

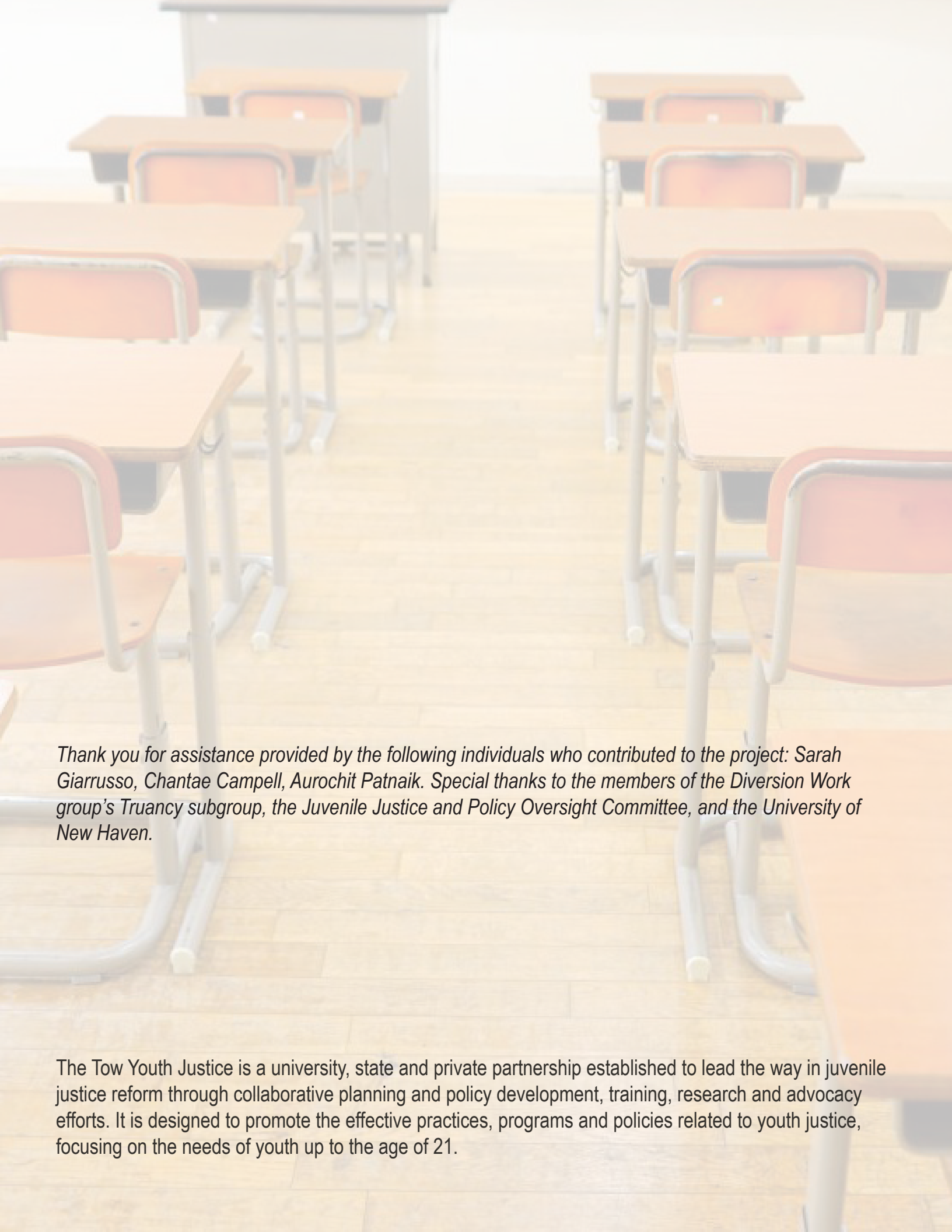
Survey of Truancy Intervention Models 2017: Inventory and Summary of Findings

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The Tow Youth Justice is a university, state and private partnership established to lead the way in juvenile justice reform through collaborative planning and policy development, training, research and advocacy efforts. It is designed to promote the effective practices, programs and policies related to youth justice, focusing on the needs of youth up to the age of 21.

OVERVIEW

In recent years, Connecticut has passed legislation that defines chronically absent children and truant children, in addition to calling for the decriminalization of truancy as a status offense in Connecticut. The definitions are:

Connecticut's Definition of Chronically Absent Children:

Effective July 1, 2015, in Connecticut a "chronically absent child" means a child who is enrolled in school under the jurisdiction of a local or regional board of education and whose total number of absences at any time during the school year is equal or greater than ten percent of days that such student has been enrolled at such school during such school year.

Connecticut's Definition of Truant Children:

Effective August 15, 2017, in Connecticut a "truant" means a child age five to eighteen, inclusive, who is enrolled in a public or private school and has four unexcused absences from school in any one month or ten unexcused absences from school in any school year (CT's Public Act 16-147).

Currently, the Connecticut State Department of Education (CSDE) is in a process to redesign its system to connect truant and chronically absent students with the community-based resources they need. In June 2017, the Tow Youth Justice Institute (TYJI) conducted a survey of truancy intervention models in collaboration with the Connecticut State Department of Education. The themes questions were drafted with the assistance of members of the Diversion Workgroup of the Juvenile Justice and Policy Oversight Committee (JJPOC).

The questionnaire included the following sections:

Basic Program Information, Legislation on Truancy and Chronic Absenteeism, Program Design, Length of Service and Aftercare Plan, Youth Involvement and Exclusion, Parental Involvement, Program Staff, Data Collection, Funding and Community Partners

Currently existing truancy intervention models were first identified using the Center for Children's Advocacy (CCA) 2015 report, titled "Truancy Intervention: National Models and Connecticut Initiatives". Then, additional truancy intervention models were identified through online research. Before the survey was released nationally, it was piloted with three truancy intervention models in Connecticut in May 2017. In June 2017, a 20-30 minute survey was distributed via email to over 100 truancy intervention programs throughout the United States. Respondents were sent reminders and thank you emails, in addition to being encouraged to pass the survey on to other providers. Overall, the survey was available for two weeks. A total of 17 responses were recorded and are included in this inventory and summary report. This report is a contribution to the report and guidelines that will be released by the Connecticut State Department of Education in the fall of 2017.

Responses from 2017 Survey of Truancy Intervention Models

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	State	Intervention Model Name	Organization Name	Website	Inventory Pages	Summary Pages
1.	California	School Attendance Review Board	California Department of Education	www.cde.ca.gov/ls/ai/cw/	1-2	7-8
2.	Connecticut	New Haven Trauma Coalition	United Way of Greater New Haven, Clifford Beers Clinic	www.uwgnh.org	1-2	9-10
3.	Connecticut	N/A	Consolidated School District of New Britain	www.csdnb.org	1-2	11-12
4.	Connecticut	N/A	Department of Children and Families, Bridgeport Public and Alternative Schools	N/A	1-2	N/A
5.	Illinois	Social Work Model	N/A	www.lake.k12.il.us	1-2	13-14

	State	Intervention Model Name	Organization Name	Website	Inventory Pages	Summary Pages
6.	Kansas	N/A	Douglas County Youth Services in collaboration with the University of Kansas Applied Behavioral Sciences Department	https://www.douglascountyks.org/depts/youth-services	1-2	15-16
7.	Kansas	Project SKIP	Johnson County Court Services	http://www.jocogov.org/departments/district-courts/courts-project-skip	3-4	17-19
8.	Louisiana	N/A	Family and Youth Service Center	www.FYSC-EBR.org	3-4	NA
9.	Minnesota	Student Attendance Review Board (SARB) and Truancy Action Project	St. Louis County Attorney's Office	http://www.lssmn.org/youth/duluth/truancy-action-project/	3-4	N/A
10.	Missouri	Early Warning Systems and Check and Connect	N/A	http://www.dese.mo.gov	3-4	20-21
11.	Nebraska	Colfax County Truancy Intervention Model	Colfax County Juvenile Services	N/A	3-4	22-23

