


# Check & Connect: An Overview of a Tier 2 Intervention




- Receive a brief overview of the Check & Connect intervention
- Hear testimonials from schools that have seen success when implementing Check & Connect

# Introductions

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# Are you experiencing...

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- Students who...
  - are frequently tardy, truant or absent?
  - are not completing assignments/are credit deficit?
  - exhibit minimal interest in school?
  - are resistant to learning?
  - have low academic self-efficacy?
  - are withdrawn and have feelings of not belonging at school?

# Check & Connect Overview

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- Structured mentoring intervention
- Promotes student engagement
  - At school
  - With learning

- C&C has been implemented with K-12 students with and without disabilities in the U.S. and abroad, addressing:
  - Attendance/truancy
  - Behavior
  - Literacy
  - Student engagement

# Focus on School Completion

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## Competencies:

- Social
- Emotional
- Academic



# Findings

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- ↑ 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)*

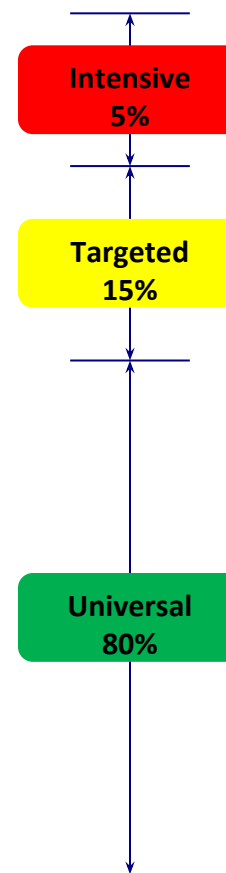
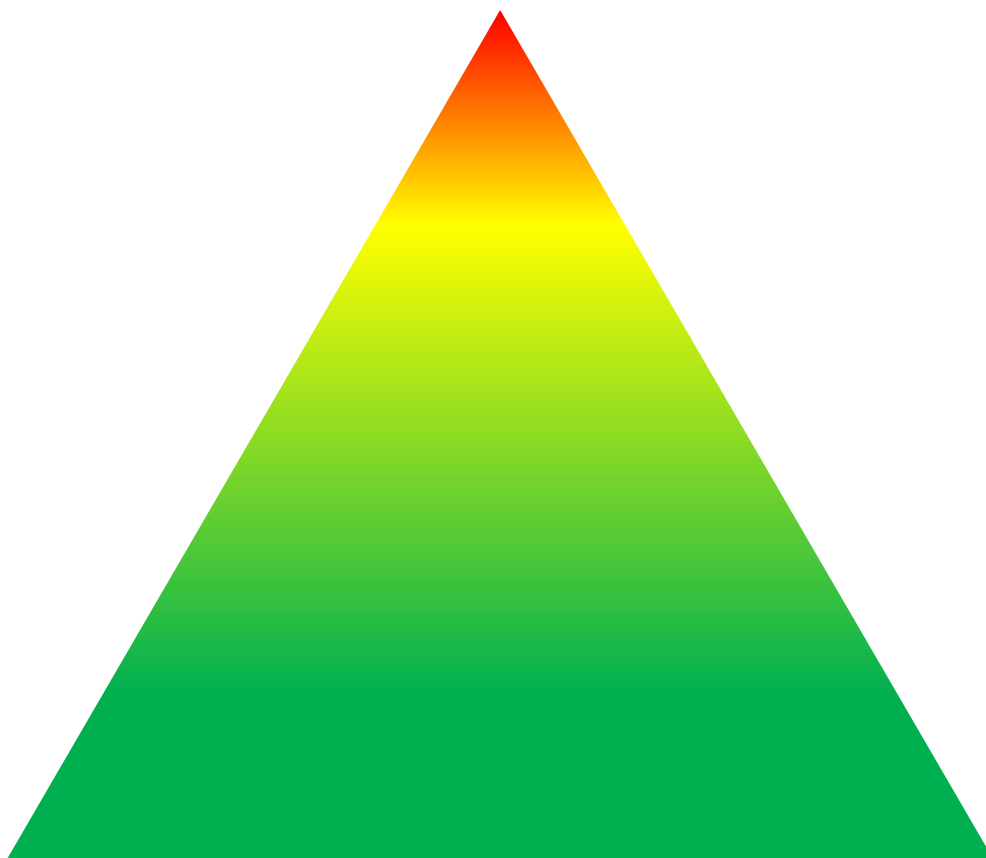


