



Center for
Children's
Advocacy

Truancy Intervention

National Models and Connecticut Initiatives

2015 Report

Center for Children's Advocacy

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National Models and Connecticut Initiatives

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Introduction

Between 5 and 7.5 million students are chronically absent in the United States each year.¹

The consequences of truancy begin on an individual level. An adequate education is paramount to a lifetime of self-sustainability and success. However, effects of truancy quickly grow to impact society as a whole.

Truancy is documented as one of the earliest and most predictive warning signs of a student at-risk of dropping out of high school.² A 2011 study indicates that truant youth are twenty-five times more likely to drop out before high school graduation than their non-truant counterparts.³

Failure to obtain a high school diploma sets off a downward spiral of personal challenges, reflected by mounting costs to society. Dropouts are four times more likely to be on welfare than young adults who finished their secondary studies; dropouts are twice as likely to be unemployed.⁴

Estimates show that the total number of Connecticut's high school dropouts each year cost the state \$155 million in additional healthcare costs over the span of their lives. Each individual high school dropout detracts over \$500,000 from state-provided lifetime benefits, compared to high school graduates.⁵ High school dropouts are also more susceptible to future involvement with the criminal justice system.

Patterns of chronic absenteeism and truancy are often established as early as first grade⁶ or kindergarten. The importance of addressing both truancy and chronic absenteeism (both excused and unexcused absences) has recently made headlines with President Barack Obama's launch of

Every Student Every Day, described as "a national initiative to address and eliminate chronic absenteeism."

1 American Psychological Association, "National, Cross-Sector Initiative to Eliminate Chronic Absenteeism in Our Nation's Schools," Division of School Psychology, American Psychological Association, <http://apadivision16.org/2015/10/national-cross-sector-initiative-to-eliminate-chronic-absenteeism-in-our-nations-schools>.

2 Lorenzo A. Trujillo, "School Truancy: A Case Study of a Successful Truancy Reduction Model in the Public Schools," University of California Davis Journal of Juvenile Law & Policy 10, no. 1 (2006): 70.

3 Annette Pelletier and Amy Russell, "Truancy Reduction and Prevention: The Impact of Provider Contact in Intervention Efficacy," Office of Juvenile Justice and Delinquency Prevention 4, no. 2 (2015): 123.

4 Olatokunbo S. Fashola and Robert E. Slavin, "Effective Dropout Prevention and College Attendance Programs for Students Placed at Risk," Journal of Education for Students Placed at Risk 3, no. 2 (1998): 159-160.

5 Connecticut Commission on Educational Achievement, Every Child Should Have a Chance to Be Exceptional. Without Exception.: A Plan to Help Close Connecticut's Achievement Gap, 2010 (Connecticut: CCEA, 2010), 2.

6 Jason A. Schoeneberger, "Longitudinal Attendance Patterns: Developing High School Dropouts," The Clearing House: A Journal of Educational Strategies, Issues and Ideas 85, no. 1 (2012): 8.

The root causes of chronic absenteeism and truancy have been well analyzed. Low income and poverty directly impact the ability of a parent to transport young children to school, Kindergartners from poor families are four times more likely to be chronically absent than their more financially stable peers.⁷

Economic constraints impose familial duties in the high school years. Some youth must care for younger siblings and provide supplemental income for the family.

As White House Cabinet Secretary and Chair of the My Brother's Keeper Task Force, Broderick Johnson commented, "there should be no barriers when it comes to providing young people with a quality education. Chronic absences from school cause children, especially those who can least afford it, to fall further and further behind their peers."

Truancy prevention programs exist in many forms, from task forces inside the school, to youth courts, to programs facilitated by law enforcement officials. All of these strategies share commonalities.

