A2.1 (Sondra Aguilera)</td>
<td>179</td>
<td>Manzanita Community School</td>
<td>11.6%</td>
<td>13.5%</td>
<td>13.4%</td>
<td>16.2%</td>
</tr>
<tr>
<td>A2.1 (Sondra Aguilera)</td>
<td>175</td>
<td>Manzanita SEED Elementary</td>
<td>6.6%</td>
<td>10.1%</td>
<td>6.9%</td>
<td>9.8%</td>
</tr>
</tbody>
</table>
New School – NYC
Attendance Heart Beat
Reveals when support might be needed most.

DAY-TO-DAY ATTENDANCE
SEPTEMBER-FEBRUARY 13-14
What Tools Are Available to Calculate Chronic Absence?

FREE FROM ATTENDANCE WORKS!

✓ District Attendance Tracking Tools (DATT) and School Attendance Tracking Tools (SATT) Analyzes absences across grades, schools, most sub-populations.

✓ Available in Three Modules (Grades PreK-5; Grades 6-8; Grades 9-12 plus tool to create K-12 report)

✓ Excel-based tool usable with most data systems.

Go to: http://www.attendanceworks.org/tools/tools-for-calculating-chronic-absence/
Mentor Recruitment and Training Resources

Delia Gorman
Program Manager
MENTOR: The National Mentoring Partnership
Working with Your MENTOR Technical Assistance Provider

- A point person at each school should submit a request to receive the most customized coaching and support.
- Your Provider will contact you after you submit a request.
- Technical Assistance (TA) can be provided via phone, email, webinar, or in-person, depending on your needs.
- Pre-survey & introductory call will help explore your needs and determine your plan.
- Together, you’ll create a simple MOU agreement with key actions & goals.
Do you…

- Need more mentors to meet the need at your school?
- Want to develop a customized training curriculum for your internal or external mentors?
- Want to decide if peer mentoring is a good strategy for your students?
- Need a quality system for monitoring the progress of students’ mentoring relationships?

Your TA provider can help you…

- Develop a recruitment plan to help you scale your program
- Design and deliver evidence-based mentor trainings to prepare volunteers.
- Develop a program model that aligns with your students’ needs and evidence-based practice.
- Create a system for checking in with mentors, students, and parents to ensure safe & productive mentoring relationships.

Visit [www.nationalmentoringresourcecenter.org](http://www.nationalmentoringresourcecenter.org) to submit a request today.
Stay Connected with MENTOR

- Visit www.mentoring.org to access a wealth of mentoring resources, including:
  - *The Elements of Effective Practice in Mentoring™*
  - Webinars covering key topics in mentoring
  - Guidebook to Mentoring Boys and Young Men of Color

- Save the Date for the National Mentoring Summit: February 1-3, 2017 in Washington, D.C.
REACHING SCALE:
How Do We Get Enough Mentors?

Internal Success Mentors
School staff including coaches, teachers, security guards, etc

External Success Mentors
School partners including MENTOR, Americorps, City Year, After-School Providers, Tutors or Nearby FDs & PDs

Peer-to-Peer Success Mentors
Upperclassmen for 9th graders and 8th graders for 6th graders

UNDER DEVELOPMENT
College Success Mentors
Federal work study students or clinical study credit from undergraduate, social work or education schools
Next Steps

1) Finalize school selection
2) Pull 2015-2016 chronic absenteeism data to create Target List
3) Identify & recruit mentors → match with mentees
4) Schedule Launch Event within first 5 weeks of schools
5) Set up weekly meetings with your core support team

REMEMBER, WE’RE HERE TO HELP!

MBK Success Mentors Initiative Coordinators:
Ariel Murphy at 202-453-5660 or Ariel.Murphy@ed.gov
Eric Duncan at 202-453-5755 or Eric.Duncan@ed.gov
Success Mentors Initiative
National Support Team

MENTOR
THE NATIONAL MENTORING PARTNERSHIP

Advancing Student Success By Reducing Chronic Absence

Corporation for
NATIONAL & COMMUNITY SERVICE

MY BROTHER'S KEEPER

THE WHITE HOUSE
WASHINGTON

DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA
2016 GET SCHOOLED FALL ATTENDANCE CHALLENGE

October 3 – December 16

AN ATTENDANCE CAMPAIGN THAT WORKS:

• More than 750 middle and high schools have participated since 2012
• More than half of all participating schools have posted attendance increase, some as high as 10%

FRIENDLY COMPETITION:

• Schools with highest gains can earn a celebrity visit and a $5,000 grant
• All schools have an opportunity to earn a $500 grant

EDUCATOR APPROVED:

• “Strengthens school culture”
• “Motivates students to get involved!”

WIN A CELEBRITY FOR YOUR SCHOOL!

COME TO SCHOOL EVERY DAY AND GET YOUR FRIENDS TO DO THE SAME FOR BIG PRIZES!

THE NATIONAL ATTENDANCE CHALLENGE IS ON!

WIN PRIZES FOR YOUR SCHOOL AND YOURSELF BY DOING THREE THINGS EVERY DAY:
1. Come to school every day
2. Go to www.GetSchooled.com
3. Log-in and play fun games
   Earn points when you play games and use tools to help you stay in school
4. Get your friends to join your team and compete!

SO WHAT CAN YOU WIN?

1. A celebrity visit to your school by one national celebrity (e.g., Trey Songz, pictured above)
2. A $5,000 grant for your school
3. A $500 grant for your school
4. A year of free school supplies
5. A year of free school culture training

Trey Songz, Get Schooled Celebrity Principal, New Era Academy, Baltimore

LIMITED SPOTS AVAILABLE; TO REGISTER GO TO GETSCHOOLED.COM/EDUCATORS
MBK Success Mentors Initiative
Back to School Virtual Summit:
Wednesday, August 17, 2016 ~ 4:00 PM EST

Q&A