

# Catalog of Truancy Intervention Models

Pursuant to Public Act 16-147, An Act Concerning the Recommendations  
of the Juvenile Justice Policy and Oversight Committee

March 2018

CONNECTICUT STATE DEPARTMENT OF EDUCATION



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- Middletown Youth Service Bureau
- Nutmeg Big Brothers and Big Sisters
- Office of Policy and Management
- RYASAP (Regional Youth Adult Social Action Partnership)
- The Governor's Prevention Partnership
- Tow Youth Justice Institute, University of New Haven
- Wheeler Clinic



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## Background

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Public Act (P.A.) 16-147, *An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee*, includes a provision that removes truancy and defiance of school rules as reasons for Family with Service Needs (FWSN) referrals to juvenile court. This means that, effective August 15, 2017, the Court Support Services Division (CSSD) of the judicial branch no longer accepts FWSN referrals for truancy or defiance of school rules.

The following are excerpts from the public act:

**Section 7** of Public Act 16-147, amends subdivision (5) of Section 46b-120 of the general statutes so that the definition of an FWSN no longer includes a family with a child who is at least seven years of age and is under 18 years of age who “is a truant or habitual truant or who, while in school, has been continuously and overtly defiant of school rules and regulations.”

**Section 7** of this act also requires that “...on or before August 15, 2018, [local and regional boards of education implement] a truancy intervention model identified by the Department of Education pursuant to Section 9 of this Act for any school under its jurisdiction that has a disproportionately high rate of truancy, as determined by the Commissioner of Education.”

**Section 9** of this act further directs the Connecticut State Department of Education (CSDE) to “...identify effective truancy intervention models for implementation by local and regional boards of education...”

To meet the requirements of Section 9 of Public Act 16-147, the CSDE has created the attached Catalog of Truancy Intervention Models. The purpose of this catalog is to support the work of districts, schools, and communities in developing and implementing effective strategies to reduce and address truancy and chronic absence in lieu of filing an FWSN juvenile court referral. This catalog contains promising intervention models that have been implemented in schools and districts in Connecticut and across the country.

## Introduction

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In Connecticut and across the nation, there is growing recognition that juvenile court is not the appropriate venue for behavioral issues such as truancy. Research and best practices indicate that involvement with the juvenile justice system has more negative than positive impacts on youth. Local and regional school districts are encouraged to develop locally driven truancy alternatives in partnership with community-based organizations.

Ultimately, the most effective model for truancy intervention is prevention. Attendance monitoring, enhancing school culture and community, ensuring welcoming schools and school environments, increasing student and family engagement, and mentoring students for academic success are effective in-school strategies for preventing truancy. The CSDE anticipates that districts will develop and implement locally driven, customized truancy intervention models in partnership with community-based organizations to assist in providing school-linked services.

Districts and schools required under Connecticut General Statutes (C.G.S.) 10-198c to have attendance review teams are encouraged to use those teams to coordinate this work. The CSDE encourages districts with high levels of truancy or chronic absence to strategically plan and implement prevention and intervention strategies that will lead to the reduction of all absences in pre-kindergarten through grade 12. The truancy model(s) that will be implemented by districts should be embedded within the tiered support approach outlined in CSDE's [\*Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts\*](#).

The promising intervention models provided in this catalog include models implemented in Connecticut and those implemented across the country. A brief description of each model is provided as well as information on grade levels served, delivery and model modalities, parent participation, and a link to obtain additional information.

Additional information can be found on the [CSDE Chronic Absence webpage](#) and the [CSDE Truancy webpage](#). If you have questions or need additional information, please contact:

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## Definitions

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Effective July 1, 2015, Public Act 15-225, an *Act Concerning Chronic Absence* enacted the following definitions:

**Chronically absent:** a child enrolled in a school under the jurisdiction of a local or regional board of education whose total number of absences, at any time during a school year, is equal to or greater than 10 percent of the total numbers of days a student is enrolled during such school year.

**Absence:** means an excused absence, unexcused absence or disciplinary absence, defined by the State Board of Education (see below).

The Connecticut State Board of Education policy states:

*A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. Students are absent when serving an out-of-school suspension or expulsion.*

According to this policy, a student who is not “in attendance” is considered absent. The definitions of excused and unexcused absences apply only to those absences that meet the standards of the State Board of Education [guidance on excused and unexcused absences](#). For example, the definitions do not apply to tardy students (i.e., those late for school but who would be considered as “in attendance” according to the above policy).

**Truant:** according to [C.G.S. section 10-198a](#), a truant is a student who has four unexcused absences in a month (period of time, not specific months named in a calendar) or 10 unexcused absences in a school year.

## Addressing High Levels of Chronic Absence in Connecticut

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The Connecticut State Department of Education encourages districts to strategically plan and implement preventions and interventions that will lead to the reduction of all unnecessary absences in pre-kindergarten through grade 12. Schools and districts across the state are forming district and school attendance teams and implementing strategies and systems of tiered supports outlined in CSDE's [Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts](#). A district or school should include strategies to address truancy as a part of these efforts.

The prevention and intervention guide outlines and defines three tiers of prevention and intervention for addressing chronic absence. By implementing a system of tiered supports, schools and districts can work proactively to prevent students from becoming chronically absent or truant.

- **Tier 1 interventions** are universal schoolwide strategies that encourage good attendance for all students.
- **Tier 2 interventions** are individualized strategies responsive to the needs of students who are frequently absent, including those who may be truant as defined in C.G.S. Section 10-198.
- **Tier 3 interventions** are intensive and individualized strategies for students who miss the most school and likely include students who are truant. Typically, interagency collaboration and coordination is essential to helping students in Tier 3 overcome the serious challenges they face so they can be in school. Tier 3 interventions are often coordinated with other community-based service providers such as youth service bureaus, juvenile review boards, mental health clinics, and state agencies such as the Department of Children and Families or Court Support Services Division.

Successful Tier 3 strategies may include:

- Collaborating with or referring to [Youth Service Bureaus](#) or other community organizations to develop and implement community truancy prevention and intervention models and provide supports to families and students who are truant.
- Screening of students for childhood trauma and providing or connecting them to effective, evidence-based treatments. See: [KidsMentalHealthInfo.com](#) and The Child Health and Development Institute (CHDI) for more information on [trauma-informed initiatives](#).
- Implementing a dropout prevention program such as [Check and Connect](#) or [Success Mentors](#) that have strong evidence of positive effects on keeping youth in school. Adult mentors consistently check in with students in order to facilitate improved engagement in both school and the community. The program focuses on re-engagement and active student participation.
- Referring to a [Juvenile Review Board \(JRB\)](#), a community-based diversion program for youth that otherwise would be referred to the juvenile court for minor violations of the law.
- Reviewing student discipline policies to reduce the use of exclusionary discipline in favor of restorative practices. The State Department of Education provides resources on its [Rethinking Discipline in Connecticut webpage](#).
- Utilizing or offering summer learning programs that re-engage students and parents throughout the summer months to reconnect and strengthen the relationship with the school.
- Connecting pregnant and parenting teens (mothers *and* fathers) to health, education, and social supports to enable them to complete their education, find employment, and access child care such as a [Young Parents Program](#).



