Needs Assessment Report



Presented To:

Huawei Tongman Language High School

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0.0 Executive Summary

0.1 Context & Purpose

Huawai-Tongman Foreign Language School in Guangzhou, China, consists of three schools, including Huawai-Tongman Language High School, serving 130 students aged 14 to 19. The high school offers students the opportunity to earn a diploma from the State of Texas through its affiliation with IL Texas if they complete four years or earn enough transferable credits.

The primary aim of the needs analysis is to address low attendance rates within The English Language Arts Program, crucial for diploma attainment. By increasing attendance, the school seeks to enhance English language skills and improve test scores, ensuring students successfully complete the program and meet diploma requirements. Utilizing surveys, interviews, and data analysis, the assessment will identify underlying factors contributing to the attendance problem and inform the development of strategic solutions to support student success within the program, ultimately benefiting the overall success of Huawai-Tongman Language High School.

0.2 Perceived Problem

The English Language Arts Program presents significant hurdles with its English-only mandate, exacerbating students' difficulties with the language and, consequently, diminishing their enthusiasm for class participation. A notable concern arises from the sharp decline in attendance, plummeting from last year's 82% to a mere 30%, which falls drastically short of the institution's targeted rate of 80%. This decline underscores the pressing need to address the barriers students face in engaging with the curriculum effectively.

0.3 Scope of Analysis

Information for the needs assessment was gathered through conducting surveys and interviews with students, teachers, administrators, and parents with the goal of understanding various perspectives on motivation, attendance and academic challenges being faced. Organizational components that were examined include institutional policies and practices regarding attendance as well as a review of data and performance records in the form of analysis of attendance and academic performance records.

0.4 Summary of Results

The optimal performance scenario for the Huawai-Tongman Language High School's English Language Arts Program would have students maintaining an attendance rate of 80% or higher and students actively participating in the classroom and learning process. As of 2022, the attendance rate of the program was 30%, a stark contrast from the desired target rate. Through interviews, surveys, and data analysis we found that there are various contributors to the increased absenteeism: lack of motivation, absence of support mechanisms and incentives to encourage engagement and attendance and lack of transparency throughout the recruitment process stood out the most.

Utilizing the feedback of families and students and in collaboration with teachers and administration, three solutions were recommended to assist in increasing attendance within the English Language Program:

- Providing students with accessible transportation utilizing transportation vouchers
- Development and distribution of a job aid that provides resources geared towards increasing student attendance and understanding the importance of attendance.
- Implementation of attendance-based incentive programs.

1.0 Introduction

1.1 Context

Huawai-Tongman Foreign Language School is a school located in Guangzhou China housing approximately three thousand students and consisting of three different schools: a traditional Chinese Public-school program, an IB program from Pre-School to ninth grade, and a high school program affiliated with a chain of Texas based Charter Schools known as IL Texas. The school is midrange in terms of competitiveness, and students must apply and pay tuition each semester to attend one of the schools. Our area of investigation will pertain to the high school program but for the sake of simplicity, when referring to the school, we will use the description “Huawai-Tongman Language High School.” Huawai-Tongman Language High School currently houses 130 students from ages 14 to 19. The high school offers a distinct service for Chinese Private and bilingual school programs in that students who attend for four years or can transfer enough credits for international study will receive a diploma from the State of Texas. The charter school IL Texas (International Leadership of Texas) is responsible for verifying the quality of the courses. Huawai-Tongman Language High School uses TEKS standards for their curriculum, and all classes are expected to be taught 100% in English as per IL Texas policy.

The school offers a unique program for China and has struggled with attracting and recruiting students with strong academic ability, and more importantly, English language skills. Many of the students that the school attracts are students with wealthy parents, but whose children will likely not pass, or are not motivated to take the nationwide test known as the Gaokao due to a wide range of either generally poor study habits, generally weak academic proficiency, or are interested in studying in American or European universities but are unable to join other more highly competitive schools. While this is not always the case, it would be safe to say that most students recruited reflect one or multiple of the criteria. Furthermore, a lack of transparency during recruitment on what the requirement of this program entails by the recruiters, and actions taken to ignore rejections by teachers in the admissions process has led to a high count of students who are highly lacking in English proficiency. At Huawai-Tongman Language High School, the English Language Arts Program headed by Joshua Daniel Ripp, is considered the most challenging program at the school due to its requirement to be entirely in English, and for all the materials to be interacted with in English as per IL Texas requirements. This includes novels, annotations, discussion seminars, speaking and writing assignments. This is a four-year course required to be passed to receive a diploma. Unfortunately, the students' lack of skills and knowledge in

English makes it challenging for them to engage with the course material, leading to feelings of frustration and disinterest in attending classes. This situation is compounded by the absence of adequate incentives or support mechanisms to encourage attendance and participation among students who struggle with the language.

1.2 Performance Problem Statement

The 2022 attendance rate among students at Huawei Tongman Language High School decreased to 30%, well below the institution's desired target rate of 80% and previous year of 82%.

1.3 Purpose

Due to the competitive nature of the program, and the type of students the school attracts, the school’s core objective is to ensure that they maintain strong retention of our student body and achieve passing scores to further attract students. These components must start by establishing strong mechanisms of attendance so that the school can track student aptitude and methods to establish improvement in their class scores in English. In establishing a goal to increase the attendance rate from 30% to 80%, the school should be able to successfully begin to measure other areas of improvement. The purpose of this needs assessment is to systematically identify and understand the underlying factors contributing to the low attendance rates among students at Huawei Tongman Language High School, particularly within the English Language Arts Program. The goal is to enhance student attendance, to contribute to the improvement of English language skills, and thereby increase test scores, ensuring that students are adequately prepared to meet the requirements for receiving a diploma from the State of Texas as per IL Texas policy. This needs-assessment will leverage various tools and techniques, including surveys, interviews, and data analysis, to gather comprehensive insights into the performance problem. The findings and recommendations from this assessment will provide a strategic foundation for implementing effective solutions that increase attendance rates and support student success at Huawei Tongman Language High School.

1.4 Rationale

Performing a needs analysis is essential for identifying the root causes of the attendance decline at Huawai Tongman Language High School and developing targeted strategies to address these issues effectively. By understanding the specific needs of the student population, addressing the various challenges students face regarding attendance and understanding student motivation the school can work towards improving attendance rates and enhancing the overall educational experience for its students.

2.0 Methods

2.1 Sources and Types of Information

This section lists the sources and types of information used to determine why attendance rates at Huawei Tongman Language School are low this year. The data and information determined from these sources will determine the optimal and actuals of the attendance rates and provide insight into why these rates (and test scores) are so low. Additionally, the information found can help seek potential solutions to having more students attend classes and improve their test scores.

MyBackpack Software

The MyBackpack software was used to obtain detailed information regarding students' attendance. The information is categorized by teacher/classroom and then individually by student. The information and data obtained will be utilized to determine the current rate of absence amongst students and provide potential solutions to the Huawei Tongman Language School attendance and engagement issues.