	State	Intervention Model Name	Organization Name	Website	Inventory Pages	Summary Pages
12.	New Mexico	N/A	N/A	N/A	3-4	24-25
13.	North Carolina	School-based Truancy Court (A restorative practice of conferencing)	Elna B. Spaulding Conflict Resolution Center	https://www.crc-mediation.org/	5-6	26-27
14.	North Carolina	Early Truancy Prevention Program - Duke University	N/A	https://childandfamilypolicy.duke.edu/	5-6	28-29
15.	Ohio	N/A	Trumbull County Educational Service Center	www.trumbullesc.org	5-6	30-31
16.	Pennsylvania	TIPS	Children Youth Services	https://www.lehighcounty.org/Departments/Human-Services/Children-Youth-Services	5-6	N/A
17.	Utah	Layton Youth Court	N/A	http://www.laytoncac.org/court.php	5-6	32-33

Responses from 2017 Survey of Truancy Intervention Models

Inventory of Programs

State Name	California	Connecticut	Connecticut	Connecticut	Illinois	Kansas
Intervention Model Name	School Attendance Review Board	New Haven Trauma Coalition		N/A	Social Work Model	
Organization Name (if applicable)	California Department of Education		Consolidated School District of New Britain	Department of Children and Families, Bridgeport Public and Alternative Schools		Douglas County Youth Services in collaboration with the University of Kansas Applied Behavioral Sciences Department
Ages Served	6-17 YO	5-17 YO	≤4 YO	5-18 YO	6-17 YO	5-15 YO
Traunt Referrals (#)	3	N/A		22	915	53
Truant Students Served (#)	287,000	N/A		22	915	60
Grade levels of Students Served	Grades K-12	Grades K-12	Grades K-12	Grades 9-12	Grades K-11	Grades K-9
Length of Service (months)	10	6	6	≥12		4
Full-time Staff #	10,000	10	2	5	3	1
Part-time Staff #	6,000		3	3		
Unpaid Volunteers #	187			5		12
Truant Student to Staff Ratio	185	10			300	4
Staff Onboarding Training (hours)	8	20		18		40
Parent Participation Required	N	N	Y	N	N	N
Part of a Continuum of Services?	Y	Y	Y	Y	N	Y
Community-based Model?	Y	Y	Y	Y	Y	Y
School-based Model?	Y	Y	Y	Y	Y	Y
Court-based Model?	N	N	N	N	Y	Y
Employs Evidence-based Practices?	Y	Y	Y	N	Y	Y
Student Population Matches CT Definition of Truant?	Y	Y	Y	Y	N	Y
Student Population Matches CT Definition of Chronically Absent?	Y	Y	Y	Y	Y	N
Local Area Truancy Percentage	15%	0%		20%	0%	0%
State Truancy Percentage	15%	20%		10%	0%	
Local Area Chronic Absence Percentage	70%	20%	20%	20%		0%
State Chronic Absence Percentage	8%	10%	15%	10%		

Responses from 2017 Survey of Truancy Intervention Models

Inventory of Programs

State Name	California	Connecticut	Connecticut	Connecticut	Illinois	Kansas
Intervention Model Name	School Attendance Review Board	New Haven Trauma Coalition		N/A	Social Work Model	
Organization Name (if applicable)	California Department of Education		Consolidated School District of New Britain	Department of Children and Families, Bridgeport Public and Alternative Schools		Douglas County Youth Services in collaboration with the University of Kansas Applied Behavioral Sciences Department
Frequency of Additional Staff Training	Annually	Quarterly	Quarterly	Annually	Quarterly	Monthly
Accepts School Referrals?	✓	✓	✓	✓	✓	
Accepts Parent Referrals?		✓		✓		
Accepts Police Referrals?						
Accepts Church Referrals?						
Accepts Community Referrals?		✓		✓		
Accepts Referrals from Other Sources?				✓		✓
Monitors School Attendance Using Reports from Truant Youth?			✓	✓		
Monitor school attendance using reports from truant youths' parents?		✓	✓	✓		
Monitor school attendance using reports from school system?	✓	✓	✓	✓	✓	✓
Monitor school attendance using reports from law enforcement?						
Monitor school attendance using reports from other source?			✓	✓		
Racial disparities tracked	Yes, general	Yes, general	Yes, general	No	Yes, truant specific	No
Gender disparities tracked	Yes, general	Yes, general	Yes, general	No	Yes, truant specific	No
Per person cost	\$5	\$500		\$7,100		

Responses from 2017 Survey of Truancy Intervention Models

Inventory of Programs

State Name	Kansas	Louisiana	Minnesota	Missouri	Nebraska	New Mexico
Intervention Model Name	Project SKIP	N/A	Student Attendance Review Board (SARB) and Truancy Action	Early Warning Systems and Check and Connect	Colfax County Truancy Intervention Model	
Organization Name (if applicable)	Johnson County Court Services	Family and Youth Service Center	St. Louis County Attorney's Office		Colfax County Juvenile Services	
Ages Served	5-17 YO	≤ 4 YO	12-17 YO		10-17 YO	6-18 YO
Traunt Referrals (#)	100		225	N/A	40	
Truant Students Served (#)	80		215	N/A	40	
Grade levels of Students Served	Grades 6-12		Grades 6-12		Grades 6-12	Grades 1-12
Length of Service (months)	3		12		3	≤1
Full-time Staff #	2		2		1	15
Part-time Staff #			3		0	2
Unpaid Volunteers #			0		0	0
Truant Student to Staff Ratio	40		50		40	250
Staff Onboarding Training (hours)	40		40		20	8
Parent Participation Required	Y		N		N	N
Part of a Contiuum of Services?	Y	Y	Y	Y	Y	
Community-based Model?	Y	Y	Y	N	Y	Y
School-based Model?	N	Y	Y	Y	Y	Y
Court-based Model?	Y	Y	N	N	N	N
Employs Evidence-based Practices?	Y	Y	Y	Y	Y	Y
Student Population Matches CT Definition of Truant?	Y	Y	Y	N	N	N
Student Population Matches CT Definition of Chronically Absent?	Y	N	N		N	Y
Local Area Truancy Percentage			12%		40%	27%
State Truancy Percentage			90%			28%
Local Area Chronic Absence Percentage			20%		2%	
State Chronic Absence Percentage			12%			

Responses from 2017 Survey of Truancy Intervention Models

Inventory of Programs

State Name	Kansas	Louisiana	Minnesota	Missouri	Nebraska	New Mexico
Intervention Model Name	Project SKIP	N/A	Student Attendance Review Board (SARB) and Truancy Action	Early Warning Systems and Check and Connect	Colfax County Truancy Intervention Model	
Organization Name (if applicable)	Johnson County Court Services	Family and Youth Service Center	St. Louis County Attorney's Office		Colfax County Juvenile Services	
Frequency of Additional Staff Training	Annually		Monthly		Quarterly	Quarterly
Accepts School Referrals?	✓		✓		✓	✓
Accepts Parent Referrals?			✓		✓	
Accepts Police Referrals?					✓	
Accepts Church Referrals?						
Accepts Community Referrals?			✓			
Accepts Referrals from Other Sources?			✓	✓		
Monitors School Attendance Using Reports from Truant Youth?					✓	
Monitor school attendance using reports from truant youths' parents?					✓	
Monitor school attendance using reports from school system?	✓		✓		✓	✓
Monitor school attendance using reports from law enforcement?					✓	
Monitor school attendance using reports from other source?	✓					
Racial disparities tracked	Yes, truant specific		Yes, general		Yes, truant specific	Yes, general
Gender disparities tracked			Yes, general		Yes, truant specific	Yes, general
Per person cost			\$250		N/A	\$150