- Referring students for support and evaluation as appropriate. For instance, if a student is struggling with anxiety or depression, the school social worker, counselor or psychologist may be able to assist the student or provide referrals to address identified needs.
- Utilizing local [Emergency Mobile Psychiatric Services](#) (EMPS) providers for rapid access supports to schools in addressing students' behavioral and emotional needs.
- Providing students access to quality online credit recovery programs.
- Investigating alternative education settings that may be better equipped to address the social, emotional, behavioral and academic needs of the student.
- Referring to a system of care community collaborative.

## Youth Service Bureau Referral for Truancy and Defiance of School Rules

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Since 1991, state statute has required districts and schools to work with families and community agencies to support students who are truant to return to school. The following is an excerpt from Connecticut General Statutes (C.G.S.) Sec. 10-198:

C.G.S. Section 10-198a(b) requires each local and regional board of education to adopt and implement policies and procedures concerning truants who are enrolled in schools under their jurisdiction. These policies and procedures must include but need not be limited to *“(1) The holding of a meeting with the parent of each child who is a truant, or other person having control of such child, and appropriate school personnel to review and evaluate the reasons for the child being a truant . . . (2) coordinating services with and referrals of children to community agencies providing child and family services. . .”*

Many districts and schools in Connecticut are implementing school-based and/or community-based interventions which have helped thousands of students who have been truant and/or chronically absent improve their attendance. However, the Connecticut State Department of Education (CSDE) recognizes that an alternative intervention may be necessary if collaboration with the parent/guardian has not resulted in improved outcomes for the student who is truant. In that case, a formal referral to a community-based partner for support services can help the student and/or family access a system of coordinated care.

Youth Service Bureaus (YSBs) are well-positioned to serve as a critical partner for community-based services. C.G.S. Section 10-19m defines the role of a YSB as *“the coordinating unit of community-based services to provide comprehensive delivery of prevention, intervention, treatment and follow-up services.”*

YSBs were designed to facilitate a system of supports and services that are individualized and developmentally appropriate for the child/youth and their family. As a coordinating partner outside of the school system, a YSB can be a resource for schools/districts, a referral source for community services and a partner in service planning, navigation and family engagement. A community-based intervention from a YSB may be especially helpful if the relationship between a family and school has become strained.

To assist districts in developing a system to formally refer students who are truant to the community's YSB, the CSDE has developed a [Youth Service Bureau Referral for Truancy and Defiance of School Rules Form](#). This form is intended for districts to use to make referrals to YSBs in lieu of the previous FWSN referral form. The CSDE also developed a [Youth Service Bureau Referral Guide](#) designed to be used as a side-by-side resource to assist in completing the *Youth Service Bureau Referral for Truancy and Defiance of School Rules Form*.

The Department recommends developing partnerships with the YSBs that serve students in your community. Contact information for all YSBs can be found on the [Connecticut Youth Services Association website](#). Refer to the Connecticut Youth Services Association for guidance if your community does not have a YSB.

## Connecticut Truancy Intervention Models

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The following listing includes promising intervention models that have been implemented in schools and districts in Connecticut to address issues that have led to high levels of truancy or chronic absenteeism.

### **SCHOOL AND COMMUNITY TEAM MODELS**

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 number of absences, chronically absent students and their parents are referred to these teams. Contracts with the student and family are developed to best facilitate behavioral interventions and create common goals. Referrals to community and family services are often offered as needed.

*Reminder: Law requires that schools implement Child Find protocols that require prompt referral to a [Planning and Placement Team](#) meeting for all children who have been suspended repeatedly or whose behavior, attendance, or progress in school has been considered unsatisfactory or at a marginal level of acceptance. This ensures compliance with the Code of Federal Regulations [\(C.F.R.\) § 300.111](#) that requires that all children with disabilities who are in need of special education and related services are identified, located, and evaluated.*

## Kindergarten Counts

**Consolidated School District of New Britain, New Britain, Connecticut**

**Website:** <https://www.sites.google.com/a/csdnbstaff.org/csdnb/>

**Description:** This program specifically targets younger students and intervenes when patterns of absenteeism are noticed in children as young as pre-K and kindergarten. Beginning in 2012-13, the district hired two part-time outreach workers and assembled an attendance review committee to meet twice per month to discuss different strategies for interventions. Strategies have included home visiting, parent engagement, and incentives/rewards for good attendance. Learn more about the strategies that New Britain implemented in Kappan magazine’s October 2016 article, “[Chronic early absence: What states can do,](#)” which also features the cross-sector collaboration and work that has been done at the state level in Connecticut to reduce chronic absence.

**Results:** Because of these efforts, during the 2012-13 school year, New Britain experienced a drop in chronic absenteeism in grades K-8 from 20 percent to 13 percent, with the largest decrease in kindergarten from 30 percent to 18 percent. During this same period, scores on the kindergarten reading assessments showed that the percentage of chronic absence in the early grades can add up to weaker reading skills, higher rates of retention, and lower attendance rates in later grades. Students reading at or above goal rose from 43 percent in January 2013 to 52 percent in May 2013.

Grade Level	
K-12	6-8
✓ K-5	9-12
Delivery Mode	
✓ Individual	✓ School
✓ Group	Community
Home	
Parent Participation	
Yes	✓ No
Model Type	
✓ School Based	Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## New Haven Trauma Coalition

Clifford Beers Clinic, New Haven, Connecticut

Website: <http://www.cliffordbeers.org/new-haven-trauma-coalition-2/>

**Description:** The New Haven Trauma Coalition (NHTC) aims to create a city that is aware of the lifelong impact of trauma. A partnership between Clifford Beers Clinic, New Haven Public Schools, United Way of Greater New Haven and many other community agencies and partners, NHTC is improving outcomes for children and families. By facilitating venues for collaboration, consultation and communication between community partners, agencies and service providers across New Haven, NHTC is seeking to reduce the negative health, mental health, and social effects of adversity, trauma, and toxic stress on school-aged children and their families. NHTC provides school-based clinical interventions, family care coordination, trauma screenings, trauma-informed workshops and trainings, and direct-service prevention programs.