School Policies and Procedures

The school’s policies and procedures provided insight into the student attendance standards and consequences for failure to adhere to them. This information shows the optimals for student attendance rates.

Administration

The school’s administration team (Principal, Director, and Academic Coordinator) served as vital collaborators in providing context, data, and insight into the underlying issues. Their involvement ensured that this assessment captured a comprehensive understanding of the school's dynamics, policies, and challenges. Administrators

facilitated access to attendance records, demographic information, and institutional policies, enabling the MDP team to conduct thorough analyses. Moreover, administrators offered firsthand perspectives on the school's culture, leadership practices, and community engagement efforts, which inform recommendations for improvement.

Teachers

The insights of teachers within Huawei Tongman Language High School provide invaluable qualitative data regarding student engagement, classroom dynamics, and potential barriers to attendance. Through surveys, interviews, and classroom observations, teachers can offer nuanced perspectives on factors influencing student absenteeism, such as academic challenges, social issues, or family circumstances. Additionally, their input illuminated effective strategies and interventions tailored to address specific attendance concerns, fostering a collaborative approach towards improving overall student attendance and academic success. By actively involving teachers in the needs assessment process, the MDP team leveraged their expertise to make recommendations for targeted initiatives that prioritize student well-being and enhance the learning environment.

Test Score Data

This data shows actuals for how students are performing on tests in correlation with their attendance rates. This information comes directly from teachers and their gradebooks.

Students

Students completed the survey questionnaires to give input that will help the MDP team meet the needs assessment goals.

Parents

Parents completed the survey questionnaires to give input that will help the MDP team meet the needs assessment goals.

2.2 Tools & Techniques

Extant Data Analysis

We utilized the MyBackpack software system to gather existing data on weekly and monthly absence reports. These reports ensure an accurate representation of attendance rates prior to implementing any interventions, offering a comprehensive overview, and tracking patterns in student absences at the school.

Needs Assessment

As part of the survey, we aimed to explore the unique perspectives and opinions of students, parents, teachers, and administration to gather new information regarding student attendance. This included understanding their feelings around the school, how students get to school, what works and does not work in terms of the school and transportation. We also investigated what the sources think is causing the problem and how the problem can be resolved. By examining the opinions from relevant sources, we aimed to uncover any needs or problems that the school must address to improve attendance rates and promote student success.

Subject Matter Analysis

We conducted a Subject Matter Analysis by interacting with the school's Subject Matter Experts – the Principal, Director, and Academic Coordinator. We also reviewed documentation regarding the school's policies and procedures for attendance. This information provided us with the optimals that will serve as the basis for our proposed solutions.

Interviewing

Formal interviews were conducted with teachers and administration to gain in-depth insights into the underlying factors contributing to attendance challenges. During the interviews, teachers and administrators shared their perspectives, observations, and experiences related to attendance patterns and their impact on academic achievement and school climate. They also offered valuable insights into classroom dynamics, instructional practices, school policies, and support systems that may influence student attendance. By synthesizing the qualitative data gathered from interviews with quantitative data from surveys and observations, the MDP team developed recommendations to address the root causes of declining attendance and create a supportive learning environment conducive to student engagement and success.

Surveying through Questionnaires

Survey questionnaires were administered to parents and students to assess the factors that contribute to the ongoing decline in attendance rates. Surveys were used to gather quantitative data regarding the general awareness of the school's attendance policies and procedures, the mode of transportation to school, the duration of their walk to school (if applicable), perceived barriers to attendance, satisfaction with current support

systems, and suggestions for improvement. Moreover, surveys can gauge perceptions of the policies and school environment, including safety, academic rigor, and overall climate, which may impact attendance.

Focus Groups

The MDP team conducted and facilitated focus groups that allowed us to gather diverse perspectives and insights from various stakeholders. By convening small, representative groups of students, parents, teachers, and administrators, we were able to delve deeply into the underlying reasons for the attendance challenges. Through structured discussions guided by our team, these focus groups allowed participants to openly share their thoughts, concerns, and experiences related to the school and attendance issues. These discussions uncovered a range of factors influencing attendance, including transportation barriers, academic concerns, social dynamics, family circumstances, and community perceptions. During these focus group sessions, participants brainstormed potential solutions and interventions to address the specific needs identified by them.

Observation

As impartial observers, the MDP team can offer a fresh outlook on the perceived problem within the school environment regarding student attendance. Through systematic observation, the MDP team will note patterns, behaviors, and interactions that contribute to the attendance challenges. This involves observing daily routines, such as arrival and departure times, classroom dynamics, teacher-student interactions, and overall school climate. Additionally, observing extracurricular activities, lunchtime behavior, and interactions during breaks can provide valuable context. These observations not only shed light on tangible aspects like facility conditions and resources but also delve into less tangible factors like student engagement, social dynamics, and community involvement. By integrating observational data with other assessment methods, such as surveys and interviews, the MDP team can develop recommendations for comprehensive strategies to address the root causes of declining attendance and foster a supportive learning environment conducive to student success.

Table 2.1 shows each of our sources and the tools and techniques used to gather various information types.

Table 2.1: *Needs Assessment (NA) Information Sources, Types, Tools, and Techniques*

	Information Type	

Source	Optimals	Actuals	Cause	Solutions	Tools & Techniques
School Policies & Procedures	x				Tool: Observation Technique: Subject Matter Analysis
Students		x	x	x	Tool: Surveys Technique: Needs Assessment
Teachers		x	x	x	Tool: Observation, interviews Technique: Needs Assessment
Parents		x	x	x	Tool: Surveys Technique: Needs Assessment
Administration	x	x	x	x	Tool: Observation, Interviews, Focus Groups Technique: Needs Assessment, Subject Matter Analysis
Test Score Data		x			Tool: Observation Technique: Extent Data Analysis
My Backpack SW		x			Tool: Extant Data Technique: Observation

2.3 Procedures

Table 2.2 outlines the procedures followed by the Mindful Design Puzzlers (MDP) team while conducting the needs assessment. The table details the tasks themselves, the leads from the MDP team in charge of each task, and the start and end dates for the tasks. Each MDP team member was responsible for a different area of the needs assessment. Anna and Darshini were responsible for obtaining and analyzing documents and data used in the extant data analysis. Darshini was responsible for gathering and analyzing attendance data and records, as well as the observations of the

MyBackpack Software being used by teachers. Anna was responsible for conducting the subject matter analysis by working with subject matter experts (Principal, Director, Academic Coordinator) and analyzing the school's policies and procedures regarding attendance. Mary oversaw the focus group with administration, teachers, and admissions staff to determine how absences affect test scores and academic achievement. Mary compiled this data to be reviewed by the team. Joshua and Angel were responsible for organizing and conducting interviews and compiled this data for review. Joshua oversaw the interviews with teachers, while Angel was responsible for interviews with students and their parents. Alisa and Claudia created and deployed the survey questionnaire to students and their parents, then compiled the survey data. The team came together to analyze all data, make recommendations, and create the final needs assessment report. The team then presented this needs assessment report to the school and continued to make themselves available to Huawei Tongman Language High School for assistance and follow-up during implementation of the recommendations.

