



OJJDP Truancy Reduction Demonstration Evaluation

**State Truancy Conference
Seattle 2005**



NCSE | National Center for School Engagement

~ Promoting attendance, attachment, achievement for school success



What is NCSE?

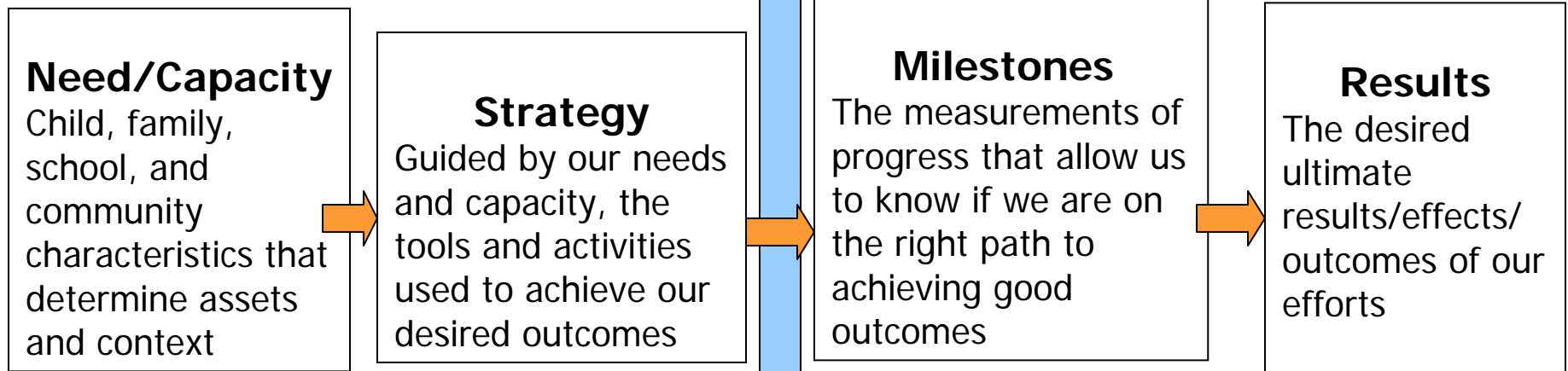
- The National Center for School Engagement
- Promoting truancy prevention and school success
- Provide training, evaluation and technical assistance
- NCSE is a strategic venture of the Colorado Foundation for Families and Children

RESULTS-BASED TRUANCY PROGRAM



Principles that guide the work:

- Diversity is valued
- Families are actively involved
- Youth are treated with respect
- Collaboration with the community is critical



EVALUATION

TRUANCY REDUCTION PROGRAM



Needs & Capacities

Strategies

Milestones

Family:
Need information
Values re: school,
Essential for
attendance

Inform about
Policies
Create attendance
contracts

Engaged in solutions
Engaged in child's
Learning,
Understands policies

School:
Value engagement
Learning environ.

SARBs
Alt. Ed.
Credit/grading
Attachment

Attendance
Attachment
Achievement

Student:
Academic abilities,
Social, Behavioral,
peers, JJ

Peer Mentoring/
Tutoring
Youth Court
Behav. Contracts

Improved
attendance,
grades, behavior
Feeling attached

Community:
Courts
Law enforcement
CBOs,

Public education,
media
Outreach

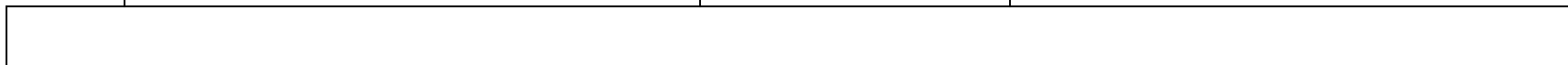
Community
involvement
with youth, resources
accessed, etc.

Results

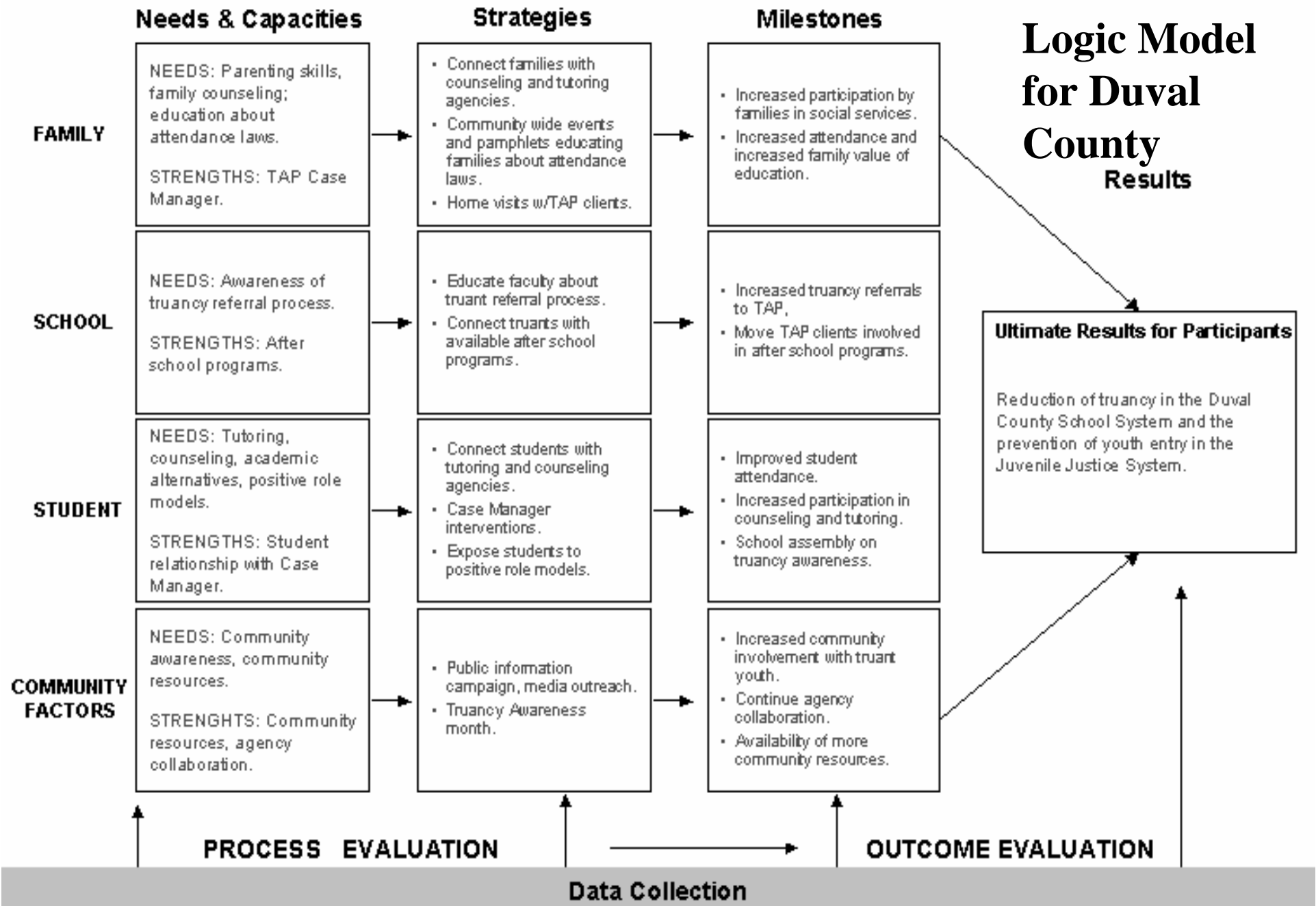
Youth are in
school and out
of the
juvenile justice
system

PROCESS EVALUATION

OUTCOME EVALUATION

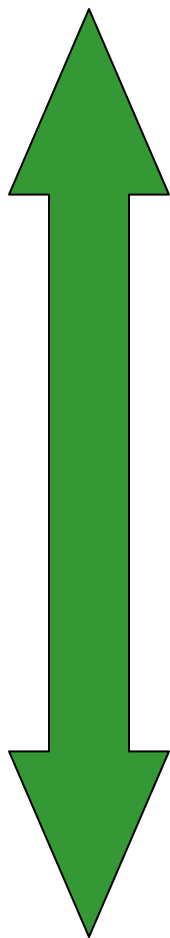


Logic Model for Duval County Results





Major Truancy Reduction Strategies



Collaborations for Planning: Schools, Courts, Police

Public Awareness Activities: School & community

Short Term Interventions

SARBs

Knock and Talk

Parent-student Workshop/ Contracting

Home Visits

Mediation

Truancy Centers

Longer Term Interventions: Case Management, Support Services

Court Interventions: Parent arrest, detention of youth, fines , D&N petitions, CHINS petitions, Driver's License revocation

[Home](#) | [Students](#) | [Reports](#) | [Help](#) | [Log Out](#)
(Heather MacGillivray - Denver - User)

Welcome!

