Truancy Intervention

National Models and Connecticut Initiatives

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# Truancy Intervention

## National Models and Connecticut Initiatives

### National Truancy Intervention Models

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Features

- Teams, which may consist of a school social worker or guidance counselor, a prosecutor, a police or probation officer, an educational assistant, and/or a case manager, meet with the parent and child after 3 or more unexcused absences.

- The team works together to identify root causes of the truant behavior and create a contract for successful school attendance. Contracts are signed by both student and parent.

- Referrals to social service agencies are made when necessary.

- The team intensely monitors the student’s attendance as well as the other conditions of the contract.
National Truancy Intervention Models
School Teams

Examples

Stop Truancy Opportunity Program (STOP)
Madera County, CA
www.madera-county.com/index.php/stop-truancy-opportunity-program

Multi-agency, five-step truancy program, which includes collaboration of the school, probation officers, mental health/social services staff, law enforcement, the district attorney, and the community.

Outcome
See the website for full midyear and annual reports from 2002 to 2008.
The vast majority of participants improve after the first step (parent notification after 1-3 unexcused absences) and thus do not have to proceed to the following 4 intensive steps.

Youth R.E.A.C.H.
King County, WA
www.ccyj.org/resources/school-engagement-resources/

Incorporates a three-tiered funnel approach, which includes interventions of school engagement workshops, a community truancy board, and case management.

Outcome
Through May 2010, there were 131 total cases.
102 youth were referred to Tier 1 Workshops or Tier 2 Community Truancy Boards.
3% had no additional court contact.

Truancy Intervention Project (TIP)
Ramsey County, St. Paul, MN (1995)
www.co.ramsey.mn.us/attorney/TIPOverview.htm

Works in collaboration with schools to address the problem of truancy in Ramsey County for students ages 12-17. TIP has provided a mechanism for schools to report truancy and quickly address the problem of excessive school absences.

Outcome
During the 2009-2010 school year, 76% of students in the program improved their attendance.
Filings for truancy petitions have dropped approximately 50% since TIP started. When asked whether TIP should continue as a truancy intervention for the upcoming school year, 94% surveyed agreed or strongly agreed that TIP should continue.
Family TIP (FTIP)
Ramsey County, St. Paul, MN
www.co.ramsey.mn.us/Attorney/FTIPOverview.htm

In response to school and community encouragement, the County Attorney’s Office expanded TIP in 1999 to serve children K-6. FTIP is a diversion program that consists of a three-step process involving progressively intrusive interventions to compel parents to address the attendance problem in a positive manner. If sending a letter to the parent is unsuccessful in the attempt to reduce truancy of the child, the parent may be compelled to attend a School Attendance Review Team (SART).

Outcome
Since 1999, nearly 11,000 students have been served by FTIP, with a large percentage of students in the program consistently showing improved attendance.

Check and Connect
Developed in Minnesota, curriculum was expanded nationwide.
http://checkandconnect.org

Consists of an adult monitor/mentor checking in with students consistently, in order to monitor attendance and gauge student engagement, as well as connecting students to school community through both basic and intensive interventions.

Outcome
Recent studies of a four-year follow-up of 12th graders (who started the program in 9th grade) found a 42% increase in the percentage of students who had completed high school via diploma or GED, as well as a 37% increase in the rate of persistent attendance.
Examples

Avanza
Highline Public Schools, Washington

The target population for the Avanza program is Latino/a youth ages 14-16 years who are at risk of dropping out or not regularly attending school. This school engagement program currently helps Latino students make the transition from middle school to high school, focusing on school attendance and ultimately graduation. The program offers comprehensive, year-round services, including case management, tutoring, job placement, and paid work experiences.

Outcome
The program focused on long term student outcomes since its inception, tracking student success from year to year. At the conclusion of the study, 48 out of 48 of students in the program committed no juvenile offenses. 92% of the 48 students did not drop out of school, and 80% earned at least two high school credits. Additionally, based on a review of 35 student transcripts, Avanza students earned better grades, passed more classes and were awarded more academic credit than before their involvement with the program.

