

2014-2015 Educational Grant Application

Submission Date	2014-03-26 15:39:16
Name of Grant	Attendance Challenge
Primary Contact	Autumn Parsons
Applicant E-mail	Autumn_Parsons@AllenISD.org
Phone Number	(972) 236-0777
Additional Teachers/Staff who are applying for or will be working with this grant:	Susan Oliver
Campus	Boyd Elementary School
Curriculum Area	Other (See Other Curriculum)
Other Curriculum	Counseling Department
Grade Level(s)	K-6
Students Impacted	753
Approver Name	Kyle Pursifull
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Project Purpose	<p>To educate students and families on the importance of timeliness and attendance responsibilities. Our goal is to increase average daily attendance, decrease tardies, and to maximize availability of administrators on campus by decreasing the time spent in truancy court.</p> <p>By mid-March of our current school year, I have met with over 100 students, who have 7 or more tardies and/or unexcused absences, to assist them in planning daily routines in order to learn the life-long skill of being on time. Research shows learning the importance of promptness will carry over throughout adolescence and into adulthood. As a result of their training our students will be able to problem solve their attendance issues through goal setting and changing simple family routines. Students are coached through positive reinforcement to change their daily routines slightly in order to be more successful academically through timeliness and the importance of regular school attendance. When a student has received a targeted amount of tardies or unexcused absences I counsel with the student to discover the problem hindering attendance. Some of the situations discussed include but are not limited to, the following:</p> <ol style="list-style-type: none">1. Parents leave for work early in the morning and the student is responsible to wake themselves and sometimes their younger siblings, and get ready for school on time.2. Students who walk long distances to school who did not qualify for bus services and are not able to judge distance, time, and weather factors.

3. Families who have struggled to teach their students the importance of timeliness and attendance.
4. Students lacking the encouragement to attend school or be on time.
5. Students who don't have the skills to plan the correct amount of time needed to get ready for school.
The grant will provide extrinsic incentives to students who have not learned intrinsic motivation to attend school regularly and on time.

Project Description

I am notified by administration of students who need assistance with daily attendance. After initial counseling meeting helping the students to discover the root of the attendance issue, I assist students to set up a plan of success, which include simple daily routine changes. I then give the student an attainable challenge. Students who meet their goal of attending school on time and without unexcused absences during the two-week challenge period receive an inexpensive extrinsic reward. Students receive a goal date with reminders. When students receive their reward they are congratulated and are pleased to share the changes that have been implemented in their home allowing them to be successful. Students will be given a new challenge date. Depending on age and situation the challenge time will be extended from two weeks to three weeks, and so on, until new habits are created and we can extinguish the need for an extrinsic reward and replace it with words of encouragement and support. Students will develop skills and knowledge of the importance of being on time throughout their school career and beyond.

Allen ISD Goals/TEKS

Allen ISD Mission Statement: Allen ISD cultivates innovation in education that empowers every learner to realize his or her full potential.

Allen Independent School District Goal # 4 For 2013-2014: We will foster sustainable opportunities for every person to become a responsible and engaged citizen.

ASCA Counseling Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent:

13.5 The professional school counselor collaborates with teachers, parents, and the community to promote academic success of students.

Measurements

Every two weeks student attendance records will be evaluated to determine if the student has met the challenge or if the student needs an additional goal-setting meeting. Students who are successful in meeting their challenge will be extended a longer challenge, depending on age and situation.

Teaching Methods

One on one coaching, goal setting, problem-solving, and self-evaluation.

Timeline for Project

September-May

Curriculum/System Support

Students in this program will be able to problem solve and set goals regarding attendance. Reaching their attendance goal will maximize their daily academic success because instruction time will no longer be missed. Students will also

be prepared for success beyond Boyd Elementary and Allen ISD.

Additional Comments

Boyd Elementary is one of two Title One campuses in Allen ISD. Title One campuses serve families of low socio-economic status who may not have the skills or services needed to promote school attendance. I have implanted a trial program using coaching, goal-setting, and an extrinsic reward system this year. Boyd has seen great results with many students who have struggled throughout their school career and also younger students who are taking personal responsibility to arrive to school on time and bringing documentation for absences. There are many cases of students who have not been tardy or received an unexcused absence since they met their initial challenge. This year the amount of families sent to truancy court has been cut by 50%. A week has not gone by without several students stopping me in the hallway to remind me that their 'Attendance Challenge Date' is coming up and they have been present and on time every day since we set their goal. Research shows 2 repetitions is enough to form a bad habit and recent study says it takes around 66 days to form a good habit. Through the Challenge Program our students are being rewarded for evaluating a situation that needs to be changed, setting an achievable goal, and meeting that goal. They are developing skills that will positively affect their future. Unfortunately, without a grant, we do not have a budget to provide the small-tangible rewards to help motivate our students.

Breakdown of Boyd Elementary Student Population: Total 753:

- 40.9% H
- 29.88%W
- 22.18%B
- 1.86%A
- .66%AI
- 69.32% Economic Disadvantage

Instructional Supplies or Resources

NA

Supplies Budget

0

Technology

NA

Technology Budget

0

Staff Training / Staff Development

NA

Training Budget

0

Transportation/Field Trip

NA

Transportation Budget

0

Other

Small extrinsic rewards- May include the following: markers, notepads, stickers, etc (\$1-\$2 per award) Total: \$350
Alarm Clocks, Total: \$130

Other Budget 480

Total Budget 480

Additional Funds Unfortunately, we do not have funds available for extrinsic rewards. This year I used the majority of my school-wide counseling budget to fund this project but am not able to continue this year to year.