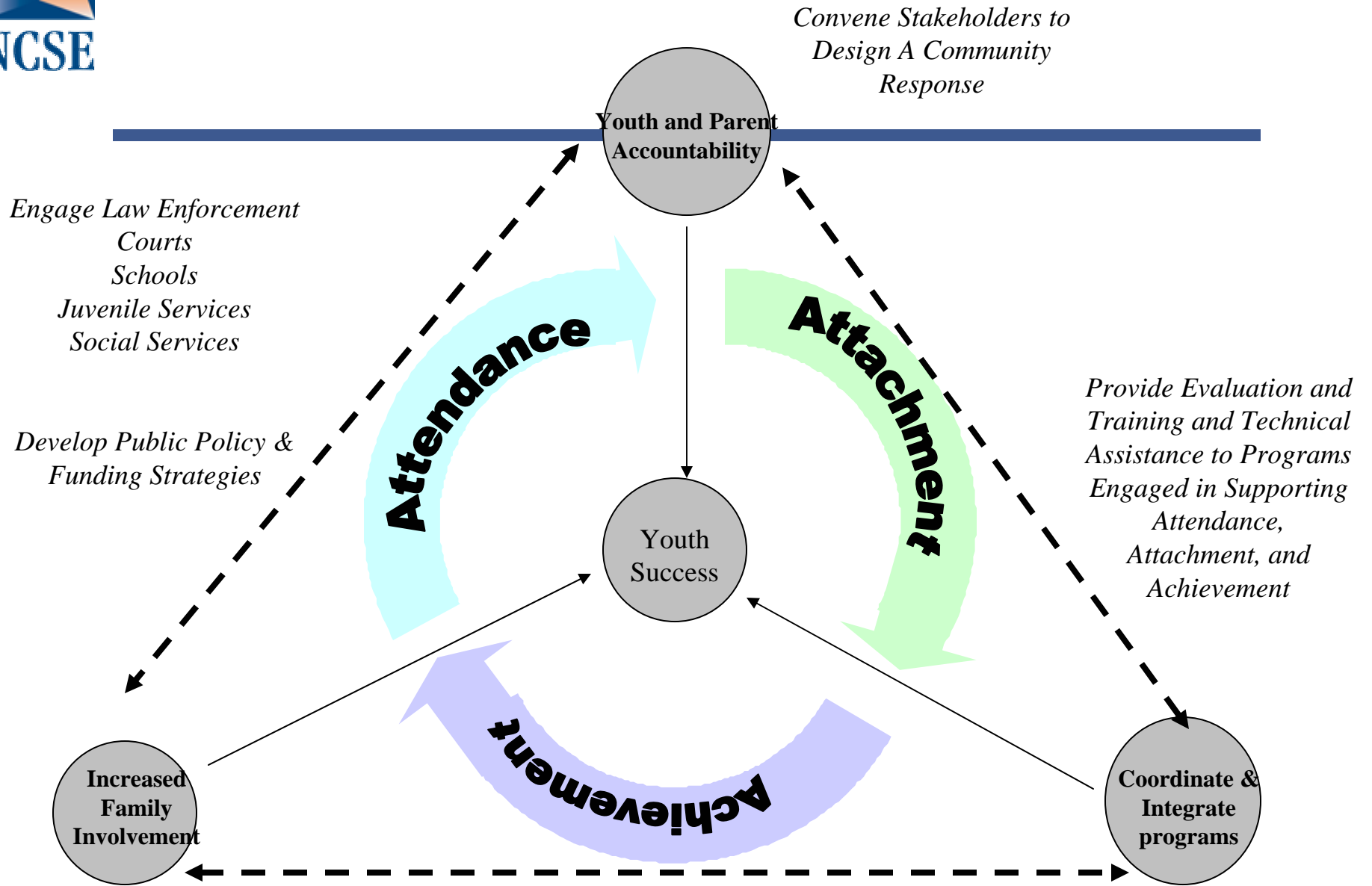
If you have any suggestions for enhancements to TRAIN please let us know!
Contact us at jodih@what-works.org





Solutions for Truant Youth

Strengthening Networks –Building Capacity - Supporting Youth -Creating Cycles of Success



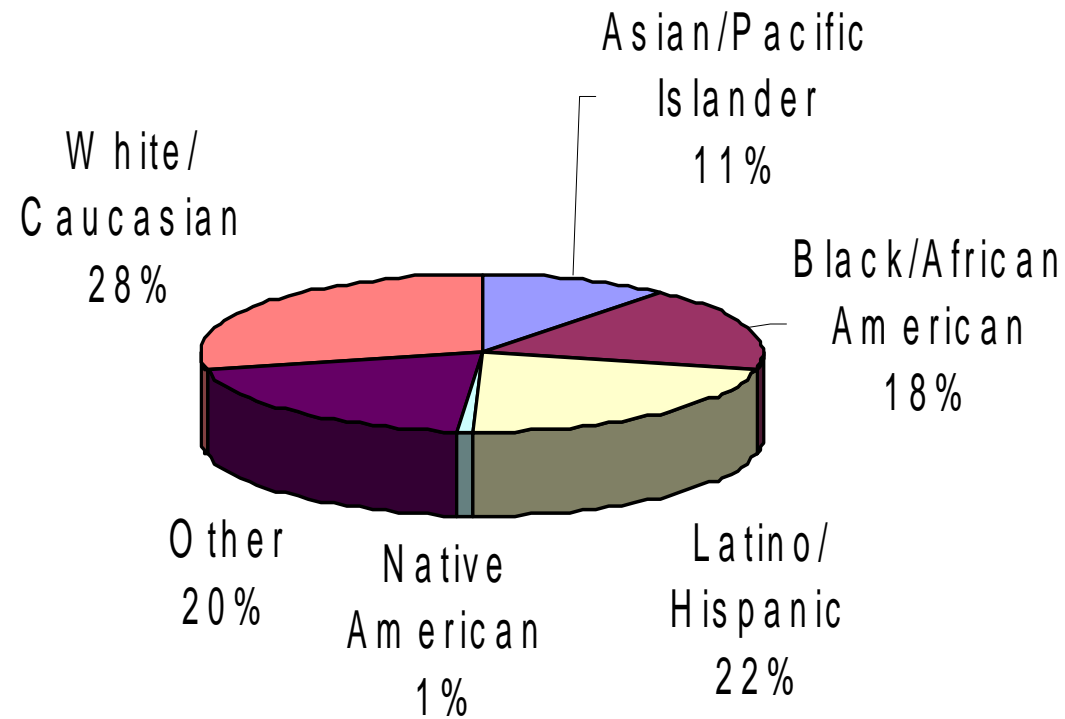


Data Background

- **The following data are based on 495 students entered into an online database (TRAIN) from all 7 demonstration sites.**
- **Except where noted, these data represent all intake data since the project's inception, with the exception of students entered as "reentries."**

