

# COVER PAGE

## Applicant Contact Information

<b>District:</b>	_____ School District		
<b>Regional Educational Cooperative (if applicable)</b>			
<b>Selected School(s):</b>	_____ High School, _____ Middle school		
<b>Requested Number of Coaches:</b>	2		
<b>Primary Contact</b>			
<b>Phone</b>		<b>e-mail</b>	
<b>Mailing Address</b>			

## NM Truancy & Dropout Prevention Coaches

(To be completed by PED staff)

<b>Lead Applicant Name</b>			
<b>Criteria</b>	<b>Included</b>	<b>Comments</b>	
<b>Application Format</b>			
<b>Electronic application received by 5:00 p.m. on June 5, 2015</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
<b>Cover page</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>		
<b>Narrative showing the proposed program meets each of the eligibility requirements described in this RFA</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
<b><u>If the above items are not complete the application will not be accepted.</u></b>			

### Truancy & Dropout Prevention Coaches Score Sheet

<b>Overall Understanding of the Purpose and Goals of the Program</b> Notes:	0		5	-	-
<b>Evidence of Next Step Plan compliance</b> Notes:	0		5	-	-
<b>Targeted Demographic-</b> will be used to identify schools with the most quantitative need Notes:	0		5		10
<b>Demonstrated Need of School(s)-</b> will be used to identify the qualitative need of schools Notes:	0		5		10
<b>Role of District/School(s)</b> Notes:	0		5		10
<b>Role of Coach(es)</b> Notes:	0		5		10
<b>Deliverable Results</b> Notes:	0		5		10
<b>Total Points:</b>	____/60				

## **Application**

1. Eligibility Requirements- An explanation of how the district meets the requirements of the Truancy and Dropout Prevention Coaches program as articulated in the Eligibility section of this RFA;

\_\_\_\_\_ School District recognizes that it struggles with a truancy problem in all of its schools. This truancy problem is recognized as a contributing factor to the priority school status of three of its schools. Unfortunately it is also recognized that the existing infrastructure and procedures implemented by counselors and registrars are ill equipped to deal with the scale of the issue in our county.

Our middle school is currently a priority school with two consecutive years of a D rating on their annual report card. The habitual truancy rate for 2013-14 at \_\_\_\_\_ Middle school was 40.26%. In the prior year it was 40.38%. \_\_\_\_\_ High school has maintained a B grade in its overall grade but its habitual truancy rate was 53.31% and 51.05% in 12-13.

At \_\_\_\_\_ Middle school the rate of D's and F's for semester one this year was slightly over 9%.

At \_\_\_\_\_ High School the rate was 26% with half of those being failing grades. At the time of submission semester two data was not final but it looks similar to semester one at both schools. Data from the 2013 Youth Risk study in \_\_\_\_\_ County indicates that incidences of at risk behaviors increase substantially among students receiving mostly C's D's and F's on report cards. The same data shows that while drug use among middle school students remains near state averages use of heroin and opiates at the high school level is 74% above the state average. \_\_\_\_\_ county currently ranks 7<sup>th</sup> among the 33 counties in New Mexico for prescription drug overdoses and opiate usage.

Clearly truancy is a contributing factor to students' lack of success in school, the increase of at risk behaviors among teens, and potentially the lives of \_\_\_\_\_ county residents. What is also evident to \_\_\_\_\_ Municipal School administration is that a strictly punitive system of truancy management has not been effective in curbing the problem, the addition of a truancy coach would allow us to implement best practices in truancy prevention across both sites and provide another effective level of intervention prior to involving the juvenile justice system.

2. Next Step Plan- Evidence of compliance with the Next Step Plan requirement as outlined in NMSA 22-13-1.1A.

All incoming freshman are required to consult with counselors in the eighth grade to create a Next Step Plan in accordance with PED guidelines for Next Step planning. The plans are revisited annually at spring registration. Students complete a Career Interest Inventory in their Junior or Senior year. Students will then look at and decide on a career. Students know and understand that their Next Step Plan is a working document and can be modified at any time that they wish to come in to the counseling office to review and amend their career of choice. Once students find a career they are guided through the process of searching through the academic program of study at the college or university of their choice. The information they find in the Program of Study offers students the ability to view the classes that they will be taking at their college in the first two to four years. Many colleges offer a program of study for the entire degree program. Students find this exciting and motivating. Students then use their career choice as a guide for registering for academic and elective classes best suited to their career choice. During the registration process, the counselor identifies students in danger of failing courses and helps the student add to the Next Step Plan for accuracy. The Next Step Plan helps

guide our students to a career and courses geared toward their career choice.