Project S.K.I.P. (School Kids Impacting Peers)
http://courts.jocogov.org/cs_skip.aspx

The project creates Truancy Review Panels comprised of trained high school volunteers at each high school. These panels hear cases involving lower level truants referred from school administration or the District Attorney’s Office. The truant student has the opportunity to discuss with the panel reasons for his/her chronic absenteeism. The panel assigns services such as participation in a school activity, essays, education classes, attendance monitoring, and tutoring to be completed by the truant student in order to reconnect him/her with the vital role of being a student. Each truant will also be assigned a student service officer who will be a mentor and aid the student in connecting with services.

Outcome
National Truancy Intervention Models
Community Teams

Features

• Schools and/or court officials refer the truant student to panel of community members.

• Community members are usually involved with youth social service programs to which they can connect the students in order to achieve the goals of their contracts.

• Case management is usually a key component of this model.
National Truancy Intervention Models
Community Teams

Examples

School Attendance Review Boards
Statewide – CA

Superior Court At-Risk Youth Program
King County (WA)
National Center for School Engagement

Provides a combination of attendance workshops, community review boards, and case management.

Outcome
In the first year of the workshops, preliminary court hearings were reduced by 57%. In addition, 75% of the youth that participated did not go on to attend court on the truancy matter.

Spokane County West Valley Community Truancy Board
Spokane, WA
www.spokanecounty.org/JuvenileCourt/content.aspx?c=2749

This is a school-based process with ongoing connection to the Spokane County Juvenile Court designed to address truancy. It is based on the principles of restorative justice and community-based problem-solving in which the student, family, school, court, and community partners all work together.

Outcome
In the 2009-2010 school year, 93.5% of cases were successfully mediated at the district level. An analysis concluded that it is an effective and replicable intervention for truancy.
National Truancy Intervention Models
Community Teams

Examples

Abolish Chronic Truancy (ACT)
Los Angeles, California
www.ojjdp.gov/dso/Abolish%20Chronic%20Truancy%20(ACT)-DSOProgramDetail-766.aspx

Truancy intervention and prevention program targeting K-6th grade students. The program utilizes a series of progressively intensive steps to hold children and parents accountable for truancy. There are prosecutors located in the schools to work with staff and students to intervene at the beginning of the truancy cycle.

Outcome
In 1994, 88% improved from the lowest level intervention (a letter sent home), 11% improved from the SART (Student Attendance Review Team) and less than 1% required court filings. There are 162 schools in 17 districts involved with the program in Los Angeles County. During the 2000–2001 school year, 8,209 families were invited to initial parent meetings. Of these, 25.4 percent were referred to a SART meeting. Only 2.8 percent were referred to a SARB (Student Attendance Review Board) meeting, and 4 families (0.05 percent) had a complaint filed in the court system.

Check In and Out Program
Tigard-Tualatin, Oregon (2008)

Program focuses on K-2 and includes frequent feedback to students about their behavior to prevent future problem behavior, positive reinforcement for meeting daily goals, data tracking of positive behavior, reward system. The Tigard-Tualatin district also utilizes a collaborative approach by forming a “Red Zone Team” at each school in the district, consisting of the principal or associate principal, school counselors, learning specialists, mental health care coordinators, school resource officers and a juvenile counselor. This team works to implement interventions based on data collection on absences, office disciplinary referrals and suspensions, as well as students reaching identified thresholds in these areas.

Outcome
In the 2010-2011 school year, from the first semester of initial enrollment to the second semester after enrollment, the average number of days absent decreased by 11 percent and the percentage of students with 10+ absences per semester decreased by 18 percent. CICO also had a pronounced effect on reducing office disciplinary referrals (34 percent decrease) and suspensions (54 percent decrease).
National Truancy Intervention Models
Community Teams

Examples

The Truancy Prevention Project
North Carolina (2010)

Focuses particularly on engaging teachers as the primary change agents. Teachers implement three intervention components to improve family engagement and student attendance: 1) universal teacher home visiting, ideally at the beginning of the school year as a way to establish a positive working relationship between family and school, 2) classroom incentives for student attendance (class-level rewards instead of individual rewards); and 3) targeted interventions for chronically absent students.

Outcome
Teachers reported improved relationships with students and parents, greater comfort communicating with parents, increased parental support of education, and improved attendance and fewer tardies as a result of home visiting.

The Kindergarten Home Visit Project
Durham, North Carolina
www.hfrp.org/publications-resources/browse-our-publications/kindergarten-home-visit-project
(evaluation study targeted at kindergarteners)

A kindergarten transition intervention program that encourages families and educators to communicate well before the first day of school in order to help children succeed during this important stage of their education and to ease children’s transition to kindergarten. There was a study of home visiting conducted with a randomized controlled trial with 44 teachers and 928 students in 19 Durham schools.