Grade Level	
✓ K-12	6-8
K-5	9-12
Delivery Mode	
✓ Individual	✓ School
✓ Group	✓ Community
✓ Home	
Parent Participation	
✓ Yes	No
Model Type	
✓ School Based	✓ Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
✓ Student Self-Reporting	✓ Parent Reporting
✓ School System Reporting	

## School-Based Diversion Initiative

### Statewide

**Website:** <http://www.chdi.org/our-work/mental-health/school-based-mental-health/sbdi/>

**Description:** The Connecticut School-Based Diversion Initiative (SBDI) works to reduce juvenile justice involvement among youth with mental health needs. Research shows that youth with mental health needs are more likely to come into contact with the juvenile justice system. Schools are one of the primary referral sources to the mental health and juvenile justice systems. Many children who are arrested in schools have unmet behavioral health needs. Approximately 65 to 70 percent of youth in juvenile detention have a diagnosable behavioral health condition. SBDI works with local middle and high schools to provide training to help school personnel identify children with behavioral health needs, and build connections between schools and effective community-based mental health services.

**Results:** SBDI has served 37 schools across 13 school districts and continues to expand to additional schools each year. Among the first cohort of 18 schools completing SBDI (2010-15), court referrals decreased by 45 percent and [Emergency Mobile Psychiatric Services \(EMPS\)](#) referrals increased by 94 percent in their first year of participation.

Grade Level	
K-12	✓ 6-8
K-5	✓ 9-12
Delivery Mode	
✓ Individual	✓ School
Group	✓ Community
Home	
Parent Participation	
Yes	✓ No
Model Type	
✓ School Based	✓ Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## The Connecticut RISE Network On-Track Coordinators

East Hartford, Hartford, Meriden and New Haven, Connecticut

**Website:** <http://www.ctrise.org>

**Description:** The Connecticut RISE Network empowers educators to achieve breakthrough results, helping all students realize and achieve their full potential. They partner with East Hartford High School, Hartford Public School High School, Francis Maloney High School, Orville Platt High School, Hill Regional Career High School, and 600 educators working to ensure every student graduates college and career ready. Every RISE high school team implements systems to support on-track success during freshman year and progress toward graduation. The RISE Network provides interactive data tools to identify students who are chronically absent or at risk of chronic absence. After-school partners identified the need for additional capacity to support freshmen during the high school transition, RISE collaborated with partner schools to provide On-Track Coordinators (OTCs). The OTCs identify students demonstrating risk factors related to attendance, academic, social, and/or behavior and serve as their advocates and coaches. With a caseload of approximately 50 students, OTCs are able to provide a case management approach with personalized and immediate supports in collaboration with teachers, administrators, students, and families. Programmatic supports include, among other things, a summer bridge program for rising grade 9 students to build high school connections, engagement, and readiness.

Grade Level	
K-12	6-8
K-5	✓ 9-12
Delivery Mode	
✓ Individual	✓ School
Group	Community
Home	
Parent Participation	
Yes	✓ No
Model Type	
✓ School Based	Community Based
Court Based	Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## Youth Stat

New Haven, Connecticut

**Website:** <http://www.cityofnewhaven.com/CSA/Departments/youth.asp>

**Description:** The City of New Haven’s Youth Stat program is a data-driven collaboration to reach young people in the community who are disengaged and may become disconnected from high school. The collaboration of over 30 partners includes the City of New Haven Youth Department, New Haven Public Schools, social service agencies, community partners, mental health professionals, and parents/guardians. Youth Stat aims to support youth in achieving on-time promotion to grade 10 by improving school attendance, engagement, and academic performance. When parents/guardians enroll their students into Youth Stat programming, they authorize the release of their child’s private information to ensure that they can access a network of services. These services are specifically tailored to students’ individual needs, ensuring that young people experience caring relationships and are provided with opportunities to succeed. Programmatic services include, among others, mentoring and tutoring provided by Reach One and Veterans Empowering Teens Through Therapeutic Support. Case management software facilitates communication between partners and enables monitoring of interventions.

Grade Level	
K-12	✓ 6-8
K-5	✓ 9-12
Delivery Mode	
✓ Individual	✓ School
✓ Group	✓ Community
Home	
Parent Participation	
✓ Yes	No
Model Type	
✓ School Based	✓ Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	



## MENTORING MODELS

*“Mentoring assures a young person that there is someone who cares about them. A mentor, in its true sense, is an advocate, who through guidance and caring can help a child build a meaningful and productive life. Research confirms that mentors can help prevent the start of risk-taking behavior. Youth are less likely to start using alcohol at a young age, try illegal drugs, skip school and start a fight with a classmate”, (The Governor’s Prevention Partnership, 2017).*

In mentoring models, a mentor is assigned to a case of a student who has missed too much school. 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 them after court involvement ends. In other cases, the mentor is a volunteer from the community who remains closely connected to the student, frequently monitoring their attendance and academic performance as well as prosocial activities.

## Big Brothers, Big Sisters

### Statewide

#### Websites:

Nutmeg Big Brothers Big Sisters – <https://nbbbs.org/about-us/>

Big Brothers Big Sisters of Southwestern Connecticut – <http://www.bbbsswct.org/about-us>

**Description:** Big Brothers Big Sisters (BBBS) operates under the belief that every child has the ability to succeed, thrive and reach its fullest potential in life. As Connecticut’s largest volunteer mentoring network, BBBS creates meaningful mentoring relationships, professionally supporting matches between adult volunteers (“Bigs”) and children (“Littles”), ages 6 through 18, in cities and towns across the state. BBBS focus is on developing positive relationships that have a direct and lasting effect on the lives of young people in need.

**Results:** National research has shown that positive relationships between Littles and their Bigs have a direct and measurable impact on children’s lives. By participating in Big Brothers, Big Sisters programs, Little Brothers and Sisters are: 1) more confident in their schoolwork performance; 2) able to get along better with their families; 3) 46 percent less likely to begin using illegal drugs; 4) 27 percent less likely to begin using alcohol; and 5) 52 percent less likely to skip school.

Grade Level	
✓ K-12	✓ 6-8
K-5	✓ 9-12
Delivery Mode	
✓ Individual	✓ School
Group	✓ Community
Home	
Parent Participation	
✓ Yes	No
Model Type	
✓ School Based	✓ Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
✓ Student Self-Reporting	✓ Parent Reporting
School System Reporting	

## COMPASS Peacebuilders

Hartford, Connecticut

Website: <https://www.compassyc.org>

**Description:** COMPASS Peacebuilders builds trusting relationships with Hartford’s youth who are disengaged or disconnected. The program’s Youth Development Advisors are from the community and have overcome many of the challenges faced by the youth. Regardless of the time of day or the issue, Youth Development Advisors are available to the youth. They serve as mentors and connect youth to school, support services, and opportunities for positive development. Youth Development Advisors form meaningful relationships with young people, support them in developing positive self-identity and purpose, and help connect youth to role models, resources, and services. In addition, the students are supported by a licensed clinical social worker who provides cognitive behavioral therapy in group and individual sessions. Through relationships with Hartford Public Schools, St. Francis Hospital, and the Hartford Police Department, Youth Development Advisors assist with conflict resolution and intervention.

