

# Tribal Attendance Pilot Project (TAPP)

## COOS BAY SCHOOL DISTRICT

### Madison & Blossom Gulch Elementary K-3

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Tribal Attendance Pilot Project



OREGON  
DEPARTMENT OF  
EDUCATION

### TAPP Objective

Build relationships with students and families as well as provide incentives and necessary services in a positive and proactive manner to improve attendance in collaboration with the Coquille Indian Tribe.

### TAPP Action Plan

The Family Advocate will develop and document specific strategies to address factors that impact students' ability to attend school and work with families to provide solutions and develop positive relationships. The Family Advocate will ensure that all American Indian/Alaska Native students and families receive school district and community supports that improve attendance. Students participating in the TAPP program will improve attendance to an average of 90% or an increase of at least 10% per individual student. The school district and the attendance advocate will analyze attendance data and document changes that will hopefully show a significant decrease in chronic absenteeism among American Indian/Alaska Native students.

### Profile of Schools

Madison Elementary:	Total Students 454	AI/AN Students 56
Blossom Gulch:	Total Students 678	AI/AN Students 46

### Percent of AI/NA students attending 90% enrolled days or more

	2014-2015	2013-2014	2012-2013
<b>Madison</b>	<b>16/21</b> <b>76%</b>	<b>18/36</b> <b>52%</b>	<b>17/23</b> <b>73%</b>
<b>Blossom Gulch</b>	<b>8/16</b> <b>50%</b>	<b>7/14</b> <b>50%</b>	<b>9/13</b> <b>69%</b>

(Data provided per student information system at school.)

### Communication Plan

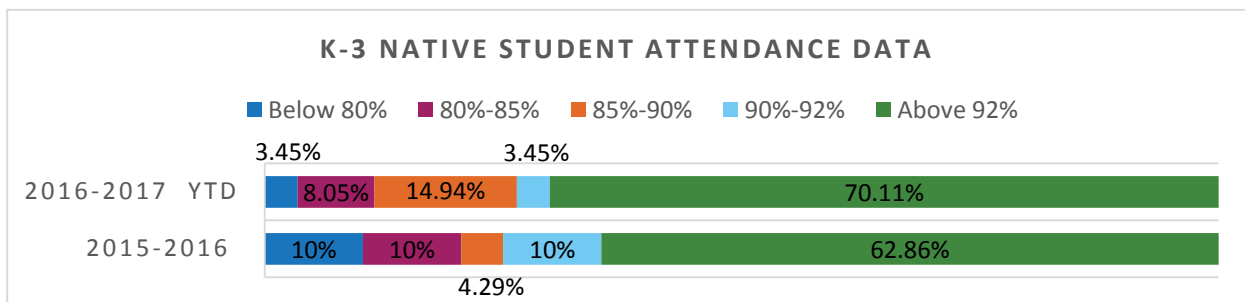
Local newspaper and radio stations, school newspapers, Class Dojo, Facebook, school events such as Back to School Night, automated calls, family nights and personalized one-on-one conversations.

## TAPP Efforts

The TAPP program began the 2016-2017 academic year with an attendance awareness campaign, which included classroom discussions along with a poster contest. The advocate followed this up with monthly classroom visits along with rewards for recognition of those students who maintained positive attendance of 92% or higher. To develop a better relationship with our Native students we also held a monthly student lunch. This allowed us to get to know our Native students without them missing any class time. We have partnered with the North Bend School District TAPP to host several Family Nights with our Native families. We have also been working with our district's existing Attendance Advocate on policies and procedures and how to better strengthen the attendance program in all of our schools K-12. We will be ending the year with a school wide certificate and pool party as well as a catered awards dinner for our Native students.

## TAPP Success

The biggest success is the attendance awareness now existing in our schools. When you ask a child what positive attendance is they will now tell you: "At school, Everyday and On Time!" We have also seen great success and improvement in attendance with those families who choose to participate in our program. The biggest benefit to the families is having someone there that they can count on to help and advocate for not only their child, but the family as a whole. Below is a graph to show the data of our Native students:



(Data provided per student information system at school.)

## Lessons learned as Attendance Advocate

As an advocate, the biggest and most important lesson I have learned this year is that the most growth shown is on an individual basis. The more time and energy put into the relationship with a student and/or their family makes more of a difference than a broader approach. Having school wide incentives is great on getting kids excited about positive attendance and creating a positive attendance culture but does not have the same impact as personal contact with families. Another important thing I have learned this year is that it takes more than one person to make and see a change. To make a significant change it takes a team all working towards the same goal.

## **TAPP Barriers/Challenges**

The largest challenge has been some of our parents' dismissal of the importance of school attendance. At the elementary, the responsibility of school attendance falls mainly on the parent or guardian and it is critical to educate the family as a unit. Another challenge our schools face is to help students and/or families that are in a form of crisis or survival mode and to provide supports so attendance can still be a priority.

## **Role Partners Played**

Coos Bay and North Bend School District representatives, the Federal Program Directors from districts, elementary principals, Superintendent Representatives, Coquille Indian Tribe, and the Confederated Tribes of Coos, Lower Umpqua and Siuslaw (CTCLUSI) staff have and will continue to participate in multiple planning meetings. Oregon Department of Education support and direction has, and will continue to be utilized as necessary. The partners will be involved in reviewing the grant, hiring of staff for each of the partnering districts. Reviews and updates on data will occur on a monthly and/or quarterly basis once the plan has been implemented.

## **Sustainability Plans**

Family Advocates will receive training provided by the Oregon Department of Education to improve attendance. Family Advocates will develop procedures and implement district policies in conjunction with teachers and administrators related to attendance and improved academic performance that have not been formally addressed before. These policies and practices, once in place, will hopefully become standard operating procedures for our district. Partnerships that have been built through community organizations will continue to operate. At the conclusion of the grant, we would hope to see a reduction in chronic absenteeism that would yield a reduction in personnel required to maintain the program. If continued personnel is required we would look at other funding sources.