

## Goals of the Improving School Attendance Collaborative

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- Build a collaborative, integrated approach.
- Children will regularly attend school.
- Caregivers will achieve goals related to looking for housing, job training, improving income, mental, physical, and behavioral health.
- Families will empower each other to grow their support network and increase overall stability and well-being.



The collaborative is open to eligible families regardless of which school they attend within Everett Public Schools. The five elementary schools with the highest numbers of Kids in Transition—students experiencing homelessness—Emerson, Garfield, Hawthorne, Lowell, and Silver Lake—are participating in on-going training and support to create better relationships with families experiencing homelessness and to refine practices to support trauma-sensitive classrooms, with the overall goal of increasing student attendance.

### **Learning together with the Child Family Advocates, school staff are collectively:**

- Building shared knowledge of Adverse Childhood Experiences and trauma-sensitive practices.
- Building skills in working collaboratively across sectors.
- Learning strategies to better support families and students experiencing homelessness.
- Building skills in engaging with families.
- Planning and implementation of shared action plans between schools and social service agencies.

## Improving School Attendance for Families Experiencing Transition

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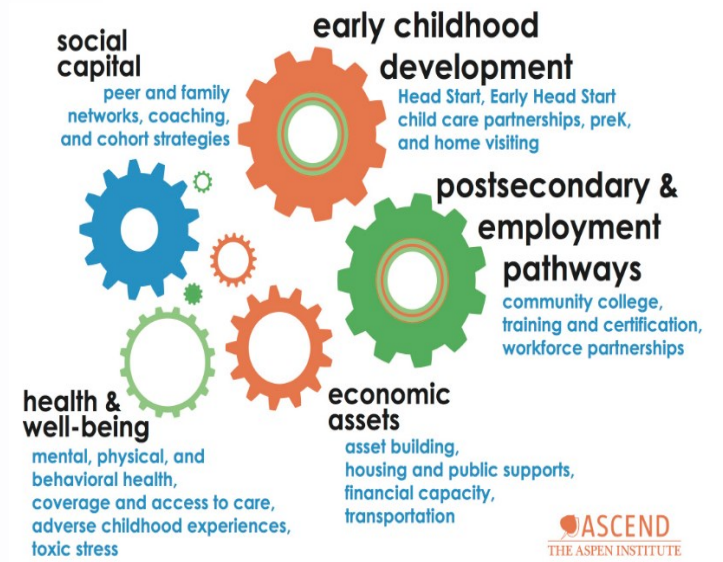
## Purpose

Students experiencing homelessness, or transition, are often the students with the greatest chronic absenteeism and the lowest achievement scores. The barriers impacting these students' attendance and success are significant, and not easily overcome by schools and teachers working in isolation. Preschool through third grade are critical years for establishing a strong academic foundation and building habits of attendance and behavior. This age can pose additional challenges in working with students experiencing homelessness, in that the caregiver plays a critical role in supporting their child's attendance and success. The realities of homelessness can make it challenging for families to meet daily needs often taken for granted.

The Improving School Attendance Collaborative, funded through United Way of Snohomish County, brings together 23 partners in a 2-Generation Approach to address the barriers confronting families with children ages birth to eight years old experiencing transition.

## How it works

Child Family Advocates funded through the Collaborative work with families with children ages birth to eight years old experiencing transition and enrolled in Tomorrow's Hope Child Development Center or Everett Public Schools. With the support of the Advocate, caregivers will create goals to improve their family stability and stabilize their housing. Partners will support the family toward achieving their goals. The Advocate will also help to build a bridge between the school and the caregiver.



The end goal is caregivers with improved skills and earnings, families with stable housing, and children who are regularly attending and succeeding in school.

### CORE Improving School Attendance Collaborative Partners

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| <ul style="list-style-type: none"><li>• Amerigroup Washington</li><li>• Boys and Girls Clubs</li><li>• ChildStrive</li><li>• College of Hope</li><li>• Domestic Violence Services</li><li>• Edmonds Community College</li><li>• Everett Gospel Mission</li><li>• Everett Police Department</li><li>• Everett Public Schools</li><li>• Homage Senior Services</li><li>• HopeWorks</li></ul> | <ul style="list-style-type: none"><li>• Housing Hope</li><li>• Interfaith Family Shelter</li><li>• Parent Trust for Washington Children</li><li>• Providence Institute for Healthier Community</li><li>• Refugee and Immigrant Services NW</li><li>• SnoCo Early Learning Coalition</li><li>• Tomorrow's Hope Child Development Center</li><li>• United Way of Snohomish County</li><li>• Volunteers of America</li><li>• Workforce Snohomish</li><li>• YMCA</li><li>• YWCA</li></ul> |
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