Outcome
Overall, home visiting gives families and schools the opportunity to build a positive foundation upon which all future communication is based. Children demonstrated higher academic motivation and better work habits. Parents and their teachers reported reduced adverse effects of language barriers on home-school collaboration. Teachers reported a greater willingness to reach out to parents and a more positive connection to students and their families. These findings suggest that home visiting is beneficial to teachers, students, and families and should be continued and expanded as a kindergarten transition practice in schools.
National Truancy Intervention Models
Community Teams

Examples

The Patch Process
Philadelphia, PA
http://dhs.phila.gov/intranet/pgintrahome_pub.nsf/Content/Truancy+Prevention+Services

Community-based model of family support service delivery involving a locally based multi-disciplinary team of human service workers. The team works to review and advise every family seen in the regional or family court truancy system. The PATCH team consists of the community-based providers working directly with the family, a behavioral health specialist, DHS Social Worker, the family, and other specialists who may be working with the family. PATCH serves as a mechanism for monitoring the supports provided and insuring that the family receives the most appropriate services. PATCH conferences occur weekly for each court.

Outcome
To be determined.
National Truancy Intervention Models
Case Management

Features

- School officials review attendance records and send notification letters home to truant students and parents.
- If attendance does not improve, truant students may be referred to a caseworker or truancy officer.
- Truancy officer makes referrals to community services.
- If services are not successful in reducing truancy, cases may be referred to police officers, and petitions filed in truancy court.
National Truancy Intervention Models
Case Management

Examples

Truancy Prevention Case Management Services
Philadelphia, PA
http://dhs.phila.gov/intranet/pgintrahome_pub.nsf/Content/Prevention+Truancy+Prevention

The Department of Human Services’ office of Truancy and Delinquency Prevention aims to increase attendance among Philadelphia public school students. Case management services are provided for all youth referred to an agency by DHS. Services are provided for 90 days and include comprehensive assessments, a family development plan, home visits, strength-based case management (including referral and linkage to appropriate services), and follow-up.

Outcome
To be determined.

Truancy Assessment and Service Centers (TASC)
Baton Rouge, Louisiana
www.socialwork.lsu.edu/html/researchinitiatives/tasc.html

Overview of Site Centers (currently in 21 sites statewide)

Program targeted at K-5 children at risk. Children are referred to TASC caseworker after sending letter home and the child continues to be truant. After assessment at a TASC site, the program works in collaboration with families, schools, social service organizations, law enforcement, district attorneys, and courts to mobilize resources that address critical issues in the life of a child that contribute to truancy and work together to come up with a “service plan” or they are referred to service providers and progress is monitored.

Outcome
To be determined.
The TASC program has served nearly 82,000 Louisiana children in over 450 public schools.
Features

- Truant students are taken by police officers to central locations which may be staffed by police, school safety officers, attendance monitors, and/or staffers from the District Attorney’s Office.

- Parents are notified when their child is taken to the center.

- When parents pick up a student, they are given a letter advising them of their obligations as parents to ensure their children’s regular school attendance.

- Parents whose children are chronic truants may be asked to attend a meeting with program staffers for information about their duties under the law.

- Parents are also provided with information about local community service agencies that specialize in assisting families.
National Truancy Intervention Models
Truancy Centers

Examples

**Truancy Reduction Alliance to Contact Kids (TRACK)**
Brooklyn, NY
[www.brooklynda.org/track/track.htm](http://www.brooklynda.org/track/track.htm)

Program includes seven truancy centers. The program teams parents, students, schools, police, prosecutors and community services to make a difference in student truancy.

**Outcome**
Only 6% of students processed at a TRACK center are picked up a second time. 79,645 students have been processed since the program started in 1999. To date, the collaborative efforts of the TRACK Program have resulted in the closure of 107 Missing Persons Reports.

**Truancy Reduction and Prevention Project**
Richmond, Virginia
[www.richmondgov.com/JusticeServices/TruancyDiversionService.aspx](http://www.richmondgov.com/JusticeServices/TruancyDiversionService.aspx)

Richmond is working to reduce truancy through collaborative efforts of the Richmond Department of Justice Services, Richmond Police Department, and Richmond Public Schools. The focus has been to respond to the overall truancy rate and provide targeted intervention in selected neighborhoods where there are high truancy rates with attendant correlations to crime. Daily truancy sweeps are conducted and truant youth are assessed and processed through the Truancy and Diversion Center.