- Check & Connect has met the evidence standards of the What Works Clearinghouse (2006, 2015): <http://ies.ed.gov/ncee/wwc/>
  - C&C is the only dropout prevention intervention to show positive effects for staying in school



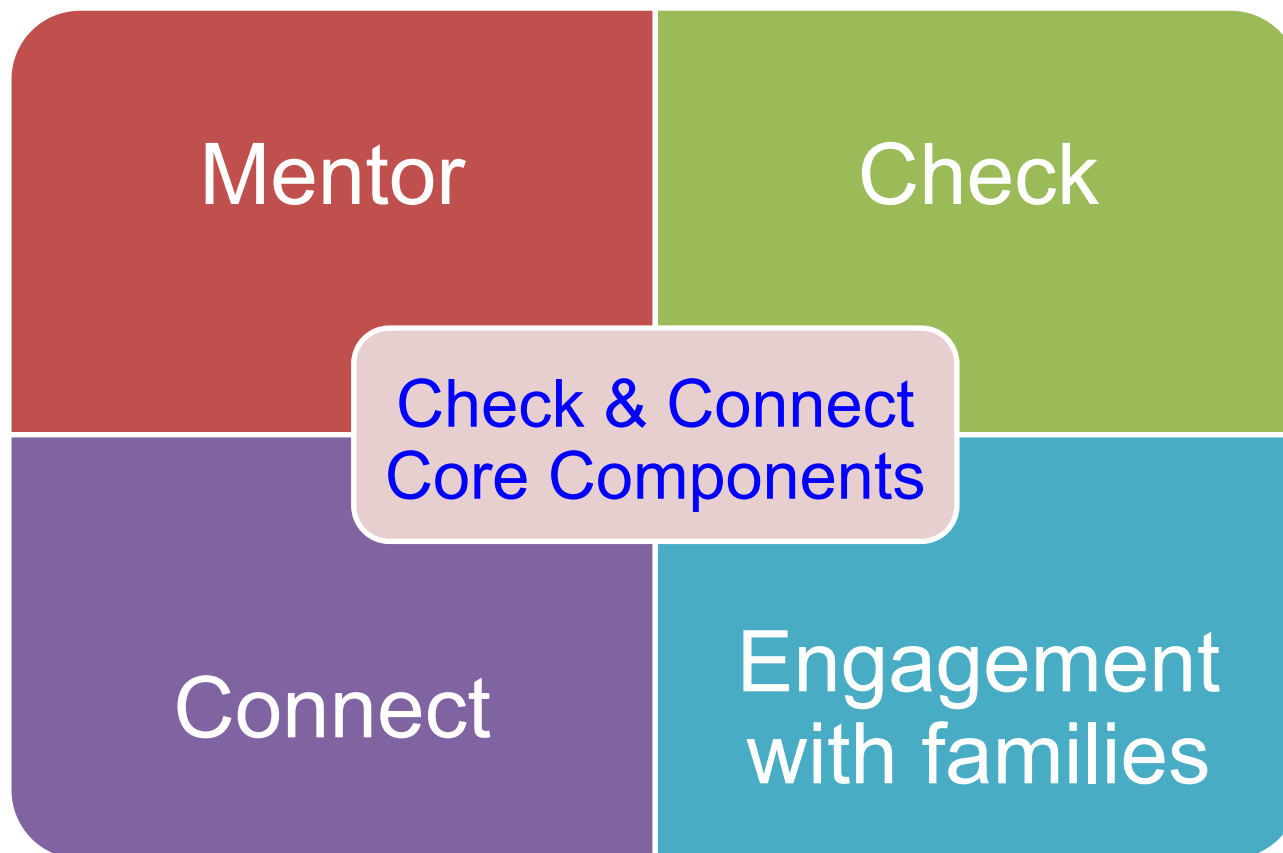
# Fit With Existing Initiatives

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# Fidelity of Implementation

