The Hidden Factor of Low Performance: Improving Low-Performing Schools by Tracking and Tackling Chronic Absenteeism in Transitional Grades

This session will start at 12:00 p.m. Eastern

To join the audio portion of this webinar, please click on the “Info” tab above this screen and follow the instructions. All attendees will be automatically muted to ensure the best sound quality during the presentation.
The Hidden Factor of Low Performance: Improving Low-Performing Schools by Tracking and Tackling Chronic Absenteeism in Transitional Grades

Robert Balfanz, Ph.D. and Kay Warfield, Ed.D

June 25, 2013
• Welcome and Goals

1. Increase knowledge of early warning systems and their role in identifying chronically absent students.

2. Increase knowledge of effective approaches for supporting students at risk of school failure.

Diana Sharp, Ph.D.
RMC Research
This information is being provided as part of a Research to Practice Bridge Event administered by the Regional Educational Laboratory Southeast. Information and materials mentioned or shown during this presentation are provided as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the Regional Educational Laboratory Southeast or its funding source, the Institute of Education Sciences (Contract ED-IES-12-C-0011).

In addition, the instructional practices and assessments discussed or shown in these presentations are not intended to mandate, direct, or control a State’s, local educational agency’s, or school’s specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. State and local programs are free to use any instructional content, achievement system and assessments, curriculum, or program of instruction they wish.
• This session is being recorded. Information on accessing the recording will be available at the REL Southeast website: http://rel-se.fcrr.org/

• The U.S. Department of Education and REL Southeast want your feedback about today’s Bridge Event. At the conclusion of this webinar you will be redirected to a very brief online survey. Please take a few minutes to respond to the questions. Your feedback is very important.

• Registered participants will receive a follow-up email with a link to the evaluation.

Diana Sharp, Ph.D.
RMC Research
• Overview

12:10 – 12:30  *Data on Chronic Absenteeism*
12:30 – 12:40  *Q & A #1*
12:40 – 1:00    *Implications for Policy & Practice*
1:00 – 1:10    *Overview of Alabama Work*
1:10 – 1:25    *Q & A #2*
1:25 – 1:30    *Wrap Up & Resources*

Diana Sharp, Ph.D.
RMC Research
• Submit Your Questions!

Questions will be collected during and after the presentations for discussion during the Q & A sessions.

Diana Sharp, Ph.D.
RMC Research
• Take Our Poll!

In which state(s) do you work?

What is your role?

Diana Sharp, Ph.D.
RMC Research
• Poll Results
What Is A Regional Educational Laboratory (REL)?

- Network of 10 RELs across the country

- REL Southeast serves Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina

- Funded by the US Department of Education (ED), Institute of Education Sciences from 2012 to 2017

- Help states and districts use research and data to inform policy and practice with the goal of improving student outcomes

Diana Sharp, Ph.D.
RMC Research
• Introduction to Dr. Robert Balfanz

Diana Sharp, Ph.D.
RMC Research
What is Chronic Absenteeism?

- Definition 1) Missing 10% of School
- Definition 2) Missing a Month or more of School (20/21 Days)
Why Don't Students Go to School?

- **Can't-**
  - something prevents them from going to school

- **Won't-**
  - avoiding something at school or on the way to/from school

- **Don't-**
  - decide they would rather be elsewhere
How Prevalent is Chronic Absenteeism?

<table>
<thead>
<tr>
<th>State</th>
<th>Percent Chronically Absent</th>
<th>Number Chronically Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon</td>
<td>23% (2009-10)*</td>
<td>129,190</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>18% (2010-11)**</td>
<td>30,168</td>
</tr>
<tr>
<td>Maryland</td>
<td>11% (2010-11)***</td>
<td>85,188</td>
</tr>
<tr>
<td>Florida</td>
<td>10% (2009-10)***</td>
<td>302,382</td>
</tr>
<tr>
<td>Nebraska</td>
<td>6% (2010-11)***</td>
<td>18,100</td>
</tr>
</tbody>
</table>

* Missing 10% or more of enrolled school days
** Missing 10% of enrolled school days, for those who attended at least 90 days
*** Students absent 21 or more days-of those enrolled all year
What is the Magnitude at the Most Impacted Schools?