**Outcome**
The City’s truancy abatement initiative has been successful in efforts to reduce and prevent truancy and lower dropout rates.

**THRIVE (Truancy Habits Reduced Increasing Valuable Education)**
Oklahoma
[www.youthcornerstone.com](http://www.youthcornerstone.com)

Police take a suspected truant to a community-operated detention center. The centers are staffed by police officers, a school system staff person on call, and a secretary. Officials assess the youth's school status and release the youth to a parent/guardian or relative. The Oklahoma County Youth Services Agency takes the youths at the end of the day if a truant’s parents cannot be located. Referrals are made to social service agencies as needed. Long-term follow-up is conducted for each child that passes through THRIVE using records from the center, school, juvenile bureau and police.

**Outcome**
Local law enforcement agencies report a 30% reduction in daytime crime since the inception of the THRIVE program. In 2011, 3175 students and families were served and 1068 charges were filed.
Features

- Parents learn and practice identification, prevention, and intervention strategies through parent information forums or parent conferences.

- Parents attend support groups where they receive emotional and practical support and practice implementing newly acquired skills and techniques.
Examples

**School Attendance Motivation Enhancement**  
Dallas, Texas  
http://truants.org/

Program educates parents and offers online classes for students that satisfy their penalties for truant behavior. The first tier of truant behavior requires parent/child attendance at truancy workshops.

**Outcome**  
Only 4% of students return to the TEC on contempt charges. Less than 12% of the students enter the system on new delinquency charges one year or more after their successful discharge from the TEC.

**The Parent Project**  
Minidoka County, Nevada  
www.parentproject.com

Program is a curriculum that has been used in over 30 states by a variety of entities including probation, police departments, religious organizations, schools, and youth organizations.

**Outcome**  
Project has reduced juvenile crime by 1/3 in some areas.

**Hawaii Department of Education Elementary School Attendance Program**  
Hawaii  
www.hawaii.edu/wccc/esap

ESAP is an early intervention, parent-support, court diversion program done through a partnership between the Hawaii DOE, National Guard, Honolulu Police Department, and the Hawaii Judiciary (Family Court). Based on school attendance, children and their parents/guardians of participating elementary schools are identified, and school personnel conduct needs assessments to determine if ESAP is appropriate for each referred family.

**Outcome**  
Improved attendance. Also, the number of referrals to the three levels of service consistently decreases per level for each referral group. What has not worked in the program is that school staff must explain to parents that the program is voluntary (schools cannot “require” parents to attend the support sessions), and so some referred parents choose not to attend the first session.
National Truancy Intervention Models
Attorney/Mentor Projects

Features

- A volunteer attorney is assigned to the case when a truancy petition is filed at court.
- The attorney represents the child at court on all truancy-related hearings, and continues to advocate for the child after court involvement ends.
National Truancy Intervention Models
Attorney/Mentor Projects

Examples

The Truancy Intervention Project
Active in 19 counties in Georgia, main site in Atlanta.
www.truancyproject.org

The program incorporates ongoing collaboration with the Juvenile Court, Public School Systems, the Atlanta and Georgia Bar Foundations and innumerable community-based outreach programs. The program works with volunteer advocates, both lawyers and non-lawyers.

Outcome
Since its inception in 1991, the program has nearly served 6,000 children in Fulton County. Of the total children served, 82.1% show a total successful rate in stopping truancy since the inception of the program.

D.A.’s Mentoring Based Truancy Reduction Program
Memphis, Tennessee
www.scdag.com/preventingcrime/mentoring

The program seeks to identify students who have been marked as habitually truant from school. Once identified, both the youth and their parent will be asked to enter an agreement with the D.A.’s Office. The youth and the parents agree to be matched with, and cooperate with a designated trained Truancy Program mentor. This agreement is enforced by court order in Juvenile Court. The mentor, a case advocate from the school and an assistant district attorney from Juvenile Court will make a final assessment of the student’s progress.