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# Student Engagement

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Identification &  
Belonging at **School** +

Commitment &  
Investment in **Learning**



=



**Positive  
Educational  
Outcomes**

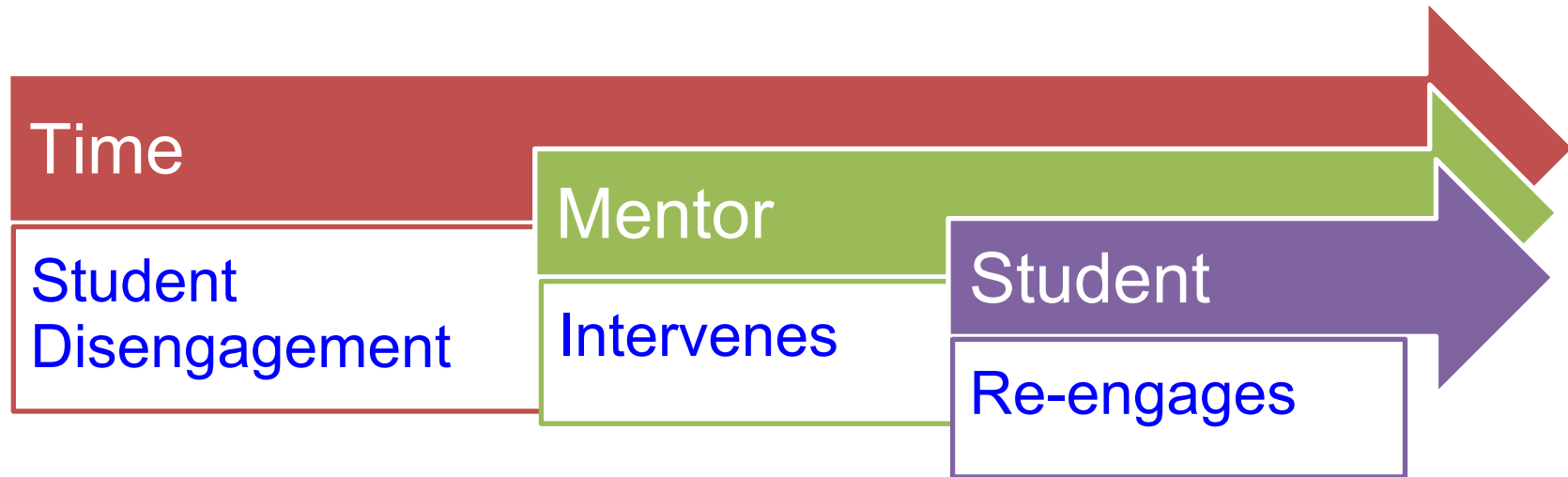
# Student Engagement

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# Core Beliefs

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# Predictors of Dropout

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## Things we CAN'T control

- Age
- Metro status and region
- Disability
- Socioeconomic status
- Ethnicity
- Gender
- Family structure

## Things we CAN control

- Attendance
- Attitude toward school
- Extracurricular participation
- Behavior
- Homework
- Grades, credit accrual

# Early Warning Signs

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- **Attendance**
  - Absent 10% or more of school days
- **Behavior**
  - Two or more mild or more serious behavior infractions
- **Course performance**
  - An inability to read at grade level by the end of 3<sup>rd</sup> grade;
  - A failure in English or math in 6<sup>th</sup>-9<sup>th</sup> grades;
  - A GPA of less than 2.0;
  - Two or more failures in 9<sup>th</sup> grade; and
  - Failure to earn on-time promotion to 10<sup>th</sup> grade.