Grade Level	
K-12	✓ 6-8
K-5	✓ 9-12
Delivery Mode	
✓ Individual	School
✓ Group	✓ Community
Home	
Parent Participation	
Yes	✓ No
Model Type	
School Based	✓ Community Based
Court Based	Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## Developing Tomorrow’s Professionals

New Haven, Connecticut

**Website:** <https://www.mydtp.org>

**Description:** Developing Tomorrow’s Professionals (DTP) is a carefully constructed program of training, assessment and support services designed to address the needs of young men of color, providing year-round overlapping mentoring, academic skill set training, university linkage, and technology training as it relates to academic performance and assessment. The DTP is designed to create, improve and sustain a young man’s approach to academic partnership, character development, leadership, fatherhood, college matriculation, and career potentialities.

Grade Level	
K-12	6-8
K-5	✓ 9-12
Delivery Mode	
✓ Individual	School
✓ Group	✓ Community
Home	
Parent Participation	
Yes	✓ No
Model Type	
School Based	✓ Community Based
Court Based	Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## Domus/Stamford High School Partnership

**Stamford, Connecticut**

**Website:** <http://www.domuskids.org>

**Description:** Family Advocates from the nonprofit Domus collaborate with Stamford High School educators to build strong relationships with grade 9 students who are disengaged. The goal is to form loving relationships, develop critical social and emotional skills, and forge positive connections with educators and community resources to help youth re-engage in school. The collaboration builds community among disengaged youth who, rather than feeling marginalized, gain an important sense of belonging. Each Family Advocate has a caseload of 20 to 24 youth, and they are available to those youth and their families 24 hours a day, seven days a week. Family Advocates use evidence-based service models, including trauma-responsive care, and ensure that every young person receives services aligned to their needs. Programmatic supports include mentoring services, restorative practices, workplace readiness programs, and social and emotional supports to advance youth development. In addition, the Stamford Public Education Foundation provides mentors based on individual youth needs, and Stamford’s Cradle to Career network helps connect youth with community partners for additional resources.

Grade Level	
K-12	6-8
K-5	✓ 9-12
Delivery Mode	
✓ Individual	✓ School
✓ Group	✓ Community
Home	
Parent Participation	
✓ Yes	No
Model Type	
✓ School Based	✓ Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## The Future Project

New Haven, Naugatuck, and Norwalk, Connecticut

**Website:** <http://www.thefutureproject.org>

**Description:** The Future Project is a non-profit organization that places Dream Directors into public high schools to unlock the limitless potential of young people. Dream Directors are transformational coaches, leaders, organizers, and entrepreneurs. They form meaningful relationships with youth, build communities of belonging, and provide individualized coaching, opportunities for student-led group projects, and skill-building workshops and events. Working with their Dream Director, youth translate their passions into “Future Projects” in which they enroll their peers and develop their belief in themselves. As a result, young people discover their passions, sense of purpose, and “Future Ready” mindsets and skillsets to thrive in school and life. The Future Project is also working to distill its methodology into scalable tools, training, and coaching that enables any educator to engage students and unlock the potential within their school.

Grade Level	
K-12	6-8
K-5	✓ 9-12
Delivery Mode	
✓ Individual	✓ School
✓ Group	✓ Community
Home	
Parent Participation	
Yes	✓ No
Model Type	
✓ School Based	✓ Community Based
Court Based	Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## The Governor’s Prevention Partnership

### Statewide

**Website:** <http://www.preventionworksct.org/what/mentoring/>

**Description:** The Governor’s Prevention Partnership works with schools, businesses, and community and faith-based organizations to ensure that children are involved in safe, quality mentoring relationships. Since its inception, the Connecticut Mentoring Partnership, an initiative of the Governor’s Prevention Partnership, has (1) supported over 300 youth mentoring providers; (2) established a statewide Juvenile Mentoring Network; and (3) launched Connecticut quality standards and formed Regional Mentoring Networks. The partnership, with the Connecticut Commission on Community Service (AmeriCorps) and Hartford Public Schools, has placed [EdCorpsCT](#) mentors at Simpson-Waverly Elementary School. The EdCorpsCT mentors set positive expectations, and nurture and promote the strengths, talents, and abilities of mentees in grades 3–8.

**Results:** Research confirms that mentors can help prevent the start of risk-taking behavior. Youth are less likely to start using alcohol at a young age, try illegal drugs, skip school, and start a fight with a classmate.

Grade Level	
✓ K-12	6-8
K-5	9-12
Delivery Mode	
✓ Individual	✓ School
Group	✓ Community
Home	
Parent Participation	
✓ Yes	No
Model Type	
✓ School Based	✓ Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
✓ Student Self-Reporting	✓ Parent Reporting
School System Reporting	

## COURT MODELS

### Truancy Prevention Project

Hartford, Connecticut

**Websites:**

The Village for Families and Children: <http://thevillage.org/program/truancy-court-prevention-project/>  
 Center for Children’s Advocacy: <https://cca-ct.org/>

**Description:** The Truancy Prevention Project in collaboration with The Village for Families and Children works with students in grades 1-2 and 6-8 at two Hartford schools to increase their attendance and improve their grades. Truancy is associated with students dropping out of school, alcohol and drug abuse, teenage pregnancy, and delinquency. The Truancy Prevention Project works with students who have a history of chronic truancy and their families by providing case management services that link students to counseling, mentoring, tutoring and job placement. The program offers individual legal representation on issues that affect school attendance such as education, special education, access to health and mental health services, and public benefits. Opportunities for positive youth development are provided.

Grade Level	
K-12	6-8
✓ K-5	9-12
Delivery Mode	
✓ Individual	School
Group	✓ Community
Home	
Parent Participation	
✓ Yes	No
Model Type	
School Based	✓ Community Based
✓ Court Based	Evidence Based
Attendance Monitoring	
Student Self-Reporting	✓ Parent Reporting
✓ School System Reporting	



## National Truancy Intervention Models

Besides researching and reviewing existing inventories and models, the Tow Youth Justice Institute of the University of New Haven conducted a national survey in partnership with the Truancy Subgroup of the Juvenile Justice Policy and Oversight Committee’s (JJPOC) Diversion Workgroup, to collect information on intervention models across the nation. All model programs are provided for districts to investigate these models further as they develop community-based models that fit the needs and resources in their specific community.