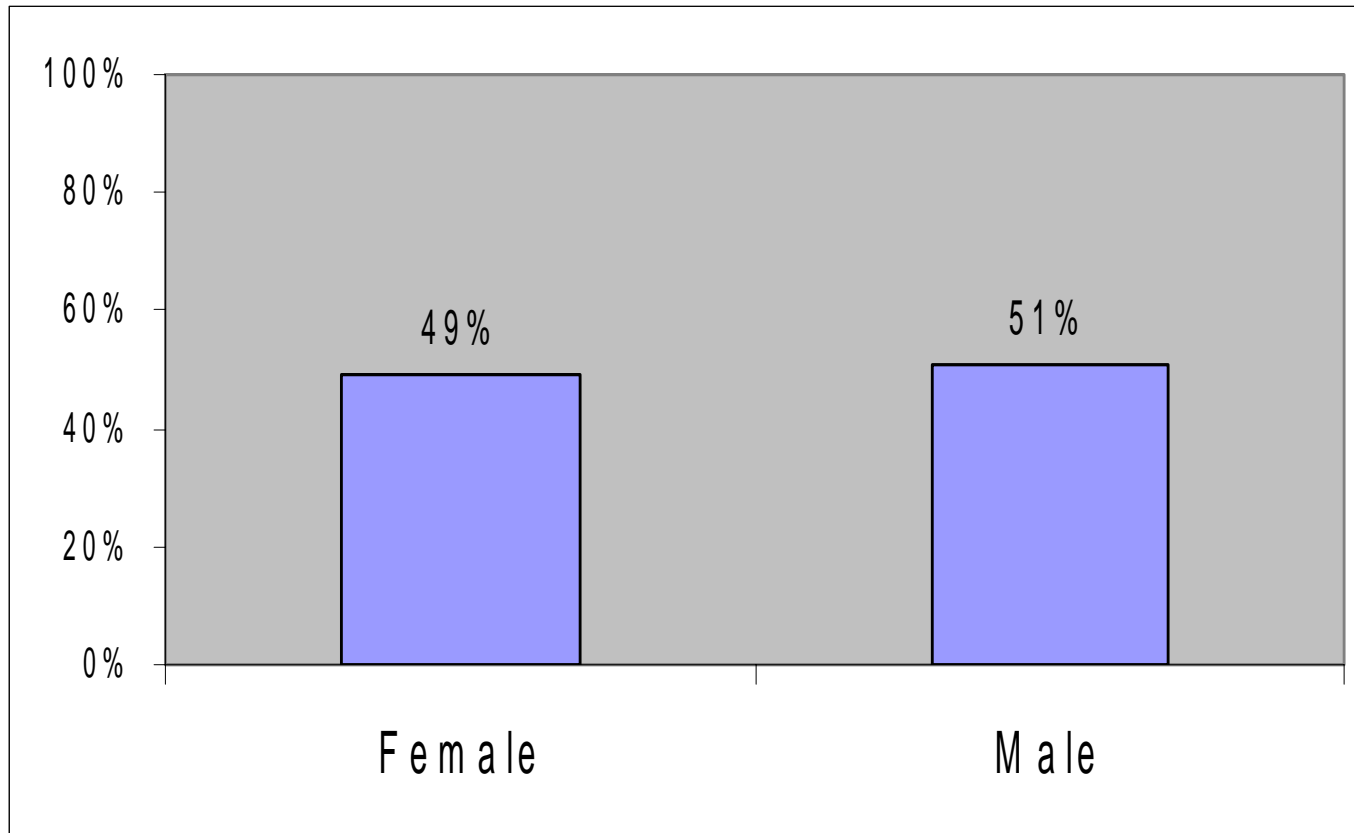


Ethnicity



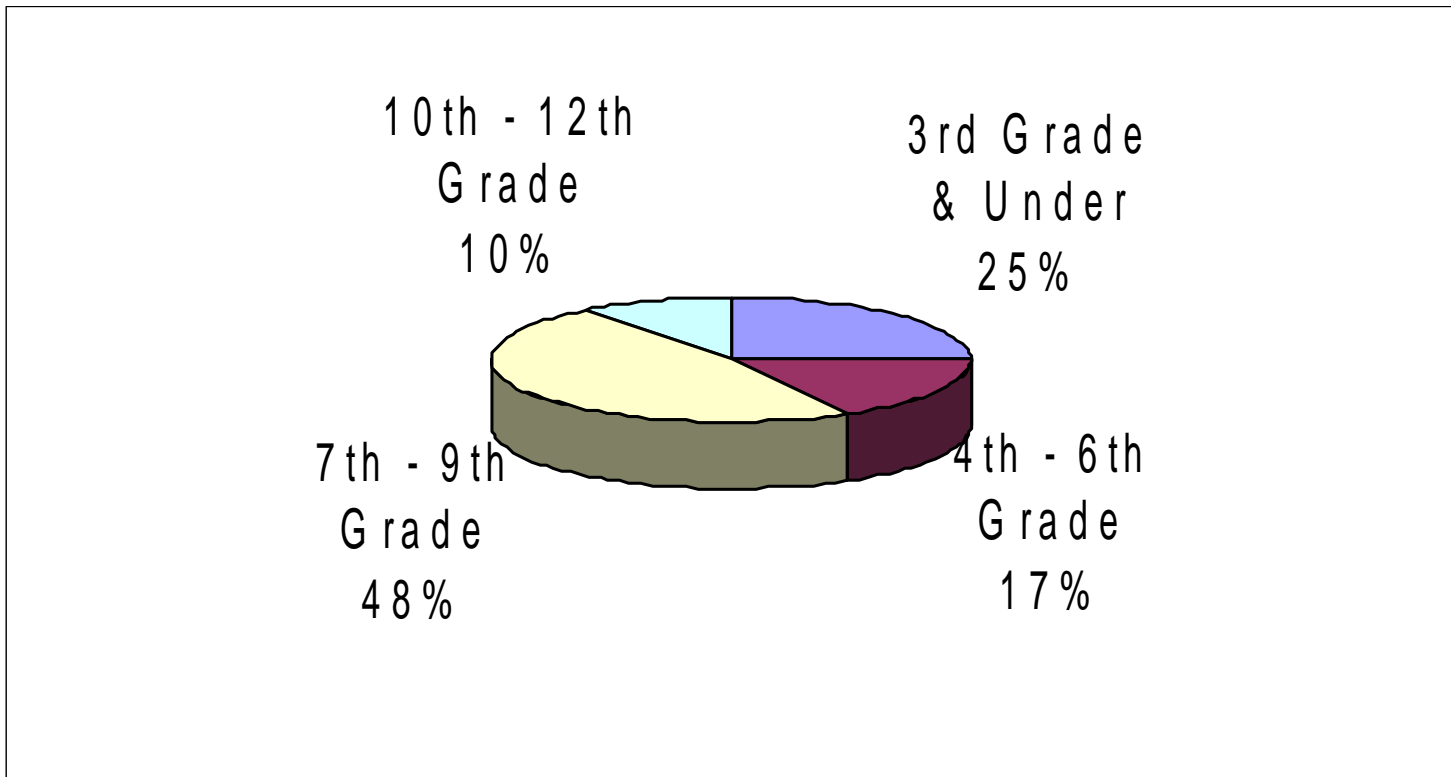


Gender





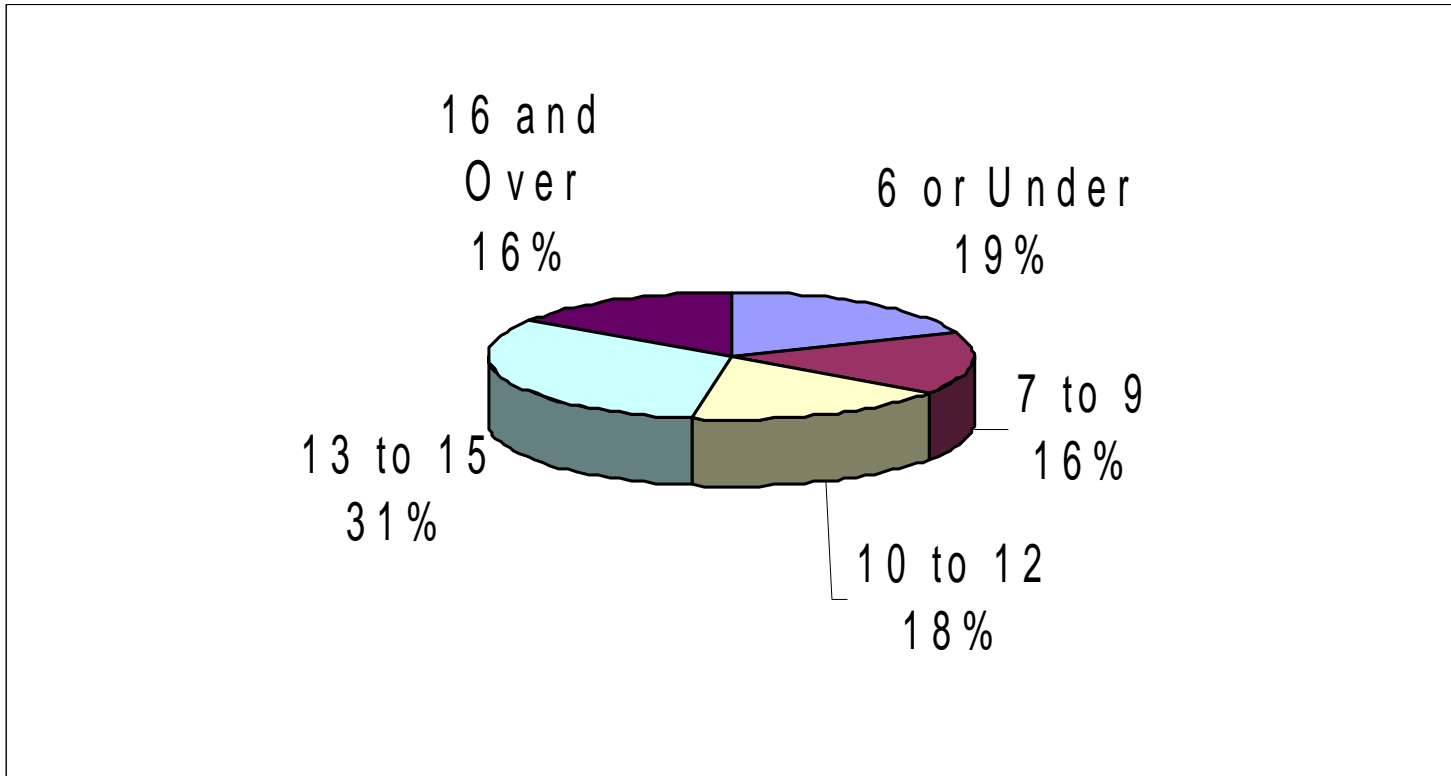
Grade





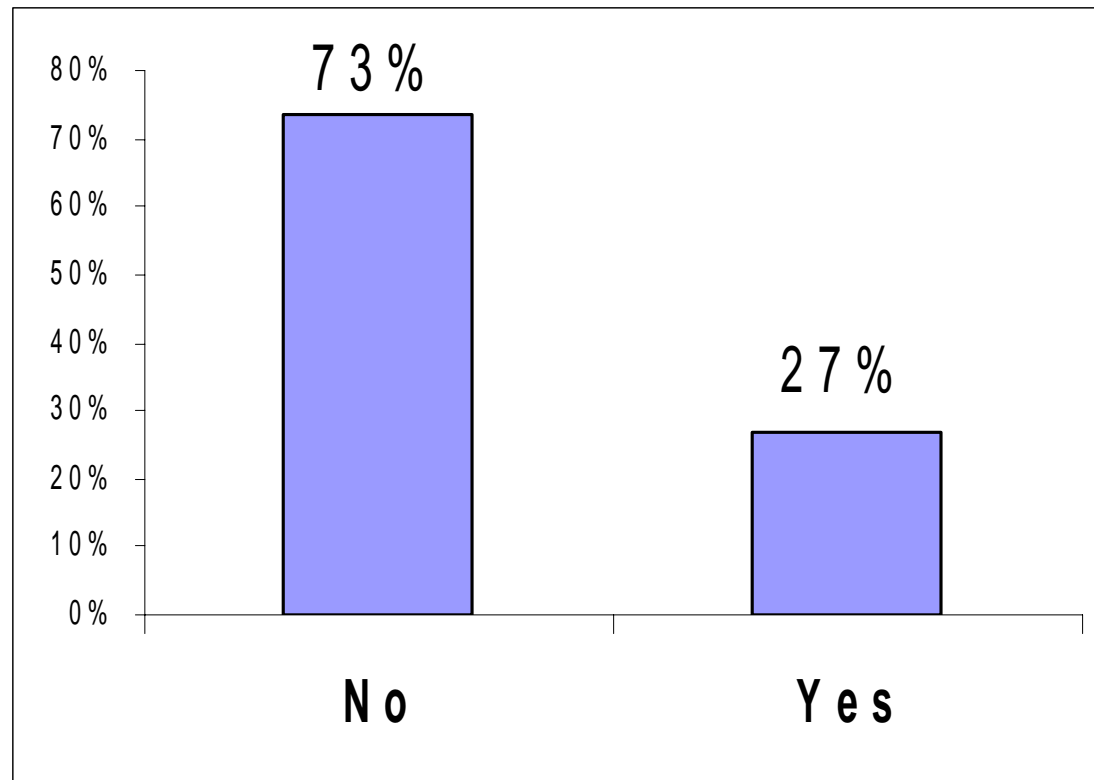
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Age