Responses from 2017 Survey of Truancy Intervention Models

Inventory of Programs

State Name	North Carolina	North Carolina	Ohio	Pennsylvania	Utah
Intervention Model Name	School-based Truancy Court (A restorative practice of conferencing)	Early Truancy Prevention Program - Duke University		TIPS	Layton Youth Court
Organization Name (if applicable)	Elna B. Spaulding Conflict Resolution Center			Children Youth Services	
Ages Served	7-15 YO	6-18 YO	5-18 YO		13-18 YO
Traut Referrals (#)	650		115		10
Truant Students Served (#)	650		3		8
Grade levels of Students Served	Grades 2-12	Grades 1-3	Grades K-12		Grades 8-12
Length of Service (months)	3		≤1		2
Full-time Staff #	35				
Part-time Staff #	0		15		1
Unpaid Volunteers #	28				3
Truant Student to Staff Ratio			3	7	
Staff Onboarding Training (hours)	2	5	25		10
Parent Participation Required	Y	Y	Y		
Part of a Continuum of Services?	Y	N	N	Y	N
Community-based Model?	Y	N	Y		Y
School-based Model?	Y	Y	Y		N
Court-based Model?	N	N	Y		N
Employs Evidence-based Practices?	Y	Y	Y		Y
Student Population Matches CT Definition of Truant?	N	Y	N		Y
Student Population Matches CT Definition of Chronically Absent?	N	Y	N		Y
Local Area Truancy Percentage			73%		
State Truancy Percentage					
Local Area Chronic Absence Percentage					
State Chronic Absence Percentage					

Responses from 2017 Survey of Truancy Intervention Models

Inventory of Programs

State Name	North Carolina	North Carolina	Ohio	Pennsylvannia	Utah
Intervention Model Name	School-based Truancy Court (A restorative practice of conferencing)	Early Truancy Prevention Program - Duke University		TIPS	Layton Youth Court
Organization Name (if applicable)	Elna B. Spaulding Conflict Resolution Center			Children Youth Services	
Frequency of Additional Staff Training	Bi-annually	Bi-annually	Quarterly		< Annually
Accepts School Referrals?	✓	✓	✓		✓
Accepts Parent Referrals?			✓		
Accepts Police Referrals?					
Accepts Church Referrals?					
Accepts Community Referrals?					
Accepts Referrals from Other Sources?	✓		✓		
Monitors School Attendance Using Reports from Truant Youth?					
Monitor school attendance using reports from truant youths' parents?					
Monitor school attendance using reports from school system?	✓	✓	✓		
Monitor school attendance using reports from law enforcement?			✓		
Monitor school attendance using reports from other source?					
Racial disparities tracked	No	Yes, general	No		No
Gender disparities tracked	No	Yes, general	No		No
Per person cost	\$100				

California

Intervention Model Name	School Attendance Review Board
Organization Name	California Department of Education
Model Implemented Statewide	Yes, it is used as the standard model throughout the state
Year Model was First Implemented	1980
Legislative Definition of Truancy	California Education Code Section 48260 at www.cde.ca.gov/ls/ai/tr/
Legislative Definition of Chronic Absenteeism	California Education Code Section 60901(c)(1) at www.cde.ca.gov/ls/ai/cw/
Languages Services are Provided in	English, Spanish, French, Other
When too many Referrals are Received	Attempt to expand the number of community partners.
When Students Fail to Complete the Program	Students may be referred back for a second meeting with the School Attendance Review Board or may be referred to court.
Student Transition at the End of Service	A Certificate of Achievement is given to students and families when SARB directives have been followed.
Aftercare Plans Developed	Yes
Organization Provides Aftercare Plan	No
External Organizations Provide Aftercare Services	Yes
Aftercare Plan Length	10 months
Family Participation Required	No
Measures of Success	Reduction of truancy rates and chronic absenteeism rates by pupil subgroup and grade level
Community Partners	Schools, Communities, State Agencies, Contracted providers, Local Police, Faith-based/Churches
Funding Sources	State funding, Federal funding, Foundation funding
Exclusionary Criteria	Age of student

Breakdown of Gender	
Male	51%
Female	48%
Gender Nonconforming/ Non-Binary	1%

Breakdown of Race/Ethnicity	
White	31%
Black	25%
Asian	1%
American Indian or Alaska Native	16%
Native Hawaiian or Other Pacific Islander	3%
Hispanic or Latino	32%
Not Hispanic or Latino	68%

Breakdown of Disability	
Documented Disability	34%
Undocumented Disability	3%
No Disability	63%

Breakdown of Other Demographics	
Chronically Absent	78%
Free Lunch	67%
Known Involvement with the Juvenile Justice System	15%
Known Involvement with the Adult Criminal Justice System	3%
<i>This table represents four different groupings and does not add up to 100%.</i>	

Breakdown of Parental Involvement	
Parents Extremely Involved	38%
Parents Very Involved	25%
Parents Moderately Involved	24%
Parents Slightly Involved	8%
Parents Not Involved	5%

Resources for Training	
Staff Trainers	Trainers outside of the organization
% of Budget Spent to Train Workers Who Serve Truant Students	2%

Connecticut – New Haven

Intervention Model Name	New Haven Trauma Coalition
Organization Name	
Model Implemented Statewide	No, this truancy model has not been expanded to any other location.
Year Model was First Implemented	2014
Legislative Definition of Truancy	
Legislative Definition of Chronic Absenteeism	
Languages Services are Provided in	English, Spanish
When too many Referrals are Received	Refer to other community-based or clinic-specific programs.
When Students Fail to Complete the Program	Reach out to parents and school-based staff to reengage or support transition to another program/support.
Student Transition at the End of Service	Connected to community-based or school-based support/services if needed.
Aftercare Plans Developed	Yes
Organization Provides Aftercare Plan	Yes
External Organizations Provide Aftercare Services	Yes
Aftercare Plan Length	6 months
Family Participation Required	No
Measures of Success	
Community Partners	Schools, Communities, State Agencies, Contracted providers
Funding Sources	State funding, Local funding, Foundation funding
Exclusionary Criteria	Parent did not consent
Exclusionary Criteria-Other	Does not qualify for support, i.e. child does not meet clinical range symptoms for clinical group intervention.

Breakdown of Gender	
Male	60%
Female	40%
Gender Nonconforming/ Non-Binary	0%

Breakdown of Race/Ethnicity	
White	40%
Black	50%
Asian	0%
American Indian or Alaska Native	0%
Native Hawaiian or Other Pacific Islander	0%
Hispanic or Latino	40%
Not Hispanic or Latino	60%

Breakdown of Disability	
Documented Disability	0%
Undocumented Disability	0%
No Disability	0%

Breakdown of Other Demographics	
Chronically Absent	25%
Free Lunch	90%
Known Involvement with the Juvenile Justice System	0%
Known Involvement with the Adult Criminal Justice System	0%
<i>This table represents four different groupings and does not add up to 100%.</i>	

Breakdown of Parental Involvement	
Parents Extremely Involved	10%
Parents Very Involved	30%
Parents Moderately Involved	20%
Parents Slightly Involved	20%
Parents Not Involved	20%

Resources for Training	
Staff Trainers	Trainers within and outside of the organization
% of Budget Spent to Train Workers Who Serve Truant Students	5%

Connecticut-New Britain

Intervention Model Name	
Organization Name	Consolidated school district of New Britain, CT
Model Implemented Statewide	Yes, it is used as the standard model throughout the state
Year Model was First Implemented	1995
Legislative Definition of Truancy	
Legislative Definition of Chronic Absenteeism	
Languages Services are Provided in	English, Spanish
When too many Referrals are Received	Weekly school based attendance meetings
When Students Fail to Complete the Program	
Student Transition at the End of Service	
Aftercare Plans Developed	Yes
Organization Provides Aftercare Plan	Yes
External Organizations Provide Aftercare Services	Yes
Aftercare Plan Length	6 months
Family Participation Required	Yes
Measures of Success	
Community Partners	Schools, Communities, State Agencies, Local Police
Funding Sources	State funding, Local funding, Private funding
Exclusionary Criteria	No

Breakdown of Gender	
Male	0%
Female	0%
Gender Nonconforming/ Non-Binary	0%

Breakdown of Race/Ethnicity	
White	0%
Black	0%
Asian	0%
American Indian or Alaska Native	0%
Native Hawaiian or Other Pacific Islander	0%
Hispanic or Latino	60%
Not Hispanic or Latino	40%

Breakdown of Disability	
Documented Disability	0%
Undocumented Disability	0%
No Disability	0%

Breakdown of Other Demographics	
Chronically Absent	0%
Free Lunch	0%
Known Involvement with the Juvenile Justice System	0%
Known Involvement with the Adult Criminal Justice System	0%
<i>This table represents four different groupings and does not add up to 100%.</i>	