*(Balfanz, Bridgeland, Bruce, Fox, 2012)*

More info at: <http://www.air.org/resource/early-warning-systems-education>



# Selecting Students for C&C

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- Same process you use to match students for other Tier 2 interventions!
- Universal Screener
  - Set criteria
  - Pull students based on criteria
- Teacher Nomination/Referral
  - Set referral process
  - School personnel refer students in need

- Set specific data decision rules to identify students based on early warning signs:

**Attendance**

**Behavior**

**Course Performance**

- Also consider high risk groups and capacity to serve students.

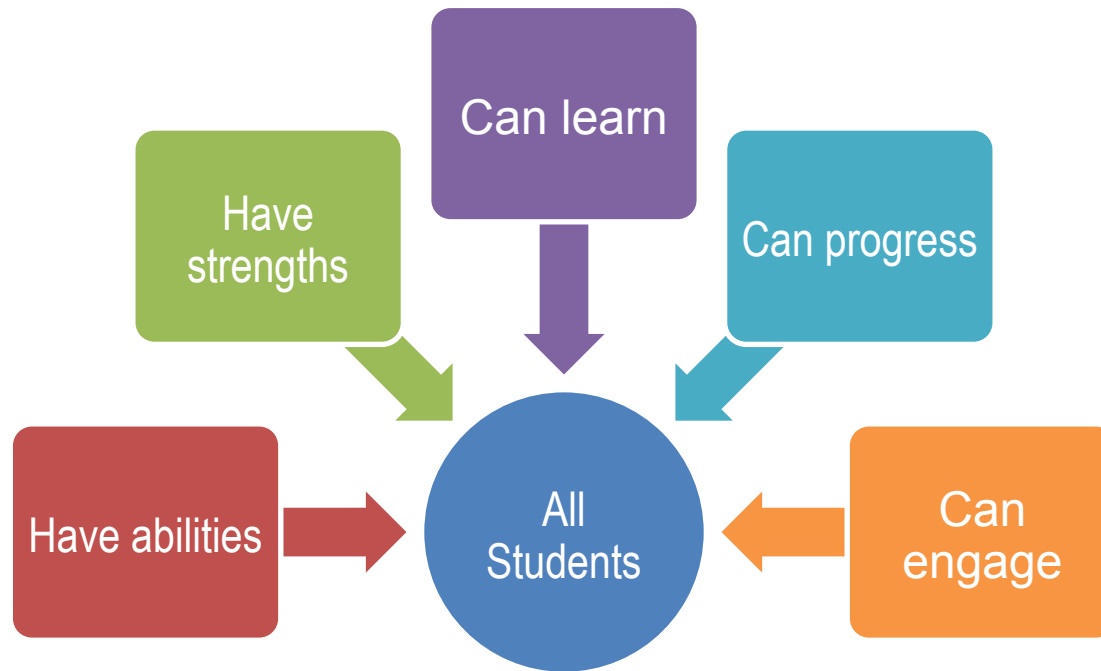
# Desirable Mentor Characteristics #moswpbs17

#1: A personal belief in the power and value of problem solving with students to develop personal competencies.



# Desirable Mentor Characteristics #moswpbs17 (cont.)

#2: A personal belief that:



# Desirable Mentor Characteristics #moswpbs17 (cont.)

#3: A willingness to:

- Be a mentor
- Persist with students
- Cooperate and collaborate with staff and families

## Implementation Options

- Dedicated mentors (outside hire)
- Existing school staff (teachers, administrators, etc.)
- Community volunteers

## Mentor Competencies

- See competencies in Participant Guide

# The Power of Check & Connect

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The first 3-4 months, I was thinking, “When are you going to leave?” The 5<sup>th</sup>-6<sup>th</sup> months I’m thinking, “You’re showing pity, you pity me, you don’t care about me.” By the 18th month I’m like, “This person loves me, because I have nothing to offer and they are showing they are not trying to use me.” So stick in their lives through thick and thin.