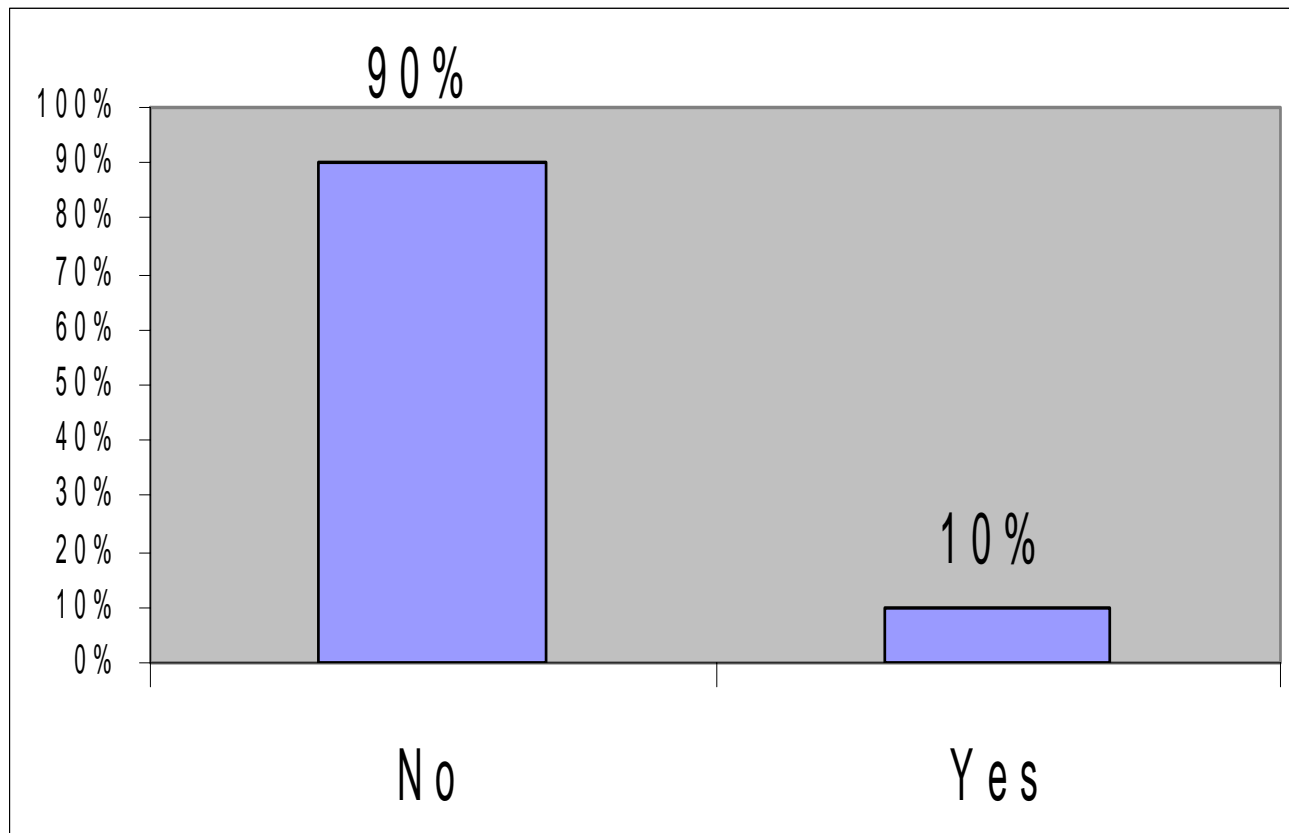


Parents Living Together



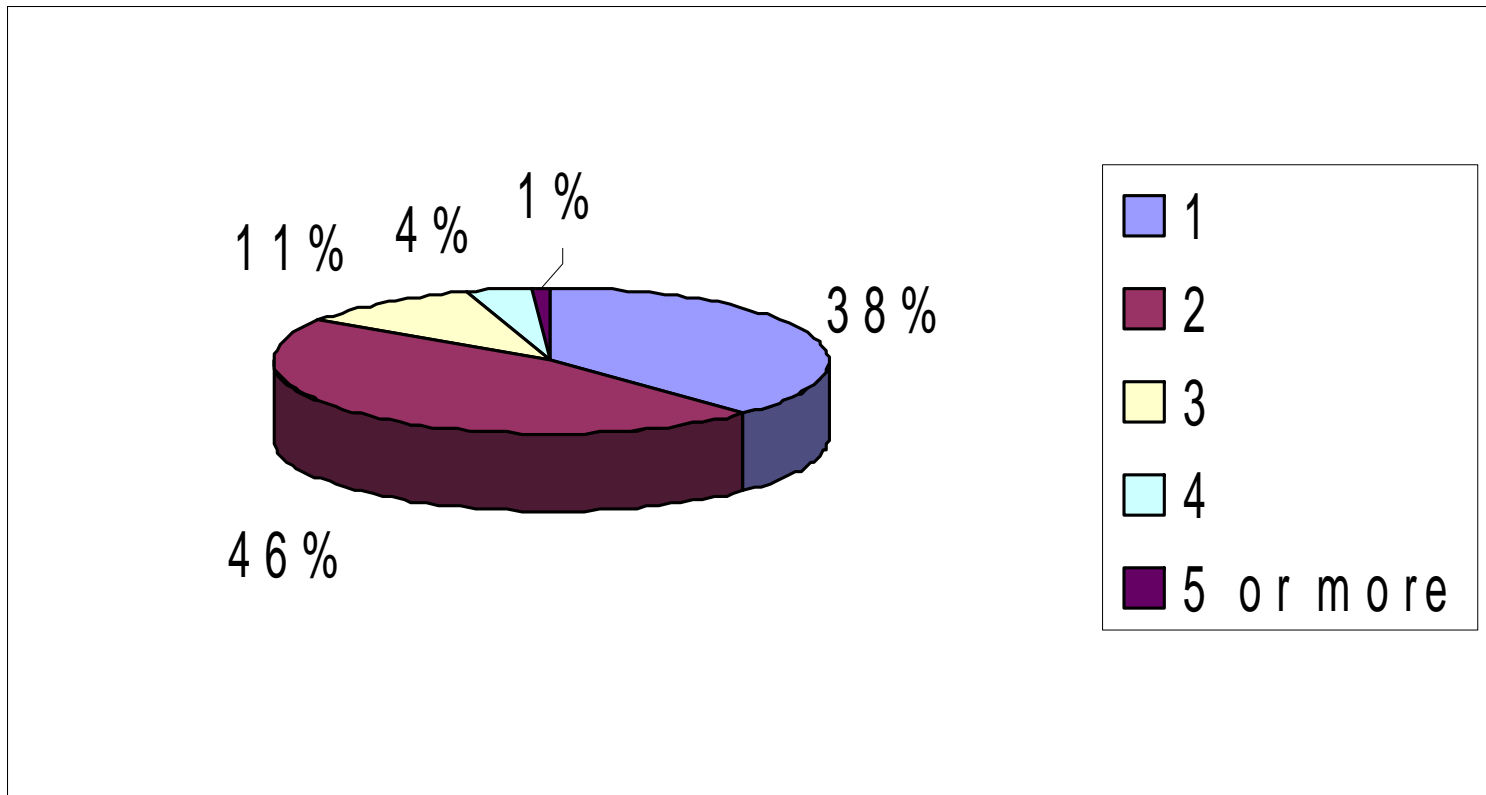


More than One Residence



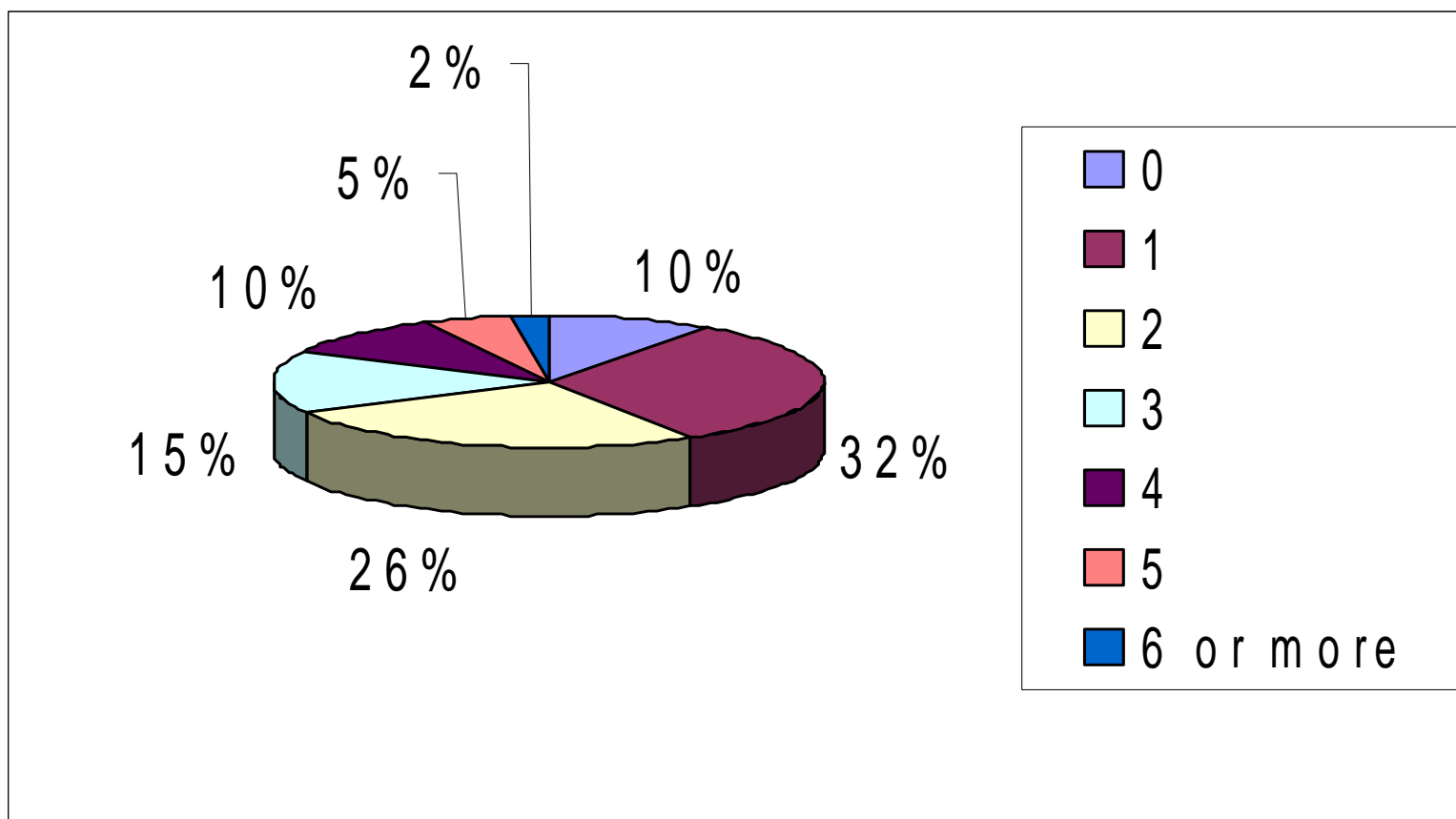


NCSE Number of Adults in the Home





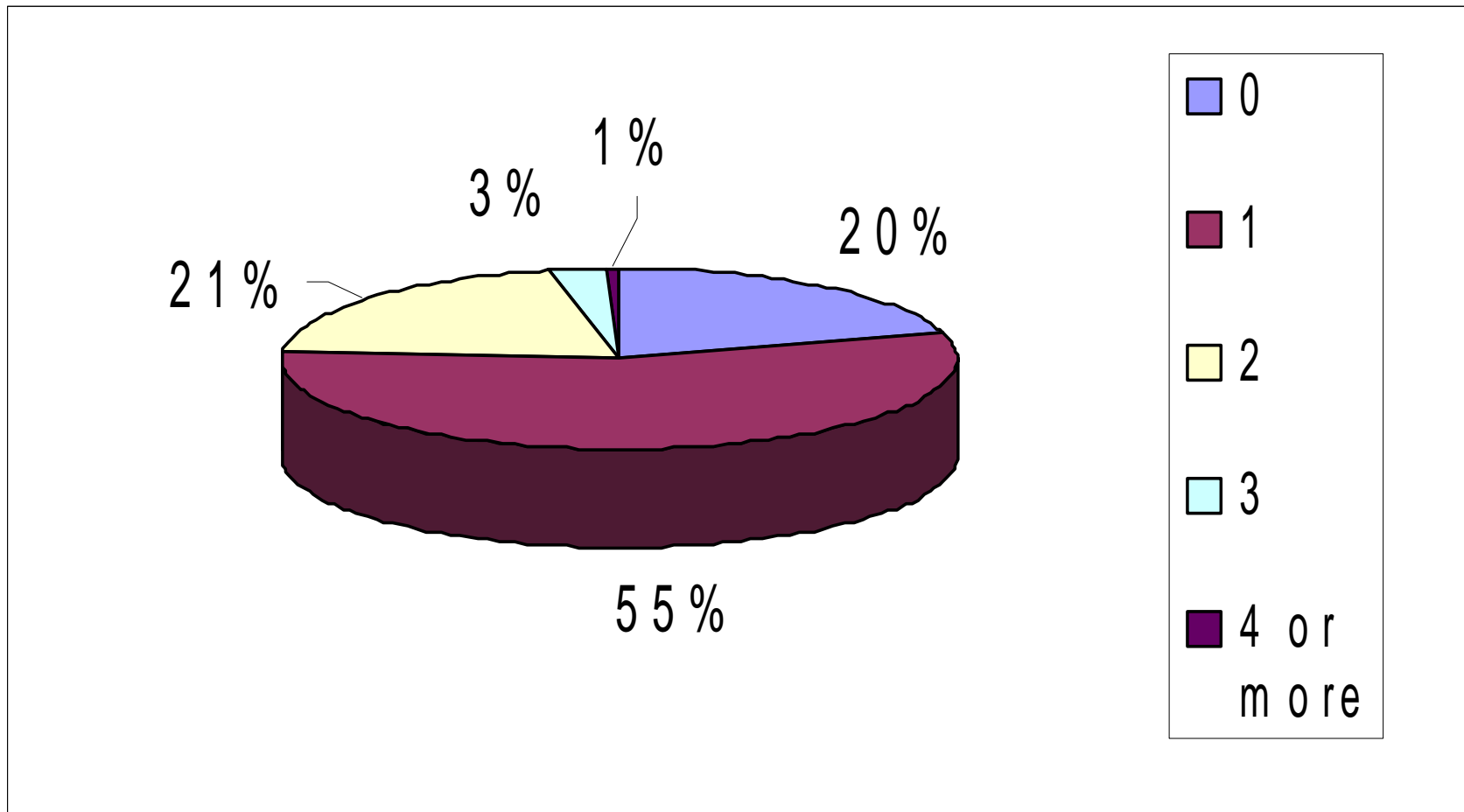
Number of Other Children in the Home





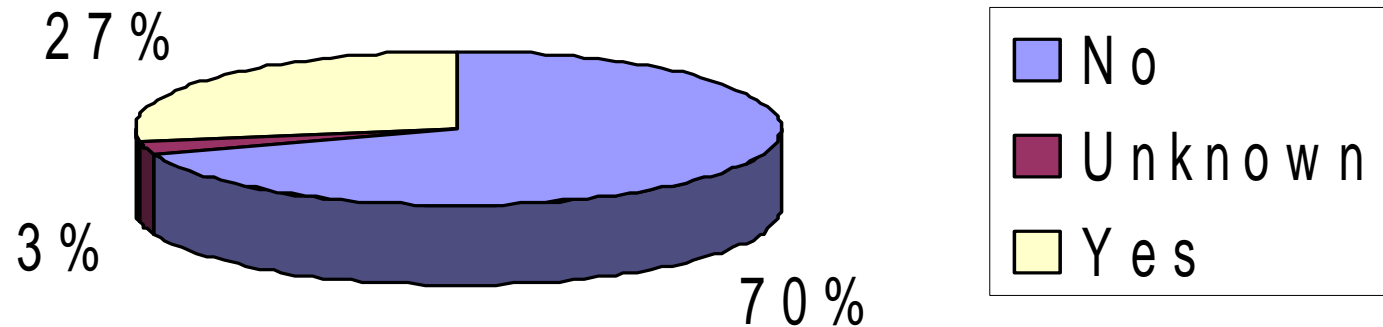
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Number of Working Adults in the Home





School Discipline Problems



Note: 284 students had information filled out for this category.