Table 2.2: Needs Assessment (NA) Procedure

Task	Lead	Start Date	Finish Date
Obtain current documentation of school policies and procedures for attendance standards.	Anna	Early March 2024	Early March 2024
Work with SMEs (administration) to gain information about school policies and procedures in place	Anna	Early March 2024	Early March 2024
Analyze attendance standards	Anna	Late March 2024	Late March 2024
Obtain test score data	Anna/Darshini	Late March 2024	Late March 2024
Obtain current attendance records and data.	Darshini	Early March 2024	Early March 2024
Schedule Observations with teachers	Darshini	Early March 2024	Early March 2024
Perform Observations with teachers using MyBackpack software	Darshini	Late March 2024	Late March 2024

Perform Extent Data Analysis	Anna/Darshini	Early April 2024	Early April 2024
Develop a focus group agenda prior to meeting with the school administration to determine how absences affect test scores and academic achievement.	MDP Team	Early March 2024	Early March 2024
Facilitate a focus group with administration, teachers, students, and parents at the school.	Mary	March 2024	March 2024
Compile data from focus group.	Mary	March 2024	Early April 2024
Analyze data from the focus groups.	MDP Team	Early April 2024	Early April 2024
Develop interview questions	Joshua/Angel	Early April 2024	Early April 2024
Identify interviewees	Joshua/Angel	Early April 2024	April 2024
Schedule interviews	Joshua/Angel	Mid April 2024	Mid April 2024
Interviews with teachers to discuss students' overall performance and their perspective on being absent	Joshua	Early May 2024	Early May 2024
Interviews with students and their parents to discuss students' overall performance and their perspective on being absent	Angel	Mid May 2024	Mid May 2024
Compile data from interviews	Joshua/Angel	Late May 2024	Late May 2024
Analyze data from the interviews.	MDP Team	Early June 2024	Early June 2024
Develop a survey questionnaire to explore a range of factors that may affect attendance including: - Transportation - Feelings about the school	Alisa/Claudia	Early March 2024	Early March 2024

- Awareness/opinions of attendance policies			
Deploy survey questionnaire to students and parents.	Alisa/Claudia	Early April 2024	Early May 2024
Compile survey data.	Alisa/Claudia	Early May 2024	Early May 2024
Meet as a group to analyze the data from the interviews and surveys and determine if any further data is needed	MDP Team	Late June 2024	Late June 2024
If no further information is needed, make recommendations.	MDP Team	Early July 2024	Early July 2024
Prepare NA report	MDP Team	Mid July 2024	Late July 2024
Share NA report with stakeholders	MDP Team	Early August 2024	Early August 2024
Be available for follow-up	MDP Team	Through September 2024	

2.4 Constraints

There are several factors that may potentially impact the NA for Huawei Tongman Language School. These factors include:

Environmental Factors

Data Constraints

This obstacle can be limited access to data from the school (Extant Data) on student attendance patterns, and other reasons and factors fueling student absenteeism. The uninterrupted flow of data is imperative for the NA process to be precise on actuals of student performance, including attendance.

Staffing Constraints

Staffing constraints can take the shape of limited personnel (teachers) available to conduct the procedure and address the issue. Some teachers might be opposed to participating in the analysis and not provide enough data or support, therefore hindering the feasibility of the implementation.

Time Constraints

Time constraints could be a major factor when dealing with a school and its attendance issues. The specific time when the issue needs to be addressed could significantly impact the process and the school. Fall, winter, spring, and summer times operate very

differently when it comes to schools, so this factor must be dealt with delicately for it not to be an additional hurdle during the NA process and implementation.

Financial Constraints

Monetary constraints will surely be a substantial impediment to fulfilling the NA and implementation process. Budgetary constraints imposed by the school to make this happen can hurt the overall process and/or shut it down entirely.

Individual Factors

Cultural

Cultural factors fall between the environment and the individual. The school's community and the environment around it can have a direct impact on the problem at hand. Overall community perceptions on education and schooling can affect student's attendance and motivation. Also, the community ideals and views towards English as a Second Language can come into play as a factor that might be a blocker for pure output of data.

Parental Involvement

Parental Involvement is directly connected to how the environment and community impact the process, but it is also an individual component. How deeply the parents engage in their sons or daughters' education will be a key factor and constraint when gathering information and/or attempting to implement decisions.

Language Barriers

Language Barriers are a common constraint when dealing with this type of school. There might exist a gap between the school and the parents and/or students that might hinder their ability to perform the way they are expected to. Even though this is one of the main elements the school addresses, it might also be the root of the issues it harbors.

Transportation and Logistics

Transportation and logistics for the students to get there might be the obvious factors that we could just be oblivious to. The means the students use to get to school or home might be a factor that hinders the gathering of accurate data for actuals. Also, the surrounding areas and logistical dynamics to get to school, be it at home or in the building, could be factors that affect the overall gathering and interpretation of data.

Technological

As we move further into the future, technology will always be an element considered a double-edged sword. Technological constraints will always be present when it comes to any action, we put forth in the 20th century. As for the gathering and interpretation of data for this NA, technology will prove to be a major enabler or blocker. The ability or inability of students to be able to connect to their classes, use their computers, navigate software or the internet, and overall use the tools they are given will impact the data obtained and the direction taken due to that same data.

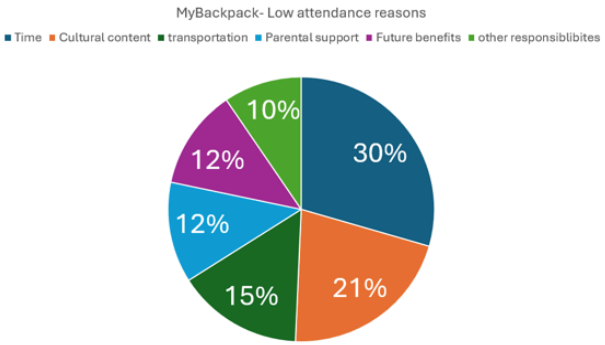
3.0 Results

3.1 Optimal Performance

Table 3.1 represents the optimal performance survey measuring the lack of engagement for students within the Huawai-Tongman Language High School's English Language Arts Program. For the school to achieve an attendance rate of 80% or higher, ensuring that students' presence in class is consistent. Optimal performance would also involve students actively participating within the classroom environment, engaging with the material, and contributing to classroom activities.

Table 3.1: *MyBackpack "Lack of Engagement" Survey Results*

Lack of Engagement	Percentage
Lack of time	29.5 %
Lack of interesting cultural content	21.2 %
Lack of transportation	15.3%
Lack of parental support	12.3 %
Lack of future benefits	12.2 %
Other responsibilities	9.5 %



3.2 Actual Performance

Table 3.2 represents the performance metrics of the students' performance at the time of this needs assessment and contrasts with the benchmarks of optimal performance. The current attendance rate amongst students sits at 30% in 2022, which is a significant deviation for the desired target rate of 80%. The substantial decrease in attendance is rooted in disengagement, lack of motivation, and high rates of absenteeism amongst students. Furthermore, students' lack of engagement in the classroom hinders their ability to gain the English language skills necessary to succeed and obtain their Texas high school diploma.