3. District/School Demographics- Include additional columns as needed for all selected schools: (data from 2014-15 120 day reporting)

	District:	School: _____ High School	School: _____ Middle school
Total Enrollment:	2529	704	501
% of students receiving Free/Reduced Price Meals:	79%	63%	100% (community eligibility provision) 81.23% CEP base
Dropout %:	5.5%	6.5%	3.2%
% Habitually Truant:	41.39%	53.31%	40.26%

4. Selected Schools and Need- The number of coaches being requested, which school(s) will host the coach (es) and an explanation of the schools’ need for a truancy and dropout prevention coach;

\_\_\_\_\_ School District is seeking two coaches to serve its secondary population. One coach will be housed at the High School and will supplement the existing cadre of professionals in the counselor and social worker’s offices. This coach will work with our district’s alternative secondary programs and charters to ensure that consistent monitoring remains effective despite students’ potential mobility among programs. At the middle school, we will have a dedicated truancy coach working with the population of sixth to eighth graders while also providing outreach to students and families in the upper grades of our three elementary schools in the district. Since many of our students have multiple siblings in both elementary and secondary schools, the coaches’ outreach and collaboration with existing professionals will be key to the program’s success and reduced truancy across the district. It is anticipated that by having two coaches we also will be able to develop stronger transition programs from elementary to middle school and from the middle school to our high school.

5. Role of District & School- The school vision for implementing the six components of effective truancy and dropout reduction programs ([Truancy Reduction: Research, Policy and Practice, pg. 13](#)), how school and district leaders will work in collaboration with coaches, a plan for district accountability:

\_\_\_\_\_ High school and \_\_\_\_\_ Middle school share the same vision that has been in place for more than 20 years at our small alternative high school. At this school we have a program where extreme at risk students feel very comfortable coming to school and they attend on a much more regular base than they did when they were at the larger campus. At this school a cadre of adults supports students throughout the day. Adult support comes from teachers and social workers from a local non-profit organization. The curriculum in most cases is adapted to their needs and present levels. Partnerships with community health providers here ensure that students always have strong adult models and space is available in the building for students to meet with these providers throughout the day. Health care providers have implemented a truancy prevention program here and at a neighboring district with the help of a Chevron community partnership grant. This program focuses on preventative measures for students and is based on the principles of the children and youth justice program.

With the assistance of truancy coaches in the middle school and high school, whose sole focus will be to monitor and intervene with identified at risk students, it is anticipated that this successful model of community partnership can be duplicated on a larger campus in an increasingly proactive model.

Coaches will participate in each school's leadership team and will assist in the development of proactive policies and programs to help at risk students attend school regularly and develop effective mentor relationships with adults.

Coaches will also participate in the district wide health and wellness planning committee to develop community wide programs that promote social emotional health in the community at large. This committee is also charged with advising the board of education on health and wellness policies and in developing partnerships in the community to help address health issues effecting youth in \_\_\_\_\_ county.

Where appropriate, coaches will participate in SAT and IEP team meetings to determine if attendance is a predominate factor in student achievement. In these meetings the coach will help to develop and monitor appropriate tiered interventions.

6. Role of Coach(es)- Describe the foreseen role of the coach(es) at the school(s), how the coach will implement strategies for improving attendance and dropout prevention through a tiered approach. ([Truancy Reduction: Research, Policy and Practice, pg.18](#)):

The coaches will use historical data to identify at risk students quarterly and will initiate a system of ongoing monitoring of these students in four key areas.

- Attendance
- Grade progress
- Assessment results
- Discipline referrals

All of this real time data is accessible in our student management system and is accessible to teachers, parents and students. When data monitoring in any of these key areas indicates a potential problem, or in the case of suspension or other major infraction, the coach will contact the guardian and CYFD (if applicable), provide training on the online monitoring tools to guardians, and develop an individual contract or plan of action to address the potential deficit. Where applicable an IEP or SAT meeting may be called and appropriate interventions and accommodations reviewed by the team members and guardians.

Coaches will be the first line of contact with guardians and students and will serve as “case managers” for each identified student. In the case of an identified home situation that might be contributing to a student’s truancy the coach will convene a staffing of school personnel to debrief them on the situation and brainstorm alternative methods that might be available for students to maintain their school progress. In cases where a student might be in need of additional community services, coaches will work with community partners to ensure services are made available to the family.

Coaches will work with community partners and the local Juvenile Justice Board to initiate proactive policies and incentive programs in the school and community to promote improved attendance among all students.

7. Deliverable Results- provide self-identified mid-year and end of year performance benchmarks for selected schools:

- Mid year unexcused absence rates will decrease by 25% from 2014-15 rates.
- EOY unexcused absence rates will decrease by 50 %.
- Class failings at the end of each semester will decrease by 50% from 2014-15 rates.
- Average Daily Attendance rates for middle school and high school will increase by 2 percentage points each month from 2014-2015 rates.