

Adult-Student Mentoring Intervention	
Purpose	Adult-student mentoring is designed to develop relationships between school staff and students to build the student’s connection with the school, collaboratively problem-solve reasons for absences or lack of engagement, and identify resources and support access to resources that support student learning.
Description	Designated school staff members engage in weekly check-ins with students who are chronically absent to develop a mentoring relationship focused on setting and achieving goals related to academics, behavior, attendance, and long-term life plans. The staff member and student collaboratively determine short- and long-term goals and identify incentives for goal completion. During weekly meetings, students review their progress towards their goals, identify opportunities for growth, problem-solve their shortcomings, and celebrate successes. It is encouraged to identify a way to involve parents in the mentoring relationship. Examples for inclusion include giving parents access to data tracking, student or staff member sending weekly texts or emails on goal progress, or periodic family check-ins.
Participating Districts	Five (5) New York districts are participating in the intervention. No Ohio districts are participating in the intervention.

Family Engagement Intervention	
Purpose	The family engagement intervention is designed to build relationships between school staff and parents to build a home-to-school connection, collaboratively problem-solve reasons for absences or lack of engagement, and identify resources and support access to resources that support student learning.
Description	Assigned school staff members send at least weekly text messages to caregivers of students who are chronically absent. Messages are always positive, supportive, and include prompts to encourage 2-way communication with the caregiver. The types of messages send to caregivers include informational messages (e.g. relevant school or class updates including upcoming tests, conference dates, field trip information, etc.), individualized messaging (e.g. student-specific attendance, discipline, and achievement information), and pro-tips (e.g. tips to support learning and/or child developing including, for example, suggestions for learning activities or asking about a child’s favorite book). Staff members build relationships with families and also be knowledgeable of community resources (e.g. food access, housing assistance, mental and physical healthcare, childcare options, or transportation assistance) to support families.
Participating Districts	Eight (8) NCRERN districts are participating in the intervention. The 8 districts consist of 4 New York districts and 4 Ohio districts.

Personalized Messaging Intervention	
Purpose	Personalized messages are designed to inform caregivers of their student's total number of absences. Caregivers are provided information on how to contact the school if they need support to address barriers to their student's attendance.
Description	Every 4-to-6 weeks districts send messages (robocalls, text messages, or emails) to caregivers to provide personalized information about their student's absences. Districts are able to personalized the specifics of their messages, but they must include at least the student's name, the student's number of absences to date, a goal for attendance or the average school-wide attendance rate for a comparison, and an invitation to connect with the school. All students are eligible for the message, regardless of chronic absence status or the number of overall absences.
Participating Districts	Twelve (12) NCRERN districts are participating in the intervention. The 12 districts consist of 5 New York districts and 7 Ohio districts.

Postcard Intervention	
Purpose	Postcards address common misconceptions identified by districts as root causes of why elementary students frequently miss school. Caregiver may not know what content the student misses when absent, how many days of school the student has missed, and the relative meaning of the number of days the student has missed.
Description	School staff (e.g. teachers, attendance clerks, secretaries) prepare and send weekly postcards to caregivers of students who have missed at least one day in the prior week. Postcards must include the student's name, a space for staff to fill in missed content, the number of days absent for the quarter, a graphic to provide relative meaning for the number of days absent, and a phone number to call if there are questions about the postcard. An example of a postcard is below.
Participating Districts	Ten (10) NCRERN districts are participating in the intervention. The 10 districts consist of 7 New York districts and 3 Ohio districts.

Your child has missed

days this quarter.

Placeholder for school/district logo

4+ Days
Urgent! Call us!

3 Days
Significant amount of lost learning

2 Days
Valuable instructional time missed

1 Day
Try to keep it here

0 Days
Great!

_____ missed lessons

about _____

in class on _____.

Regular participation in school is key to your child's education.

Main office phone: (###) ### - ###

We need your help to ensure your child is participating in school. Please let us know how we can help.