Table 3.2: *Performance Metrics*

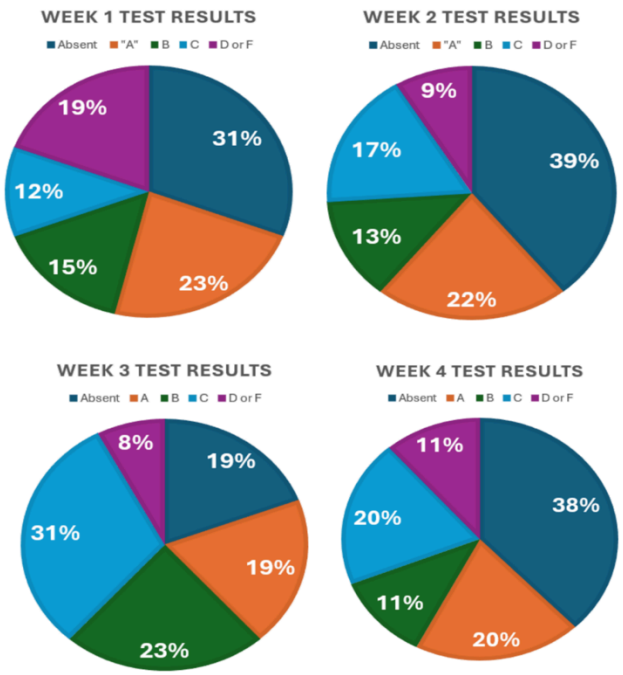
Performance Metrics	Actual Performance (%)
Attendance Rate	30%
Factors Contributing to disengagement	Lack of motivation, High rates of absenteeism.

Impact on English Language Skills	Hinders the ability to gain the necessary English language skills to obtain a Texas high school Diploma.

3.3 Actual Performance – Test Results

Table 3.3 displays students' actual performance over 4 weeks. The results show an inclination towards lower scores in week three, when students were the most absent.

Table 3.3: *Test Results over a 4-week period*



3.4 Causes for Identified Discrepancies

Table 3.4 demonstrated the two major causes for discrepancies were identified, with the first being a lack of support mechanisms and incentives to encourage engagement and the second being a lack of transparency during the recruitment process. Absence of support mechanisms and incentives to encourage student attendance amplifies the problem. Without incentives or tangible benefits for regular attendance, students will not prioritize attending classes. Additionally, the support structure within the school environment fails to address issues contributing to the high rates of absenteeism. Table 3.1 shows that the third highest contributor to lack of engagement amongst students is lack of transportation and the fourth being lack of parental support. Addressing these

issues requires an approach that not only focuses on improving attendance but also addressing the underlying factors causing students lack of engagement.

Furthermore, throughout our interviews with administration, teachers, and parents, we were told there is a lack of transparency during the recruiting process. A high percentage of the parents we interviewed did not fully grasp the program's rigorous demands or understand that it was completely English-only. In interviews, parents told us that their students expressed feelings of overwhelm and disillusion with the program, which directly correlates with lack of motivation and decreased attendance rates.

Table 3.4: *Causes for Identified Discrepancies*

Identified Causes for Discrepancies	Impact on Students Engagement
Lack of support mechanisms and incentives to encourage engagements	Amplifies the problem of absenteeism; Without incentives, students may not prioritize attending classes.
Lack of transparency during the recruiting process.	The results from the interview showed that the parents did note fully grasp the program's rigorous demands or that the program was completely English only. This in term leads to feeling overwhelmed and disillusioned with the program.

3.5 Proposed Solutions

Table 3.5 demonstrations potential solutions to the Huawai Tongman Language High School's English Language Program attendance issue. These solutions are proposed based on feedback from surveys and interviews completed by students, parents, and teachers. The solutions also consider budgetary constraints and time needed to develop and implement solutions. It is believed that the solutions can be developed and implemented successfully over six months.

Table 3.5: *Proposed solutions*

Proposed Solutions	Descriptions
Providing students with accessible transportation utilizing transportation vouchers	Due to the rural area and lack of transportation, providing students with transportation vouchers provides a dependable, affordable, and accessible means of transportation for students to and from school, helping improve student attendance.

Development and distribution of job aid.	By providing job aids, this offers resources aimed at increasing student attendances and emphasizing the importance of students attending school.
Implementation of attendance-based incentive programs	By providing attendance-based incentives, this motivates and encourages students to attend school.

4.0 Recommendations

4.1 Transportation Vouchers – Preventative Maintenance

Description

Transportation vouchers can be provided to students attending the English Language Program to help mitigate the cost of transportation to and from school. The vouchers will provide a quality improvement solution for preventive maintenance. Vouchers are intended to cover or mitigate the cost of public transportation, such as bus or subway fares, or function as reimbursement for fuel costs for students who commute by car. Utilizing transportation vouchers, we can remove an obstacle that 15.3% of students state as a cause for lack of motivation, subsequently working towards increasing attendance.

Justification

To mitigate the risk of low attendance due to transportation challenges, the administration can implement proactive measures to facilitate students' access to school. By proactively addressing transportation concerns through the provision of vouchers, we aim to promote equitable access to education and reduce the likelihood of attendance issues arising from transportation-related obstacles. We will introduce a system akin to those successfully utilized in major cities like NYC, where students will be provided with public transportation vouchers to facilitate their commute to and from school. This intervention lines up with Van Tiem's categories of **Quality Improvement Interventions** as a **preventative maintenance**. Quality improvement is about "conducting business right the first time, every time" (Van Tiem et al., 2012). By implementing a preventive maintenance intervention, the school can lessen or remove some of the barriers to attending school for students and their families.

Suggestions for Implementation

In Guangzhou, there are several options for public transportation, most of which can be used/paid for with the Yang Cheng Tong Student Cards, which are reloadable smart cards. Students are already eligible for a 50% discount on public transportation, and the school could load money on these cards to students (who are unable to take school buses or are not within walking distance). The school could allocate funds to this project from tuition fees (if possible), fundraising, or applying to grants/scholarships.

4.2 Providing Job Aids – Performance Support Tools

Description

Job Aids are tools and or resources designed to help assist the school in determining a solution to help improve the attendance problem. A job aid will be performance support for the school. Surveys, interviews, and other digital resources can be used to provide feedback for students, families, and teachers on ways they can improve attendance. This may include attendance tracking, reminders, tips for overcoming attendance barriers, access to support resources and motivational content. Job aids empower students to take ownership of their attendance, enhance their organizational skills, and make informed decisions to improve attendance habits.

Justification

To address the issue of low student attendance at Huawei Tongman Language High School, developing and implementing a job aid can be an effective intervention. The school could develop and implement a job aid that aims to improve student attendance by providing clear, accessible information on the importance of regular attendance, the consequences of absences, and available support for attendance issues. This type of intervention falls under Van Tiem's category of **Performance Support Interventions** as the job aid is a **performance support tool**. According to Van Tiem et al. (2012), performance support tools inform, support procedures, and provide guidance to users (students and parents).