The preventative approach to truancy taken in the last decade has been more successful than earlier punitive measures.⁸ Court involvement is associated with a substantially higher probability of school dropout,⁹ and poses another obstacle to school attendance when a student must be present in court and/or a detention center for an offense.¹⁰

Adult engagement is a key component of a successful truancy prevention program. While many models focus on parent influence as the ideal, recent implementation of Boost! New Haven has shown the efficacy of creating more adult-student interaction in the classroom.

Initiatives have begun to focus on earlier interventions, targeting children as young as kindergarten. This strategy has provided enormous success in the efforts of the New Britain Unified Consolidated School District.

The following report provides an outline of a variety of methodologies used to combat and prevent truancy across the country, followed by a more in-depth look at available resources in Connecticut.

7 Mariajosé Romero and Young Sun-Lee, "A National Portrait of Chronic Absenteeism in the Early Grades," National Center for Children in Poverty, October 2007, 2.

8 Trujillo, "School Truancy," 71.

9 Elizabeth Coker and Carl McCurley, Truancy in Washington State: Filing Trends, Juvenile Court Responses, and the Educational Outcomes of Petitioned Truant Youth, 2015 (Olympia, WA: WSCCR, AOC, 2015), 34.

10 Pelletier and Russell, "Truancy Reduction and Prevention," 124.

National Truancy Intervention Models

School and Community Teams

School and Community Team models put in place teams of specialists and/or volunteers from various community agencies to identify root causes of chronic absenteeism. After a designated amount of absences, chronically absent students and their parents are referred to these teams. Contracts are put in place to best facilitate behavioral intervention and create common goals. Community and family services are often referred and offered as needed.

Truancy Intervention Project (TIP)

Ramsey County, St. Paul, MN

www.co.ramsey.mn.us/attorney/TIPOverview.htm

The Ramsey County Attorney's Office partners with the school district through TIP, which provides a mechanism for early identification and intervention for truant students.

Results

As a result of its success and community support, the program was expanded in 1999 to service younger students (K-6), in a program known as the Family Truancy Intervention Project. Both projects continue to serve Ramsey County youth.

Truancy Prevention/Intervention Program*

Albuquerque, NM

www.aps.edu/coordinated-school-health/truancy-prevention

Schools put truancy teams in place, with designated social workers and advisors focused on tracking chronically absent students. Interventions involve the students' families and home visits when necessary. Data is recorded and analyzed on a continuous basis by students at the University of New Mexico for further improvements and studies.

Results

The program began in School Year 2013-2014. From the first year to School Year 2014-2015, the total number of unexcused absences was reduced from 117,150 to 100,934, or by 13.8%. The program was implemented in 23 middle and high schools, working with approximately 10.3% of the 21,600 total student population in these schools.

Youth R.E.A.C.H.

Kings County, WA

www.ccyj.org

Youth R.E.A.C.H. uses a three-tiered funnel approach, including school engagement workshops, a community truancy board, and case management.

Results

In combination with other Washington State initiatives, there has been a 31% decrease in detention admissions of status offenders between 2006 and 2011, and a 36% increase in the number of truancy petitions that are being resolved without a court fact-finding hearing.

Avanza

King County, WA

www.psesd.org/services/learning-and-teaching/dropout-prevention-and-re-engagement/pathnet/

Avanza focuses specifically on school reengagement for Latino students who have demonstrated a high rate of dropout in King County. The program is a part of PathNet Initiatives, an integrated system of community organizations with the goal of reducing dropout rates for at-risk youth.

Results

See Youth R.E.A.C.H. results for the overall decrease in Washington's truancy rates, which has happened in concert with a variety of programs and initiatives.

Corona-Norco Unified School District (CNUSD)

Riverside County, CA

www.oag.ca.gov/truancy/2015/learn/cn-usd

CNUSD uses a multi-pronged approach of studying current absenteeism trends in real-time and using a Student Attendance Review Team (SART) to customize plans to address the issues of individual students. Teachers and school officials can use the Attendance Works District Attendance Tracking Tool to monitor patterns of attendance by grade, neighborhood, race, age, gender and more, in order to find the groups most at-risk. Students seen as at-risk of truancy are referred to the SART for referrals to necessary community services and interventions. Additionally, the district runs an Attendance Awareness Month annually, during which town officials and organizations promote the "I'm In" Campaign.