<https://vimeo.com/102974278>

James Andersen,  
2014 National Mentoring Summit

# What is “Check”?

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- “Check” = systematically monitoring level of engagement and educational progress
  - Core component that is non-negotiable
  - Essential for students at risk of disengagement or dropout
- What is checked?
  - absences, tardiness, missing assignments, grades, credits accrued, ODRs
- How often do checks occur?
  - weekly - could intensify to daily



# What is “Connect”?

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- Mentors meet with students and consider:
  - “Check” data
    - Patterns in the data
    - Level of risk
  - Student’s needs and perspective
  - Family influences and circumstances
  - Available school and community resources
- Mentors develop a personalized data-based intervention

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# Elementary Monitoring Form Example

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## Appendix 5. Check & Connect elementary school monitoring form

Student \_\_\_\_\_ ID \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_ Mentor \_\_\_\_\_ Month \_\_\_\_\_

### CHECK

#### Academic data

Academic progress	1st term grades <input type="checkbox"/> Unsatisfactory					2nd term grades <input type="checkbox"/> Unsatisfactory					3rd term grades <input type="checkbox"/> Unsatisfactory					4th term grades <input type="checkbox"/> Unsatisfactory					
Met state academic standards (proficient)	Math: <input type="checkbox"/> Yes <input type="checkbox"/> No										Language arts/reading: <input type="checkbox"/> Yes <input type="checkbox"/> No										
Behavior data	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	High risk
Tardy																					
Unexcused absence																					
Excused absence																					
Behavior referral/infraction																					
Bus referral																					
Detention																					
Suspension (in/out-of-school)																					

### CONNECT

Communication	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
Student communication																				
Formal																				
Informal																				
Family communication																				
Attempt/not reached																				
Left message																				
Note home																				
Phone conversation																				
Meeting																				
Home visit																				
Communication with school staff																				
Communication with outside agency																				
Basic Intervention	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
Share "check" data																				
Provide regular feedback																				
Discuss staying in school																				
Problem solve about risk																				

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Intensive intervention	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
Facilitate goal setting																				
Discuss academic progress and supports																				
Discuss behavior and supports																				
Discuss how current choices impact likelihood of graduating from high school																				
Intensive problem solving																				
Intensive problem solving with parent																				
Intensive problem solving with school personnel																				
Facilitate participation in community service																				
Facilitate participation in school and community sponsored activities																				
Facilitate tutoring																				
Facilitate participation in small-group instruction for passing exit exam																				
Teach problem solving skills																				
Teach organization and study skills																				
Arrange an alternative to suspension																				
Other:																				

### Monthly summary of case notes

Date:	Notes:
Goal: <input type="checkbox"/> Attendance <input type="checkbox"/> Engagement <input type="checkbox"/> Investment in future	
Date:	Notes:
Goal: <input type="checkbox"/> Attendance <input type="checkbox"/> Engagement <input type="checkbox"/> Investment in future	
Date:	Notes:
Goal: <input type="checkbox"/> Attendance <input type="checkbox"/> Engagement <input type="checkbox"/> Investment in future	
Date:	Notes:
Goal: <input type="checkbox"/> Attendance <input type="checkbox"/> Engagement <input type="checkbox"/> Investment in future	
Date:	Notes:
Goal: <input type="checkbox"/> Attendance <input type="checkbox"/> Engagement <input type="checkbox"/> Investment in future	



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# Middle School Monitoring Form Example

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## Appendix 6. Check & Connect middle school monitoring form

Student \_\_\_\_\_ ID \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Mentor \_\_\_\_\_ Month \_\_\_\_\_

### CHECK

Academic data		1st term grades ___Ds ___Fs		2nd term grades ___Ds ___Fs		3rd term grades ___Ds ___Fs		4th term grades ___Ds ___Fs		High risk												
Academic progress																						
Met state academic standards (proficient)	Math: <input type="checkbox"/> Yes <input type="checkbox"/> No	Reading: <input type="checkbox"/> Yes <input type="checkbox"/> No		Writing: <input type="checkbox"/> Yes <input type="checkbox"/> No																		
Behavior data		M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	High risk
Tardy																						
Skipping classes																						
Unexcused absence																						
Excused absence																						
Behavior referral/infraction																						
Bus referral																						
Detention																						
Suspension (in/out-of-school)																						