Suggestions for Implementation

A digital job aid accessible by smartphones or school computers could be effective, considering the technological reliance of students. This could include an interactive FAQ section, a calendar with school events to encourage attendance and links to support resources. The next step would be to develop the content of the job aid. It would be best suited to create engaging and informative content, including tips on time management, the benefits of regular attendance for academic success, and motivational quotes or videos from successful alumni. Ensure the content is co-created with input from students to make it relevant and engaging.

Finally, it is necessary to introduce the job aid to students through a school assembly or class presentation, highlighting its features and how it can help them manage their attendance better. Provide training for teachers on how to encourage and monitor its use. Monitor the usage of the job aid and its impact on attendance rates through analytics (for digital job aids) and feedback surveys. Adjust the content and features based on user feedback and attendance trends. By following these steps, Huawei

Tongman Language High School can develop a job aid tailored to its students' specific needs and preferences, thereby addressing the issue of low attendance more effectively. This approach leverages technology and student engagement to foster a culture of regular attendance and academic success.

In terms of coordinating with the intervention on **preventative maintenance**, the digital job aid used to for attendance engagement may also serve to establish a sense of greater agency in the students requiring additional transportational assistance as well as notify staff, faculty, and drivers immediately with the press of a button if they need transportation to ensure better logistics and establish strategic and personalized routes for only those who need them. They can also use this app to report the driver's efficiency and the general traffic patterns. Logging such data may lead to greater logistical planning of the institution on how attendance is managed. Furthermore, a digital job aid aligns perfectly with **motivation systems**.

The digital job aid would allow parents and students to remain involved in the feedback mechanisms with greater efficiency, especially with the implementation of AI and allow a forum for discussion among parents and faculty.

4.3 Implementing Attendance Incentive Programs – Human Resource Development Intervention (Motivation)

Description

By implementing an incentive with the students, we can increase the students' motivation to attend school regularly. This would be a Human resource Development solution. This may involve various incentives, rewards, or recognition programs designed to recognize and celebrate students' attendance and achievements within the classroom. Motivational efforts can also include personalized encouragement from teachers or mentors, positive reinforcement for improvement in attendance, and fostering a supportive and engaging learning environment that values attendance and participation. By implementing motivation and incentives, schools aim to cultivate a positive attendance culture, boost student morale, and improve overall attendance rates and academic outcomes.

Justification

To tackle the issue of student attendance, the administration will implement a proactive approach aimed at understanding and leveraging student motivations. This falls under Van Tiem's **Human Resource Development Interventions**, specifically as motivation**.** According to Van Tiem et al. (2012), incentive systems link pays (rewards) with a

standard for performance (in this case, adhering to attendance policies) and sustain the desire to continue attending school.

Suggestions for Implementation

Feedback from parents, teachers, and students should be carefully analyzed to gain insights into the factors driving attendance. Drawing upon this feedback, the administration should collaborate with teachers to design an attendance-oriented rewards system. This system will incentivize regular attendance by offering students various privileges based on their consistent attendance records. These rewards may be tied to benchmarks such as consecutive days attended or overall attendance within a given time limit, such as a month.

By implementing a rewards system aligned with student motivations, we aim to foster a positive reinforcement loop that encourages habitual attendance. This initiative acknowledges and celebrates students' commitment to their education and creates a supportive environment conducive to their academic success.

4.4 Summary of Solution(s)

The interventions of transportation vouchers, job aids, and attendance incentive programs work synergistically to address performance issues related to student attendance and motivation. Transportation vouchers alleviate the financial burden of commuting, making it easier for students to attend school regularly and reducing a common barrier to attendance. Job aids provide valuable support and resources to the school community, helping identify and address attendance challenges through feedback, tracking, and organizational strategies. Attendance incentive programs create a positive and motivating environment by recognizing and rewarding students for good attendance, which can inspire continued commitment to school. Together, these interventions form a comprehensive approach to improve attendance, enhance student engagement, and foster academic success.

5.0 Appendix - Instruments

5.1 Observation Instruments

The observation instruments were used for needs assessment, subject matter analysis, and extent data analysis. It was specifically applied in the My Backpack SW, with teachers, and for observing the use of MyBackpack software by teachers.

Instrument 1.1: Teacher Observation Form

Observer: _____ Date of Observation: _____

Location: _____

Teacher Name: _____ Grade: _____

Objectives:

- To assess the teacher's strategies for promoting student attendance.
- To observe the teacher's classroom management techniques related to attendance.
- To identify any potential factors contributing to the attendance problem in Huawei Tongman Language High School.

Observation Checklist:

Attendance Tracking:

□ Does the teacher take attendance at the beginning of each class?

Comments:

□ Are attendance records accurately maintained and updated in the school's system?

Comments:

1. Interactions:

□ Does the teacher actively engage students in the learning process to maintain their interest and motivation?

Comments:

□ Are students encouraged to participate in class activities, discussions, and group work?

Comments:

2. Connection and Teacher-student Relations:

□ Does the teacher relate the lesson content to students' interests, needs, and real-life experiences?

Comments:

□ Are learning objectives clearly communicated to students, emphasizing the importance of attendance for achieving academic success?

Comments:

□ Does the teacher build positive relationships with students, fostering a supportive and inclusive learning environment?

Comments:

□ Is there evidence of rapport and trust between the teacher and students?

Comments:

3. Communication and Feedback

□ Does the teacher communicate regularly with students and parents regarding attendance expectations and concerns?

Comments:

□ Are students provided with timely feedback on their attendance and participation in class?

Comments:

4. Intervention Strategies:

□ Does the teacher implement proactive strategies to address attendance issues, such as incentives, rewards, or personalized support?

Comments:

□ Are students who are frequently absent identified and provided with additional support or resources?

Comments:

5. Collaboration with School Administration:

□ Does the teacher collaborate effectively with school administration and support staff to address attendance problems?

Comments:

□ Are there any school-wide initiatives or interventions in place to improve attendance rates?

Comments:

Observer's Signature:

_____

Date:

_____

Instrument 1.2: Student Observation Form

Observer: _____ Date of Observation: _____

Student's Name: _____ Grade: _____

Observation Objectives:

- To assess the student's attendance behavior and patterns in Huawei Tongman Language High School.
- To observe any factors or behaviors contributing to the attendance problem.
- To identify potential interventions or support strategies to improve student attendance.

Observation Checklist:

Punctuality:

□ Was the student consistently punctual throughout the observation period?

Comments:

1. Engagement:

□ Did the student actively engage in classroom activities and discussions?

Comments:

2. Interaction with Peers:

□ Did the student interact positively with classmates during group work or collaborative tasks?

Comments:

□ Was the student socially engaged and involved in peer interactions during breaks or transitions?

Comments:

3. Classroom Behavior:

□ Did the student demonstrate appropriate classroom behavior and respect for the teacher and peers?