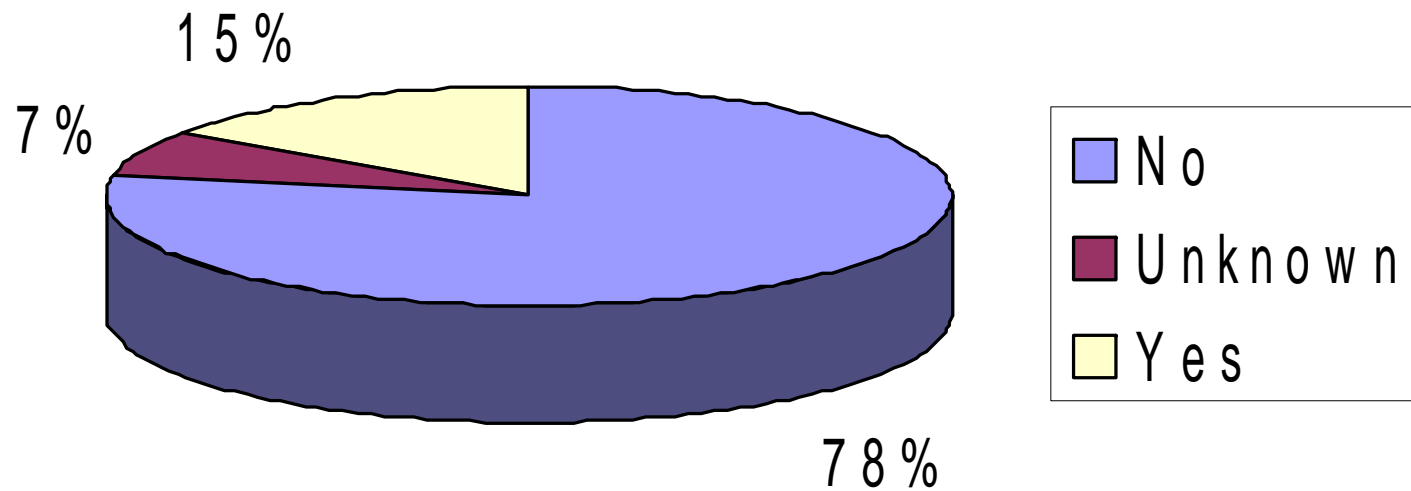
Discipline Problems by Grade

The largest proportion of school discipline problems appears in the 6th and 8th grade, with 48% and 47% of kids whose information is provided have problems.

7th Graders are a close third with 40% followed by a distant fourth of 9th graders who make up only 26% proportionately.

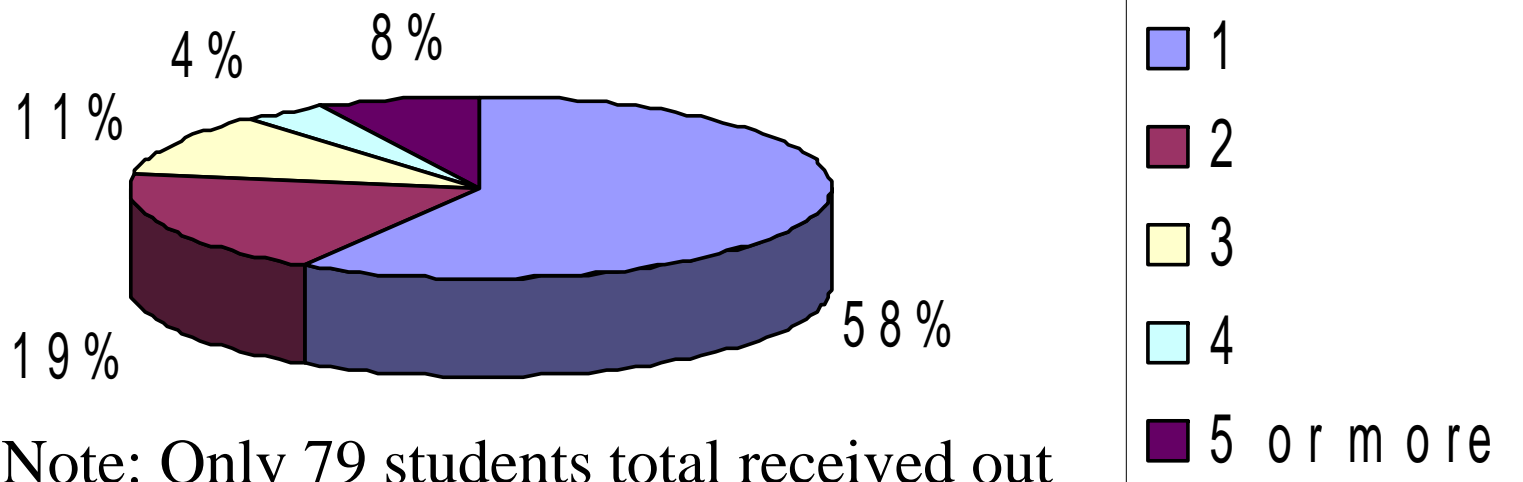


Juvenile Justice Involvement





Out of School Suspensions

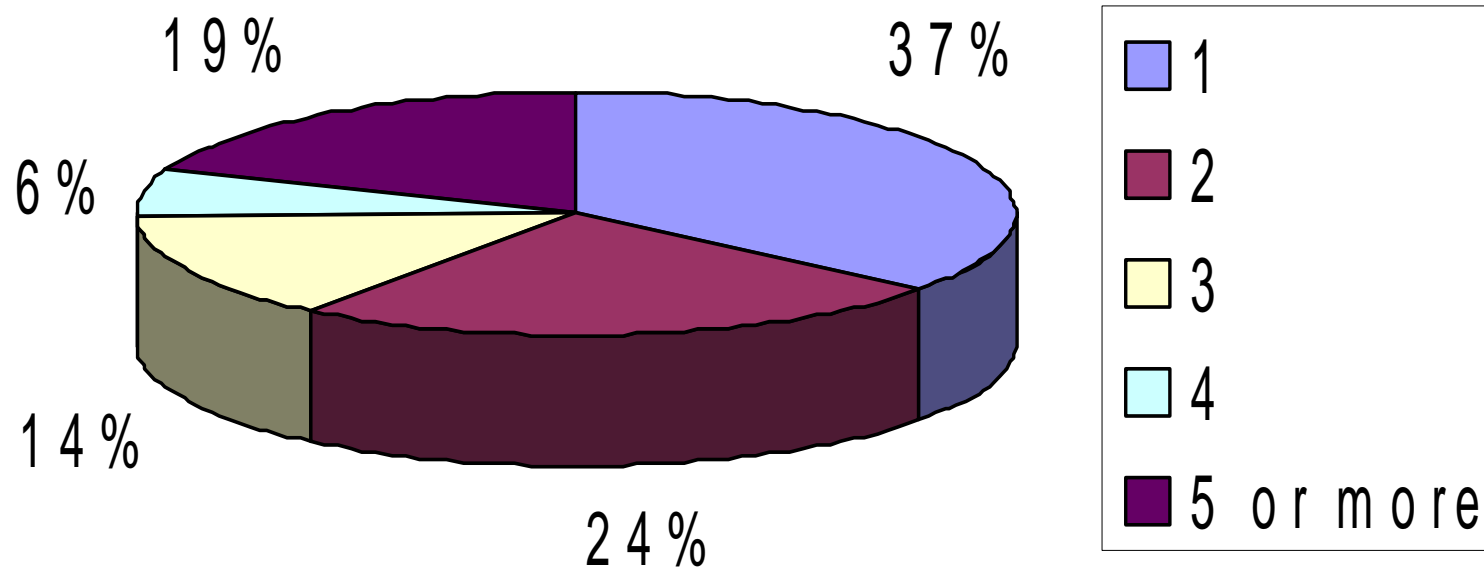


Note: Only 79 students total received out of school suspensions.