Breakdown of Parental Involvement	
Parents Extremely Involved	0%
Parents Very Involved	50%
Parents Moderately Involved	25%
Parents Slightly Involved	25%
Parents Not Involved	0%

Resources for Training	
Staff Trainers	Trainers within and outside of the organization
% of Budget Spent to Train Workers Who Serve Truant Students	

Illinois

Intervention Model Name	Social Work Model
Organization Name	
Model Implemented Statewide	Yes, but it is only used in a few locations throughout the state
Year Model was First Implemented	1985
Legislative Definition of Truancy	The School Code of Illinois, Chapter 105, Article 26 Sec. 26-2a. A "truant" is defined as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof.
Legislative Definition of Chronic Absenteeism	Chronic or habitual truant" shall be defined as a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days.
Languages Services are Provided in	English, Spanish
When too many Referrals are Received	We do our best to prioritize the cases with the most absences and issues. We make a school contact bi-weekly on all cases.
When Students Fail to Complete the Program	Refer them to the state's attorney's office
Student Transition at the End of Service	The cases are closed
Aftercare Plans Developed	No
Organization Provides Aftercare Plan	
External Organizations Provide Aftercare Services	
Aftercare Plan Length	
Family Participation Required	No
Measures of Success	Credits earned
Community Partners	Schools, Communities, State Agencies, Contracted providers, Local Police, Faith-based/Churches
Funding Sources	State funding
Exclusionary Criteria	Age of student

Breakdown of Gender	
Male	0%
Female	0%
Gender Nonconforming/ Non-Binary	0%

Breakdown of Race/Ethnicity	
White	0%
Black	0%
Asian	0%
American Indian or Alaska Native	0%
Native Hawaiian or Other Pacific Islander	0%
Hispanic or Latino	0%
Not Hispanic or Latino	0%

Breakdown of Disability	
Documented Disability	0%
Undocumented Disability	0%
No Disability	0%

Breakdown of Other Demographics	
Chronically Absent	0%
Free Lunch	0%
Known Involvement with the Juvenile Justice System	0%
Known Involvement with the Adult Criminal Justice System	0%
<i>This table represents four different groupings and does not add up to 100%.</i>	

Breakdown of Parental Involvement	
Parents Extremely Involved	0%
Parents Very Involved	10%
Parents Moderately Involved	25%
Parents Slightly Involved	25%
Parents Not Involved	40%

Resources for Training	
Staff Trainers	Trainers within and outside of the organization
% of Budget Spent to Train Workers Who Serve Truant Students	0%

Kansas – Douglas County

Intervention Model Name	NA
Organization Name	Douglas County Youth Services in collaboration with the University of Kansas Applied Behavioral Sciences Department
Model Implemented Statewide	No, this truancy model has not been expanded to any other location.
Year Model was First Implemented	2011
Legislative Definition of Truancy	K.S.A. 72-977; K.S.A.72-1111; K.S.A. 72-1113
Legislative Definition of Chronic Absenteeism	
Languages Services are Provided in	English
When too many Referrals are Received	We put the children on a <i>waiting list</i> . if the referral is made near the end of the school year those cases are carried over to the next school year and the families are offered the opportunity to participate in the program.
When Students Fail to Complete the Program	The Douglas County District Attorney's Office is notified.
Student Transition at the End of Service	<p>➤ Successful Completion of the KU Truancy Prevention and Diversion Program requires the following:</p> <ul style="list-style-type: none"> • The child or youth has participated for a minimum of 45-school days in the diversion program and has a truancy review hearing with the Truancy Prevention and Diversion Program Team and the Assistant District Attorney; and • The child or youth has had zero hours of unexcused absences.
Aftercare Plans Developed	Yes
Organization Provides Aftercare Plan	Yes
External Organizations Provide Aftercare Services	No
Aftercare Plan Length	4 months
Family Participation Required	No
Measures of Success	
Community Partners	Schools, State Agencies, University of Kansas, District Attorney's Office
Funding Sources	State funding, Local funding
Exclusionary Criteria	If they reside out of Douglas County and aren't court ordered to participate.

Breakdown of Gender	
Male	52%
Female	48%
Gender Nonconforming/ Non-Binary	0%

Breakdown of Race/Ethnicity	
White	69%
Black	6%
Asian	0%
American Indian or Alaska Native	0%
Native Hawaiian or Other Pacific Islander	0%
Hispanic or Latino	9%
Not Hispanic or Latino	91%

Breakdown of Disability	
Documented Disability	13%
Undocumented Disability	87%
No Disability	0%

Breakdown of Other Demographics	
Chronically Absent	0%
Free Lunch	40%
Known Involvement with the Juvenile Justice System	0%
Known Involvement with the Adult Criminal Justice System	0%
<i>This table represents four different groupings and does not add up to 100%.</i>	

Breakdown of Parental Involvement	
Parents Extremely Involved	0%
Parents Very Involved	0%
Parents Moderately Involved	0%
Parents Slightly Involved	0%
Parents Not Involved	0%

Resources for Training	
Staff Trainers	Trainers within and outside of the organization
% of Budget Spent to Train Workers Who Serve Truant Students	

Kansas – Johnson County

Intervention Model Name	Project SKIP
Organization Name	Johnson County Court Services
Model Implemented Statewide	No, this truancy model has not been expanded to any other location.
Year Model was First Implemented	2000
Legislative Definition of Truancy	<p>Kansas Truancy Laws "Chapter 72 "School, Article 11 "School attendance, curriculum and accreditation. Every child age 7-18 is required to continuously attend each school year at</p> <ol style="list-style-type: none"> 1. A public school for the duration of the school term 2. A private, denomination or parochial school taught by a qualified teacher for the duration of the school year. <p>If a child is under 16 or 17 of age they are exempt from the above rule if:</p> <ol style="list-style-type: none"> 1. They are enrolled in an approved alternative education program. 2. The child and the parent/guardian attend a counseling session in which the parent and child are present with, and must sign a disclaimer to encourage the youth to remain in school or pursue educational alternatives. The disclaimer also includes information regarding academic skills not yet learned, the difference in future earning power of a high school dropout and a high school graduate and a list of education alternatives that are available from the requirement. 3. They obtain a court order exempting them from the requirement.
Legislative Definition of Chronic Absenteeism	
Languages Services are Provided in	English, Spanish

When too many Referrals are Received	We have guidelines for referrals that the District Attorney's office follows when referring the truancy filings to our program. We have not reached our limit yet.
When Students Fail to Complete the Program	<ul style="list-style-type: none"> ➤ If it is a pre- filing of truancy we send the case back to the District Attorney's office and they send them to court for Truancy. ➤ If the truancy case that we have is a court referral we will suggest adjudication and may ask for a DCF referral if we truly do not know where the child is and their attendance reflects that they are not attending school.
Student Transition at the End of Service	➤ We send a letter to the District attorney's office and they will drop the case as long as they are successful in the program.
Aftercare Plans Developed	No
Organization Provides Aftercare Plan	
External Organizations Provide Aftercare Services	
Aftercare Plan Length	
Family Participation Required	Yes
Measures of Success	If the child does not have any unexcused absences throughout the 90 days they are considered successful.
Community Partners	Schools
Funding Sources	Local funding
Exclusionary Criteria	Prior criminal history, Age of student
Exclusionary Criteria-Other	If services like DCF need to be involved in the case. Our truancy program is a first level approach. If the case is adjudicated as a true CINC out program is not appropriate. Also, if the child has extreme mental health issues that won't allow them to get out of bed this program would not be appropriate. We work with mental health cases but they have to be at school in order for us to make accommodations for the child.