Maryland 2010-2011
Number of Schools with Large Numbers of Students Chronically Absent

<table>
<thead>
<tr>
<th>Chronically Absent Students</th>
<th>50 or more</th>
<th>100 or more</th>
<th>500 or more</th>
<th>Greatest Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>58</td>
<td>3</td>
<td>NA</td>
<td>137</td>
</tr>
<tr>
<td>Middle School</td>
<td>26</td>
<td>NA</td>
<td>152</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chronically Absent Students</th>
<th>100 or more</th>
<th>250 or more</th>
<th>500 or more</th>
<th>Greatest Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>161</td>
<td>61</td>
<td>12</td>
<td>807</td>
</tr>
</tbody>
</table>
What is the Cumulative Impact of Chronic Absenteeism?

Florida 6th Grade Cohort
Cumulative Days Absent Over Seven Years of Middle and High School by Quintile

<table>
<thead>
<tr>
<th>Quintile</th>
<th>Mean Number of Days Absent</th>
<th>Mean Days Absent Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 20%</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Upper Middle 20%</td>
<td>35</td>
<td>6</td>
</tr>
<tr>
<td>Middle 20%</td>
<td>58</td>
<td>9</td>
</tr>
<tr>
<td>Lower Middle 20%</td>
<td>90</td>
<td>15</td>
</tr>
<tr>
<td>Bottom 20%</td>
<td>171</td>
<td>28</td>
</tr>
</tbody>
</table>
How Does Chronic Absenteeism Vary by Grade?

Chart 3 - Chronically Absent Students By Grade

- ECLS-K
- Oregon
- Nebraska
- Florida
- West Virginia
Chronic Absenteeism is Concentrated in a Sub-Set of Schools

Chart 6 - Percent of All Chronically Absent Students (Florida 2009-10)
Chronic Absenteeism widens the achievement, graduation and post-secondary enrollment gaps.
Low Income Students Benefit the Most from Regular School Attendance

In Elementary School Chronic Absenteeism Helps Drive Achievement Gaps
Impact in Middle Grades on Staying on Track to Graduation

The Primary Off-Track Indicators for Potential Dropouts:

- **Attendance** - < 85-90% school attendance
- **Behavior** - “unsatisfactory” behavior mark in at least one class
- **Course Performance** – A final grade of “F” in Math and/or English or Credit-Bearing High School Course

Sixth-grade students with one or more of the indicators may have only a **15% to 25% chance of graduating** from high school on time or within one year of expected graduation.

Note: Early Warning Indicator graph from Philadelphia research which has been replicated in 10 cities. Robert Balfanz and Liza Herzog, Johns Hopkins University; Philadelphia Education Fund
Impact on Achievement

Chart 7 - Impact of Days Absent on Achievement Scores
Florida 1st Time 9th Graders, 2000-01
Impact on High School Graduation and Post-Secondary Enrollment

Chart 9 - Final High School Outcomes by 10th Grade Absenteeism

- Graduated: 86% (All Students), 88% (<=9 Absences), 64% (>=10 Absences)
- GED or Certificate: 4% (All Students), 3% (<=9 Absences), 11% (>=10 Absences)
- Active: 1% (All Students), 1% (<=9 Absences), 2% (>=10 Absences)
- Dropout: 10% (All Students), 8% (<=9 Absences), 23% (>=10 Absences)
- Ever Enrolled in PS: 73% (All Students), 74% (<=9 Absences), 53% (>=10 Absences)

Legend:
- Blue: All Students
- Red: <=9 Absences
- Green: >=10 Absences
School Suspensions and Chronic Absenteeism

- In a recent study of Florida, 20% of Students Suspended in the 9th Grade, had no prior history of chronic absenteeism, many went on to become chronically absent after being suspended.
• Q & A Session 1