### SCHOOL AND COMMUNITY TEAMS

#### Becoming a Man Program – The Edna McConnell Clark Foundation: Youth Guidance

Chicago, Illinois

**Website:** <http://www.emcf.org/grantees/youth-guidance/>

**Description:** Becoming a Man (B.A.M.) is a social and emotional learning (SEL) program offered in school, in some cases complemented by afterschool sports, to at-risk male students in grades 7-12. The program currently consists of 30 voluntary one-hour small-group sessions (15 youth, maximum), conducted once per week during the school day over the course of the school year. Each session is built around a lesson designed to develop a specific skill through stories, role-playing and group exercises, and includes a homework assignment to practice and apply that skill. The after-school sports component reinforces conflict resolution skills and the SEL objectives of the in-school curriculum.

**Results:** A randomized controlled trial by the University of Chicago Crime Lab showed that B.A.M. increased school engagement, reduced arrests for both violent and nonviolent crime, and had the potential to increase high school graduation rates. The study also estimated that the social benefits of the program would be about \$49,000 to \$119,000 per participant from increased lifetime earnings, tax payments, and lower public benefit use.

<b>Grade Level</b>	
K-12	✓ 6-8
K-5	✓ 9-12
<b>Delivery Mode</b>	
Individual	✓ School
✓ Group	Community
Home	
<b>Parent Participation</b>	
Yes	✓ No
<b>Model Type</b>	
✓ School Based	Community Based
Court Based	✓ Evidence Based
<b>Attendance Monitoring</b>	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## Corona-Norco Unified School District (CNUSD)

Riverside County, California

Website: <http://www.cnusd.k12.ca.us/>

**Description:** In the 2013-14 school year, the Corona-Norco Unified School District (CNUSD) began to use the [Attendance Works District Attendance Tracking Tool \(DATT\)](#) to track and monitor chronic absence in the district. The DATT is a free, Excel-based tool that allows districts to quickly calculate chronic absence rates. Moreover, the DATT, renamed the District Attendance Report by CNUSD, is a filterable Excel spreadsheet that can be used to track attendance data by gender, grade, race/ethnicity, and more. Users can filter the results as desired to monitor attendance patterns. In addition, the tool allows districts to generate reports and graphics to display district- and school-level trends in student absences. In creating the reports, district staff review attendance data for the current year and for the past two years, allowing users to easily compare student attendance over time. Once compiled, there are multiple report options available.

**Results:** The program began in 2013-14. In 2012-13, chronic absenteeism was measured at 10.4 percent. In the program’s first year, that rate dropped to 9.7 percent.

Grade Level	
✓ K-12	6-8
K-5	9-12
Delivery Mode	
✓ Individual	✓ School
Group	Community
Home	
Parent Participation	
Yes	✓ No
Model Type	
✓ School Based	Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## School Attendance Review Boards

California, California Department of Education

Website: <http://www.cde.ca.gov/ls/ai/sb/>

**Description:** School Attendance Review Boards (SARBs), composed of representatives from various youth-serving agencies, help truant or recalcitrant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources. The county superintendent convenes county SARBs at the beginning of each school year. In any county where no SARB exists, a school district governing board may elect to establish a local SARB, which shall operate in the same manner and have the same authority as a county SARB. In many counties, the SARB provides consultant services to the local SARBs.

Grade Level	
✓ K-12	6-8
K-5	9-12
Delivery Mode	
✓ Individual	✓ School
Group	✓ Community
Home	
Parent Participation	
✓ Yes	No
Model Type	
✓ School Based	✓ Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## Truancy Prevention/Intervention Program

Albuquerque, New Mexico

**Website:** <http://www.aps.edu/coordinated-school-health/documents/truancy-prevention-intervention-program-overview>

**Description:** Schools put truancy teams in place, with designated social workers and truancy advisors who focus on tracking chronically absent students by using assessments, interventions, community partnerships, and school-based collaborations. Interventions involve engaging students’ families and conducting home visits when necessary. Work-study students at the University of New Mexico collect and analyze data as well as assist with contacting families and recommending districtwide best practices for truancy prevention.

**Results:** The program began in 2013-14. From the first year to 2014-15, the total number of unexcused absences was reduced from 117,150 to 100,934, or by 13.8 percent. The program was implemented in 23 middle and high schools, working with approximately 10.3 percent of the 21,600 total student population in these schools.

Grade Level	
K-12	✓ 6-8
K-5	✓ 9-12
Delivery Mode	
✓ Individual	✓ School
✓ Group	✓ Community
✓ Home	
Parent Participation	
✓ Yes	No
Model Type	
✓ School Based	Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	✓ Parent Reporting
✓ School System Reporting	

## Youth Advocate Programs (YAP)

Nationwide – Based out of Harrisburg, Pennsylvania

**Website:** <http://yapinc.org/Portals/0/Documents/Fact%20Sheets/Truancy%20Fact%20Sheet.pdf>

**Description:** The Youth Advocate Programs, Inc. (YAP) Truancy Program is dedicated to working with at-risk youth of all ages struggling with truancy issues. The program incorporates interventions to increase student engagement at school and improve learning, with the YAP’s wraparound advocacy approach. An individualized plan that focuses on both the needs and strengths of the young person and family is developed with the support of a team of professional and informal supports. The plan is then implemented with the support of the YAP team. Across a designated span of school days, referred youth work with YAP staff dedicated to improving key areas of functioning relative to truancy: morning accountability, parental engagement, academic support, and community engagement.

**Results:** Youth outcomes show an 83 percent improvement in attendance, 77 percent improvement in tardiness, 71 percent improvement in grades, and 71 percent of students are promoted to the next grade level. According to a 2014 study from John Jay College, upon entry into the program, youth with a past felony demonstrated an 82 percent probability of finishing secondary school. Post-discharge, the probability increased to 91 percent.

Grade Level	
K-12	✓ 6-8
K-5	✓ 9-12
Delivery Mode	
✓ Individual	✓ School
✓ Group	Community
✓ Home	
Parent Participation	
✓ Yes	No
Model Type	
✓ School Based	Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	✓ Parent Reporting
✓ School System Reporting	

## CASE MANAGEMENT

Under case management models, 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, Maryland

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

**Description:** The Center for Families, Children and the Court’s (CFCC) Truancy Court Program (TCP) is an innovative, early intervention and holistic approach to truant behavior that addresses the root causes of truancy. The program, strictly voluntary on the part of students and their families, consists of 10 weekly in-school meetings per session. The TCP meeting involves the student, family, teachers, social workers, school counselors, principals, CFCC staff, a law student, and a volunteer judge. TCP students also meet weekly with a TCP mentor, who calls the home once a week to engage family members. The purpose of the TCP meetings is to identify and address the reasons why each participating child is not attending school regularly and/or on time. Once the causes of truant behavior are uncovered, the TCP team puts resources into place that target truant behavior and support the student’s regular school attendance, graduation from high school, and, ultimately, service as a productive member of the community.