Results

The program began in School Year 2013-2014. In School Year 2012-2013, chronic absenteeism was measured at 10.4%. In the program's first year, that rate dropped to 9.7%.

Becoming a Man (BAM)*

Chicago, IL

www.youth-guidance.org/our-programs/b-a-m-becoming-a-man/

Becoming a Man targets male students, grades 7-12, who are at-risk of dropping out, and many of whom may show signs of violent behavior. In-school programming, complemented by after-school sports activities, promote social skills, cognitive learning, and productive conflict resolution techniques.

Results

Randomized controlled trial by the University of Chicago Crime Lab showed that BAM reduced violent crime arrests by 44% and weapons crime by 36%, while increasing graduation rates by 10-23%.

Youth Advocate Programs (YAP)*

Nationwide, based in Harrisburg, PA

www.yapinc.org

Youth Advocate Programs take place inside the school setting, providing individual attention to children who have been involved with the juvenile justice system. Mentoring and additional services are given to those who are at high risk of expulsion or disciplinary action.

Results

According to a 2014 study from John Jay College, students enrolled in YAP showed a significant increase in earning high school diplomas or GEDs. Upon entry into the program, youth with a past felony demonstrated an 82% probability of finishing secondary school. Post-discharge, the probability increased to 91%.

National Truancy Intervention Models

Case Management

Truant students may be referred to a caseworker or truancy officer who will monitor attendance and behavior and make any necessary referrals to community services. If the services are unsuccessful in reducing truancy, cases may be referred to police officers, and petitions may be filed in juvenile court. Many other types of truancy programs also use case management as one component of their model.

Center for Families Children and the Courts (CFCC)*

University of Baltimore, Baltimore, MD

<http://law.ubalt.edu/centers/cfcc/truancy/>

This is a voluntary program involving ten weekly in-school meetings, which include the child's family, social workers, school staff, CFCC staff, a law student, and a volunteer judge. The meetings serve to uncover the root cause of the truancy and to provide services to address these causes. Additionally, a mentor makes weekly home visits.

Results

As of 2012, CFCC's Truancy Court Program had serviced 804 students in 26 Baltimore schools and provided a benchmark of 65% decrease in unexcused absences and/or tardies. Seventy percent of the participants went on to graduate high school.

Truancy Assessment and Service Center (TASC)

Louisiana State University, Baton Rouge, LA

www.socialwork.lsu.edu/html/researchinitiatives/tasc.html

Children are referred to a TASC caseworker if the child continues to be truant after a letter has been sent home. After an 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.

Results

In the 2011-2012 school year, 78% of TASC children had improved attendance. 27% had zero unexcused absences following the program and nearly half had between 1 and 5 absences. From the program's inception in 1999 to 2012, the program had already reached almost 82,000 children.

National Truancy Intervention Models

Parental Education and Involvement

Parents attend support groups, meetings, and conferences to learn and practice prevention and intervention. They receive support in putting these lessons into practice and in providing necessities, such as transportation, for their children.

Show Up, Stand Out

Washington, D.C.

www.showupstandout.org

This voluntary program is funded by the D.C. Justice Grants Administration. Children are referred after recording five unexcused absences. Show Up, Stand Out works with each participant's family to create a custom-tailored plan to best serve the needs of the family in combating the child's truant behavior.

Results

In the program's inaugural 2012-2013 year, 79% of its participants improved attendance. In 2013, 571 families participated.

Truancy Action Project (TAP)*

Duluth, MN

www.lssmn.org/youth/duluth/truancy-action-project/

A designated TAP advocate works with the student and his/her family to address behavioral tendencies that are leading to truancy. Parental involvement is encouraged to execute the individualized plan created for the family. If applicable, the advocate will also assist in locating relevant community services for the child and his/her family.