Breakdown of Gender	
Male	50%
Female	50%
Gender Nonconforming/ Non-Binary	

Breakdown of Race/Ethnicity	
White	0%
Black	0%
Asian	0%
American Indian or Alaska Native	0%
Native Hawaiian or Other Pacific Islander	0%
Hispanic or Latino	40%
Not Hispanic or Latino	60%

Breakdown of Disability	
Documented Disability	0%
Undocumented Disability	0%
No Disability	0%

Breakdown of Other Demographics	
Chronically Absent	0%
Free Lunch	0%
Known Involvement with the Juvenile Justice System	0%
Known Involvement with the Adult Criminal Justice System	0%
<i>This table represents four different groupings and does not add up to 100%.</i>	

Breakdown of Parental Involvement	
Parents Extremely Involved	10%
Parents Very Involved	10%
Parents Moderately Involved	70%
Parents Slightly Involved	10%
Parents Not Involved	0%

Resources for Training	
Staff Trainers	Trainers within the organization
% of Budget Spent to Train Workers Who Serve Truant Students	

Missouri

Intervention Model Name	Early Warning Systems and Check and Connect
Organization Name	
Model Implemented Statewide	Yes, but it is only used in a few locations throughout the state
Year Model was First Implemented	2010
Legislative Definition of Truancy	They can be determined truant at any age but it depends on the court. Our legislation says they shall attend school "regularly" but does not define what that is nor does it define truancy.
Legislative Definition of Chronic Absenteeism	There is no legislation to this.
Languages Services are Provided in	Other
Languages Services are Provided in	N/A
When too many Referrals are Received	N/A
When Students Fail to Complete the Program	The amount of time a student is served in Check and Connect depends on the student and their progress
Student Transition at the End of Service	N/A
Aftercare Plans Developed	No
Organization Provides Aftercare Plan	
External Organizations Provide Aftercare Services	
Aftercare Plan Length	
Family Participation Required	
Measures of Success	
Community Partners	
Funding Sources	
Exclusionary Criteria	

Breakdown of Gender	
Male	0%
Female	0%
Gender Nonconforming/ Non-Binary	0%

Breakdown of Race/Ethnicity	
White	0%
Black	0%
Asian	0%
American Indian or Alaska Native	0%
Native Hawaiian or Other Pacific Islander	0%
Hispanic or Latino	0%
Not Hispanic or Latino	0%

Breakdown of Disability	
Documented Disability	0%
Undocumented Disability	0%
No Disability	0%

Breakdown of Other Demographics	
Chronically Absent	0%
Free Lunch	0%
Known Involvement with the Juvenile Justice System	0%
Known Involvement with the Adult Criminal Justice System	0%
<i>This table represents four different groupings and does not add up to 100%.</i>	

Breakdown of Parental Involvement	
Parents Extremely Involved	0%
Parents Very Involved	0%
Parents Moderately Involved	0%
Parents Slightly Involved	0%
Parents Not Involved	0%

Resources for Training	
Staff Trainers	Trainers within and outside of the organization
% of Budget Spent to Train Workers Who Serve Truant Students	

Nebraska

Intervention Model Name	Colfax County Truancy Intervention Model
Organization Name	Colfax County Juvenile Services
Model Implemented Statewide	No, this truancy model has not been expanded to any other location.
Year Model was First Implemented	2014
Legislative Definition of Truancy	http://nebraskalegislature.gov/laws/statutes.php?statute=s7902001000
Legislative Definition of Chronic Absenteeism	http://nebraskalegislature.gov/laws/statutes.php?statute=s7902001000
Languages Services are Provided in	English, Spanish
When too many Referrals are Received	We have not yet encountered this problem.
When Students Fail to Complete the Program	Typically if the behavior continues where my program is no longer effective they are referred to the County Attorney. We also use a community based approach where if the student is on Probation or Diversion I work with the officer that supervises them.
Student Transition at the End of Service	They are given a letter and a certificate of completion.
Aftercare Plans Developed	No
Organization Provides Aftercare Plan	
External Organizations Provide Aftercare Services	
Aftercare Plan Length	
Family Participation Required	I monitor their attendance throughout the year as well as their school activities, and grades.
Measures of Success	Schools, Communities, State Agencies, Contracted providers, Local Police, Faith-based/Churches
Community Partners	
Funding Sources	State funding
Exclusionary Criteria	Age of student

Breakdown of Gender	
Male	48%
Female	52%
Gender Nonconforming/ Non-Binary	0%

Breakdown of Race/Ethnicity	
White	1%
Black	3%
Asian	0%
American Indian or Alaska Native	0%
Native Hawaiian or Other Pacific Islander	0%
Hispanic or Latino	96%
Not Hispanic or Latino	4%

Breakdown of Disability	
Documented Disability	3%
Undocumented Disability	0%
No Disability	97%

Breakdown of Other Demographics	
Chronically Absent	60%
Free Lunch	95%
Known Involvement with the Juvenile Justice System	80%
Known Involvement with the Adult Criminal Justice System	15%
<i>This table represents four different groupings and does not add up to 100%.</i>	

Breakdown of Parental Involvement	
Parents Extremely Involved	10%
Parents Very Involved	0%
Parents Moderately Involved	0%
Parents Slightly Involved	70%
Parents Not Involved	20%

Resources for Training	
Staff Trainers	Trainers outside of your organization
% of Budget Spent to Train Workers Who Serve Truant Students	5%

New Mexico

Intervention Model Name	
Organization Name	
Model Implemented Statewide	
Year Model was First Implemented	
Legislative Definition of Truancy	New Mexico compulsory school attendance, NMAC Title 6 Chapter 10 Part 8
Legislative Definition of Chronic Absenteeism	
Languages Services are Provided in	English, Spanish
When too many Referrals are Received	Early intervention with those that have started to miss school, followed by transition students second then graduating seniors.
When Students Fail to Complete the Program	Efforts are made to re-engage the student and family, or referral to other community agencies.
Student Transition at the End of Service	There is no completion of service it is based on improved attendance, and students can be referred more than once throughout the school year.
Aftercare Plans Developed	Yes
Organization Provides Aftercare Plan	Yes
External Organizations Provide Aftercare Services	Yes
Aftercare Plan Length	1 month or less
Family Participation Required	No
Measures of Success	Retention rates, and graduation rates
Community Partners	Schools, Communities, State Agencies, Contracted providers
Funding Sources	State funding
Exclusionary Criteria	No

Breakdown of Gender	
Male	0%
Female	0%
Gender Nonconforming/ Non-Binary	0%

Breakdown of Race/Ethnicity	
White	0%
Black	0%
Asian	0%
American Indian or Alaska Native	0%
Native Hawaiian or Other Pacific Islander	0%
Hispanic or Latino	0%
Not Hispanic or Latino	0%

Breakdown of Disability	
Documented Disability	0%
Undocumented Disability	0%
No Disability	0%

Breakdown of Other Demographics	
Chronically Absent	0%
Free Lunch	0%
Known Involvement with the Juvenile Justice System	0%
Known Involvement with the Adult Criminal Justice System	0%
<i>This table represents four different groupings and does not add up to 100%.</i>	

Breakdown of Parental Involvement	
Parents Extremely Involved	10%
Parents Very Involved	25%
Parents Moderately Involved	50%
Parents Slightly Involved	10%
Parents Not Involved	5%

Resources for Training	
Staff Trainers	Trainers within and outside of the organization
% of Budget Spent to Train Workers Who Serve Truant Students	1%

North Carolina – Durham (SBTC)

Intervention Model Name	School-based Truancy Court (a restorative practice of conferencing)
Organization Name	Elna B. Spaulding Conflict Resolution Center
Model Implemented Statewide	No, this truancy model has not been expanded to any other location.
Year Model was First Implemented	2010
Legislative Definition of Truancy	JUVENILE Law G.S. 7B-1501 and 7B-1600
Legislative Definition of Chronic Absenteeism	JUVENILE Law G.S. 7B-1501 and 7B-1600
Languages Services are Provided in	English, Spanish
When too many Referrals are Received	We schedule more sessions so that we can serve them.
When Students Fail to Complete the Program	A criminal petition can be filed against the parent or if circumstances are different, a juvenile petition can be filed against the child.
Student Transition at the End of Service	The do not have to return to court but the social worker monitors attendance throughout the school year.
Aftercare Plans Developed	No
Organization Provides Aftercare Plan	
External Organizations Provide Aftercare Services	
Aftercare Plan Length	
Family Participation Required	Yes
Measures of Success	After attending School-based Truancy Court, students whose are successful if their absences do not exceed 10% of the school year. 180 days
Community Partners	Schools, Communities, State Agencies
Community Partners	
Funding Sources	Local funding
Exclusionary Criteria	Mental health, homelessness
Exclusionary Criteria-Other	Students that need therapeutic services are referred to another School team to determine the child's needs and provide resources.

