Check & Connect is a model of sustained intervention for promoting students’ engagement at school and with learning. Demonstrated outcomes of Check & Connect include:

- increased attendance, persistence in school, accrual of credits, and school completion rates; and
- decreased truancy, tardies, behavioral referrals, and dropout rates.

The Check & Connect model originated from a partnership of researchers, practitioners, parents, and students led by the Institute on Community Integration, University of Minnesota.

Check & Connect is data-driven and grounded in research on resiliency and home-school collaboration. Student referral criteria include alterable warning signs of school withdrawal—primarily attendance indices (absences, tardies, skipping class)—in the context of academic performance and emotional or behavioral problems.

Check & Connect is implemented by a person referred to as a mentor—a cross between a mentor, an advocate, and a service coordinator whose primary goal is to keep education a salient issue for disengaged students and their families.

Check & Connect is structured to maximize personal contact and opportunities to build trusting relationships. Student levels of engagement (as reflected in their attendance, grades, and behavior) are “checked” regularly by mentors and used to guide their efforts to increase and maintain students’ “connection” with school.

According to the What Works Clearinghouse, Check & Connect is the only dropout prevention intervention found to have positive effects on staying in school.

Check & Connect Core Elements

1. **Relationships** based on mutual trust and open communication in which the mentor:
   a. monitors or “checks” a student’s attendance, grades, behavior, etc.;
   b. “connects” a student to personalized, data-based interventions;
   c. mentors students for a minimum of two years; and
   d. facilitates student access to and participation in school.

2. **Problem solving and capacity building** to help students overcome obstacles.

3. **Persistence Plus**, a persistent source of motivation, familiarity with the youth and his/her family, and a consistent message that “education is important for your future.”

Check & Connect Implementation Steps

1. Determine indicators of student disengagement
2. Identify students at risk of disengagement or dropout
3. Select or hire mentors
4. Organize existing resources for intervention
5. Get to know students, teachers, and parents
6. Use “check” procedures and the monitoring form
7. Implement “connect” interventions
8. Strengthen the family-school relationship
9. Monitor the person-environment fit
10. Provide mentor support and supervision
11. Evaluate program implementation

Visit us online at [http://checkandconnect.umn.edu](http://checkandconnect.umn.edu)
Check & Connect Implementation Manual

The 2012 edition of the Check & Connect implementation manual builds on the experience and continuing research of the past 21 years to offer users an expanded guide that incorporates new findings about the model. It walks readers through the Check & Connect implementation process, outlining the key components, describing the steps of implementation, and presenting the underlying theory and research, including the four types of student engagement (academic, behavioral, cognitive, and affective) and the importance of intervening both directly with students and indirectly through enhancing students’ home and school contexts. Additionally, the 2012 manual provides guidance on options for implementing Check & Connect with fidelity to its principles and strategies while also responding to local school and community contexts.

**Cost:** $50 each, $45 each for 20 or more copies in a single order. For more information and to order, go to checkandconnect.umn.edu/manual.

Check & Connect Training and Consultation

Check & Connect staff at the University of Minnesota offer several standard and contracted training options to schools, districts, and community agencies seeking to start a new student engagement program, enhance an existing truancy prevention program, or use Check & Connect with related initiatives:

1. **Preparation and Implementation Training** to train administrators and decision-makers in planning for Check & Connect implementation.
2. **Mentor Training** to train new and existing Check & Connect mentors for their role.
3. **Comprehensive Implementation Training** to train administrators, decision-makers, and new and existing Check & Connect mentors in implementing Check & Connect (*a hybrid of above two trainings*).
4. **Fidelity of Implementation Follow-Up Workshop** to support administrators and Check & Connect mentors in ensuring ongoing fidelity of implementation.

Training participants receive the manual, resource materials, and electronic forms. Site coordinators at contracted sites receive follow-up assistance to support implementation fidelity. In addition, staff are available to assist with writing Check & Connect into grant proposals. Contact us for more information!

---

**Check & Connect**

**CheckConnect**

Institute on Community Integration
CEHD | College of Education + Human Development
University of Minnesota
# Implementation Options

Check & Connect (C&C) can be implemented in an educational or community setting in a variety of ways. While our evidence for C&C was obtained through research studies using dedicated mentors, sites around the United States are piloting several different implementation options, as outlined below:

<table>
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<tr>
<th>Details</th>
<th>Dedicated Mentors</th>
<th>School Staff as Mentors</th>
<th>Community Volunteers as Mentors</th>
</tr>
</thead>
</table>
| Pros    | • Sole focus is their C&C mentor role  
• More likely to make the recommended two-year commitment  
• Have more time for professional development  
• Have more time for family engagement  
• Low-cost if using AmeriCorps volunteers | • Costs less than using dedicated mentors  
• Staff may already have positive relationships with students  
• Staff know the school policies, environment, personnel, and available resources | • Free or low-cost  
• Are probably willing and eager to be a mentor  
• May come from the same community as the students and may have backgrounds similar to the students |
| Cons    | • Must be paid a salary; the nature of the funding used to pay their salary (e.g., grant funds) could limit the duration of their employment  
• May be new to the school  
• May encounter difficulty with obtaining access to school data unless the mentor is considered a district employee  
• May be the only C&C mentor at a particular school and thus may lack colleagues with whom to collaborate and problem-solve  
• If using AmeriCorps volunteers: limited availability, one-year commitment, and application process | • Taking on an additional duty may be difficult  
• May experience role confusion between their “real” job and their C&C mentor role; e.g., they may be responsible for grading or disciplining students (not part of the C&C mentor role)  
• May vary in their willingness, commitment, and follow-through as mentors  
• Scheduling C&C-related professional development may be difficult | • Commitment and follow-through regarding their C&C mentor role may vary  
• Confidentiality issues  
  • May not have access to school data or other information  
  • May be issues related to family privacy and the information that can or cannot be shared with them  
• May lack experience with youth, families, or the school system  
• Scheduling C&C-related professional development may be difficult |

~ See backside for funding tips ~

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**Check & Connect** is a comprehensive student engagement intervention developed at the Institute on Community Integration, University of Minnesota, and implemented by schools nationwide. For more information, visit [checkandconnect.umn.edu](http://checkandconnect.umn.edu).
Tips for Funding Dedicated Mentors or Using Existing School Staff as Mentors

The primary expense for implementing Check & Connect (C&C) is staffing for mentors, whether hiring dedicated mentors or using existing staff (e.g., school counselor, school psychologist, social worker, teacher, etc.) to serve in this role.

Writing a Grant to Hire Dedicated C&C Mentors

Finding a Grant
- Look for funding in your community through local educational or philanthropic foundations that award grants.
- Keep apprised of your state department of education's (SEA's) statewide dropout prevention initiatives (sometimes SEAs make funding available to districts to implement programs like C&C).
- Consider federal education funding sources (some C&C sites have received funding from the U.S. Department of Education).
- Read the grant requirements carefully. What is the geographic area and content the funder is focused on? Look for content keywords like dropout prevention, school completion, student engagement, mentoring, character education, and/or youth development and determine if the grant requirements apply to your need.

Funding Websites
- Foundation Center Grants Database - searchable (foundationcenter.org)
- View current U.S. Department of Education Grant Competitions (ed.gov/grantapps) or specific initiatives:
  - High School Graduation Initiative (HSGI) grants (ed.gov/programs/dropout/awards.html)
  - Investing in Innovation (i3) grants (ed.gov/programs/innovation)
  - Safe and Supportive Schools grants (safesupportiveschools.ed.gov)
- Learn about AmeriCorps and how organizations can apply for an AmeriCorps grant at nationalservice.gov/programs/americorps/

Using Existing School Staff as C&C Mentors

Schools or districts can:
- Redefine the positions of current staff, provide training, and adjust typical caseloads. Many different people can serve as Check & Connect mentors, including teachers, counselors, school psychologists, social workers, and educational assistants.
- Provide a small stipend to school personnel who take on a larger caseload (e.g., 5 or more students).
- Relieve school personnel serving as mentors of other service duties (e.g., bus or lunch duty). Many secondary schools employ 100-150 staff. Clearly, many students could be served if each staff member was a Check & Connect mentor for one student!

(Excerpted from Check & Connect: A Comprehensive Student Engagement Intervention: Implementing with Fidelity, 2012, p. 33.)
### Check & Connect High School Monitoring Form

**Student:**

**School:**

**ID #:**

**Mentor:**

**Grade:**

**Month:**

#### CHECK

| Academic data                  | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F |
|-------------------------------|---|---|---|---|----|---|---|---|---|---|----|---|---|---|---|----|---|---|---|---|----|---|---|---|---|----|---|---|---|---|----|
| Number of Ds or Fs           |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Number of missing assignments |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Cumulative grades            |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| 1st quarter grades           |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| 2nd quarter grades           |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| 3rd quarter grades           |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| 4th quarter grades           |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Credit accrual               |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Met state acad. standards (proficient) |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Math: Yes No                 |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Reading: Yes No              |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Writing: Yes No              |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Behavior Data                | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F |
| Tardy                        |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Skipping classes             |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Unexcused/unverified absence |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Excused absence              |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Behavior referral/infraction |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Detention                    |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Suspension (in/out-of-school)|   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |

#### CONNECT

<p>| Communication                  | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F |
|-------------------------------|---|---|---|---|----|---|---|---|---|---|----|---|---|---|---|----|---|---|---|---|----|---|---|---|---|----|---|---|---|---|----|
| With student                  |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Formal                        |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Informal                      |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Attempt/not reached           |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Left message                  |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Note home                     |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Phone conversation            |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Meeting                       |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Home visit                    |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Communication with school staff |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Communication with outside agency |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |
| Basic intervention | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F |
|--------------------|---|---|---|---|----|---|---|---|---|---|----|---|---|---|---|----|---|---|---|---|----|---|---|---|---|----|---|
| Share &quot;check&quot; data |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |
| Provide regular feedback |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |
| Discuss staying in school |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |
| Problem solve about risk |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |
| Intensive intervention | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F |
| Facilitate goal setting |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |
| Discuss academic progress and supports |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |
| Discuss behavior and supports |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |
| Discuss how current choices impact likelihood of graduating from high school |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |
| Intensive problem solving |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |
| Intensive problem solving with parent |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |
| Intensive problem solving with school personnel |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |
| Facilitate participation in community service |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |
| Facilitate participation in school or community sponsored activities |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |
| Facilitate tutoring |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |
| Facilitate participation in small-group instruction for passing exit exam |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |
| Teach problem solving skills |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |
| Teach organization and study skills |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |
| Arrange an alternative to suspension |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |
| Other: ________________ |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |    |   |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
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<table>
<thead>
<tr>
<th>Goal</th>
<th>Attendance</th>
<th>Engagement</th>
<th>Investment in future</th>
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Check & Connect mentors may use (and/or modify) this form with students at their site.
My Goals for this Grading Period

Name: ____________________________ Date: ____________________________

Long-Term Academic Goal for this Grading Period
What is one long-term academic goal you’d like to reach by the end of this grading period?
______________________________________________________________________________

Is it a SMART (specific, measurable, achievable, relevant, timely) goal? □ Yes □ No

Why is this goal important to you? ____________________________________________
______________________________________________________________________________

Supporting Short-Term Goals for this Month
These are goals to help you achieve your long-term academic goal identified above. Write 2 short-term goals that you can accomplish this month and that will help you reach your long-term goal below.

1. Short-term goal #1: _________________________________________________________

   i. Is it a SMART (specific, measurable, achievable, relevant, timely) goal? □ Yes □ No
   ii. How important is it for you to meet this goal (on a scale from 1 to 10)?
       ____________
       Not At All Important       ____________________________
       ____________       ____________       ____________       ____________
       ____________       ____________       ____________       ____________
       Very Important

   iii. List the most important reason(s) for meeting this goal:
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

   iv. How confident are you that you will meet this goal (on a scale from 1 to 10)?
       ____________
       Not At All Confident       ____________________________
       ____________       ____________       ____________       ____________
       ____________       ____________       ____________       ____________
       Very Confident

   v. List some reasons that you’re confident you’ll meet this goal (or explain what would need to happen for you to become more confident):
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

   vi. When do you want to achieve this goal by?
   vii. What steps will you take to reach this goal?
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

   viii. Who can help you reach this goal?
2. **Short-term goal #2:**

   - i. Is it a SMART (specific, measurable, achievable, relevant, timely) goal?  
     - [ ] Yes  
     - [ ] No

   - ii. How important is it for you to meet this goal (on a scale from 1 to 10)?
     
     | Scale | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
     |-------|---|---|---|---|---|---|---|---|---|----|
     | Rating|   |   |   |   |   |   |   |   |   |    |
     |       | Not At All Important | | | | | | | | | Very Important |

   - iii. List the most important reason(s) for meeting this goal:

   - iv. How confident are you that you will meet this goal (on a scale from 1 to 10)?
     
     | Scale | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
     |-------|---|---|---|---|---|---|---|---|---|----|
     | Rating|   |   |   |   |   |   |   |   |   |    |
     |       | Not At All Confident | | | | | | | | | Very Confident |

   - v. List some reasons that you’re confident you’ll meet this goal (or explain what would need to happen for you to become more confident):

   - vi. When do you want to achieve this goal by?

   - vii. What steps will you take to reach this goal?

   - viii. Who can help you reach this goal?
Beyond Dropout Prevention: Attend-Engage-Invest

Check & Connect goes beyond preventing dropout and promotes school completion, defined as graduation from high school with sufficient academic and social skills to partake in postsecondary options and/or the world of work. We offer a conceptual framework for moving students toward successful school completion along the continuum of Attend, Engage, and Invest.

Disengaged students are at very different places along the continuum. Interventionists must set different goals for intervention based on where the student is along the continuum. The goals of each intervention are included in the diagram below.

**ATTEND** - Pick up student for school, provide an alarm clock, problem solve about how to get to school, problem solve with student and parents about attendance, establish a between-classes routine for getting to class on time, etc.