**Results:** As of 2012, CFCC’s Truancy Court Program had serviced 804 students in 26 Baltimore City Public Schools and provided a benchmark of 65 percent decrease in unexcused absences and/or tardiness. Seventy percent of the participants went on to graduate high school.

Grade Level	
✓ K-12	6-8
K-5	9-12
Delivery Mode	
✓ Individual	✓ School
Group	Community
Home	
Parent Participation	
✓ Yes	No
Model Type	
✓ School Based	Community Based
✓ Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

### Colfax County, Truancy Intervention Model

Colfax County Attorney’s Office, Colfax County, Nebraska

Website: <http://www.colfaxne.com/webpages/attorney/attorney.html>

**Description:** The Colfax County Attorney’s Office employs a school resource officer to work in the local high school to support students, monitor their attendance, involvement in school activities, and grades. The model involves meeting students’ basic needs for safety, hygiene, and relationships. This work is done through a variety of local partnerships. The resource officer also meets with families to help identify the cause or barrier to school attendance and brainstorm solutions.

Grade Level	
K-12	6-8
K-5	✓ 9-12
Delivery Mode	
✓ Individual	✓ School
Group	Community
Home	
Parent Participation	
✓ Yes	No
Model Type	
✓ School Based	✓ Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
✓ Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## Truancy Assessment and Service Center (TASC)

Louisiana State University, Baton Rouge, Louisiana

**Website:** <http://www.fysc-ebr.org/tasc.html>

**Description:** Students are referred to a Truancy Assessment and Service Center (TASC) caseworker if the student 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 2011-12, 78 percent of TASC children had improved attendance. Twenty-seven percent had zero unexcused absences following the program and nearly 50 percent had between one and five absences. From the program’s inception in 1999 to 2012, the program has already reached almost 82,000 children.

Grade Level	
✓ K-12	6-8
K-5	9-12
Delivery Mode	
✓ Individual	✓ School
Group	✓ Community
Home	
Parent Participation	
✓ Yes	No
Model Type	
✓ School Based	✓ Community Based
✓ Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	



## Truancy Prevention Case Management Services

Department of Human Services (DHS), Philadelphia, Pennsylvania

**Website:** [http://dhs.phila.gov/intranet/pgintrahome\\_pub.nsf/Content/Truancy+Prevention+Services](http://dhs.phila.gov/intranet/pgintrahome_pub.nsf/Content/Truancy+Prevention+Services)

**Description:** The Department of Human Services’ Office of Truancy and Delinquency Prevention aims to increase student attendance by providing case management services 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 management, and follow up.

Grade Level	
✓ K-12	6-8
K-5	9-12
Delivery Mode	
✓ Individual	School
Group	✓ Community
✓ Home	
Parent Participation	
✓ Yes	No
Model Type	
School Based	✓ Community Based
Court Based	Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## PARENTAL EDUCATION AND INVOLVEMENT

*“Research shows that well planned partnerships among families and schools can make a powerful contribution to greater student success. No matter what their income or background, students with involved families tend to have higher grades and test scores, better attendance, and higher rates of homework completion. They enroll in more challenging classes, have better social skills and behavior, and are more likely to graduate and go on to college” (Connecticut State Department of Education, Position Statement on School-Family-Community Partnerships for Student Success, 2009).*

In parental education and involvement models, 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.

### Early Truancy Prevention Project (ETPP)

**Truancy Prevention Project, Duke University, Durham Public Schools, North Carolina**

**Website:** <https://childandfamilypolicy.duke.edu/project/truancy-prevention-project/>

**Description:** The Early Truancy Prevention Program (ETPP) was designed in collaboration with teachers and administrators in the Durham, North Carolina, Public Schools to prevent the onset of truancy among primary school students. The ETPP is intended to improve attendance by facilitating communication between teachers and parents and giving teachers the lead role in intervening with individual students who begin to accumulate excessive absences. The Early Truancy Prevention Program takes a multipronged approach to improve student attendance and includes the following intervention components: a) universal teacher home visits to establish a positive, collaborative home-school relationship, and to provide teachers with information about student barriers to attendance; b) a smart phone for each teacher to encourage frequent communication with parents by text, e-mail, or voice, as well as providing a mobile device to access online materials; c) weekly attendance data to alert teachers to students with emerging attendance problems (defined as those students with three or more unexcused absences in the last month); d) an online Attendance Information System that guides the teacher’s assessment of barriers to attendance for each student, provides suggested interventions and allows progress monitoring.

Grade Level	
K-12	6-8
✓ K-5	9-12
Delivery Mode	
Individual	✓ School
Group	Community
Home	
Parent Participation	
✓ Yes	No
Model Type	
✓ School Based	Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## Juvenile Services Division Truancy Intervention Project

Beaver County, Pennsylvania

**Website:** <http://www.beavercountypa.gov/Depts/CYS/Pages/AvailableServices.aspx>

**Description:** The Truancy Intervention Project is facilitated by the Beaver County Children and Youth Services and Juvenile Service Division. Assessments are made in conjunction with the families and 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 2013-14, 676 children were seen, 23 percent of whom were later referred to the magistrate. In 2014-15, 791 children were seen, only 19 percent of whom later had to be referred.

Grade Level	
✓ K-12	6-8
K-5	9-12
Delivery Mode	
✓ Individual	School
Group	✓ Community
Home	
Parent Participation	
✓ Yes	No
Model Type	
School Based	✓ Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	✓ Parent Reporting
✓ School System Reporting	

## Show Up, Stand Out

Washington, D.C.

**Website:** <http://www.showupstandout.org/>

**Description:** This voluntary program is funded by the Washington, 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 to the family in combating the child’s truant behavior.

**Results:** In the program’s inaugural 2012-13 year, 571 families participated and 79 percent of its participants improved attendance.

Grade Level	
✓ K-12	6-8
K-5	9-12
Delivery Mode	
✓ Individual	School
Group	✓ Community
Home	
Parent Participation	
✓ Yes	No
Model Type	
School Based	✓ Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	✓ Parent Reporting
✓ School System Reporting	

## The Parent Project

**National Program – used in over 30 states**

**Website:** <https://www.parentproject.com/index.php/about-us/juvenile-courts-and-probation>

**Description:** The Parent Project is a curriculum that teaches parents skills to work with their strong-willed or out-of-control adolescent children. The class teaches identification, prevention, and intervention strategies for destructive adolescent behaviors (poor school attendance and performance, alcohol and other drug use, gangs, runaways, and violent teens). The class answers difficult questions, teaches solutions, and provides practical and emotional support for parents living with defiant children. Based on the numerous local research projects completed on the Parent Project in Alabama, the Alabama Department of Economic and Community Affairs added the Parent Project to its list of approved, research-based programs. To help combat truancy, the Alabama State Department of Education is working to put the Parent Project in every middle school in the state.