Breakdown of Gender	
Male	0%
Female	0%
Gender Nonconforming/ Non-Binary	0%

Breakdown of Race/Ethnicity	
White	0%
Black	0%
Asian	0%
American Indian or Alaska Native	0%
Native Hawaiian or Other Pacific Islander	0%
Hispanic or Latino	0%
Not Hispanic or Latino	0%

Breakdown of Disability	
Documented Disability	0%
Undocumented Disability	0%
No Disability	0%

Breakdown of Other Demographics	
Chronically Absent	0%
Free Lunch	0%
Known Involvement with the Juvenile Justice System	0%
Known Involvement with the Adult Criminal Justice System	0%
<i>This table represents four different groupings and does not add up to 100%.</i>	

Breakdown of Parental Involvement	
Parents Extremely Involved	0%
Parents Very Involved	20%
Parents Moderately Involved	60%
Parents Slightly Involved	10%
Parents Not Involved	10%

Resources for Training	
Staff Trainers	Trainers within the organization
% of Budget Spent to Train Workers Who Serve Truant Students	3%

North Carolina – Durham

Intervention Model Name	Early Truancy Prevention Program - Duke University
Organization Name	
Model Implemented Statewide	No, this truancy model has not been expanded to any other location.
Year Model was First Implemented	2010
Legislative Definition of Truancy	
Legislative Definition of Chronic Absenteeism	
Languages Services are Provided in	English
When too many Referrals are Received	Teachers handle truancy referrals from their classroom so this is not a problem
When Students Fail to Complete the Program	These questions don't apply as we are a teacher-based intervention in elementary grades
Student Transition at the End of Service	Satisfactory attendance for month prior
Aftercare Plans Developed	No
Organization Provides Aftercare Plan	
External Organizations Provide Aftercare Services	
Aftercare Plan Length	
Family Participation Required	Yes
Measures of Success	
Community Partners	Schools, Community referrals as appropriate
Funding Sources	Federal funding, Foundation funding
Exclusionary Criteria	None

Breakdown of Gender	
Male	0%
Female	0%
Gender Nonconforming/ Non-Binary	0%

Breakdown of Race/Ethnicity	
White	0%
Black	0%
Asian	0%
American Indian or Alaska Native	0%
Native Hawaiian or Other Pacific Islander	0%
Hispanic or Latino	0%
Not Hispanic or Latino	0%

Breakdown of Disability	
Documented Disability	0%
Undocumented Disability	0%
No Disability	0%

Breakdown of Other Demographics	
Chronically Absent	0%
Free Lunch	0%
Known Involvement with the Juvenile Justice System	0%
Known Involvement with the Adult Criminal Justice System	0%
<i>This table represents four different groupings and does not add up to 100%.</i>	

Breakdown of Parental Involvement	
Parents Extremely Involved	0%
Parents Very Involved	0%
Parents Moderately Involved	0%
Parents Slightly Involved	0%
Parents Not Involved	0%

Resources for Training	
Staff Trainers	Trainers within the organization
% of Budget Spent to Train Workers Who Serve Truant Students	

Ohio

Intervention Model Name	NA
Organization Name	
Model Implemented Statewide	No, this truancy model has not been expanded to any other location.
Year Model was First Implemented	1980
Legislative Definition of Truancy	HB 410 on the Ohio Department of Education website
Legislative Definition of Chronic Absenteeism	HB 410 - Ohio
Languages Services are Provided in	English
When too many Referrals are Received	Provide multiple sessions.
When Students Fail to Complete the Program	We are not a mandated program in Ohio. We follow up with parents and students as to why they are not attending but there is no consequence from our ESC.
Student Transition at the End of Service	
Aftercare Plans Developed	
Organization Provides Aftercare Plan	No
External Organizations Provide Aftercare Services	
Aftercare Plan Length	
Family Participation Required	Yes
Measures of Success	
Community Partners	Schools, Communities, State Agencies, Contracted providers, Local Police, Faith-based/Churches, Board of Mental Health
Funding Sources	No funding ever received
Exclusionary Criteria	None

Breakdown of Gender	
Male	100%
Female	0%
Gender Nonconforming/ Non-Binary	0%

Breakdown of Race/Ethnicity	
White	100%
Black	0%
Asian	0%
American Indian or Alaska Native	0%
Native Hawaiian or Other Pacific Islander	0%
Hispanic or Latino	0%
Not Hispanic or Latino	0%

Breakdown of Disability	
Documented Disability	0%
Undocumented Disability	0%
No Disability	100%

Breakdown of Other Demographics	
Chronically Absent	100%
Free Lunch	0%
Known Involvement with the Juvenile Justice System	0%
Known Involvement with the Adult Criminal Justice System	0%
<i>This table represents four different groupings and does not add up to 100%.</i>	

Breakdown of Parental Involvement	
Parents Extremely Involved	0%
Parents Very Involved	0%
Parents Moderately Involved	100%
Parents Slightly Involved	0%
Parents Not Involved	0%

Resources for Training	
Staff Trainers	Trainers within your organization, Trainers outside of your organization
Of Budget Spent to Train Workers Who Serve Truant Students	80%

Utah

Intervention Model Name	Layton Youth Court
Organization Name	
Model Implemented Statewide	Yes, but it is only used in a few locations throughout the state
Year Model was First Implemented	1998
Legislative Definition of Truancy	
Legislative Definition of Chronic Absenteeism	
Languages Services are Provided in	English, Spanish
When too many Referrals are Received	We don't have that problem
When Students Fail to Complete the Program	We referred them back to the school for further actions
Student Transition at the End of Service	Complete certificate
Aftercare Plans Developed	No
Organization Provides Aftercare Plan	
External Organizations Provide Aftercare Services	
Aftercare Plan Length	
Family Participation Required	
Measures of Success	
Community Partners	Schools, Communities, Local Police
Community Partners	
Funding Sources	Local funding, Private funding
Funding Sources	Local funding
Exclusionary Criteria	Prior criminal history, Lack of parental involvement, Current open court case

Breakdown of Gender	
Male	60%
Female	40%
Gender Nonconforming/ Non-Binary	0%

Breakdown of Race/Ethnicity	
White	60%
Black	0%
Asian	0%
American Indian or Alaska Native	0%
Native Hawaiian or Other Pacific Islander	0%
Hispanic or Latino	40%
Not Hispanic or Latino	0%

Breakdown of Disability	
Documented Disability	0%
Undocumented Disability	0%
No Disability	0%

Breakdown of Other Demographics	
Chronically Absent	0%
Free Lunch	0%
Known Involvement with the Juvenile Justice System	0%
Known Involvement with the Adult Criminal Justice System	0%
<i>This table represents four different groupings and does not add up to 100%.</i>	

Breakdown of Parental Control	
Parents Extremely Involved	0%
Parents Very Involved	0%
Parents Moderately Involved	100%
Parents Slightly Involved	0%
Parents Not Involved	0%

Breakdown of Training Budget	
Staff Trainers	Trainers within the organization
% of Budget Spent to Train Workers Who Serve Truant Students	

Summary of Appendices

Appendix A – Initial Invitation Email

- Appendix A is a copy of the email that explains who/where the request to participate is coming from; the purpose of online questionnaire is; the time commitment the survey requires, deadline of when to complete the survey by, and other instructions to the survey; and who to contact with any questions. The initial email was sent to participants on May 25, 2017 and participants had until June 16, 2017 to complete the survey.

Appendices B and C– First and Final Reminder Email

- The first reminder email was sent to participants a week before the survey was closing. The final reminder email was sent to participants on the day the survey closed. Both emails reminded participants of the purpose of the survey, the importance of participating in the survey, the time commitment for completion, and who to contact with questions. Also, this email asked if participants know of any other truancy intervention models that may want to participant in the survey.

Appendix D – Outline of Questions in Survey of Truancy Intervention Models

- The survey took participants about 20-30 minutes to complete and consisted of approximately 80 questions. The survey was implemented from June 5, 2017 through June 16, 2017. The survey was broken down into 13 sections which included: introduction, basic program information, legislation on truancy, program design, length of service and aftercare plan, youth involvement and exclusion, parental involvement, program staff, data collection, funding services for truant youth, recruitment of other participants, recruitment names, and a closing thank you.