Results

In the most recent annual reporting period, 247 students were referred to TAP. 85% of students referred to TAP saw a significant increase in attendance and grades, while only 4% were further referred to the Student Attendance Review Board. Since the program's inception in 1994, TAP has served over 4,500 students in Duluth.

Juvenile Services Division Truancy Intervention Project*

Beaver County, PA

www.beavercountypa.gov/children-and-youth-services

The Truancy Intervention Project is facilitated by the Beaver County Children and Youth Services and Juvenile Services Division. Assessments are made in conjunction with the families to determine underlying causes of truancy and the Project can then refer the family to additional services. The Project also uses Family Group Decision Making.

Results

In the School Year 2013-2014, 676 children were seen, 23% of whom were later referred to the Magistrate. In the School Year 2014-2015, 791 children were seen, only 19% of whom later had to be referred.

National Truancy Intervention Models

Mentor

A mentor is assigned to a case of a truant student. In some cases, the mentor is an attorney who is assigned by the court once a truancy petition is filed. The attorney represents the child at all truancy-related court hearings, and continues to advocate for him/her after court involvement ends. In other cases, the mentor is a volunteer from the community who remains closely connected to the student, frequently monitoring his/her attendance and academic performance, as well as prosocial activities.

Aim Truancy Solutions*

Based in Dallas, TX, program has spread to multiple states

www.aimtruancy.com

Mentors ensure students are waking up on time every morning and coordinate with families to support and instill good attendance habits. The program uses GPS check-ins, wake-up calls, and teacher involvement among other tactics to ensure students are going to school on time.

Results

Aim Truancy Solutions has spread from Texas to California, Louisiana, and Kentucky. In Austin, students averaged a 78% attendance rate in School Year 2012-2013 in nine high schools. Aim Truancy provided mentoring to about 1,000 students and families who were viewed as in need of intervention. After the involvement, these same students averaged a 90% attendance rate. By February 2013, the average rate of unexcused absences for these schools dropped from 48 days to 27 days per school year.

Truancy Intervention Project (TIP)*

Atlanta, GA

www.truancyproject.org

TIP pairs trained volunteers with families to promote positive attendance behavior and access to community resources.

Results

From its inception in School Year 1991-1992 to SY 2013-2014, the average number of days absent fell from 18.8 to 7.6. The success rate, measured by the amount of students who do not return to Juvenile Court after TIP involvement, rose during the same period from 85% to 93%. During the following school year, 2014-2015, the success rate was measured at 95.8%. Since 1991 TIP has served almost 9,000 students.

Check and Connect*

Developed in Minnesota, expanded nationwide

<http://checkandconnect.org>

Check and Connect consists of adult mentors who consistently check in with students in order to facilitate improved engagement in both school and the community. The program is focused on reengagement and active participation and enjoyment of education more than on attendance rates. Students are randomly selected and compared to classmates who were not selected in order to monitor the impact.

Results

According to one study, at the end of their freshman year, 91% of Check and Connect students were still enrolled, compared to 70% of their control group peers. Additionally, there was a 33% increase in the rate of persistent attendance.

National Truancy Intervention Models

Youth Court

Students are tried in front of a jury of their peers, often by peer “attorneys” and in front of a youth judge. All participants are volunteers who work together to decide sentencing and intervention strategies. Should the student not comply, he/she may then be referred to juvenile or family court.

Visit www.youthcourt.net for a listing of Youth Court models by state.

Reach For Youth Teen Court*

Indiana, state-wide

www.reachforyouth.org

Reach For Youth Teen Court provides an alternative to court for first-time status offenders.

Results

Since 2009, Reach For Youth has served 1,839 juvenile offenders. The recidivism rate after the program has been measured at 16% vs. 39% after traditional juvenile court for similar students.

