RESILIENCY FLORIDA

CONSORTIUM OF FLORIDA EDUCATION FOUNDATIONS

Resiliency Through the Community projects to reduce absenteeism

Concept:
Using the FDOE resiliency characteristics of grit, perseverance, and personal responsibility, local education foundations partnered with county-wide school districts to reduce student absenteeism using localized strategies.

In alignment with the state's adoption of student resiliency standards, the Consortium partnered with the Florida Department of Education to build student Resiliency Through the Community with local education foundation programs focused around 11 skills or characteristics.

Consortium members in 50 districts consulted their school mental health coordinators and school safety officers, assessed opportunities and gaps in services with community organizations and built their own organizational capacity as they embarked on developing local initiatives.

Citrus County: *1,100 students participated in Falcon4 resilience training, promoting emotional management, healthy relationships, and responsible decision-making. Key success factors included engaging the foundation and the district Student Services department and every school up front to present a united front to parents and students. The goals were set up front with clear expectations, behavior modification, and positive mindset. Teachers reported decreased referrals, and 40 teachers noted a decrease in absenteeism. One teacher wrote,* ***"Expectations are clearly displayed and staff is consistent in reinforcing them. The posters are especially colorful and point to a positive school culture."***

Osceola: *The Get Your Teach On (GYTO) program fundamentally supports student resiliency by creating a positive and supportive school culture. Engaging lessons not only enhance student attendance keeping it above the district average but also help students develop essential skills such as citizenship, adaptability, grit, perseverance, and collaboration.*
The GYTO program served 3,000 students. 41 schools demonstrated an increase in average daily attendance.

Palm Beach: *Provided case management and wrap-around services for students struggling with chronic absenteeism.*
Provided intervention services to 133 students and intensive services for 32 truancy court-involved students and families.

The district cultivated trust with families by contracting with a former educator who as familiar with the community, to provide home visits and set clear expectations for students and families.

"I've seen improvements not just in attendance and grades, but in their confidence and willingness to take on challenges. The wraparound services have been able to help the families, and it's clear that when a student's basic needs are met, they're much more ready to learn."

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Marion County: *Habitudes is an image-based leadership development curriculum that prepares students to lead. For students in grades 6-12, Habitudes focused on developing leadership and life skills through experiential learning. Daily Average Attendance increased in student attendance during the first two months of implementing the program.*

Putnam County: *Data gathered through the use of the School Status Software will be used to foster stronger connections between students, parents and educators, facilitating real-time communication. The goal is to decrease absenteeism in the 2,780 secondary school students at Palatka High School by 50% from the 2022-2023 rate of 40.5%*

St Lucie County: *Introduced targeted home visits with a team of school social workers for 32 weeks. Home visits and follow-up phone calls were completed for students identified that were experiencing chronic absenteeism. The district saw a drop in chronic absenteeism of 2% across the district, which equates to 900 additional students in school each day.*

Sumter County: *Hired resiliency coaches to help students focus on positive outcomes for their future. Jada, a Sumter County student wrote -* ***"Ms. Warfield helped me see the importance of coming to school. I cannot believe how much my grades improved when I actually came to school all the time."***