Comments:

4. Cultural and Contextual Factors:

□ Does the student face any external challenges or pressures that could affect their attendance (e.g., family responsibilities, transportation issues)?

Comments:

5. Attendance Record:

□Was the student's attendance accurately recorded by the teacher or school staff?

Comments:

□ Are there any discrepancies between the student's reported attendance and observed behavior?

Comments:

6. Reasons for Absence:

□ If the student was absent during the observation period, what reasons were provided for their absence?

Comments:

□ Are there any recurring patterns or factors contributing to the student's absences (e.g., health issues, family obligations)?

Comments:

7. Teacher-Student Relationship:

□ Did the student demonstrate a positive relationship with the teacher?

Comments:

8. Support Systems:

□ Is the student aware of available support systems or resources for addressing attendance issues?

Comments:

□ Has the student sought or received support from school staff or counselors regarding attendance concerns?

Comments:

Overall Observations and Comments:

Observer's Signature:

_____

Date:

_____

5.2 Interview Instruments

The following interview instruments were employed in needs assessment among teachers and parents. Additionally, interviews were conducted with teachers, students, and their parents to gather more in-depth data.

Instrument 2.1: Admin Interview

Administrative Questionnaire (Optimals)

Interviewer: _____ Date: _____

Institution: _____

Institution Official: _____

Questionnaire Objectives:

- To identify potential interventions or support strategies that have been effective towards student attendance.

1. What are the ideal attendance rates that Huawei Tongman Language High School aims to achieve in the short term and long term?

2. Can you describe the most successful periods in terms of student attendance in the school's history?

3. What strategies or initiatives have previously resulted in high attendance rates at the school?

4. How can we define an optimal learning environment that fosters regular attendance and student engagement?

5. Are there any external factors or community resources that could contribute to achieving optimal attendance rates?

Instrument 2.2: *Parent Interview*

Parent Questionnaire (Causes)

Interviewer: _____ Date: _____

Institution: _____

Parent Name: _____

Questionnaire Objectives:

- To assess the student's attendance behavior and patterns in Huawei Tongman Language High School through the guardian's perspective.

1. From your perspective, what do you think are the main reasons behind the recent decline in student attendance at Huawei Tongman Language High School?

2. Have you noticed any specific challenges or barriers that your child faces in attending school regularly?

3. How do you think factors such as transportation, family dynamics, or extracurricular activities might be influencing student attendance?

4. Are there any concerns or issues within the school or community that could contribute to low attendance rates?

5. In your opinion, how effective are the school's current attendance policies and procedures in addressing attendance issues?

6. Are there any cultural or societal norms that you think might influence students' attitudes towards attending school regularly?

7. How do you think the school can better communicate attendance expectations and policies to parents and students?

Instrument 2.3: Student Interview Form

Student Questionnaire (Actuals)

Interviewer: _____ Date: _____

Institution: _____

Student Name: _____

Questionnaire Objectives:

- To identify any factors or behaviors contributing to the attendance problem.

1. How would you describe your attendance at school during the 2022 academic year, and were there any significant changes compared to previous years?

2. Can you provide specific examples of instances when you or your peers missed school in 2022 and the reasons given for absences?

3. How did your attendance rate in 2022 compare to that of your classmates, and were there any noticeable differences?

4. Has the school reached out to you to talk about any attendance issues? Or have you received any interventions or support services related to attendance?

5. How do you typically monitor your own attendance and communicate with the school regarding absences?

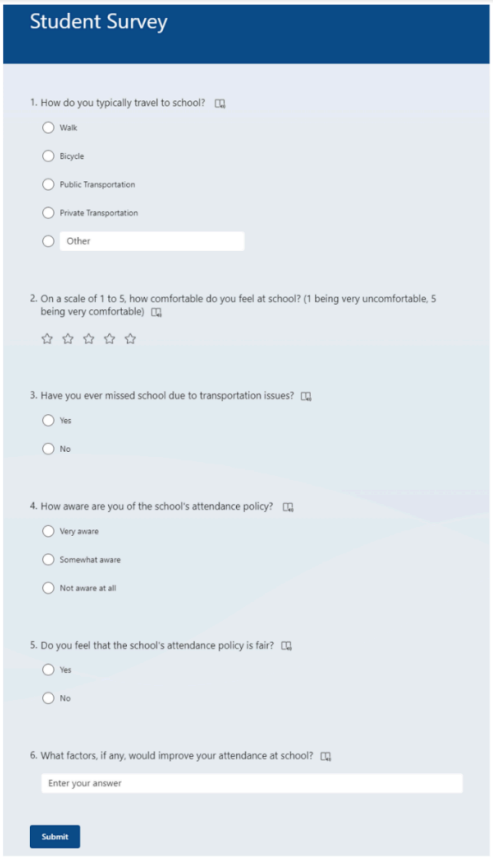
6. Were there any notable events or circumstances that you believe may have contributed to your absences from school in 2022?

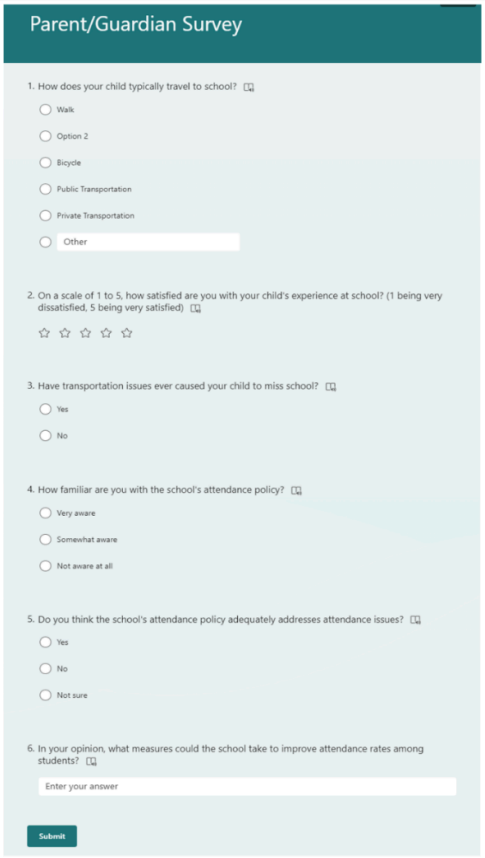
7. How do you think your attendance habits have affected your academic performance and overall well-being?

8. What suggestions or recommendations do you have for the school to improve attendance tracking and support for students who struggle to attend regularly?

5.3 Survey Instruments

These surveys were applied for needs assessment across different groups: teachers, parents, and administration. Surveys were created and administered via Microsoft Forms, which were sent to recipients via links and QR codes (pictured below).