National Truancy Intervention Models

Mediation

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.

Oakland Mediation Center

Bloomfield Hills, MI

www.mediation-omc.org/SBS_Truancy.html

The Mediation Center is a private not-for-profit organization that offers mediation services for various types of civil disputes, including those related to truancy. The Center works with the school to create a Truancy Taskforce. Teachers are instructed to send friendly warning letters to parents after unexcused absences. If these are not effective, a mediation is scheduled between the child, his/her parents, and a trained mediator to discuss the causes of the absences.

Results

For the School Year 2014-2015, the Mediation Center saw 50% fewer instances of absenteeism after services for the remainder of the school year, and 65% fewer instances of tardiness.

National Truancy Intervention Models

Law Enforcement

Law enforcement agencies, often the District Attorney's Office, directly involve themselves in truancy intervention and tracking. In some of these models, the agency directly educates families about the effects of consequences of truancy, and issues punishments, interventions, and/or referrals to services. In others, legislators, prosecutors, and law enforcement organize to promote the message of good attendance and ensure funding and prioritization of anti-truancy efforts in schools.

Abolish Chronic Truancy (ACT)*

Los Angeles County, CA

<http://da.lacounty.gov/operations/truancy-prevention#act>

District Attorney staff members prioritize early interventions for elementary and middle school students. Punishments for parents of truant children escalate if attendance continues to stagnate or worsen.

Results

ACT continues to track absences for a year after intervention. In School Year 2013-2014, ACT measured that students averaged roughly a 50% decrease in absenteeism after involvement with the program.

Washington State Becca Task Force

King County, WA

www.kingcounty.gov/Prosecutor/truancybecca/beccataskforce.aspx

The Task Force is chaired by retired Justice Bobbe Bridge and run entirely by volunteer legislators, prosecutors, defenders, court administrators, and more. The Task Force ensures adequate funding for anti-truancy prevention state-wide and proper implementation of state-wide Becca Laws (designate attendance requirements for attendance). The Task Force also directly supports various smaller state-wide truancy prevention programs.

Results

Under the leadership of the Becca Task Force, Washington has seen major improvements in attendance across the state. In King County, 83% of truant youth involved with the local Youth R.E.A.C.H. program had no further contact with the truancy system as of 2010. In Spokane County, for the same time period, 93.5% of truancy cases sent to the West Valley Community Truancy Board were resolved through mediation.

National Truancy Intervention Models

Technology

With the increased reliance of teens and children on technology, anti-truancy programs have found ways to use technology to more directly communicate with teens and influence their attendance behavior. Various implementations include GPS tracking to verify students are at school during school hours and returning home at night, wake-up calls to ensure children wake up in time for class, and hotline numbers students can text to receive help for issues that may prevent them from regularly attending school, such as bullying.

Wake Up! NYC

New York, NY

www.nyc.gov/html/truancy/html/tfi/wakeupnyc.shtml

Part of the NYC Interagency Truancy Task Force, this multimedia campaign features prerecorded wake-up calls by celebrities such as Whoopi Goldberg, John Legend, Magic Johnson, and many others. Wake-up calls are inspirational and encourage students to arrive at school on time.

Results

In 2013, WakeUp! NYC sent wake up calls to 30,000 students whose parents had signed up for the service. In a survey, 80% of parents claimed their children improved their attendance upon commencing the program.

Connecticut Truancy Intervention Models

School and Community Team

New Britain Consolidated School District

New Britain Supervisor of Attendance Joe Vaverchak oversees this program that also specifically targets younger students, intervening when patterns of absenteeism are noticed in children as young as pre-K and kindergarteners. Beginning in School Year 2012-2013, the district hired two part-time outreach workers and assembled an attendance review committee to meet twice a month to discuss different strategies for interventions. Strategies have included rewards for attendance, such as class-wide raffles.

