

Truancy Intervention

National Models and Connecticut Initiatives

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National Truancy Intervention Models

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National Truancy Intervention Models

School and Community Teams

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/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 made when necessary.

The team intensely monitors the student's attendance as well as the other conditions of the contract.

Examples

Stop Truancy Opportunity Program (STOP)

Madera County, CA

www.madera-county.com/probation/stopprogram.html

Program is of a series of 5 graduated steps for truant students.

Outcome

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. See the website for full midyear and annual reports from 2002 to 2008.

Youth R.E.A.C.H.

King County, WA

Information at the Center for Children and Youth Justice website at www.ccyj.org.

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

Outcome

Through May 2010, there were 131 total cases, of which 102 youth were referred to Tier 1 Workshops or Tier 2 Community Truancy Boards. Three percent had no additional court contact. There were some problems with data collection and entry, which were hoped to be corrected in the project's second year.

National Truancy Intervention Models

School and Community Teams

Examples (continued)

Truancy Intervention Project (TIP)

Ramsey County, St. Paul, MN

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

Outcome

During the 2009-2010 school year, 76% of St. Paul students in the program improved their attendance. Filings for truancy petitions have dropped approximately 50% since TIP started in 1995.

Check and Connect

Developed in Minnesota, curriculum was expanded nationwide

<http://checkandconnect.org>

Program consists of an adult monitor “checking” in with students consistently, in order to monitor attendance and gauge student engagement, as well as “connecting” student 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.

Avanza

Highline Public Schools, Washington

www.hsd401.org/ehighlights/2010/03/23/AvanzaProgram

WorksToKeepLatinoYouthInSchool.aspx

Currently helps up to 30 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

To be determined.

National Truancy Intervention Models

Community Teams

Features

Similar to the above model, except for the composition of the teams. In this model, schools and/or court officials refer the truant student to panel of community members. The 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.

Examples

School Attendance Review Boards

Statewide – CA

Superior Court At-Risk Youth Program

King County (WA)

National Center for School Engagement

www.schoolengagement.org/truancypreventionregistry/index.cfm?fuseaction=programinfo&displayprogramid=39 and www.kingcounty.gov/courts/juvenilecourt/chins.aspx

Program 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 the problem of 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

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/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 are filed in truancy court.

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.

National Truancy Intervention Models

Truancy Centers

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.

Examples

Truancy Reduction Alliance to Contact Kids (TRACK)

Brooklyn, NY

www.brooklynda.org/track/track.htm

Program includes seven truancy centers.

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.

Truancy Reduction and Prevention Project

Richmond, Virginia

www.richmondgov.com/JusticeServices/TruancyDiversionService.aspx

[http://leg2.state.va.us/dls/h&sdocs.nsf/By+Year/HD482005/\\$file/HD48.pdf](http://leg2.state.va.us/dls/h&sdocs.nsf/By+Year/HD482005/$file/HD48.pdf)

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

To be determined.

National Truancy Intervention Models

Parent Education and Involvement

Features

- Parents learn and practice identification, prevention, and intervention strategies through parent information forums or parent conferences.
- Parents also attend support groups where they receive emotional and practical support and practice implementing newly acquired skills and techniques.

Examples

School Attendance Motivation Enhancement

<http://truants.org>

Program educates parents and offers online classes for students that satisfy their punishments for truant behavior, as part of the Dallas Challenge Truancy Enforcement Center model. The first tier of truant behavior requires parent/child attendance at truancy workshops.

Outcome

Based upon sample data, only 4% of students return to the TEC on new contempt charges. Moreover, 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

www.parentproject.com

Information on Minidoka County at www.parentproject.com/minidoka.html.

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.

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.

Example

The Truancy Intervention Project

Active in 19 counties in Georgia, main site in Atlanta
www.truancyproject.org

Outcome

The program touts a 77% success rate since its 1992 inception, based on the number of youth who do not return to Juvenile Court after participating.

National Truancy Intervention Models

Truancy Court

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.

Example

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. It is a collaboration between Family Court, DHS, the Philadelphia School District, and funded service providers.

Outcome

To be determined.

National Truancy Intervention Models

Mediation

Features

- Parents are invited to a mediation session after parental notifications fail to improve their children'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.

Example

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.

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

Examples

Operation Save Kids

Mississippi

National Center for School Engagement

www.schoolengagement.org/truancy-prevention-registry/index.cfm?fuseaction=programinfo&displayprogramid=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/projects/mental-health-and-juvenilejustice/

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

Outcome

To be determined.

National Truancy Intervention Models

Mental Health Models (continued)

Truancy Reduction and Prevention Program (TRAPP)

Nevada

<http://thebridgecenter.net/trapp.aspx>

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.

Examples

Independence Youth Court

Missouri

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/teen.asp

Nationwide directory of youth courts: www.youthcourt.net

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.

Current Truancy Initiatives in Connecticut

School Models Community Teams

New Britain Consolidated School District

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 Projects (TCPP)

Hartford TCPP

Partnership with Center for Children's Advocacy, Village for Families and Children, Capitol Region Education Council, and Connecticut Judicial Department

Hannah Benton, Attorney

Center for Children's Advocacy

860-570-5327

hbenton@kidscounsel.org

Bridgeport TCPP

Partnership with Center for Children's Advocacy, Child and Family Guidance Center of Greater Bridgeport, 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 Model

School Refusal Program

Kikke Levin-Gerdner

Director of Education

The Webb Schools, Institute of Living, School Refusal Program

860-545-7000

klevingerdner@harthosp.org

Mentoring Model

Truancy Intervention Project Connecticut

<http://www.tip-ct.org/>

Melissa Stachelek

New Britain Project Administrator

860-832-8000

De Popkin

New Haven Project Administrator

203-671-0017

Current Truancy Initiatives in Connecticut

Juvenile Review Board Model

The following JRBs handle FWSN 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 Kielbasa (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 Ulatowski (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 Dunnn (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 Model

www.ctyouthservices.org

PASS Program

Terri Drew, Director

Stamford Youth Services Bureau

203-977-0829

tdrew@ci.stamford.ct.us

www.ci.stamford.ct.us/content/25/50/260/default.aspx

Waterbury Truancy Prevention Program

Kelly Cronin, Executive Director

Waterbury Youth Services

203-573-0264

kcronin@waterburyyouthservices.org

www.waterburyyouthservices.org/services.html

Current Truancy Initiatives in Connecticut

Family Support Center Model

CT Junior Republic (Meriden)

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CT Junior Republic (New Britain)

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CT Junior Republic (Waterbury)

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CT Renaissance (Bridgeport)

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NAFI (New London)

Kenisha Farquharson
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New London, CT 06320
kenishafarquharson@nafi.com

St. Francis Home for Children (New Haven)

Kathy Brown
672 Congress Ave
New Haven, CT 06519
203-401-2066 ext. 26
kbrown@stfrancishome.com

Wheeler Clinic (Hartford)

Lisa Griffiths, Program Director
103 Woodland Street
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