The following are survey samples that were administered to the respective parties to ascertain feedback on how to best apply practices and solutions discussed throughout the treatment plan:

Instrument 3.1: Teacher Survey on Educational Environment & Practices

Huawai Tongman Language High School - Teacher Survey on Educational Environment & Practices (Actual)

Introduction: *Thank you for participating in this survey. Your feedback is crucial in helping us understand the current educational environment, teaching practices, & areas for improvement. Please answer the following questions honestly & thoroughly.*

Section 1: Background Information

1. How many years have you been teaching at Huawai Tongman Language High School?
   - o **Less than 1 year**
   - o **1-3 years**
   - o **4-6 years**
   - o **More than 6 years**

2. What subject(s) do you teach? (Please list all that apply)

3. What grade levels do you teach?
   - o **9th**
   - o **10th**
   - o **11th**
   - o **12th**

Section 2: Teaching Practices

4. On a scale of 1 to 5, how confident do you feel in your teaching methods? With one **being not confident at all**, & five **being extremely confident.**
   - o **1**
   - o **2**
   - o **3**
   - o **4**
   - o **5**

5. How often do you incorporate technology into your lessons?

o **Never** o **Rarely** o **Sometimes** o **Often** o **Always**

6. Have you received adequate training to use the school's learning management systems (e.g., MyBackpack)?

o **Yes** o **No** o **Partially**

7. Can you share challenges do you face in engaging students in the classroom?

Section 3: Student Engagement & Performance

8. How would you rate the overall student attendance in your classes?

o **Very poor** o **Poor** o **Average** o **Good** o **Excellent**

9. What factors do you believe contribute to student absenteeism?
On a scale of 1 to 5 with one **being very poor** & five **being excellent**, how would you rate the average academic performance of your students?

o **1** o **2** o **3** o **4** o **5**

10. In your opinion, what strategies have you found most effective in improving student engagement & reducing absenteeism? Please provide specific examples from your experience.

Strategy 1: Transportation Vouchers

Example:

Strategy 2: Providing Job Aids

Example:

Strategy 3: Implementing Attendance Incentive Programs

Example:

Section 4: Professional Development & Support

11. How supported do you feel by the school administration in terms of professional development opportunities with one being **very unsupported**, three being **neutral**, & five being **fully supported**?
    o **1** o **2** o **3** o **4** o **5**

12. What type of professional development would you find most beneficial for improving your teaching practices?
    o **Classroom management techniques** o **Advanced subject matter knowledge** o **Technology integration in teaching** o **Student engagement strategies**
    o **Other (Please specify):**

Section 5: Feedback & Improvement

13. Have you received constructive feedback on your teaching methods from peers or administrators?
    o **Yes** o **No** o **Sometimes**

14. What changes would you like to see in the school environment or policies to better support your teaching & your students' learning?

Closing Remarks

Thank you for taking the time to complete this survey. Your insights are invaluable to us as we strive to improve the educational experience at Huawai Tongman Language High School. Please feel free to add any additional comments or suggestions below.

This survey is designed to gather comprehensive insights from teachers, which can be crucial for identifying areas of improvement in teaching practices, student engagement, & overall educational policies. The responses can help inform strategies to address challenges identified in the needs assessment report, contributing to the development of a more effective & supportive educational environment.

Instrument 3.2: Student Survey on English Language Arts Program Engagement

Huawai Tongman Language High School - Student Survey on English Language Arts Program Engagement (Actual)

Introduction: Welcome to the English Language Arts Program Engagement Survey! Your feedback is incredibly important to us as it helps us understand& your experiences & how we can improve the program. This survey should take approximately 10-15 minutes to complete. Please answer honestly - all responses are confidential.

Section 1: General Information

1. What grade are you currently in?
   - o **9th**
   - o **10th**
   - o **11th**
   - o **12th**

2. How long have you been part of the English Language Arts Program?
   - o **Less than 6 months**
   - o **6-12 months**
   - o **1-2 years**
   - o **More than 2 years**

Section 2: Attendance & Participation

3. On average, how often do you attend English Language Arts classes?
   - o **Always**
   - o **Often**
   - o **Sometimes**
   - o **Rarely**
   - o **Never**

4. What are the main reasons you might miss a class? **(select all that apply)**
   - O **Illness**
   - O **Lack of interest**
   - O **Schedule conflicts**
   - O **Personal issues**
   - O **Other (Please specify):**

5. How comfortable do you feel participating in class discussions?
   - o **Very comfortable**
   - o **Somewhat comfortable**
   - o **Neutral**
   - o **Somewhat uncomfortable**
   - o **Very uncomfortable**

Section 3: Engagement & Motivation

6. How engaged do you feel during English Language Arts classes?
   - o **Very disengaged**
   - o **Somewhat disengaged**
   - o **Neutral**
   - o **Somewhat engaged**
   - o **Very engaged**

7. What aspects of the program do you enjoy the most? **(Open-ended)**

8. What motivates you to attend & participate in English Language Arts classes? **(select all that apply)**

- o **Interest in the subject**
- o **Class environment & peers**
- o **Teacher's teaching style**
- o **Grades & academic performance**
- o **Other (Please specify):**

Section 4: Challenges & Support

9. What challenges do you face in attending & participating in English Language Arts classes? **(select all that apply)**

- o **Language barriers**
- o **Lack of interest in material**
- o **Personal issues**
- o **Difficulty understanding the material**
- o **Peer relationships in class**
- o **Other (Please specify)**

10. How supported do you feel by your teachers & school staff in overcoming these challenges?

- o **Very supported**
- o **Somewhat supported**
- o **Neutral**
- o **Somewhat unsupported**
- ○ **Very unsupported**

Section 5: Feedback & Suggestions

11. What improvements would you like to see in the English Language Arts Program to enhance your learning experience & participation? **(Open-ended)**

12. Are there any specific resources or tools that you believe would help you engage more effectively in your English Language Arts classes? **(Open-ended)**

Conclusion:
Thank you for taking the time to complete this survey. Your feedback is invaluable in helping us improve the English Language Arts Program at Huawai Tongman Language High School. We are committed to making your learning experience as enriching & supportive as possible.
Please submit your survey by [insert deadline here]. If you have any questions or need further clarification, feel free to contact [insert contact information here].

This section is designed to directly address the challenges students face in the context of attending and participating in English Language Arts classes, as well as gathering their feedback and suggestions for improvements. This approach is informed by the understanding that student engagement and success are closely linked to their perception of support and the relevance of the curriculum to their interests and needs.

Instrument 3.3: Educational Institution Administrator Survey

Huawai Tongman Language High School - Educational Institution Administrator Survey (actual)

Introduction: Welcome to the Educational Institution Administrator Survey! Your feedback is crucial in helping us understand the administrative challenges & successes within our institution. This survey aims to gather your insights on various aspects of school management, including leadership, resource allocation, staff development, & student engagement strategies. Your responses will remain confidential & be used to enhance our educational environment.