### CONNECT

Communication		M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
Student communication	Formal																				
	Informal																				
Family communication	Attempt/not reached																				
	Left message																				
	Note home																				
	Phone conversation																				
	Meeting																				
Home visit																					
Communication with school staff																					
Communication with outside agency																					
Basic Intervention		M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
Share "check" data																					
Provide regular feedback																					
Discuss staying in school																					
Problem solve about risk																					

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Intensive intervention	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
Facilitate goal setting																				
Discuss academic progress and supports																				
Discuss behavior and supports																				
Discuss how current choices impact likelihood of graduating from high school																				
Intensive problem solving																				
Intensive problem solving with parent																				
Intensive problem solving with school personnel																				
Facilitate participation in community service																				
Facilitate participation in school and community sponsored activities																				
Facilitate tutoring																				
Facilitate participation in small-group instruction for passing exit exam																				
Teach problem solving skills																				
Teach organization and study skills																				
Arrange an alternative to suspension																				
Other:																				

### Monthly summary of case notes

Date:	Notes:
Goal: <input type="checkbox"/> Attendance <input type="checkbox"/> Engagement <input type="checkbox"/> Investment in future	
Date:	Notes:
Goal: <input type="checkbox"/> Attendance <input type="checkbox"/> Engagement <input type="checkbox"/> Investment in future	
Date:	Notes:
Goal: <input type="checkbox"/> Attendance <input type="checkbox"/> Engagement <input type="checkbox"/> Investment in future	
Date:	Notes:
Goal: <input type="checkbox"/> Attendance <input type="checkbox"/> Engagement <input type="checkbox"/> Investment in future	
Date:	Notes:
Goal: <input type="checkbox"/> Attendance <input type="checkbox"/> Engagement <input type="checkbox"/> Investment in future	

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# High School Monitoring Form Example

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## Appendix 7. Check & Connect high school monitoring form

Student \_\_\_\_\_ ID \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Mentor \_\_\_\_\_ Month \_\_\_\_\_

### CHECK

Academic data	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	High risk
Number of Ds or Fs																					
Number of missing assignments																					
Cumulative grades	1st quarter grades Ds ____ Fs ____					2nd quarter grades Ds ____ Fs ____					3rd quarter grades Ds ____ Fs ____					4th quarter grades Ds ____ Fs ____					
Credit accrual	Credits earned out of ____ total possible										GPA										
Met state academic standards	Math: <input type="checkbox"/> Yes <input type="checkbox"/> No					Reading: <input type="checkbox"/> Yes <input type="checkbox"/> No					Writing: <input type="checkbox"/> Yes <input type="checkbox"/> No										
Behavior data	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	High risk
Tardy																					
Skipping classes																					
Unexcused/unverified absence																					
Excused absence																					
Behavior referral/infraction																					
Detention																					
Suspension (in school/out-of-school)																					

### CONNECT

Communication	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
Student communication																				
Family communication																				
Attempt/not reached																				
Left message																				
Note home																				
Phone conversation																				
Meeting																				
Home visit																				
Communication with school staff																				
Communication with outside agency																				
Basic Intervention	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
Share "check" data																				
Provide regular feedback																				
Discuss staying in school																				
Problem solve about risk																				

104 • Check &amp; Connect: Implementing with fidelity

Intensive intervention	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
Facilitate goal setting																				
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Teach organization and study skills																				
Arrange an alternative to suspension																				
Other:																				

### Monthly summary of case notes

Date:	Notes:
Goal: <input type="checkbox"/> Attendance <input type="checkbox"/> Engagement <input type="checkbox"/> Investment in future	
Date:	Notes:
Goal: <input type="checkbox"/> Attendance <input type="checkbox"/> Engagement <input type="checkbox"/> Investment in future	
Date:	Notes:
Goal: <input type="checkbox"/> Attendance <input type="checkbox"/> Engagement <input type="checkbox"/> Investment in future	
Date:	Notes:
Goal: <input type="checkbox"/> Attendance <input type="checkbox"/> Engagement <input type="checkbox"/> Investment in future	
Date:	Notes:
Goal: <input type="checkbox"/> Attendance <input type="checkbox"/> Engagement <input type="checkbox"/> Investment in future	