Elizabeth Bright, Ed.D.
RMC Research
• Overview

12:40 – 1:00  Implications for Policy & Practice
1:00 – 1:10  Overview of Alabama Work
1:10 – 1:25  Q & A #2
1:25 – 1:30  Wrap Up & Resources

Diana Sharp, Ph.D.
RMC Research
What Can We Do to Reduce Chronic Absenteeism?
Solution Step 1 - Measure

- Ask School District/State to publish school-level chronic absenteeism rates
- Schools with high rates should track on a weekly basis
- Add to US Department of Education Office of Civil Rights Survey*
- Include as required data reporting element in re-authorization of ESEA*

* Personal recommendation of presenter
Solution Step 2 - Monitor

- Facilitate the spread of early warning systems at state and school district level

- Schools with high levels should use early warning systems and monitor weekly

- Make early warning systems a key component of school improvement grants
Solution Step 3 - Act

- Inter-agency efforts at state and local level led by Governors and Mayors

- In highly impacted schools principals should lead weekly data meetings to analyze success of interventions at school and individual level

- Infuse second shift of adults into highest need schools as success mentors (Americorps, United Way, etc.)

- Make implementing a comprehensive plan combating absenteeism a part of required activities in school improvement grants
Going Deeper: Using Early Warning Systems to Combat Chronic Absenteeism
Building a Strong Intervention Systems

Key Idea

- Need to Understand Scale and Scope of Challenge at School Level-How Many Students are chronically absent?
- If its 30 or less-a student support team or graduation coach can lead the effort
- If its closer to 50 or more, teacher teams will need to play a critical role
- In both cases investments in mission building, professional development, coaching and networking are critical to success
Building a Strong Intervention Systems Key Idea

0 Combine ready access, at the classroom level, to on and off-track indicators (the ABC’s), with regular time to analyze the data and an organized response system that can act upon early warning data in both a systematic and tailored manner.
Two Key Questions

- What is the most effective level of intervention: student, classroom, or school level?
- Does the school have the scale and scope of interventions needed to reach all students effectively?
Successful Examples
The Diplomas Now Partners Harness and Combine their Unique Assets to Keep Students On Track College and Career Ready

On-Track Indicator and Intervention System: Research-based and validated interventions of increasing intensity are employed until student is back on track to graduation. Interventions are constantly evaluated for their effectiveness.

<table>
<thead>
<tr>
<th>Core Function</th>
<th>Means and Methods</th>
<th>Additional Roles</th>
</tr>
</thead>
</table>
| Whole School  | • Research based instructional, organizational and teacher support  
• On-track indicator data system  
• On-site implementation and mission building support  
• Scheduling, Staffing, and Budget supports | • Extra Academic Supports  
• Extra Behavior Supports  
• National Training and Tech Assistance Partner (Phil. Ed. Fund) |
| Targeted Supports | • Whole-School, Whole-Child program  
• 8-15 full-time, full-day corps members serving as near-peer role models to mentor, tutor, provide behavior and attendance coaching and extended day learning | • Positive School Climate  
• Service Learning  
• After School |
| Intensive Supports | • School-based professional Site Coordinator  
• Highly specialized and intensive interventions via case managed student supports and referral to outside agencies  
• Brokered services through CIS partners | • Episodic Whole School Prevention Supports |
NYC Chronic Absenteeism Interagency Task Force

1. **New Lens for Viewing Attendance**
   - Link to achievement and reducing social costs-City wide campaign; WakeUp! NYC; Chancellor’s letter; 311 Electronic Help Center

2. **Success Mentors to Personalize School and Solve Problems**
   - Three models; Matched to target students; Integrated in school community

3. **School-Wide Infrastructure to Promote Attendance & Parent Engagement**
   - Principal’s Weekly Student Success Meetings; Collaboration between principals, school staff, mentors, and CBOs; Parent Summits; Daily attendance calls

4. **User-Friendly Data**
   - Data Dashboard for Success Mentors; New ways of viewing CA for principals and administrators

5. **Interagency/Community Support to Connect the Dots**
   - Connecting schools to Libraries; Healthcare providers; Tutoring
Using Data to Maximize Impact