**ENGAGE** - Set goals, self-monitor progress, self-reflect on progress, students select rewards and consequences for achieving/not achieving their goals, help students get involved in extracurricular activities, teach self-regulated learning strategies and strategies to persist, discuss attributions for success and failure, etc.

**INVEST** - Set long-term goals, create a plan for reaching long-term goals, discuss the connection between school work and meeting long-term goals, foster lifelong learning by helping students enjoy learning, discuss habits, knowledge, and skills needed for college, engage in career planning, etc.
Attend Intervention Example

Goal: Student will understand the consequences of missing school/class and will improve attendance.

Intervention:

1. Brainstorm
   a. Mentor divides a piece of paper into three columns and labels the columns “reasons/excuses”, “consequences for self” and “consequences for others”.
   b. Mentor and student brainstorm together reasons/excuses for missing school, then possible consequences for the person missing school, and then possible consequences for others (how does a student missing school affect other people?).

2. Share
   a. Inform the student about the consequences at your school and in your city and state of not attending school.

3. Discuss
   a. Which excuses are acceptable for missing school? How do you know if the reason is acceptable?
   a. How do the consequences differ based on reason/excuse?
   b. What should you do if you need to miss school for an "acceptable" reason?
   b. How can you prevent negative consequences from occurring?
   c. What are the positive consequences of attending school? For you? For others?

4. Problem Solve
   a. What is keeping you from attending school on a regular basis?
   b. What are some ideas you have that will help you get to school regularly?

5. Plan
   a. Develop a plan with the student for improving his/her attendance.
   b. List the valid reasons he/she may have to miss school.
   c. List the negative consequences he/she will face if missing school for invalid reasons.
   d. Set a goal for attendance together.
   e. Establish an incentive/positive consequence for meeting the attendance goal.
   f. Discuss progress monitoring:
      i. Student Self-Monitoring
         1. Give the student the calendar page/monitoring sheet
         2. Instruct the student to keep the sheet somewhere where it won’t be lost and is readily accessible (e.g., front of notebook or folder, hanging in locker, certain pocket of book bag, or in assignment book/agenda)
         3. Direct the student to place a star or check on days he/she attends school
      ii. Mentor Monitoring
         1. Check student attendance at least weekly
            a. Check student’s monitoring sheet/calendar
            b. Check online attendance/student information system
Engage Intervention Example

**Goal:** Student will improve academic achievement by a specific amount during short-term intervals, based on goals he/she sets with his/her mentor.

**Intervention:**

1. The mentor will work with the student to graph his/her own progress toward meeting an achievement goal. The student and mentor work together to decide on a long-term goal based on grade-level benchmarks. They then determine the level of progress that should be made at a given short-term interval (e.g., weekly) in order to meet the long-term goal.

2. Short-term goals will be stated in specific, measurable terms: for example, “(Student) will increase her oral reading fluency by 3 words per minute each week until the end of the school year.” At each session, the teacher or mentor will provide the student with the data (e.g., oral reading fluency score) and the student will graph it. The mentor will then discuss the results with the student, including her progress relative to the last session and whether she is on track to meeting the long-term goal.

3. Student should be trained how to use a graph; either paper-and-pencil or computerized graphing can be used, depending on teacher or student preference and availability of technology. Bar graphs or line graphs may be used with either method.

4. Mentor and student reflect on progress and evaluate the effectiveness of the strategies employed to achieve the short-term goals. Problem solve to choose new strategies if needed.
**Invest Intervention Example**

**Goal:** Student will plot a timeline of his/her past, present, and future and define his/her dreams.

**Intervention:**

1. The mentor and student work together to create a timeline for the student’s past, present, and future.
2. Draw a line vertically down a piece of paper and label the line with ages from 0-100. Instruct the student to begin with the past events on the left side of the timeline and fill in important events or events that impacted his/her life somehow. Then the student moves on to the present events and adds these to the left side of the timeline as well.
   a. If the student struggles, the mentor should prompt student thinking through questions or through providing personal examples of what they would write.
3. When the student completes the past and present events, he/she should write future events, or things he/she wants to happen in the future, on the right side of the timeline. The student may get stuck, so provide personal examples or prompt thinking using questions such as:
   a. *What do you enjoy doing? What don’t you enjoy doing?*
   b. *What are your talents and skills?*
   c. *What do you daydream about most often?*
   d. *Describe three people you admire. What do they do that you think is great? What makes them special?*
   e. *What matters to you more than anything else?*
   f. *If you could be anything, what would it be? Why?*
4. After the “Future Events” are completed, instruct students to circle three future events that are most important to them now and then set long-term goals for those dreams.

*Check & Connect* is a comprehensive student engagement intervention developed at the Institute on Community Integration, University of Minnesota, and implemented by schools nationwide. For more information, visit checkandconnect.umn.edu.