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

Manchester School Attendance Review Board

www.publicschools.manchesterct.gov

The School Attendance Review Board is comprised of representatives from various community organizations. The Board creates intervention strategies by utilizing available community resources.

Shelly Matsess, Assistant Superintendent
860-647-3452 or smatsess@mpspride.org

Boost! New Haven Public Schools/United Way

www.uwgnh.org/our-work/education/about-boost

United Way stations drama therapists inside sixteen participating schools, who take students aside for 10-15 minute work interventions. The program has been found to create far more cohesive classroom environments. 7,234 students are served by the program. In a survey, 82% reported they feel there is at least one adult who knows them well at school, and 75% reported feeling positive about attending school. This has translated into increased attendance for 42% of those participating in Boost!.

Beth Pellegrino, Boost! Director
203-691-4207 or 203-258-4887 or epellegrino@uwgnh.org

Connecticut Consortium on School Attendance

www.ct.gov/opm/cwp/view.asp?q=383642

The Consortium, operated out of the Connecticut Office of Policy and Management, is a collaboration between 33 school districts throughout Connecticut: Ansonia, Bloomfield, Bethel, Bridgeport, Canterbury, Danbury, Derby, Fairfield, Griswold, Hamden, Hartford, Killingly, Manchester, Middletown, Milford, New Britain, New Haven, New Milford, Newtown, Norwalk, Norwich, Plainfield, Regional School District #10, Regional School District #13, Rocky Hill, Southington, Stamford, Stonington, Thompson, Vernon, Wallingford, Waterbury, Waterford, and Windham. The collaboration focuses on interventions and practices that encourage attendance and positive school behavior, rather than focusing on reducing absenteeism and negative behavioral patterns. The Consortium on School Attendance also recognizes school districts that have shown strong attendance improvements and outcomes.

Valerie Lamotte, Office of Policy and Management
860-418-6316 or valerie.lamotte@ct.gov

Connecticut Truancy Intervention Models

Mentor

Truancy Intervention Project- New Britain

www.tip-ct.org

Attorney volunteers are matched with individual students. The attorney identifies economic and social causes and/or contributors to absenteeism and monitors attendance. The volunteer advocates on behalf of the student and his/her family in communication with community organizations/services. Additionally, the volunteer provides encouragement for the student, and serves as a role model and mentor.

Melissa Stachelek, New Britain Project Administrator
860-832-8000

Dee Popkin, New Haven Project Administrator
203-671-0017

Connecticut Truancy Intervention Models

Court Model

Truancy Prevention Project*

The Project is a collaborative effort between the Village, the Center for Children's Advocacy, and the Judicial Department. Volunteer judges meet with students every six weeks in schools to hear accounts of students' recent attendance trends and evaluate improvements and/or necessary interventions. In School Year 2012-2013, 80% of students enrolled in the Project achieved an attendance rate of at least 90%.

Truancy Prevention Project, Hartford
Marisa Halm, Attorney, Center for Children's Advocacy
860-570-5327 or mthalm@kidscounsel.org

Truancy Prevention Project, Bridgeport
Kathryn Scheinberg Meyer, Attorney, Center for Children's Advocacy
203-335-0719 or kmeyer@kidscounsel.org

Waterbury Regional Children's Probate Court*

A collaboration between the Probate Court and the Waterbury Board of Education, this is a non-punitive voluntary program, in which the judge works with families to tailor intervention plans for individual causes of absenteeism. Between 2011 and 2013, 29 students were serviced, resulting in a 75% decrease in unexcused absences.

Probate Court Judge Thomas Brunnock
203-573-5080 or thomas.brunnock@jud.ct.gov

Attendance and Engagement Clinic - New Haven

A partnership between the Probate Court, the city of New Haven, and the Department of Children and Families, the judge works with families to address problems that cause absenteeism. The program consists of meetings between Probate Judge Jack Keys, families, and a social worker. Meetings frequently result in referrals to relevant community services and/or scholarships for after-school and summer programs.