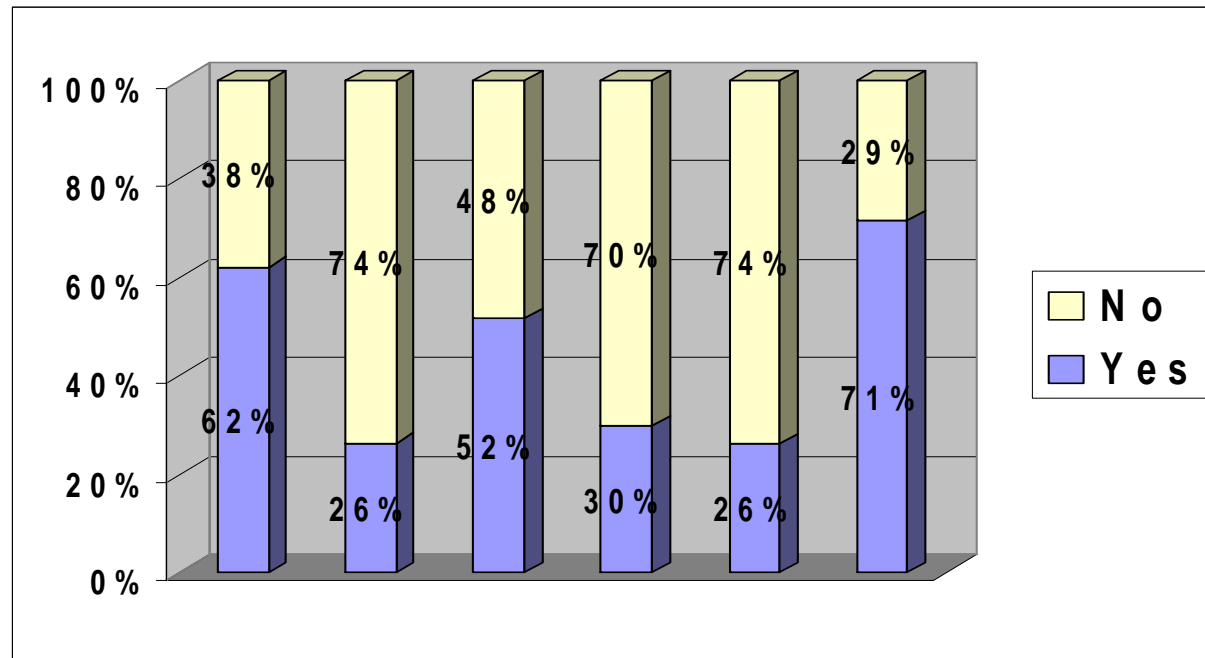
Incidents of In School Suspensions

Note: 78 students with in school suspension.





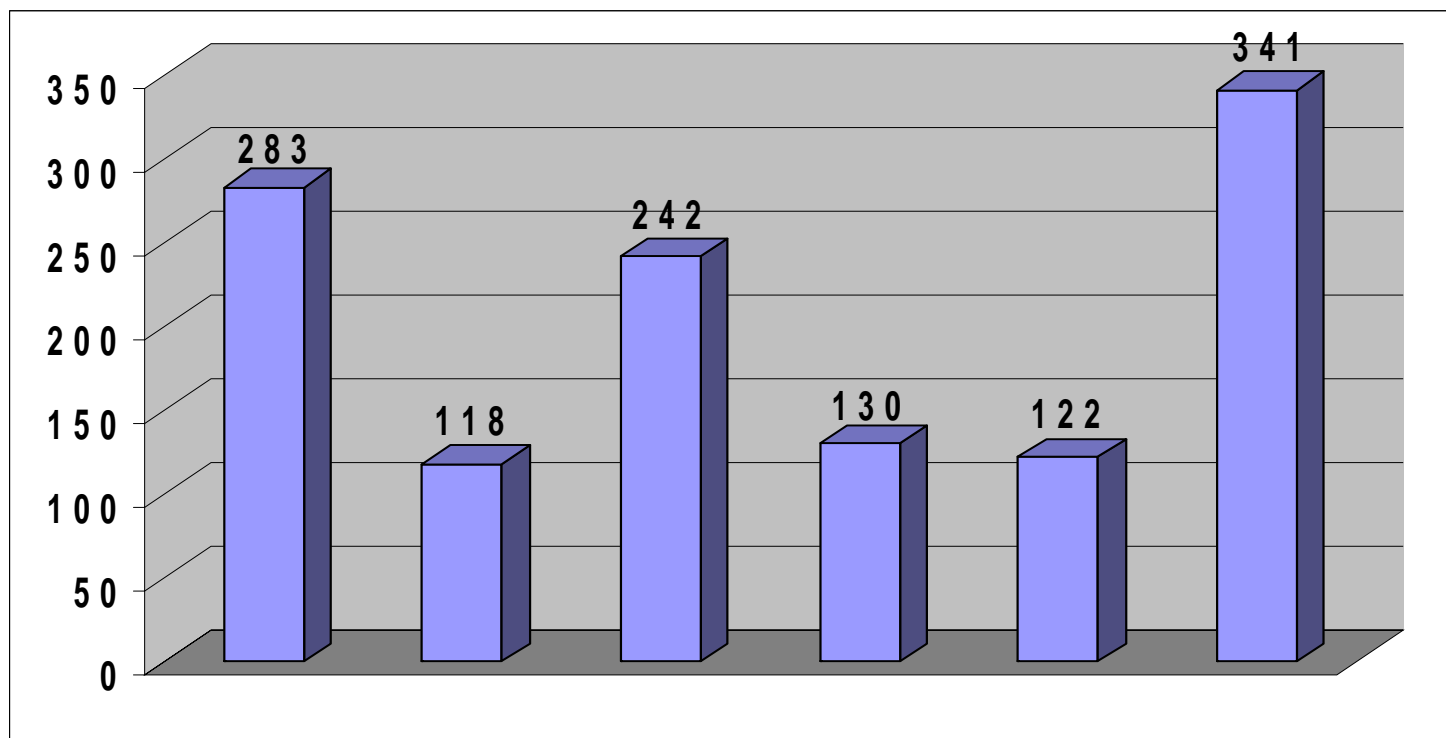
Common Student Challenges



Family Stressors (62%), Mobility (26%), Emotional Stability (52%), Family Relationship (30%), Peer Relationship (26%), Academic Problems (71%)



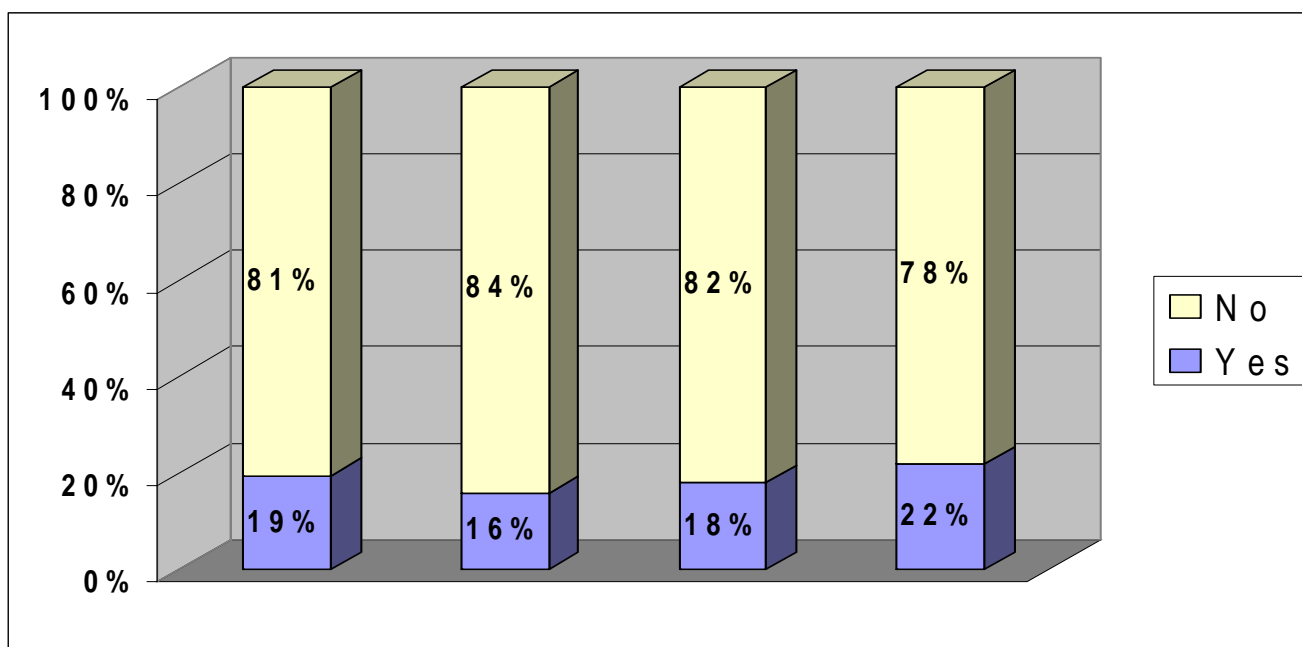
Numbers of Students with Common Challenges



Family Stressors (283), Mobility (118), Emotional Stability (242), Family Relationship (130), Peer Relationship (122), Academic Problems (344)



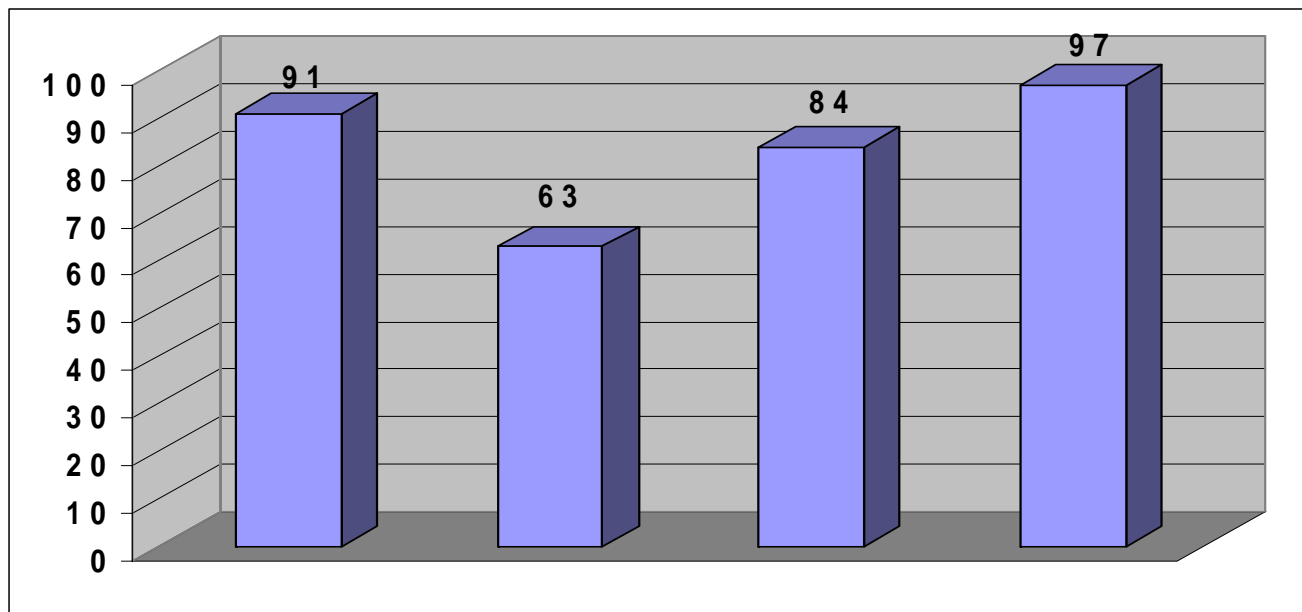
Less Common Challenges



Living Situation (19%), Been Bullied (16%),
Transportation (18%), Chronic Illness (22%)