Outcome
In a 2010 study conducted by the University of Memphis’ School of Urban Affairs and Public Policy, Department of Criminology and Criminal Justice, Memphis City Schools recorded a clear reduction in truancy rates linked to the D.A.’s Truancy Reduction Program.
National Truancy Intervention Models
Attorney/Mentor Projects

Examples

Right Back on Track Mentoring Program
Countrywide
www.dtpnetwork.com/what.html

DTPN assigns a virtual (phone-based) coach to each student and employs a cellular location verification technology to track the student’s whereabouts. If the student fails to appear at a place where he should be (e.g. home or class), the system initiates a series of automated and human intervention steps to locate the child and coax him back into compliance. The program has robust real time reporting capabilities and all interested constituents (school, truancy court, family and teachers) will know the student’s status, compliance and success.

Outcome
To be determined.
National Truancy Intervention Models
Truancy Courts

Features

- Truancy Court is usually held at the school where a judge, who is acting in either an official or ex officio role, presides.

- When a problem is identified at the session, the Truancy Court, school administrators, and guidance counselors work together in helping to find a solution.

- They connect the student to testing, counseling, or any other service that may help increase the student’s academic success. Some school districts offer tutoring.

- The students’ guidance counselors or truancy case managers inform the court of a student’s weekly progress.
National Truancy Intervention Models

Truancy Courts

Examples

Regional Truancy Court Services
Philadelphia, PA
http://dhs.phila.gov/intranet/pgintrahome_pub.nsf/Content/Prevention+Truancy+Prevention

These services are provided for all youth listed to Regional Truancy Court. The program is a collaboration between Family Court, DHS, the Philadelphia School District, and funded service providers. Each court meets for five days per month over the course of one week. The services provide support for youth referred to these courts including guiding the family through the court process, assisting in the operations of the court, participating in testimony, recommendation and disposition of cases, and providing recommendations for additional support.

Outcome
To be determined.

Alameda County District Attorney’s Truancy Program
Alameda County, California

When parents violate the compulsory education laws of the state, a referral to the District Attorney is filed by the school. This charge is an infraction. The parents are entitled to a court trial if they want to contest the charges. The legal consequences to the parent include a fine up to $500 and/or parenting classes and counseling.

Outcome
Overall, in the school years from 2008 to 2011, 94% of students improved their full day attendance. 89% of students improved their attendance after their parents completed the probationary period on Parent Truancy Court in the 2011-2012 school year. In addition, 77 % of students improved their “on-time attendance” cumulatively for the 2008-2011 years.
Features

- Parents are invited to a mediation session after parental notifications fail to improve their child’s attendance.

- A trained mediator (volunteers, employees of the court, or employees of nonprofit mediation centers) conducts a mediation, which is attended by the student’s parent and teacher.

- During the mediation session, stakeholders identify the root causes of truant behavior and agree on a plan of action.

- The school is responsible for follow-up actions.
National Truancy Intervention Models

Mediation

Examples

Ohio Truancy Prevention Through Mediation Program
http://disputeresolution.ohio.gov/courtcommunity.htm

Facilitated problem-solving program that takes place in the school. The invitation to mediate is extended to the student and parent at a very early stage of truant behavior.

Outcome
For mediated students, those with both classifications of “mild” and “severe” absence problems showed improved attendance immediately following the mediation, as well as at the 20, 40, and 60-day mark. See full reports by county on website.

CRC’s Truancy Mediation Program
Charlotte-Mecklenburg, North Carolina
http://charmeca.org/city/charlotte/CRC/DisputeSettlement/Pages/Truancymediation.aspx

This program offers parents, students and school personnel an opportunity to meet in a non-threatening setting to discuss issues that are affecting a child’s attendance and performance in school and to mutually determine a plan of action that will address those issues. The program tries to focus on younger students.

Outcome
To be determined.
National Truancy Intervention Models

Mediation

Examples

Francis King Carey School of Law Attendance Mediation Program
Maryland
www.law.umaryland.edu/programs/cdrum/initiatives/attendance.html

The Center for Dispute Resolution at the University of Maryland has a program termed “C-DRUM”, which implements attendance mediation through training and technical assistance. Under the model, mediators are trained specifically in attendance mediation and the mediations take place in the schools. Program orientations are held in the schools to explain the mediation process to parents and school personnel and the mediation program works within the existing structure of the school’s attendance protocol. The program connects families with resources in the community through school-based referrals. C-DRUM also offers a wide variety of dispute resolution training services.