Grade Level	
K-12	✓ 6-8
K-5	9-12
Delivery Mode	
✓ Individual	✓ School
Group	Community
✓ Home	
Parent Participation	
✓ Yes	No
Model Type	
✓ School Based	Community Based
Court Based	Evidence Based
Attendance Monitoring	
Student Self-Reporting	✓ Parent Reporting
✓ School System Reporting	

## Truancy Action Project (TAP)

**Duluth, Minnesota**

**Website:** <http://www.lssmn.org/youth/duluth/truancy-action-project/>

**Description:** A designated Truancy Action Project (TAP) advocate works with the student and their 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 their family.

**Results:** In the most recent annual reporting period, 247 students were referred to TAP. Eighty-five percent of students referred to TAP saw a significant increase in attendance and grades, while only 4 percent 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, Minnesota.

Grade Level	
✓ K-12	6-8
K-5	9-12
Delivery Mode	
✓ Individual	School
Group	✓ Community
✓ Home	
Parent Participation	
✓ Yes	No
Model Type	
School Based	✓ Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	✓ Parent Reporting
✓ School System Reporting	

## MENTORING MODELS

### AIM Truancy Solutions

Based in Dallas, Texas, expanded to multiple states

Website: <http://www.aimtruancy.com/>

**Description:** 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 percent attendance rate in school in 2012-13 in nine high schools. AIM Truancy Solutions 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 percent attendance rate. By February 2013, the average rate of unexcused absences for these schools dropped from 48 days to 27 days per school year.

Grade Level	
✓ K-12	6-8
K-5	9-12
Delivery Mode	
✓ Individual	School
Group	✓ Community
✓ Home	
Parent Participation	
Yes	✓ No
Model Type	
School Based	✓ Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## Check and Connect

### Nationwide Program

**Website:** <http://checkandconnect.org/>

**Description:** Check and Connect consists of adult mentors who consistently check in with students to facilitate improved engagement in both school and 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 impact.

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

Grade Level	
✓ K-12	6-8
K-5	9-12
Delivery Mode	
✓ Individual	✓ School
Group	✓ Community
Home	
Parent Participation	
Yes	✓ No
Model Type	
✓ School Based	✓ Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	



## Check and Connect, Missouri

University of Minnesota, Missouri Department of Elementary and Secondary Education

**Websites:**

<http://checkandconnect.umn.edu/model/default.html>

[http://checkandconnect.umn.edu/implementation/spotlight\\_missouri.html](http://checkandconnect.umn.edu/implementation/spotlight_missouri.html)

**Description:** Check and Connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of Check and Connect is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to Check and Connect when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades. The [Missouri Department of Elementary and Secondary Education](#) offers *Check and Connect* as an option for its schools with especially high dropout rates among students with and without disabilities.

Grade Level	
✓ K-12	6-8
K-5	9-12
Delivery Mode	
✓ Individual	✓ School
Group	Community
Home	
Parent Participation	
Yes	✓ No
Model Type	
✓ School Based	Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## Success Mentoring – AmeriCorps

New York, New York

**Website:** <http://www.attendanceworks.org/what-works/new-york-city/success-mentors/>

**Description:** The AmeriCorps Success Mentor Program, launched in 2010, is the largest, most comprehensive in-school mentoring effort in the nation within a single city, reaching nearly 10,000 students who were chronically absent or at risk of becoming chronically absent. Success Mentors are assigned to students early in the school year. Success Mentors begin the day greeting their mentees and expressing enthusiasm to see them in school or calling homes as soon as possible if the mentees are not in school with a positive statement about how much they are missed. They meet individually and in group settings, to identify students’ strengths and underlying causes of absenteeism. They work with the student to solve those issues within their capacity and, where necessary, work with school partners to connect the student and family to local supports to address more significant underlying problems.

**Results:** Previously chronically absent students who had mentors gained almost two additional weeks (nine days) of school per student, per year. In the 25 percent of schools with the greatest impacts, chronically absent students supported by Success Mentors gained, on average, more than a month of school. Previously chronically absent high school students with Success Mentors were 52 percent more likely to remain in school the following year than equivalent comparison students who did not receive mentors.

Grade Level	
✓ K-12	6-8
K-5	9-12
Delivery Mode	
✓ Individual	✓ School
✓ Group	Community
Home	
Parent Participation	
Yes	✓ No
Model Type	
✓ School Based	Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## University of Kansas/Youth Services Truancy Program

### Douglas County, Kansas

**Website:** <https://www.douglascountyks.org/depts/youth-services/university-of-kansas-youth-services-truancy-program>

**Description:** Interns from the University of Kansas’ Department of Behavioral Sciences mentor students that are truant. Interns (1) monitor assigned students’ attendance and grades; (2) meet weekly with students; (3) encourage and assist students in completing homework; (4) encourage motivation by using behavioral contracts; and (5) provide weekly progress reports and updates to the truancy officer.

Grade Level	
K-12	6-8
✓ K-5	9-12
Delivery Mode	
✓ Individual	School
Group	Community
Home	
Parent Participation	
Yes	✓ No
Model Type	
✓ School Based	✓ Community Based
✓ Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## YOUTH COURT

*“Youth court programs strive to nurture in youth a respect for the rule of law, help develop positive citizenship attitudes, encourage civic engagement, and promote educational success through a diversity of service learning opportunities, strategies and activities. Youth courts are predicated on their sensitivity to unique needs and the diversity of the people they serve – youth, families and community partners. Relationships with existing civic, educational, law enforcement, courts and faith sector organizations currently provide the prime outreach strategies for recruitment of youth court participants and community volunteers,” (National Association of Youth Courts, 2017).*

In youth court models, 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, they may then be referred to juvenile or family court.

### Layton Youth Court

**Layton Community Action Council, Layton, Utah**

**Website:** <http://www.laytoncac.org/court.php?view=About>

**Description:** Layton Youth Court trains high school age youth to act as judges, clerks, and bailiffs in actual criminal cases. It does not determine guilt, but takes youth who admit their mistakes and provides appropriate consequences to promptly hold them accountable for their actions. Layton Youth Court provides an alternative to the juvenile justice system or further school review for appropriate juvenile offenders. It is a diversionary program that keeps the offending youth from having a permanent juvenile court record while holding the youth accountable for their conduct before a court of their peers.

