



Check In, Check Out

GUIDE

Overview: Check-In, Check Out (CICO) is a Tier 2 intervention that provides meaningful support and problem solving to students while providing an opportunity for corps member and student to build relationship. With a focus on goal setting, student agency and problem solving, CICO's weekly check in system allows AmeriCorps Members (ACMs) to focus on relationship building with students in order to positively impact Attendance and/or Behavior. This guide highlights updates to this intervention along with materials to support implementation.

UPDATES TO CICO

- CICO sessions will last 10-20 minutes per session, with a focus on relationship building, student reflection and goal-oriented behavior.
- CICO session time/info will be entered into cyschoolhouse.

CONNECTION TO DESSA

The Devereux Student Strengths Assessment (DESSA) is a standardized, strength-based measure of social emotional competencies of students. In this context, social-emotional competence is the ability of children to successfully interact with other children and adults in a way that demonstrates an awareness of, and ability to manage, emotions in an age- and context-appropriate manner. Below are competencies that can be strongly impacted through the CICO intervention:

- **Self-Management:** *CICO provides a student the opportunity to focus on a specific set of goals (i.e. turn in all math homework this week) through completing intermediate tasks (i.e. come to tutoring on Wednesday) that support the goals.*
- **Optimistic Thinking:** *Participation in CICO offers a student weekly opportunities to recognize their success in achieving goals, which builds a positive image of their abilities over time. Can help improve their self-esteem to see continued success.*
- **Self-Awareness:** *With check-ins happening twice a week, CICO gives student space to reflect on their actions in relation to the goal(s) that they set with ACM. They have the opportunity to reflect on and decide on continuing or changing their behavior based with achieving the goal as a determining factor.*

CONNECTION TO CLOVER

The Clover model highlights four essential elements, or "leaves," that all people need to thrive, learn and develop. The model provides proven strategies, a positive mindset, a way to reframe student behavior, and a common language that can be used to support student strengths and address challenges. Clover is also applicable to our AmeriCorps members as they grow and develop during their service year—a powerful double benefit as City Year seeks to hone the skills and mindsets of its students and the young adults who dedicate a year of their lives to serve in schools.

- Provides a framework for examining developmental stages so ACMs can help students build confidence in an age-appropriate way
- Supports ACMs in relationship building with students, and those relationships provide students with a safe space to reflect on their behavior
- Helps ACMs to better design effective lessons that include appropriate expectations for students in which they will be managing against

RELATED RESOURCES

Resource	Description	Questions to Ask with This Document
Attendance Coaching Overview 	<p>This overview document provides details and specifics regarding the CICO intervention along with the expectations for implementing it with students.</p>	<ul style="list-style-type: none"> • How can this work with students promote a growth mindset? • How does this fit into City Year’s Youth Development approach?
Weekly CICO Log 	<p>This log for weekly CICO sessions helps ACMs keep track of the goals set with students and achievement of these respective goals.</p>	<ul style="list-style-type: none"> • How does this resource help me keep track of all the information that comes from a CICO session? • How can the goals set/achieved in here be leveraged in Academics?
Setting Attendance Goals with Students 	<p>This document provides guidelines and examples of goals that can be set with students related to Attendance.</p>	<ul style="list-style-type: none"> • How will the student(s) feel upon achieving this goal? • Are there opportunities to increase the rigor of the goals throughout the year?
CICO Infographic 	<p>This infographic is designed to illustrate the process of facilitating CICO throughout the week for students.</p>	<ul style="list-style-type: none"> • How does this infographic inform conversations between ACMs & teachers?
CICO Agenda 	<p>The CICO Agenda was created to mirror that of an ACM check-in with their IM. This highlights major components of a CICO session and has some prompts to help ACM customize the session to meet their students’ needs.</p>	<ul style="list-style-type: none"> • How does an ACM identify and leverage some of the specific DESSA competencies? • How can an ACM incorporate a gradual release of responsibility over the year where students can have more ownership of this? • What are my opportunities to share about myself with students?
Understanding Causes for Student Absenteeism 	<p>This supplemental worksheet is adapted from Attendance Works and is designed to support communication with school partners in instances that are beyond the scope of an ACM.</p>	<ul style="list-style-type: none"> • How does this align with our site’s mandated reporting policy? • How can this resource contribute to communication between ACM & IM? • Does this resource help evolve the communication between City Year teams and school partners? If so, then how?