Outcome
In the 2011-2012 school year, the percentage of students whose attendance improved was as follows: 62% after a referral to mediation, 68% after early (6-10 absences) referral to mediation, 69% after early referral to mediation and mediation occurring.

Dayton Juvenile Diversion Program at Dayton Mediation Center
Dayton, Ohio (established 1987)
www.daytonmediationcenter.org

Juvenile cases are referred to the Dayton Mediation Center by the Montgomery County Juvenile Court. The Montgomery County School Officials refer truant youth to the Juvenile Court based on criteria from Ohio’s Senate Bill 181. The student, his or her parent or guardian, and a School representative participate in the mediation process. If the mediation is unsuccessful, the case is sent back to court.

Outcome
There were 146 referrals on the 2008 school year. A study conducted in 2002 by Luminesce Consulting studied seven counties involved in the Mediation Program. The study compared the attendance of 186 students compared to the previous year (2001-2002), the year in which the truancy mediation took place. The average number of absences of students surveyed were reduced significantly.
National Truancy Intervention Models
Mental Health Models

Features

- This type of program seeks to identify unaddressed mental health needs as root causes for truant behavior.

- Case managers/social workers link youth and families to mental health services in the community, train school staff to identify mental health issues, and work to engage the whole family in the treatment process.

- The program may provide short-term follow-up to support engagement in treatment and reduction of future crises or truant behavior.
National Truancy Intervention Models

Mental Health Models

Examples

**Operation Save Kids**
National Center for School Engagement in Mississippi

www.schoolengagement.org/truancypreventionregistry/index.cfm?fuseaction=programinfo&display-programid=249

Program consists of individual, group, and family therapy for students that have unexcused absences from school.

**Outcome**
The number of truancy petitions filed has decreased and referrals to school attendance officers have decreased, but the program is still working on data analysis as to actual school attendance improvement.

**School-Focused Diversion Project for Youth with Mental Health Needs**
Seattle, WA, Center for Children and Youth Justice

www.ccyj.org/initiatives/mental-health-and-juvenile-justice/

Program works in conjunction with the MacArthur Foundation’s "Models for Change" juvenile justice reform initiative.

**Outcome**
To be determined.

**Truancy Reduction and Prevention Program (TRAPP)**
Nevada

www.schoolengagement.org/truancypreventionregistry/index.cfm?fuseaction=programinfo&display-programid=211

Program modeled from a SAMHSA (Substance Abuse and Mental Health Services Administration) Best Practices Exemplary Model Program. The process begins with a referral, home visit, and an evaluation by a case manager. The child is given evaluations for substance abuse, behavioral health, family, social, and/or educational issues. After this process, the program offers services including tutoring, counseling, family therapy, and substance abuse therapy.

**Outcome**
To be determined.
National Truancy Intervention Models
Youth Courts

Features

- Youth are referred to court by school officials or police officers, amongst other community members.

- A panel of youth jurors, or perhaps a volunteer youth judge, may hear a variety of minor juvenile justice and status offenses, and determine sentencing, which can include participation in services, performing community service, and/or nontraditional consequences, such as writing apology letters or essays.

- The court and the youth make an agreement. If the youth breaks the agreement, he or she may be referred to juvenile or family court.
National Truancy Intervention Models
Youth Courts

Examples

**Independence Youth Court**
Missouri
[www.ci.independence.mo.us/municourt/youthcourt.aspx](http://www.ci.independence.mo.us/municourt/youthcourt.aspx)

Program uses youth prosecutors and defense attorneys in the court process, which is supervised by adult volunteers. It has served as a model for other youth courts since 1986.

**Outcome**
One study found that 9% recidivism for teen court participants, versus 28% of comparison youth.

**Reach for Youth Teen Court**
Indiana
[www.reachforyouth.org/teenCourt.php](http://www.reachforyouth.org/teenCourt.php); Nationwide directory of youth courts: [www.youthcourt.net](http://www.youthcourt.net)

This program is one of the oldest and largest teen courts in country.