Number of Students with Less Common Challenges



Living Situation (91), Been Bullied (63),
Transportation (84), Chronic Illness (97)



NCSE

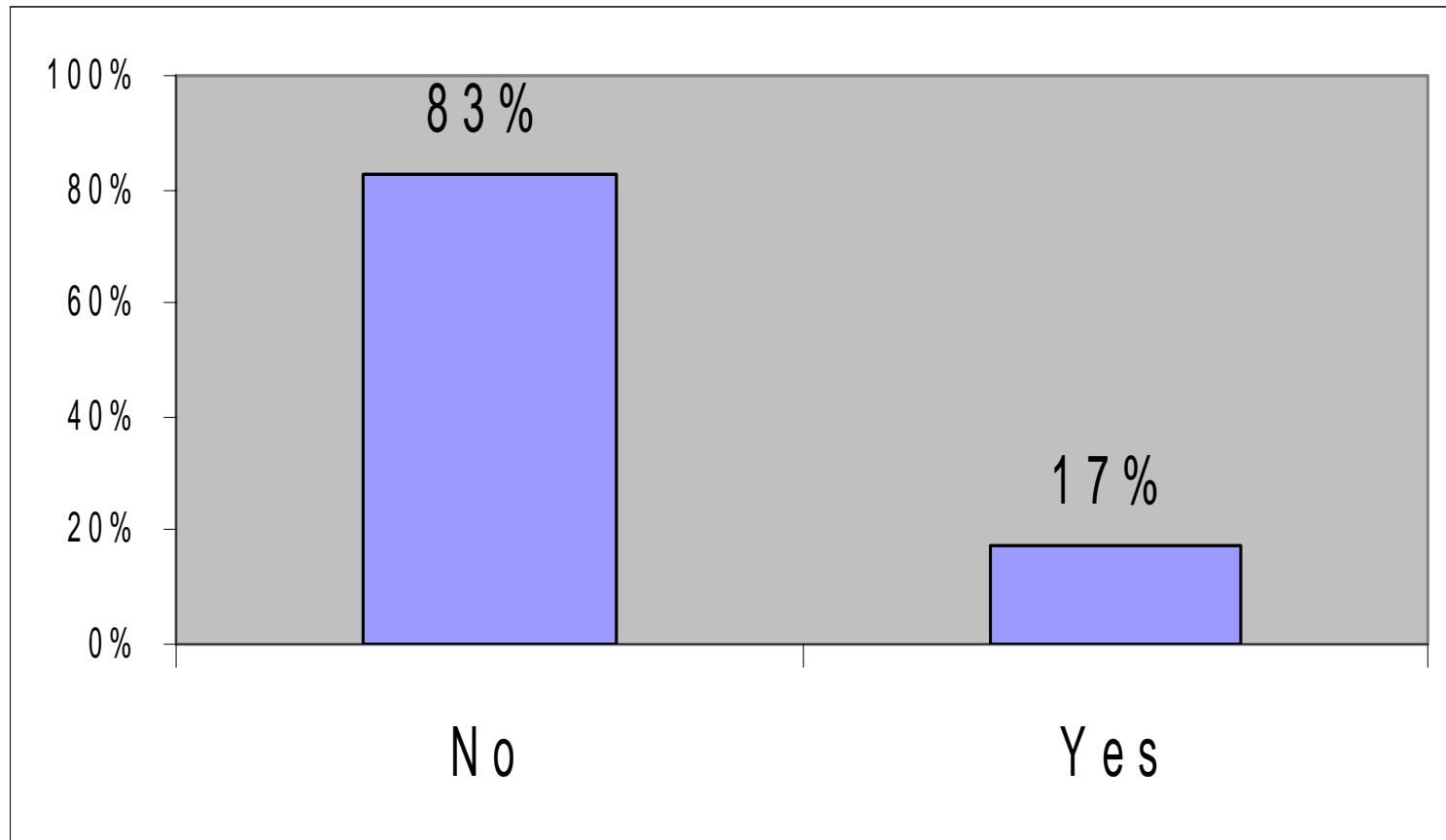
Gender Differences in Bullying

Boys were significantly more likely to have had problems with bullying than girls. (45 boys vs. 23 girls)

In general, boys were bullied due to their small size and gang activity relative to girls who were bullied more by members of the opposite sex, sometimes involving sexual harassment/violence.