- How often?
  - Formal connections at least weekly
- How long?
  - Depends on mentee's needs
- When?
  - Consider student and teacher preferences

- How is high risk determined?
  - Compare data to predetermined data decision rules for high risk
- Why determine level of risk?
  - Not at high risk = basic intervention
  - High risk = basic + intensive intervention

# Basic vs. Intensive Intervention

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## Basic Intervention

Weekly for all C&C students

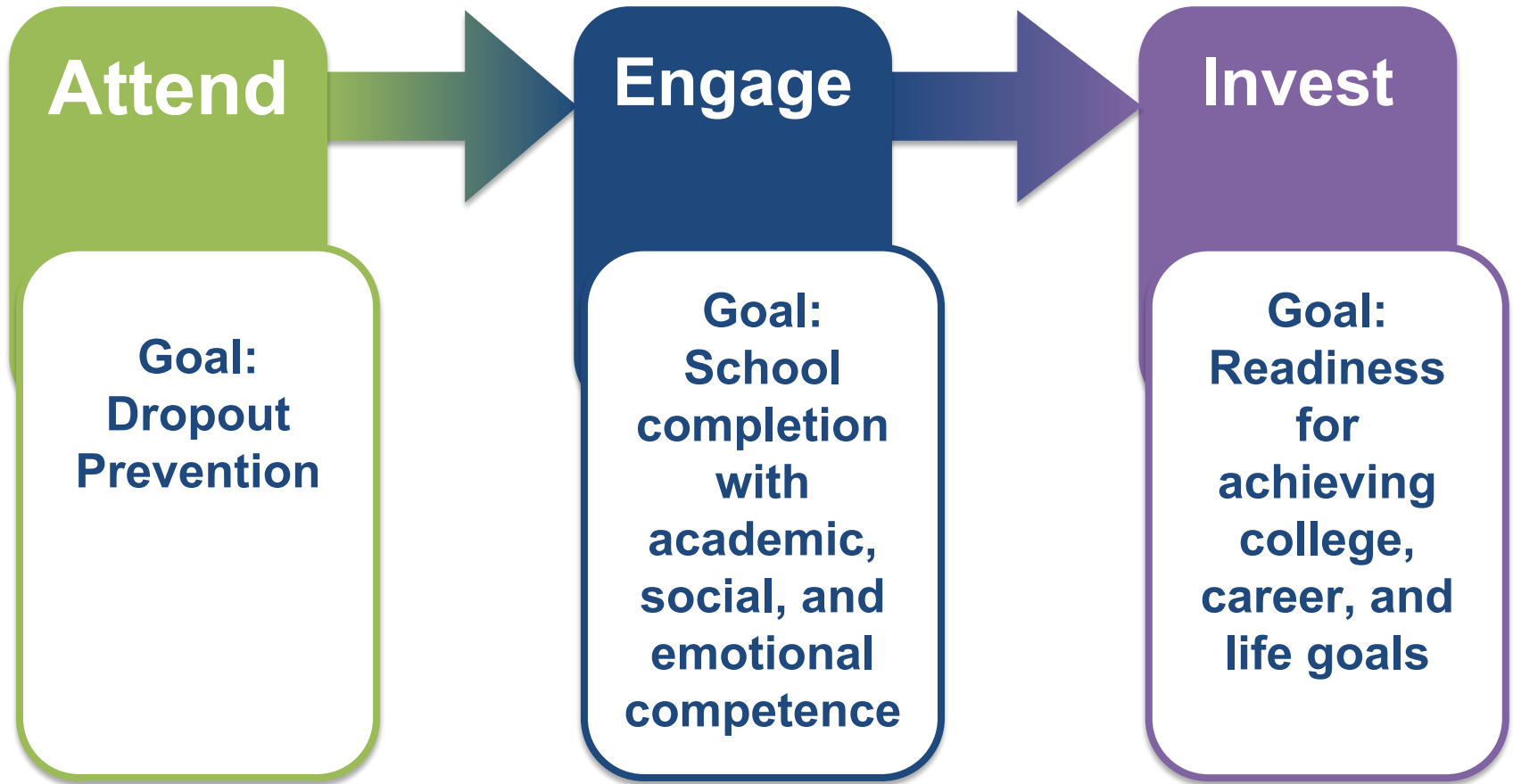


## Intensive Intervention

Individualized for students showing high risk

# Attend-Engage-Invest Continuum

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# Don't Call Them Dropouts

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[Don't Call Them Dropouts](#)

*America's Promise Alliance, 2014*

# Youth Perspectives: Top Ten #moswpbs17

1. I was failing too many classes: 28%
2. I was bored: 26%
3. School wasn't relevant to my life: 19%
4. I had to make money to support my family: 19%
5. I was held back: 14%
6. I got into drugs: 12%