**Outcome**
The ten-year recidivism rate is 15%, which is less than the rate of recidivism for comparison youth.

**Montgomery County Prosecutors Office and Montgomery County Juvenile Court Start Right Program**
Dayton, OHIO
[http://mcjc.mcohio.org/Department/Start_Right/default.asp](http://mcjc.mcohio.org/Department/Start_Right/default.asp)

Program targeted at K-4th grade students. School makes a referral to the court, which is reviewed by the staff of the Start Right Program and then referred to the Prosecutors Office for the filing of charges against the parents of truant children. Parents are brought before the Court and asked to explain why their children are not attending school. They are then provided with multiple services to assist the family in making sure the children’s school attendance improves.

**Outcome**
Out of the 340 cases received in 2008, the Start Right Program served 759 children. The Start Right Program closed 330 cases, of which 83% were closed successfully (determined closed if there is improvement in child’s attendance).
Examples

The Stop Truancy and Recommended Treatment (S.T.A.R.T.) project
Pennsylvania
www.ojjdp.gov/dso/Project%20START%20(Stop%20Truancy%20and%20Recommend%20Treatment)-DSOProgramDetail-783.aspx

Joint initiative between the family courts and school. The court conducts truancy hearings in the school. The hearings are conducted by special truancy Masters in a court-like setting in the schools. The presiding Master, working with school representatives and social workers, assesses the problem causing the truancy and develops an action plan to address the problem, such as counseling, tutoring, parent effectiveness training, etc. Once the action plan is developed, parents and children are ordered to comply.

Outcome
Truancy rates for referred students in both intervention groups decreased significantly 30 days after the court process, while the truancy rates for nonreferred truants remained the same. A study was conducted citywide to test the intervention’s effectiveness for students in a large urban school district in the Northeast. Overall, the results indicated that a multidimensional, community-based court intervention with multisystem and multiagency collaboration would be more effective in reducing truancy than a one-dimensional intervention. Effectively reducing truancy requires multi-agency collaboration.
National Truancy Intervention Models
Law Enforcement Based Programs

Features

• Law enforcement personnel provide direct services to youth, as early as elementary school. They also provide community referrals to appropriate services.

• The goal is to assist children and families with services and build relationships of trust between families and law enforcement through positive programming.
National Truancy Intervention Models
Law Enforcement Based Programs

Examples

**Promote Prevent**
Nevada County, CA

Truancy Deputy Probation Officers provide community outreach services to families and children in elementary school (grades K-5). Officers work to interact with youth to build resiliency skills early in their lives. They provide support services, such as regular home visits, welfare checks per a school’s request, interaction at the school level, and provide transportation as needed. They also make any necessary referrals to other community-based organizations for emergent needs.

**Outcome**
This level of involvement has allowed staff the opportunity to build trust with students, schools, and parents/guardians, and to gain insight into other students in need of assistance.
National Truancy Intervention Models
Truancy Prevention Technology Programs

Features

• Programs utilize technology, such as mobile phones, in innovative ways in order to most directly reach children and families.

• Though very new, these programs offer a lot of promise in that they meet kids in the mobile place where they spend much of their time. Outcomes are yet to be determined but will hopefully show positive results.
National Truancy Intervention Models
Truancy Prevention Technology Programs

Examples

Wake Up NYC!
New York
http://wakeupnyc.org

This program uses cell phones to send wake-up calls to elementary school students in New York. Within the larger campaign to reduce chronic absenteeism in young children, which involves community mentorship programs and data review with school administrative staff, the use of cell phone technology has already helped to reduce chronic absenteeism by 24% in elementary schools.

Outcome

California Anaheim Union District Program
Anaheim, New York
www.ocregister.com/articles/school-288730-students-program.html

Tracks students chronically absent from school using GPS technology. Each morning on school days, children get an automated phone call reminding them that they need to get to school on time. Then, five times a day, they are required to enter a code that tracks their locations – as they leave for school, when they arrive at school, at lunchtime, when they leave school and at 8 p.m.