- **Identifying and Tracking CA Schools and Students**
  - Monitoring students at-risk for CA, exiting CA, and remaining CA

- **Data Sharing & Training**
  - Success Mentors have access to student-level data (Data Dashboard); Collaboration with city agencies like Department of Homeless Services

- **Measuring, Monitoring & Acting**
  - School-level report for principals to see CA rates in detail
Where Can I Learn More

- www.every1graduates.org
- www.getschooled.com
- www.attendance matters.org
• Introduction to Dr. Kay Warfield

Elizabeth Bright, Ed.D.
RMC Research
High School Dropouts and Truancy Issues: Major Impacts on Alabama Economic Growth

Kay Atchison Warfield, Ed.D
Alabama State Department of Education
Prevention and Support Services Section
#1 Indicator of Students Off-track: ATTENDANCE

is the key barometer of a student’s connection with schooling.
# Ninth-Grade Absences

## Dramatically Reduced Graduations

<table>
<thead>
<tr>
<th>Absences Range</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>0-4</td>
<td>87%</td>
</tr>
<tr>
<td>5-9</td>
<td>63%</td>
</tr>
<tr>
<td>10-14</td>
<td>41%</td>
</tr>
<tr>
<td>15-19</td>
<td>21%</td>
</tr>
<tr>
<td>20-24</td>
<td>9%</td>
</tr>
<tr>
<td>25-29</td>
<td>5%</td>
</tr>
<tr>
<td>30-34</td>
<td>2%</td>
</tr>
<tr>
<td>35-40</td>
<td>1%</td>
</tr>
</tbody>
</table>
Need:
• Current data system does not allow for identification of students at-risk of dropping out.
• Data Examples: 32% of students from single-parent homes; 12,0000 homeless children in AL; Not all districts are using a student-adult mentor model; 23% below basic in math in grade 3; 34% below basic in math in grade 8; 20% of students using alcohol; 34.1% not involved in EC activities; Students disengaged from school
The Alabama K-12 Graduation Tracking System (GTS)

It is now possible to identify who among 3rd, 6th, and 9th grade students will likely drop out of high school unless on-going interventions occur.

- Attendance
- Behavior
- Credits/Grade Attainment
Alabama K-12 GTS
Six-Step Implementation Process

Step 1
Customizing the GTS Tool

Step 2
Your GTS Team

Step 3
Interpreting the Data

Step 4
Aligning Resources

Step 5
Monitoring Interventions

Step 6
Evaluating and Refining the Process
## Graduate Tracking System Grade Level Details

### School 002, Grade 09

<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
<th>Age</th>
<th>U Abs</th>
<th>Sus</th>
<th>Grade</th>
<th>Total Credits</th>
<th>Lunch Code</th>
<th>Gender</th>
<th>Primary Race</th>
<th>Hispanic</th>
<th>SpEd</th>
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<tbody>
<tr>
<td>Student A</td>
<td>Currently Enrolled</td>
<td>19</td>
<td>13.00</td>
<td>5</td>
<td>42</td>
<td>3.50</td>
<td>1</td>
<td>M</td>
<td>B</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Student B</td>
<td>Currently Enrolled</td>
<td>18</td>
<td>5.00</td>
<td>2</td>
<td>43</td>
<td>4.50</td>
<td>1</td>
<td>M</td>
<td>W</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Student C</td>
<td>Currently Enrolled</td>
<td>17</td>
<td>9.00</td>
<td>6</td>
<td>70</td>
<td>9.00</td>
<td>1</td>
<td>F</td>
<td>B</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Student D</td>
<td>Previously Enrolled</td>
<td>18</td>
<td>6.00</td>
<td>2</td>
<td>61</td>
<td>10.50</td>
<td>3</td>
<td>M</td>
<td>W</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Student E</td>
<td>Currently Enrolled</td>
<td>17</td>
<td>15.00</td>
<td>4</td>
<td>52</td>
<td>3.00</td>
<td>3</td>
<td>M</td>
<td>W</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Student F</td>
<td>Currently Enrolled</td>
<td>18</td>
<td>10.00</td>
<td>3</td>
<td>54</td>
<td>5.00</td>
<td>1</td>
<td>M</td>
<td>W</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Student G</td>
<td>Currently Enrolled</td>
<td>16</td>
<td>8.00</td>
<td>5</td>
<td>25</td>
<td>0.00</td>
<td>2</td>
<td>M</td>
<td>W</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Student H</td>
<td>Currently Enrolled</td>
<td>17</td>
<td>5.00</td>
<td>3</td>
<td>46</td>
<td>5.00</td>
<td>1</td>
<td>M</td>
<td>B</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Student I</td>
<td>Currently Enrolled</td>
<td>18</td>
<td>7.00</td>
<td>2</td>
<td>65</td>
<td>5.00</td>
<td>1</td>
<td>M</td>
<td>W</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Student J</td>
<td>Currently Enrolled</td>
<td>16</td>
<td>4.00</td>
<td>5</td>
<td>67</td>
<td>7.00</td>
<td>1</td>
<td>M</td>
<td>W</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
Social/Behavioral Intervention Initiatives for Student Success