Appendix E – List of Truancy Intervention Models

- This list consists of all of the truancy intervention models that were contacted to complete the survey. It includes at least one model from each of the 50 states and also includes models from the District of Columbia.
-

APPENDIX A- Initial Invitation Email

Subject: Invitation to Participate in the National Survey of Truancy Intervention Models



Dear (Participant Name),

My name is Dr. Danielle Cooper and I am reaching out to you because of your work with (program name). We would greatly appreciate it if you would participate in our National Survey of Truancy Intervention Models, specifically providing information about youth served in Connecticut.

Since 2014, the Tow Youth Justice Institute ([TYJI](#)) at the University of New Haven in West Haven, CT has been working in the areas of research, evaluation, training, planning, and policy development in order to integrate evidence-based practices and programs in the youth justice system in the state of Connecticut. We are currently conducting a national survey of truancy intervention models in collaboration with Connecticut's State Department of Education ([SDE](#)). This work is mandated by Connecticut's Juvenile Justice Policy and Oversight Committee ([JJPOC](#)), as well as recently passed legislation ([Public Act 16-147](#)) that has called for the decriminalization of truancy as a status offense in Connecticut. Specifically, truant students will no longer be referred to the courts for assistance, but rather, will be referred to community- and school-based truancy intervention programs.

You are invited to participate in our brief online questionnaire.
Your participation should take approximately 20-30 minutes to complete.
Your information will be considered in the development of the updated truancy model for Connecticut.

Survey Link:
[Take the Survey](#)

We would greatly appreciate it if you could respond to this request for your participation by Friday, June 16th. Please reach out to Dr. Danielle Cooper, Interim TYJI Director of Research, by phone at (203) 932-1038 or via email at dcooper@newhaven.edu with any questions or comments. If you would prefer to answer this survey by phone, please reply by email and a call will be scheduled with you.

Sincerely,

A handwritten signature in blue ink that reads 'Danielle T. Cooper'.

Danielle T. Cooper, PhD, CPP
Assistant Professor, Department of Criminal Justice
Interim Director of Research, Tow Youth Justice Institute
Lee College of Criminal Justice and Forensic Sciences
University of New Haven
[click here to opt out of future emails](#)

APPENDIX B- First Reminder Email

Subject: Reminder to Participate in the National Survey of Truancy Intervention Models



Hello,

Can you spare 20-30 minutes to help us better understand truancy intervention models that are used in? Earlier this week, you were emailed an invitation to participate in the National Survey on Truancy Intervention Models because you work with.

Due to the time sensitivity of this project, this survey will close on Friday, June 16, 2017. We need your response in order to capture a full picture of community- or school-based interventions that are offered throughout the United States. If you need any help, please feel free to contact me by email or by phone at (203) 932-1038.

Follow this link to the Survey:

[Take the Survey](#)

Or copy and paste the URL below into your internet browser:

https://newhavencas.qualtrics.com/jfe/preview/SV_1S17FUVbVik3i3H?Q_CHL=preview

Thank you for your help! Feel free to reach out anytime...

Sincerely,

A handwritten signature in cursive script that reads "Danielle T. Cooper".

Danielle T. Cooper, PhD, CPP

Assistant Professor, Department of Criminal Justice
Interim Director of Research, Tow Youth Justice Institute
dcooper@newhaven.edu

Follow the link to opt out of future emails:

[Click here to unsubscribe](#)

APPENDIX C- Final Reminder Email

Subject: Share Your Experiences NOW! National Survey of Truancy Intervention Models Closing Today



Dear (Name),

On behalf of the Tow Youth Justice Institute (TYJI) at the University of New Haven, let me take this opportunity to thank you for your work with Dani Rules The World and the influence you have on youth in Connecticut. In Connecticut, the State Department of Education (SDE) is in the process of implementing recently passed legislation (Public Act 16-147) that has called for the decriminalization of truancy as a status offense in Connecticut. As of August 1, 2017, truant students will no longer be referred to the courts for assistance, but rather, will be referred to community- and school-based truancy intervention programs.

THIS IS WHY YOUR HELP IS SO IMPORTANT!

We have not received a response from you and we would greatly appreciate it if you would participate in our National Survey of Truancy Intervention Models, specifically providing information about youth served in Connecticut. This is a final reminder that our survey will close today, June 16th. This survey can be easily taken on any internet-ready device.

Please take 20-30 minutes to impact the future of truant youth in Connecticut:

[Take the Survey](#)

Also, if there are other models (different programs and/or different locations) that you are willing to put us in contact with, please respond to this email with their first name, last name, email address, and the program/model's name. This will help us make the inventory as informative as possible.

Feel free to reach out to Dr. Danielle Cooper, Interim TYJI Director of Research, by phone at (203) 932-1038 or via email at dcooper@newhaven.edu with any questions or comments.

Sincerely,

A handwritten signature in blue ink that reads 'Danielle T. Cooper'.

Danielle T. Cooper, PhD, CPP
Assistant Professor, Department of Criminal Justice
Interim Director of Research, Tow Youth Justice Institute
Lee College of Criminal Justice and Forensic Sciences
University of New Haven

[click here to opt out of future emails](#)

APPENDIX D-

Outline of Questions in Survey of Truancy Intervention Models

For access to full survey, contact dcooper@newhaven.edu.

Online Survey Implementation from 6/5/17 to 6/16/17

Approximately 80 questions

- Introduction- Block 1

- Basic Program Info -Block 2
 - First name
 - Last name
 - Name of truancy intervention model
 - Role in implementation of truancy intervention model
 - Model part of a larger continuum of services offered through organization
 - If yes, name of that organization
 - Model used throughout state
 - Year did organization begin serving truant students
 - Primary contact number
 - Mailing address
 - Street address
 - City
 - State
 - ZIP Code
 - Model offered as community-based
 - Model offered as school-based
 - Model offered as court-based
 - Model offered as evidence-based practices
 - Communication with public
 - Website
 - Annual Reports
 - Email Newsletter
 - Print Newsletter
 - Social Media
 - Facebook
 - Twitter
 - YouTube
 - LinkedIn
 - Other

- **Legislation on Truancy -Block 3**

- Truant youth age
- Definition of truancy and how truant students are dealt with
- Definition of chronic absenteeism and how chronically absent students are dealt with
- Based on CT definition of truant, would the students served by your organization be considered truant
- Based on CT definition of chronically absent, would the students served by your organization be considered chronically absent
- % of truant children in local area
- % of truant children in state
- % of chronically absent children in local area
- % of chronically absent children in state

- **Program Design -Block 4**

- Where do referrals come from
 - School
 - Parent
 - Police
 - Church
 - Community
 - Other
- Number of truant referrals
- Number of truant students served
- Grade levels of truant students served
- Available languages
 - English
 - Spanish
 - French
 - Other
- What does your organization do when there are more truant students referred than it is possible to offer services

- **Length of Service and Aftercare Plan – Block 5**

- Length of services (months)
- What happens to a truant student who does not complete the services provided by organization
- Discharge process

- Aftercare plan
 - If yes, services offered by your organization
 - If yes, services offered by an external organization
 - If yes, length of aftercare plan (months)

- **Youth Involvement and Exclusion – Block 6**
 - Grade levels of truant youth served
 - % of elementary school
 - % of middle school
 - % of high school
 - Gender of truant youth served
 - % of male
 - % of female
 - % of non-binary gender
 - Race of truant youth served
 - % of White
 - % of Black,
 - % of Asian
 - % of American Indian/Alaskan Native
 - % of Native Hawaiian or Other Pacific Islander
 - Ethnicity of truant youth served
 - % of Hispanic/Latino
 - % of Not Hispanic/Latino
 - Truant youth served by disability
 - % with documented disability
 - % with undocumented disability
 - % with no disability
 - Various category of truant youth served
 - % of chronically absent
 - % of received free lunch
 - % of known involvement with JJS
 - % of known involvement with adult CJS
 - Exclusionary criteria
 - Prior criminal history
 - Lack of parental involvement
 - Currently open court case
 - Age of student
 - Location of organization
 - Transportation to organization