Outcome
Current Truancy Initiatives in Connecticut
School Models and Community Teams

New Britain Consolidated
Joseph Vaverchak
School District Attendance Officer
New Britain Consolidated School District
860-827-2246
vavercha@csdnb.org

New Haven Public Schools
Dee Speese-Linehan
Dropout Prevention/Truancy
New Haven Public Schools
203-946-7443
Dee.Speese-Linehan@new-haven.k12.ct.us

Manchester School Attendance Review Board
Heidi Macchi
Manchester Board of Education
860-670-7904
HMacchi@ci.manchester.ct.us

Milford Central Truancy Board
Susan Kelleher
Milford Board of Education
203-783-3410
skelleher@milfordedu.org
Current Truancy Initiatives in Connecticut

Court Models

Truancy Court Prevention Project
www.kidscounsel.org/our-work/aboutus_programs_tcpp

Hartford Program
Partnership between Center for Children’s Advocacy, Village for Families and Children, Capitol Region Education Council, and Connecticut Judicial Department
Marisa Halm, Attorney
Center for Children’s Advocacy
860-570-5327
mhalm@kidscounsel.org

Bridgeport Program
Partnership between Center for Children’s Advocacy and Connecticut Judicial Department
Kathryn Meyer, Attorney
Center for Children’s Advocacy
860-944-4075
kmeyer@kidscounsel.org

Waterbury Regional Childrens’ Probate Court/Truancy Clinic
Probate Court Judge Thomas Brunnock
860-231-2442
Thomas.Brunnock@jud.ct.gov
Current Truancy Initiatives in Connecticut
Mental Health Models

School Refusal Program
Kikke Levin-Gerdner
Director of Education
The Webb Schools, Institute of Living, School Refusal Program
860-545-7000
klevingerdner@harthosp.org

Current Truancy Initiatives in Connecticut
Mentoring Models

Truancy Intervention Project Connecticut
www.tip-ct.org

Melissa Stachelek
New Britain Project Administrator
860-832-8000

Dee Popkin
New Haven Project Administrator
203-671-0017
These Juvenile Review Boards handle FWSN (Families with Service Needs) cases:

- AHM (Andover, Hebron, Marlborough): Joel Rosenberg (860) 228-9488
- Berlin: Doug Truitt (860) 828-7059
- Bloomfield: Pat Maneggia (860) 242-1895
- Bridgeport: Sharon Stoyer (203) 366-4364
- Bristol: Eileen M. McNulty (860) 314-4690
- Cromwell: Ann H. France (860) 632-3448
- East Hartford: Cephus Nolen (860) 569-5630
- Enfield: Jean Haughey (860) 253-6380
- Farmington: Robert Marsh, Jr. (860) 675-2390
- Granby: Kerry Ann Kielbas (860) 844-5351
- Guilford: Lyne Landry (203) 453-8047
- Haddam/Killingworth: Cheryl Chandler (860) 345-7498
- Hamden: Susan Rubino (203) 777-2610
- Housatonic: Cynthia Bianchi (860) 824-4720
- Madison: David Melillo (203) 245-5645
- Manchester: Erica Bromley (860) 647-5214
- Mansfield: Patricia Michalak (860) 429-3319
- Meriden: Denise Keating (203) 630-4225
- Milford: Lisa Diamond-Graham (203) 783-3253
- New Britain: Christopher Montes (860) 826-3366
- New Canaan: Anthony Philips (203) 594-3080
- Newington: Ken Freidenberg (860) 665-8660
- Newtown: Beth Agen (203) 270-4335
- Old Saybrook: Larry Freundlich (860) 395-3190
- Orange: John Ulatownski (203) 891-2157
- Portland: Mary Pont (860) 342-6758
- Rocky Hill: Lori Stanczyc (860) 258-2718
- Shelton: Julie Penry (203) 924-7614
- South Windsor: Joann Moriarty (860) 648-6361
- Tolland: Nancy Dunn (860) 871-3610
- Torrington: Jaimee Smith (860) 496-0356
- Tri-Town Youth: Gail Onofrio (860) 526-3600
- Vernon: Alan Slobodien (860) 870-3557
- Waterbury: Kelly Cronin (203) 573-0264
- West Hartford: Pat Doherty (860) 521-8035
- Wilton: Colleen Fawcett (203) 864-6241
- Winchester: Susan Peck (860) 379-0708
- Windham: Patricia Calvo (860) 423-4534
- Windsor: Mary-Liz Sullivan (860) 298-9976
Current Truancy Initiatives in Connecticut
City Youth Services Bureau Models
www.ctyouthservices.org

PASS Program
Terri Drew, Director
Stamford Youth Services Bureau
203-977-0829
tdrew@ci.stamford.ct.us

Waterbury Truancy Prevention Program
Kelly Cronin, Executive Director
Waterbury Youth Services
203-573-0264
kcronin@waterburyyouthservices.org
www.waterburyyouthservices.org/support&guidance.html