Paul J. Knierim, Probate Court Administrator
(860) 231-2442

Connecticut Truancy Intervention Models

Juvenile Review Board Model

Juvenile Review Boards are a juvenile justice diversion program that often serve youth who are chronically absent, or those at-risk for chronic absenteeism. The approach includes case management, a panel review meeting, and connections to appropriate services. Though the panel members differ widely between JRBs throughout the state, many include police officers, DCF, representatives from community mental health agencies, community leaders, probation officers, and others. JRBs offer access to community services such as mental health, mentoring, tutoring, and mediation to address the root causes of absenteeism.

These Juvenile Review Boards handle FWSN (Families with Service Needs) cases:

- AHM (Andover, Hebron, Marlborough): (860) 228-9488
- Berlin: (860) 828-7059
- Bloomfield: (860) 242-1895
- Bridgeport: (203) 366-4364
- Bristol: Erica (860) 314-4690
- East Hartford: (860) 569-5630
- Farmington: (860) 675-2390
- Granby: (860) 844-5351
- Guilford: (203) 453-8047
- Madison: (203) 245-5645
- Manchester: (860) 647-5214
- Mansfield: (860) 429-3319
- Milford: (203) 783-3253
- New Britain: (860) 826-3366
- New Canaan: (203) 594-3080
- Newington: (860) 665-8660
- Newtown: (203) 270-4335
- Old Saybrook: (860) 510-5042
- Orange: (203) 891-2157
- Portland: 860) 342-6758
- Rocky Hill: (860) 258-2718
- Shelton: (203) 924-7614
- South Windsor: (860) 648-6361
- Tolland: (860) 871-3610, ext. 3612
- Torrington: (860) 496-0356
- Tri-Town Youth: (860) 526-3600
- Vernon: (860) 870-3557
- Waterbury: (203) 573-0264
- Wilton: (203) 864-6241
- Windham: (860) 423-4534

Connecticut Truancy Intervention Models

Child, Youth & Family Support Centers

Child, Youth & Family Support Centers (CYFSC) work to prevent truancy by providing holistic aid to children demonstrating truant behavior, and their families. Aims include finding employment, ameliorating family relationships, and providing access to community services as well as social engagement.

Court Location	Provider	Address	Director	Phone	Email
Bridgeport	CT Renaissance	1120 Main St	Dawn Patston	203-368-9755	dawnp@ctrenaissance.com
Danbury	CT Junior Republic	4 George St	Kimberly Samsel	203-797-8575	ksamsel@cjyouth.org
Hartford	Wheeler Clinic	43 Woodland St Floor 3	Erin Shillo	860-560-6231	eshillo@wheelerclinic.org
Middletown	CT Junior Republic	One Colony St	Noemi Rivera	203-440-4622	nrivera@cjyouth.org
New Britain	CT Junior Republic	45 Whiting St	Erin Byrne	860-357-4467	ebyrne@cjyouth.org
New Haven	CT Junior Republic	414 Chapel St	Danyell Jackson	203-821-7273	djackson@cjyouth.org
Norwalk/Stamford	CT Renaissance	17 High St Norwalk	Christopher Daniels	203-854-2915	christopherd@ctrenaissance.com
Rockville	CT Junior Republic	63 East Center St	Sharon McIntosh	860-432-8830	smcintosh@cjyouth.org
Torrington	CT Junior Republic	168 South Main St	Tina LoRusso	860-482-7600	tlorusso@cjyouth.org
Waterbury	CT Junior Republic	80 Prospect St	Melitza Velez	203-759-1189	mvelez@cjyouth.org
Waterford	NAFI	48 Lafayette St Norwich	Diane Thompson	860-949-8630	dianethompson@nafi.com
Willimantic	NAFI	220 Valley St	Diane Thompson	860-450-9199	dianethompson@nafi.com

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