7. I got pregnant/gave birth: 11%
8. I was a member of a gang: 4%
9. Physical or medical problems: 3%
10. I was bullied: 2%

<http://gradnation.org/report/dont-call-them-dropouts>

# Role of the Coordinator

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All sites should have a designated program leader – someone responsible for maintaining fidelity of implementation.

# Coordinators and mentors work together to —

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Introduce C&C to staff

Address person-environment fit

Strengthen family-school relationship

Review monitoring forms

Provide professional development

# Testimonials

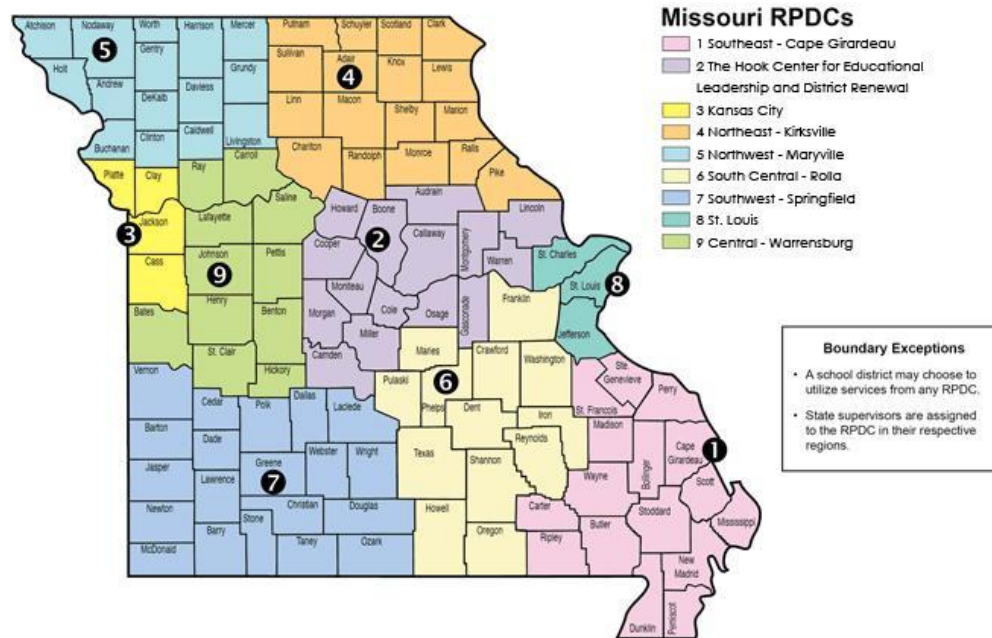
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Thinking about getting trained on Check & Connect? Check out these videos:



# Who to Contact?

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Get in contact with a  
Certified Check &  
Connect Trainer  
through your Regional  
Professional  
Development Center

What questions do  
you have?

**Contact Us!**

**#moswpbs17**

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