1. Prevention (Universal)
   - Graduation Tracking System Pre-K12 (use of data)
   - Community Action: Linking Leaders (Public Awareness)
   - Student Harassment/Awareness
   - Graduation Team (Graduation Coach, Counselor, Social Workers, etc.)
   - The Parent Project (Volunteers)
   - Positive Behavior Supports (PBS)

2. Intervention (Target and Align Students with Best Practices/Opportunities for Success)
   - Innovative Pathways
   - Credit Recovery
   - "Teens as Parents or MOMS on Maternity" (PASS)
   - Personalized Education Plan
   - Student Exit Interview
   - Proposed Code of Conduct Guide
   - Career Clusters Dual Enrollment
   - College Access Challenge Grant
   - Tutoring
   - The Parent Project (Juvenile Diversion)
   - Graduation Centers
   - ECEP
   - Community Agencies/Services Collaborative
   - Graduation Team (Graduation Coach, Counselor, Social Workers, etc.)
   - CHAMPS with PBS
   - Algebra I Intervention

3. Recovery (Individual)
   - One-On-One Mentor Professional Resource
   - Re-Entry Program
   - Graduation Coach

*Critical to have advocates for at-risk kids with tiered interventions and the ability to design an innovative pathway/opportunity for success for all students.*
Community/Organization/Agency Partnerships for Creating a Tiered Student Learning Support System

David Mathews Center for Civic Life: Report on Alabama Issues Forum
- Forty Dropout Forums with 1000 Alabamians
- Six anti-bullying Forums

Truman Pierce Institute coordinated three Anti-bullying Summits

Mattie C. Stewart Foundation provided Inside/Out video with activity and “The Choice Bus”

Alabama Select Commission on High School Graduation and Dropout

Alabama Juvenile Justice System training for Juvenile Judges and Probation Officers
Step 5

- Inspect What You Expect
Step 6

- Evaluating and Re-defining the process 2014
  - Total absences with a dropdown box for excused and unexcused absences
  - Elementary and Secondary core academics
Impact Report for Graduation Coaches:
Number of Total Absences per Student for Schools Reporting

State Department of Education
Prevention and Support Services
Section
May 2009

Grade-level

<table>
<thead>
<tr>
<th>Grade</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>8.84</td>
<td>8.55</td>
<td>6.99</td>
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<tr>
<td>10th</td>
<td>7.91</td>
<td>7.53</td>
<td>7.29</td>
</tr>
<tr>
<td>11th</td>
<td>8.11</td>
<td>7.39</td>
<td>7.82</td>
</tr>
<tr>
<td>12th</td>
<td>10.58</td>
<td>9.90</td>
<td>9.53</td>
</tr>
</tbody>
</table>
Impact Report for the Graduation Coach:

Number of Discipline Referrals per Student for Schools Reporting 2006-07, 2007-08, and 2008-09.
Great News:

- Alabama Ranks Third in the Nation for Reducing the Number of Dropouts in 2011 and Fourth in the Nation for the increment of improvement in the graduation rate
Tuscaloosa City School System

- 4,450 out of school suspension and 39 expulsions in 2008-2009 reduced to 3,264 out of school suspensions and 30 expulsions in 2010-2011
- Graduation rate of 69% in 2009 increased to 80% in 2011
- Dropouts declined from 167 in 2006-2007 to 36 in 2009-2010
Dothan City School System

Class of 2011 Graduation Rate was 67% system wide

Class of 2012 Graduation Rate was 87% system wide

In 2009 Dothan City had 115 dropouts and a dropout rate of 16.79%.

In 2011 Dothan City had 3 dropouts and a dropout rate of 0.49%.
Dothan City

- By using the Alabama Graduation Tracking System and following the six step utilization process, Dothan City Schools was able to focus on making sure all students are graduating.

- Students are no longer just allowed to dropout of school. There is a process BECAUSE IT IS THAT IMPORTANT TO THE ENTIRE COMMUNITY!
ALABAMA STATE BOARD OF EDUCATION

PLAN 2020

THE VISION
Every Child A Graduate –
Every Child Prepared for
College/Work/Adulthood
in the 21st Century

LEARNERS
SUPPORT SYSTEMS
PROFESSIONALS
SCHOOLS/SYSTEMS
“It’s about the children sitting in those chairs and desks. If we always remember what’s best for the child in the chair, how can we make wrong decisions? We serve one group. That’s the students. The chair is a visual reminder of why we’re here – to serve students.”

-Dr. Tommy Bice
State Superintendent of Education
Alabama Graduation Tracking System
• Q & A Session 2

Elizabeth Bright, Ed.D.
RMC Research
• Wrap Up and Additional Resources

The Importance of Being in School: A Report on Absenteeism in the Nation’s Public Schools

Grad Nation: A Guidebook to Help Communities Tackle the Dropout Crisis
http://www.americaspromise.org/~/media/Files/Our%20Work/Dropout%20Prevention/Grad%20Nation%20Guidebook%20052809.ashx

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• Wrap Up and Additional Resources (cont...)

IES Practice Guide on Dropout Prevention

IES Practice Guide on Helping Students Navigate the Path to College: What High Schools Can Do

Diana Sharp, Ph.D.
RMC Research
• Wrap Up and Additional Resources (cont...)

PBS link to “Middle School Moment,” featuring Dr. Balfanz

Everyone Graduates Center at Johns Hopkins University
http://new.every1graduates.org/

Diana Sharp, Ph.D.
RMC Research
Wrap Up and Additional Resources (cont...)

Two guides on early warning systems implementation for MS & HS


Diana Sharp, Ph.D.
RMC Research
• Wrap Up and Additional Resources (cont...)


Diana Sharp, Ph.D.
RMC Research
• Wrap Up and Additional Resources (cont...)

America’s Promise Alliance
http://www.americaspromise.org/

Alliance for Excellent Education
http://www.all4ed.org/

Diana Sharp, Ph.D.
RMC Research
• Wrap Up and Additional Resources (cont...)

Alabama State Department of Education Prevention and Support Services Section
http://www.alsde.edu/html/sections/section_detail.asp?section=70&footer=sections

Alabama State Department of Education Power of Discipline Website
http://alex.state.al.us/discipline/

Diana Sharp, Ph.D.
RMC Research
• Wrap Up and Additional Resources (cont...)

Reminder: The U.S. Department of Education and REL Southeast want your feedback about today’s Bridge Event.

Please complete the survey at the conclusion of this webinar.

Diana Sharp, Ph.D.
RMC Research
THANK YOU!

Send comments, suggestions for follow-up webinar to:
Diana Sharp
dsharp@rmcres.com
Elizabeth Bright
ebright@rmcres.com

Visit the REL Southeast website:
http://rel-se.fcrr.org/

Diana Sharp, Ph.D.
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