

## CAPP & PREP Webinar: Can we improve attendance? 1/8/19

### Chat

- 09:36:18 From Abby Terry : Work/sports schedules
- 09:36:18 From Aviva Friedman: Timing of the program--kids sometimes do not want to come to a program during their lunch period or after school
- 09:36:22 From Kelly Johnson-Eilola : students moving into or out of a school district during implementation
- 09:36:23 From Joie Waxler: homeless youth
- 09:36:24 From Amanda Lee : not seeing information as important/relevant
- 09:36:33 From Mallory DeJohn : occasionally teachers removing students for behavior issues
- 09:36:37 From Christine Roos : When school attendance overall is low
- 09:36:40 From Christine Roos : for Top: other activities, sports, study groups, and jobs
- 09:36:51 From Asia Moore : some of the shelters detention centers children come and go
- 09:36:56 From Shannon Endsley : Students are more likely to be pulled out of health class than their core classes
- 09:37:03 From Shannon Amidon : Our long term implementation, TOP 32 weeks
- 09:37:45 From Christine Roos : participants may experience classroom fatigue. They're in school all day, and then we are trying to engage them for another hour after school
- 09:37:59 From Sonia Hernandez : Health Classes are usually scheduled for first period, which is the course which many students miss because they get to school late.
- 09:43:21 From Asia Moore : Attendance is better when incentives are promoted or when used towards community service hours the students need to graduate Highschool.
- 09:44:06 From Christopher Culp : Is having peers co-facilitate an acceptable adaptation?
- 09:45:17 From Christopher Culp : In our school-work, we are often fighting with the fact that schools don't have good attendance as well. Are there any options for school-based incentive programs?
- 09:46:23 From Christopher Culp : With a teenager, I mean.
- 09:53:30 From Christopher Culp : I work really closely with a school and teach their sexual health unit - so I get 2+ weeks consecutively to work with the classes. But my attendance is affected by absenteeism, tardiness, in school suspension, out of school suspension. Have these been issues for you all?
- 09:54:38 From Christine Roos: Hi Chris, we also work with youth daily for about two weeks. A lot of things are "out of our hands".
- 09:54:40 From Christine Roos : Yes, we do BPBR solely in Health classes and experience all of these challenges. We also see program changes well into the semester which takes students out of our program.
- 09:56:20 From Asia Moore: I am unable to get into the schools in my county.
- 09:57:38 From Asia Moore : orange
- 09:57:58 From Asia Moore : I tried many times with middletown and Newburgh
- 09:58:05 From Asia Moore : I am in newburgh
- 09:58:32 From Asia Moore : I table every week and do 1-hour workshops, but i cannot do BPBR
- 09:58:40 From Ramona Burton : MISN is hear from Newburgh
- 09:58:47 From Ramona Burton : Im here
- 09:59:35 From Aviva Friedman : Bringing food
- 09:59:38 From Maria Lopez-Bernstein : At one of our schools, we go into the English class which meets daily. While this doesn't help with absenteeism, tardiness, etc., it does allow me more

days within the week to switch the class facilitation days when there are events going on (e.g. assemblies, fire drills). I couldn't do that with the health class which met twice a week only (and I was only allowed to have one of the two weekly days). I incorporate a lot of vocabulary into the English classes, and this is the connection we make.

09:59:47 From Joie Waxler : for our housing and food insecure young people, having meals has been really important

10:00:21 From Christopher Culp : But, we can't bring food in as an incentive for in-school cycles, right?

10:00:22 From Christine Roos : working with health teachers to make sure our BPBR content is on their final exam!

10:01:11 From Abby Terry : I schedule an extra day in the winter, so that if there is a snow day, the schedule already accomodates it. If there isn't, we can add an extra APS.

10:01:28 From Christine Roos : Let leadership know you will not teach classes where students are constantly being pulled out. We used to teach a 9th period class and half the class would leave for sports practice and games. We told the AP we would no longer teach that class. They stopped pulling the students.

10:02:04 From Joie Waxler : collaborating with our no ole medical units so people can get tested immediately after a session about STIs and HIV

10:02:18 From Joie Waxler : mobile\*

10:03:13 From Christopher Culp : So our grant pays for it?

10:04:49 From Christine Roos : First explore why the initial participants are no longer attending.

10:05:22 From Nicole Sheitz: Maybe talk to the students that show up about the best time for everyone to join the session

10:05:24 From Amanda Lee : I would speak to the teacher in charge of the roster to see if they could help push attendance...I would also ask the students to bring a friend for extra points!

10:05:32 From Ramona Burton : Find out how these students were selected. Did students understand the program they were referred to.

10:06:26 From Anna Jankowski : Sometimes teachers ask us to give quizzes for grades so students attend and pay attention

10:07:38 From Tola Opanubi : Canceling the cycle? Would I consider rescheduling?

10:08:22 From tavia jackson : Communicate with the teacher on what attendance is like for her class. Ask if the students in first session and second session attend regular. based on the response determine if cycle should happen

10:10:46 From Jan Albanese : Meet with Admin to show the issue.

10:11:17 From Aviva Friedman: See if there are any variables in the first school that you could change in the second school (e.g. first school is in health class, second school is in gym class)

10:11:37 From Christine Roos : explore the time of day, time in the semester, setting... sometimes beginning a program too early

10:11:57 From Christine Roos : I would look on the school website to see what overall attendance at the school is. Some schools struggle with attendance as a whole. Question is, do we abandon these schools just to make ourselves look better. I would argue, no.

10:14:34 From JenniferPantel : sorry I got disconnected before but I did want to add that almost all of our classes incorporate the material on a test or extra credit for attendance

10:14:58 From Christine Roos : Pay attention to day of the week. Sometimes Fridays or Mondays are an issue in a particular setting.

10:15:26 From Jan Albanese : find out if youth are missing school or just missing the class.

10:16:12 From Christine Roos : This could be a weather related event, school trip day, etc...  
We always pay attention when something like this occurs so we can include da note in ORS

10:16:27 From tavia jackson : i agree with jan

10:17:41 From Sonia Hernandez : Analyze if the low attendance days are around holidays. I  
find that during these days some student make it a long weekend.

10:19:51 From Shayla Benson : For the first guest speaker- what is your process for training a  
peer/teen to co-facilitate an EBP? When does this occur in addition to the actual implementation of  
the EBP?

10:20:41 From Natasha Harvell: We training the teens during the summer and they don't start  
co-facilitating until the fall

10:24:02 From JenniferPantel : thank you