Grade Level	
K-12	6-8
K-5	✓ 9-12
Delivery Mode	
✓ Individual	School
Group	✓ Community
Home	
Parent Participation	
Yes	✓ No
Model Type	
School Based	✓ Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## Project SKIP

Johnson County Court Services, Kansas

**Website:** <http://www.jocogov.org/department/district-courts/courts-project-skip>

**Description:** SKIP is a prevention/early intervention program designed to help lower-level truants. Truant students come before a panel of their peers who review truancy cases referred by the district attorney’s office. Project SKIP concurrently offers a “hands-on” experience in the legal system to youth volunteers.

Grade Level	
K-12	✓ 6-8
✓ K-5	9-12
Delivery Mode	
✓ Individual	✓ School
Group	✓ Community
Home	
Parent Participation	
Yes	✓ No
Model Type	
✓ School Based	✓ Community Based
✓ Court Based	✓ Evidence Based
Attendance Monitoring	
✓ Student Self-Reporting	✓ Parent Reporting
✓ School System Reporting	

## Reach For Youth Teen Court

Indiana – statewide

**Website:** <http://www.reachforyouth.org/teen-court>

(visit [www.youthcourt.net](http://www.youthcourt.net) for a listing of Youth Court models by state)

**Description:** 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 percent vs 39 percent after traditional juvenile court for similar students.

Grade Level	
✓ K-12	✓ 6-8
K-5	9-12
Delivery Mode	
Individual	School
✓ Group	✓ Community
Home	
Parent Participation	
Yes	✓ No
Model Type	
School Based	✓ Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## School-based Truancy Court

Elna B. Spaulding Conflict Resolution Center, Durham, North Carolina

**Website:** <https://www.crc-mediation.org/crc-programs/>

**Description:** Truancy Court brings together those people that can best make a difference in the child’s education—the principal or assistant principal, school counselor, social worker, parent, student, and judge. Teachers are also encouraged to either attend or provide feedback on the student’s academics and behavior. Together these individuals gather in a conference room and discuss the barriers to the child attending school and receiving an education. The discussion is candid and explores the child’s attendance, grades, and behavior. Many times, Truancy Court serves as a connection to resources when other difficulties facing the child and family (e.g., homelessness, mental health issues, or the need for academic assistance) are exposed during the course of court.

Grade Level	
✓ K-12	✓ 6-8
K-5	9-12
Delivery Mode	
Individual	School
✓ Group	✓ Community
Home	
Parent Participation	
Yes	✓ No
Model Type	
School Based	✓ Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## MEDIATION

Truancy mediation is a program designed to be a collective effort involving schools, parents and other stakeholders to address the student’s truancy issues and collaboratively develop a plan of action. Students who participate in mediation avoid referrals to the court system; learn the law regarding truancy and how it affects parents and students; learn communication, listening and negotiation skills; improve communication between parents and children; and gain insight from students regarding the factors that contribute to truancy and strategies to help improve school attendance. In mediation models, 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 (OMC)

**Bloomfield Hills, Michigan**

**Website:** [http://www.mediation-omc.org/SBS\\_Truancy.html](http://www.mediation-omc.org/SBS_Truancy.html)

**Description:** This is a schoolwide program in which Oakland Mediation Center (OMC) works with the school to create a Truancy Taskforce that creates program policies and procedures. Interventions include: (1) schools monitor students’ attendance and mail a “Friendly Warning Letter” to families informing them of an attendance concern and opening the door for problem solving and possible mediation in the future; (2) if attendance does not improve, mediation is scheduled with OMC; (3) mediation is conducted with the family, school representative, teacher, and possibly the student; and (4) a plan is then created to address the root cause of the attendance issue. Mediations are scheduled for one hour to be held at the school and conducted by trained and qualified OMC staff.

**Results:** In 2014-15, the Mediation Center saw 50 percent fewer instances of absenteeism after services for the remainder of the school year and 65 percent fewer instances of tardiness.

<b>Grade Level</b>	
✓ K-12	✓ 6-8
K-5	9-12
<b>Delivery Mode</b>	
✓ Individual	✓ School
Group	✓ Community
Home	
<b>Parent Participation</b>	
Yes	✓ No
<b>Model Type</b>	
✓ School Based	✓ Community Based
Court Based	✓ Evidence Based
<b>Attendance Monitoring</b>	
Student Self-Reporting	✓ Parent Reporting
✓ School System Reporting	



## LAW ENFORCEMENT

*“When schools and law enforcement agencies work together and in concert with other community-based organizations, a number of positive outcomes can be expected: schools, law enforcement agencies, and community groups are better able to work together in developing innovative, systemwide, long-term approaches to reducing and preventing truancy, duplication of efforts is reduced; students, school personnel, parents, and community members have an increased feeling of safety; and schools and communities show improved quality of life,” (Atkinson, 2002).*

In law enforcement models, 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, California

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

**Description:** The Los Angeles County District Attorney’s Abolish Chronic Truancy (ACT) program intervenes in the early stages of an elementary or middle school student’s truancy. The district attorney’s staff work directly with school administrators, teachers, parents, and students to resolve problems that contribute to truancy and get students back in the classroom. The goal of the program, which was created in 1991, is to help families understand and comply with school attendance laws to ensure that all children get the education they need to succeed in life.

**Results:** ACT continues to track absences for a year after intervention. In 2013-14, ACT documented a 50 percent decrease in absenteeism in participating students after involvement with the program.

Grade Level	
K-12	✓ 6-8
✓ K-5	9-12
Delivery Mode	
✓ Individual	✓ School
Group	✓ Community
Home	
Parent Participation	
✓ Yes	No
Model Type	
✓ School Based	✓ Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

## Washington State Becca Task Force

### King County, Washington

**Website:** <http://www.kingcounty.gov/depts/prosecutor/youth-programs/truancy.aspx>

**Description:** After the death of Becca Hedman (a 13-year-old who was murdered on the streets of Spokane), “Becca” legislation was created to enable schools and parents to access help from the courts to provide services and supports to truant youth. Operated entirely by volunteer legislators, prosecutors, public defenders, court administrators, and others, the task force ensures adequate funding for anti-truancy prevention statewide and proper implementation of statewide Becca laws. The task force also directly supports various smaller statewide truancy programs.

**Results:** In King County, 83 percent of truant youth had no further contact with the truancy system as of 2010. In Spokane County, 93.5 percent of truancy cases sent to the West Valley Community Truancy Board were resolved through mediation.

Grade Level	
✓ K-12	✓ 6-8
K-5	9-12
Delivery Mode	
Individual	School
Group	✓ Community
Home	
Parent Participation	
Yes	✓ No
Model Type	
School Based	✓ Community Based
Court Based	✓ Evidence Based
Attendance Monitoring	
Student Self-Reporting	Parent Reporting
✓ School System Reporting	

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