Section 1: General Information

1. What is your current position within the institution?

- O **Principal**
- O **Vice Principal**
- O **Department Head**
- O **Administrative Officer**
- O **Other (Please specify)**

2. How long have you been in your current position?

- O **Less than 1 year**
- O **1-3 years**
- O **4-6 years**
- O **More than 6 years**

Section 2: Leadership & Management

3. How would you rate your satisfaction with the current leadership & management practices at our institution?

- O **Very satisfied**
- O **Somewhat satisfied**
- O **Neutral**
- O **Somewhat dissatisfied**
- O **Very dissatisfied**

4. What leadership styles are most prevalent within the administration? **(select all that apply)**

- O **Authoritative**
- o **Transformational**
- O **Laissez-faire**
- O **Democratic**
- o **Servant**
- O **Other (Please specify)**

5. In what areas do you believe the administration could improve? **(select all that apply)**

- o **Communication**
- o **Decision-making processes**
- o **Resource allocation**
- o **Staff development & training**
- o **Student engagement strategies**
- O **Other (Please specify)**

Section 3: Challenges & Solutions

6. What are the biggest challenges currently facing our institution? **(Open-ended)**

7. Have you implemented any innovative solutions or strategies to address these challenges? If so, please describe. **(Open-ended)**

Section 4: Staff Development & Support

8. How effective do you find the current staff development & training programs?

- O **Very effective**
- O **Somewhat effective**
- O **Neutral**
- O **Somewhat ineffective**
- O **Very ineffective**

9. What types of support & resources do you believe would help improve staff development & training at our institution? **(select all that apply)**

- o **More targeted training programs**
- o **Access to external professional development workshops**
- o **Increased budget for staff development initiatives**
- o **Regular feedback & performance review sessions**
- o **Regular feedback & performance review sessions**

Section 5: Student Engagement & Success

10. How would you rate the effectiveness of our current strategies for student engagement & success?

o **Very effective** o **Somewhat effective** o **Neutral** o **Somewhat ineffective** o **Very ineffective**

11. In what areas do you think the institution could improve to better support student learning & achievement? **(select all that apply)**

o **Enhancing classroom technology & resources** o **Implementing more diverse & inclusive curriculum options** o **Increasing access to mental health & counseling services** o **Strengthening community & parental involvement**

12. What initiatives or programs have you found most successful in promoting student engagement & success? **(Open-ended)**

Conclusion: Thank you for participating in this survey. Your insights are invaluable to us as we strive to improve our administrative practices & create a more supportive & effective learning environment for both staff & students.
Please submit your completed survey by [insert deadline here]. If you have any questions or need further clarification, feel free to contact [insert contact information here].

This survey is designed to capture a comprehensive view of the administrative perspective on school management, challenges, & areas for improvement, with citations indicating the sources of the questions or the context in which related questions have been asked in the
past.

Instrument 3.4: Parent Feedback Survey

Huawai Tongman Language High School - Parent Feedback Survey (actual)

Introduction: Thank you for taking the time to complete our Parent Feedback Survey. Your insights are invaluable in helping us understand how we can improve our school environment, communication, and educational programs. Please answer the following questions based on your experiences and observations. Your responses will be kept confidential.

Section 1: General Information

1. How many children do you have enrolled in our school?

O 1 O 2 O 3 O 4 or more

2. Which grade(s) are your child(ren) currently in? (Please select all that apply)

O 9th O 10th O 11th O 12th

Section 2: School Environment and Safety

3. How satisfied are you with the overall school environment?

O Very satisfied O Somewhat satisfied O Neutral O Somewhat dissatisfied ○ Very dissatisfied

4. How would you rate the school's efforts to maintain a safe and secure environment for students?

O Excellent O Good O Fair O Poor ○ Very poor

Section 3: Communication

5. How effective do you find the communication from the school to parents?

O Very effective O Somewhat effective O Neutral O Somewhat ineffective O Very ineffective

6. What methods of communication do you prefer? (Select all that apply)

○ Email ○ Phone calls ○ Text messages ○ School website ○ Social media

O Other (Please specify):

Section 4: Academic and Extracurricular Programs

7. How satisfied are you with the academic programs offered by the school?

o Very satisfied o Somewhat satisfied o Neutral o Somewhat dissatisfied o Very dissatisfied

8. How satisfied are you with the extracurricular programs (sports, arts, clubs) offered by the school?

o Very satisfied o Somewhat satisfied o Neutral o Somewhat dissatisfied o Very dissatisfied

Section 5: Parental Involvement and Support

9. How encouraged do you feel to participate in your child's education by the school?

o Very encouraged o Somewhat encouraged o Neutral o Somewhat discouraged o Very discouraged

10. What types of parental support programs or resources would you like to see more of from the school? (Select all that apply)

o Parent-teacher conferences o Workshops on helping children with homework o Information sessions on college preparation o Volunteer opportunities within the school

o Other (Please specify):

Conclusion:

Thank you for completing our Parent Feedback Survey. Your input is crucial in helping us create a better educational environment for all students. We appreciate your time and commitment to our school community.

Please submit your survey by [insert deadline here]. If you have any questions or need further clarification, feel free to contact [insert contact information here].

This survey structure aims to capture a comprehensive view of parental perspectives on school management, academic and extracurricular offerings, and the level of parental involvement encouraged by the school, with citations indicating the sources of the questions or the context in which related questions have been asked in the past.

5.4 Focus Groups Instruments

Focus Groups were used to gather diverse perspectives and insights from various students, parents, teachers, and administrators on the underlying reasons for the attendance challenges and their effects.

Instrument 4.1: Focus Group Agenda and Questions

Facilitator: Mary Otto

Schedule: March 2024

Objective

- The aim of this focus group is to gather insights and perspectives from stakeholders regarding the factors contributing to declining attendance rates in our school. By engaging in open dialogue, we seek to identify underlying issues and potential solutions to improve attendance and foster student success.

Participants

- Administrators
- Teachers
- Parents/Guardians
- Students

Duration: Approximately 1 hour

Agenda:

1. Introduction and Welcome
2. Overview of Attendance Trends
3. Group Discussion: Factors Impacting Attendance
4. Brainstorming Solutions
5. Closing Remarks

Focus Group Questions:

- **Introduction:**
    1. What are your roles within the school community?
    2. How important do you think attendance is for student success?
- **Understanding Attendance Trends:**

1. What do you believe are the primary reasons behind the decline in attendance rates?
2. Can you share any observations or experiences related to student absenteeism?

- **Factors Impacting Attendance:**
  1. From your perspective, what are the main challenges students face in attending school regularly?
  2. How do external factors (e.g., family dynamics, community issues) influence student attendance?
  3. Are there any specific school policies or practices that may contribute to attendance issues?
- **Brainstorming Solutions:**
  1. What strategies or interventions do you think could help improve attendance rates?
  2. How can the school better support students who are struggling to attend regularly?
  3. What role can teachers, administrators, parents, and students themselves play in addressing attendance challenges?
- **Closing Remarks:**
  1. Any last thoughts or insights you would like to share?
  2. How do you envision the school community coming together to address attendance concerns?

Note: The focus group discussion will be recorded for reference and analysis purposes. Participant confidentiality will be maintained, and all opinions shared will be respected. Thank you for your valuable contribution to this needs assessment process.

References

Van Tiem, D.M., Moseley, J.L., & Dessinger, J.C. (2012). Fundamentals of Performance Technology: Optimizing results through people, process, and organizations - 3rd Edition. John Wiley & Sons, Inc.