- other
- Additional exclusionary practices
- **Parental Involvement -Block 7**
 - Parent/guardian involvement required
 - Levels of parental involvement
 - % of extremely involved
 - % of very involved
 - % of moderately involved
 - % of slightly involved
 - % of not involved at all
- **Program Staff – Block 8**
 - Total number of staff
 - # of full-time staff
 - # of part-time staff
 - # of unpaid volunteers
 - Ratio of students per staff members represents caseload of truant students served
 - Staff roles
 - Staff recruitment
 - Qualifications of full-time employees
 - Background check
 - Prior experience with at-risk youth
 - Bachelor's Degree
 - Master's Degree
 - Other
 - Same qualifications for part-time employees
 - If no, what are the qualifications
 - Background check
 - Prior experience with at-risk youth
 - Bachelor's Degree
 - Master's Degree
 - Other
 - Qualifications same for unpaid volunteers
 - If no, what are the qualifications
 - Background check
 - Prior experience with at-risk youth
 - Bachelor's Degree

- Master's Degree
 - Other
 - Recruit former truant students as staff
 - Yes, as full-time staff
 - Yes, as part-time staff
 - Yes, as unpaid volunteers
 - No, former youth are not recruited
 - Hours of staff training prior to implementing services
 - Frequency of additional staff training
 - Type of trainers used to train staff
 - Trainers within your organization
 - Trainers outside of your organization
 - % of budget used to train staff
-
- **Data Collection – Block 9**
 - Monitor school attendance
 - Reports from truant youth
 - Reports from truant student's parent/guardian
 - Reports from school system
 - Other
 - Other measures of success
 - Data collected on racial and ethnic disparity
 - Data collected on gender disparity
-
- **Funding Services for Truant Youth - Block 10**
 - Type of community partners
 - Schools
 - Communities
 - State agencies
 - Contracted providers
 - Local police
 - Faith-based/churches
 - Type of funding ever received
 - State funding
 - Federal funding
 - Local funding
 - Private funding
 - Foundation funding

- Other
 - Type of funding currently use
 - State funding
 - Federal funding
 - Local funding
 - Private funding
 - Foundation funding
 - Other
 - % of funding used to provide services
 - % of state funding
 - % of federal funding
 - % of local funding
 - % of private funding
 - % of foundation funding
 - % of other
 - Estimated cost of providing services per child
-
- **Recruitment of Other Participants - Block 11**
 - Recommend another truancy intervention model
 - If no, then skip to end
 - If yes, number of entries
-
- **Recruitment Names - Block 12**
 - First name
 - Last name
 - Email address
 - State of program
-
- **Thank You - Block 13**

APPENDIX E-

List of Truancy Intervention Models

Alabama	Prevention and Support Services - Attendance
Alaska	Division of Teaching and Learning Support – School, Health, Safety & Alternative Education – Suspension, Expulsion, and Truancy Reporting
Arizona	Dropout Prevention Program
Arizona	Court Unified Truancy Suppression Program
Arkansas	Arkansas Youth Mediation Program
California	Placer County Peer Court Truancy Program
California	School Attendance Review Boards (SARBs)
Colorado	District and School Performance Frameworks
Colorado	21st Century Community Learning Centers
Colorado	Expelled and At-Risk Student Services Program
Colorado	McKinney-Vento Homeless Education
Colorado	School Emergency Management Project
Connecticut	New Britain Consolidated School District
Connecticut	Boost! New Haven Public Schools/United Way
District of Columbia	Chronic Absenteeism Reduction Effort
District of Columbia	Edgewood/Brookland Family Support Collaborative
District of Columbia	East River Family Strengthening Collaborative
District of Columbia	Show up, Stand Out Program Manager
Delaware	Office of Truancy Prevention and Intervention
Delaware	Truancy Reduction Program
Florida	Dropout Prevention
Florida	Attendance/Truancy Intervention Services
Georgia	Student Attendance Improvement
Georgia	Truancy Intervention Project
Georgia	Southern Dropout Prevention Alliance
Hawaii	Strive HI Performance System
Idaho	Supporting Schools and Students to Achieve
Idaho	Response to Intervention
Illinois	Truancy Prevention & Alternative Education
Illinois	DuPage Regional Office of Education
Indiana	Chief State Attendance Officer
Iowa	Dropout Prevention
Kansas	Project Skip - Court Services of Johnson County Kansas
Kansas	Youth Services -- KU/DCYS Truancy Prevention and Diversion Program
Kentucky	Student Support Services - Jefferson County Public Schools
Maine	Truancy, Dropout, Alternative Ed
Maine	Truancy & Dropout
Maryland	Dropout Prevention and Alternative Programs

Massachusetts	Community Interventions Program (CIP)
Michigan	Godwin Heights High School
Minnesota	Truancy Action Project
Mississippi	National Center for School Engagement
Missouri	Missouri Model Schools Dropout Prevention Project
Montana	Montana Gear Up Attendance Initiative
Nebraska	Lancaster County Truancy Diversion Program (TDP)
Nebraska	Schuyler Community Schools
Nebraska	SCPD Attendance Support Program
Nebraska	Juvenile Assessment Center
Nevada	RE-ENGAGEMENT CENTER/ Redfield Academy
Nevada	Gear Up
New Hampshire	Nashua School District Director of Student Services & ELL
New Jersey	Ridgewood Community Policing Youth Ambassador Program
New Jersey	Louise A. Spencer School
New Jersey	B.R.I.C.K. Avon Academy
New Jersey	B.R.I.C.K. Penshine Academy
New Jersey	Camden City School District
New Mexico	Truancy Prevention/Intervention Program
New Mexico	Mission Graduate
New York	Center for Educational Innovation - Public Education Association
New York	"I Have a Dream" Foundation
North Carolina	The Truancy Prevention Project
North Carolina	Elna B. Spaulding Conflict Resolution Center
North Dakota	North Dakota Department of Public Instruction, Director of Indian Education
Ohio	Intake/Diversion Department Head
Ohio	TSAC Program Coordinator
Oklahoma	Oklahoma Technical Assistance Center
Oklahoma	Oklahoma Statewide Alternative Academy Program
Oklahoma	Cleveland County Truancy Diversion
Oregon	Tribal Attendance Pilot Project Grant
Pennsylvania	Youth Advocate Program (YAP)
Pennsylvania	Truancy Intervention Program (Beaver County)
Pennsylvania	The Prevention Network
Pennsylvania	Shine After School Program
Pennsylvania	Berks County Truancy Reduction Initiative
Pennsylvania	Career Academy
Rhode Island	Making Connections
Rhode Island	Providence Public Schools
South Carolina	Greenville County Schools
South Carolina	Berkeley High School

South Dakota	Juvenile Diversion Program
South Dakota	Family Engagement Specialist
Tennessee	Mentoring Based Truancy Reduction Program
Tennessee	AWAKE Tennessee Truancy Intervention Project
Texas	Absent Students Assistance Program
Texas	Truancy Program
Utah	Granite School District Attendance Program
Utah	State Truancy Mediation Program Coordinator
Vermont	Lamoille Restorative Center
Vermont	Vermont Consortium for Successful High School Completion
Virginia	Richmond Public Schools
Virgina	Virginia DOE Tiered System Supports Coordinator
Washington	Washington State Becca Task Force
Washington	Youth Ambassadors
Washington	Truancy Program
West Virginia	Brooke Hancock County Youth Reporting Center
West Virginia	Cabell County Youth Reporting Center
West Virginia	Fayette County Youth Reporting Center
West Virginia	Harrison County Youth Reporting Center
West Virginia	Kanawha County Youth Reporting Center
West Virginia	Lincoln County School Based Intervention Services
West Virginia	Marion County Youth Reporting Center
West Virginia	Mason County Youth Reporting Center
West Virginia	Mercer County Youth Reporting Center
West Virginia	Putnam County Youth Reporting Center
West Virginia	Raleigh County Youth Reporting Center
West Virginia	STARS Youth Reporting Center
West Virginia	Wetzel County Youth Reporting Center
West Virginia	Wood County Youth Reporting Center
Wisconsin	Family, Youth, and Community Engagement Coordinator
Wisconsin	Truancy Intervention Program
Wyoming	Gear Up Wyoming



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