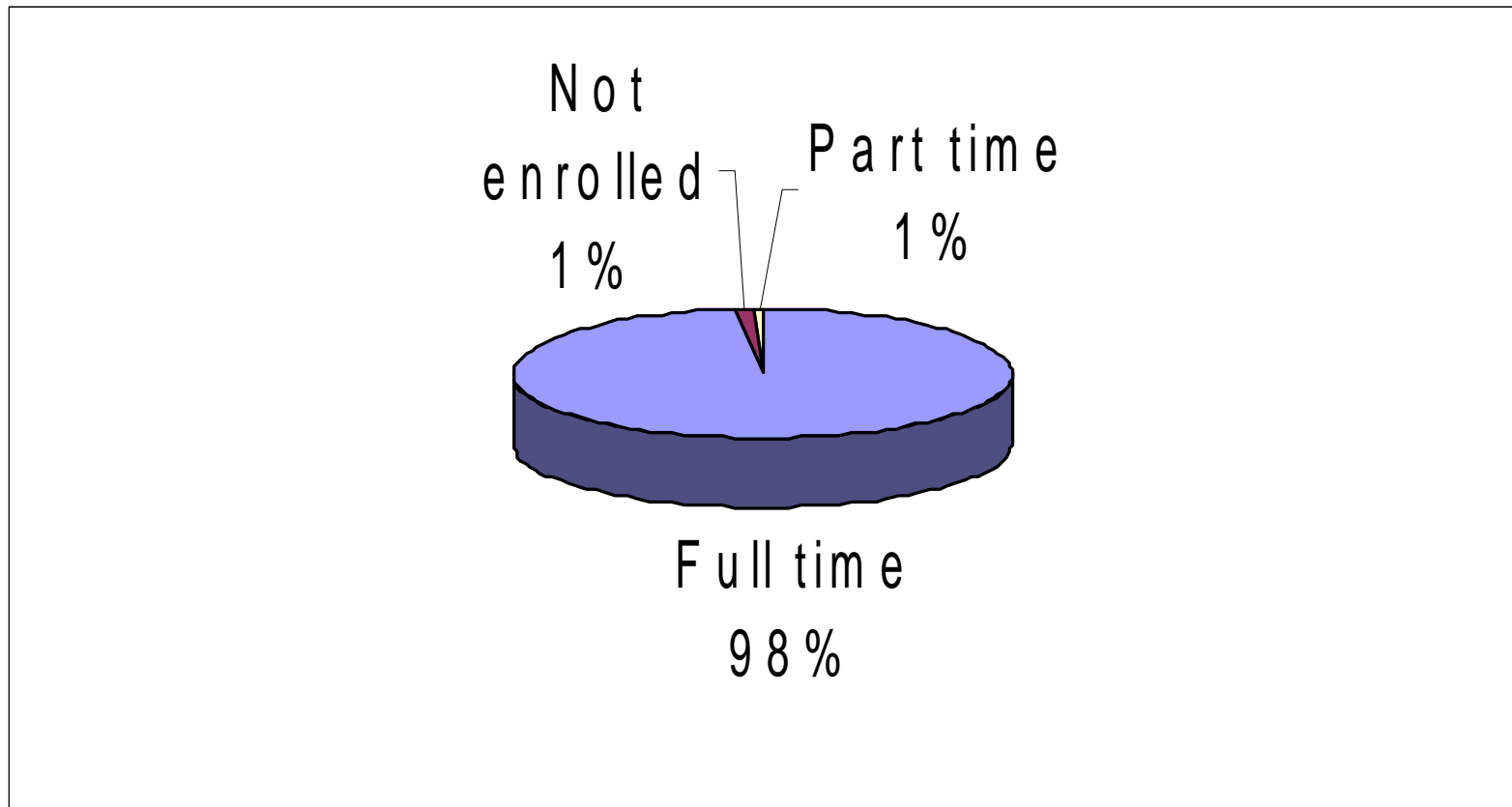


Individual Education Plan



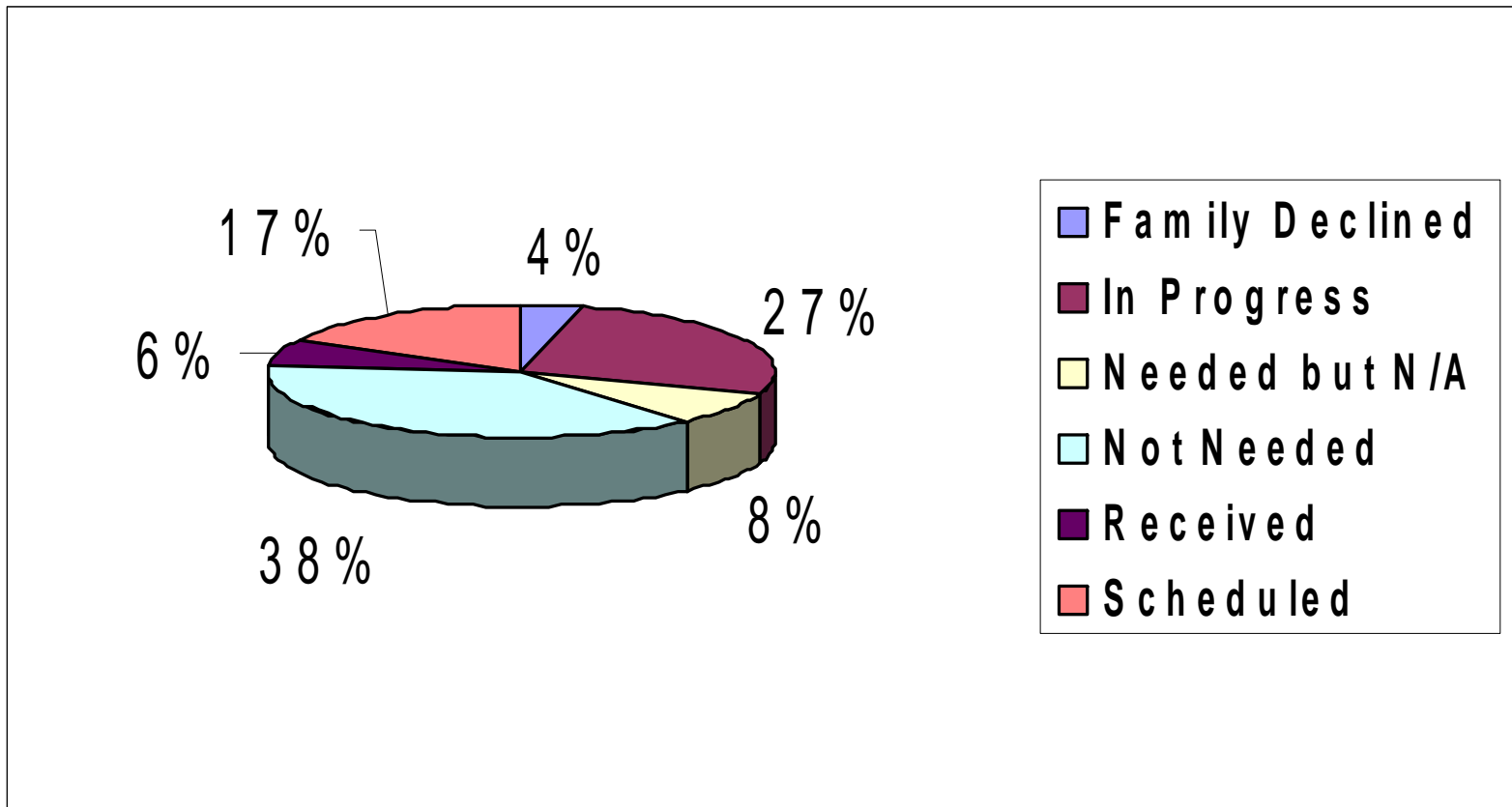


Enrollment Status





Tutoring Services



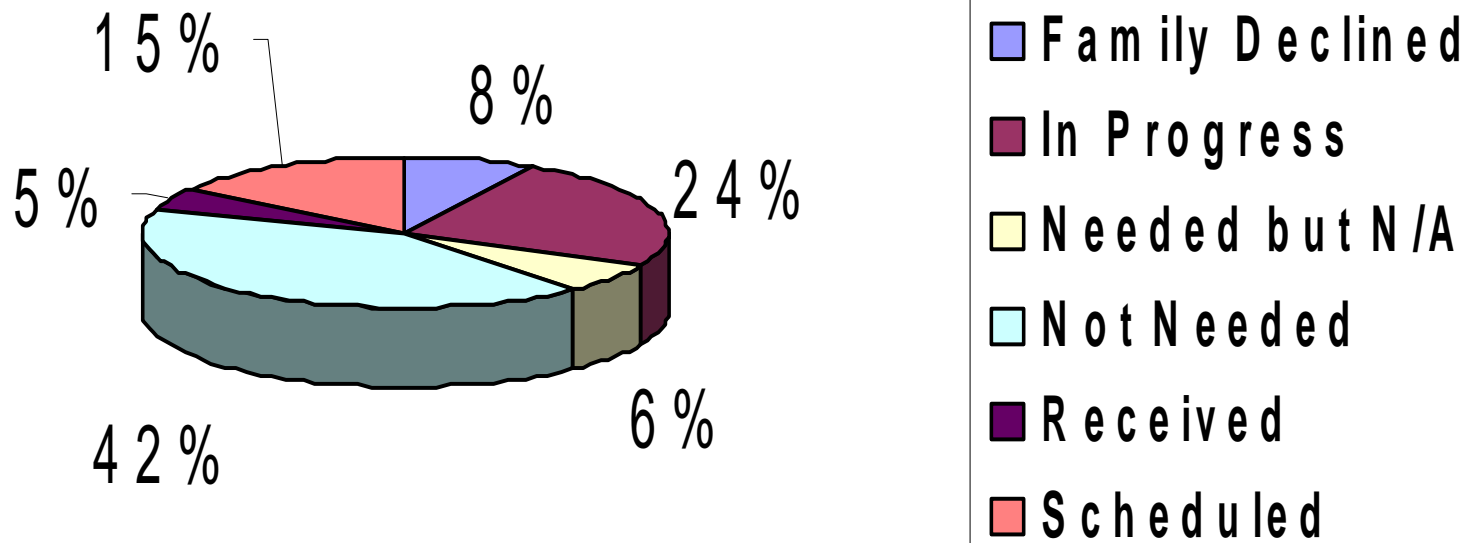


Gender Differences in Academics and Tutoring

- **Boys were significantly more likely to have academic problems than girls.**
- **The services provided showed a recognition of the additional academic needs that boys had and services were provided and/or scheduled for boys significantly more than for girls.**

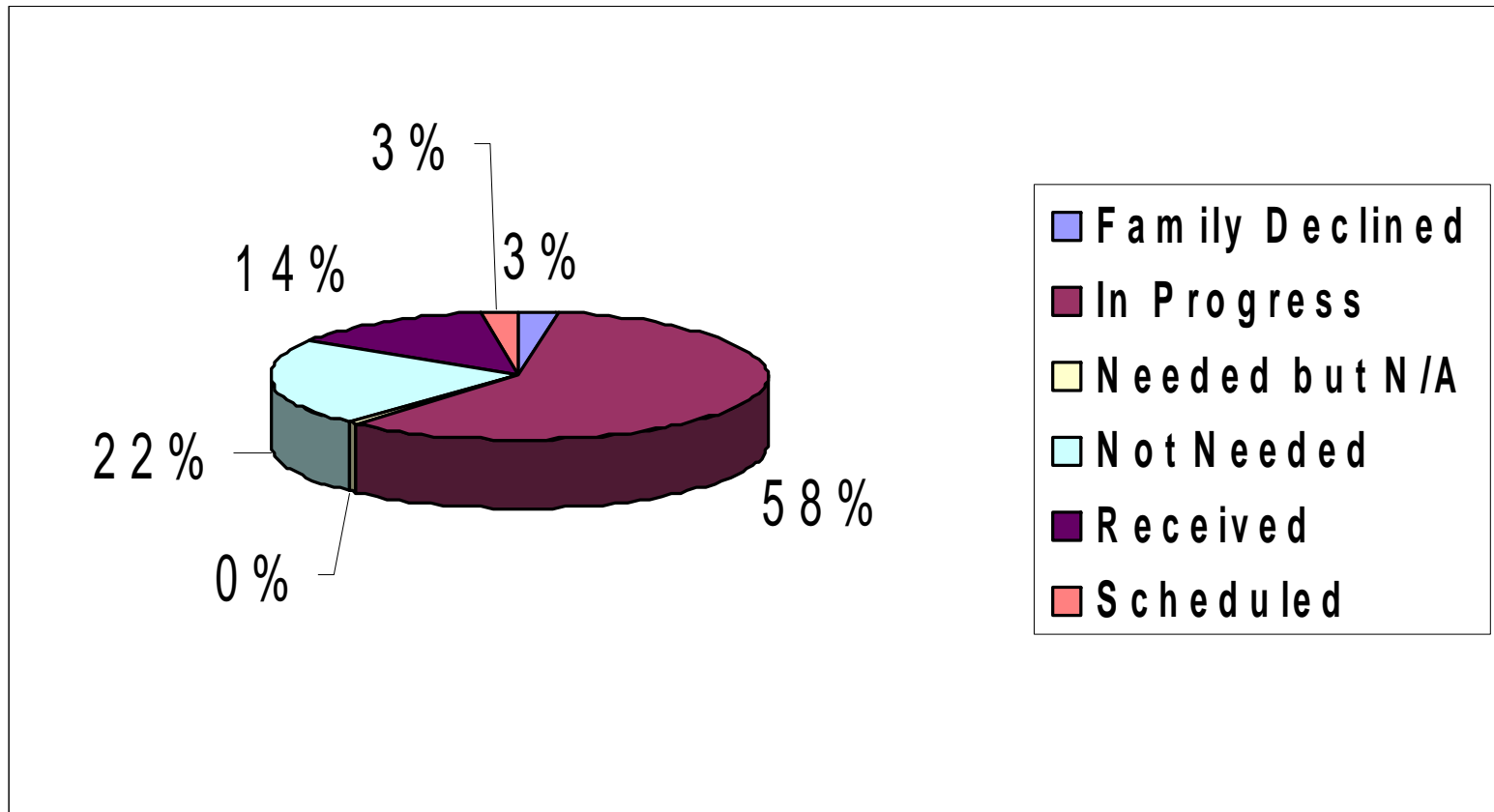


Mental Health Services



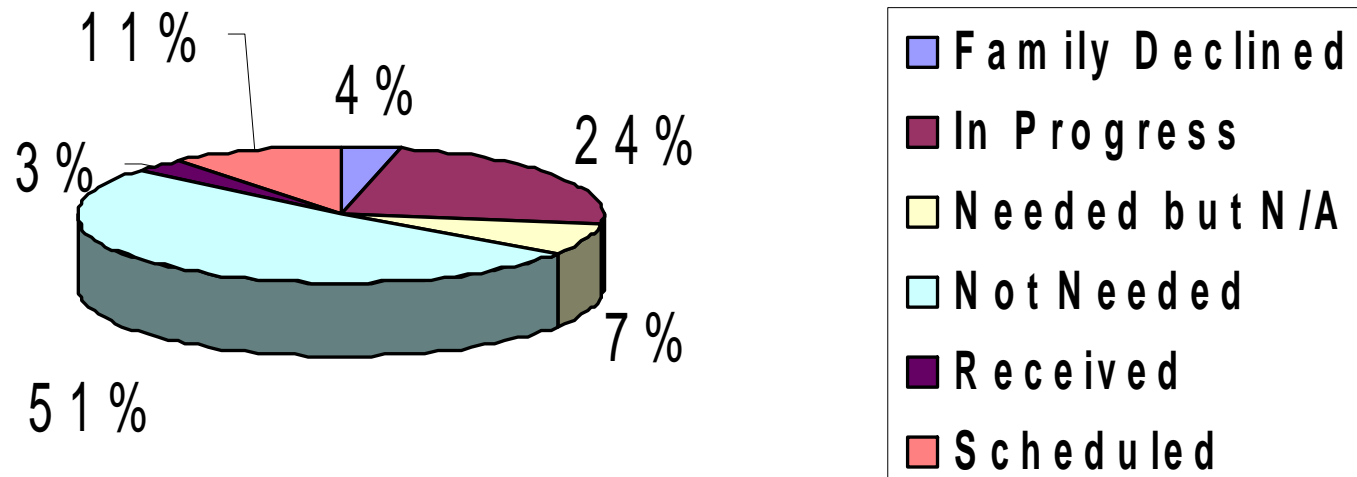


Case Management Services





Mentoring Services





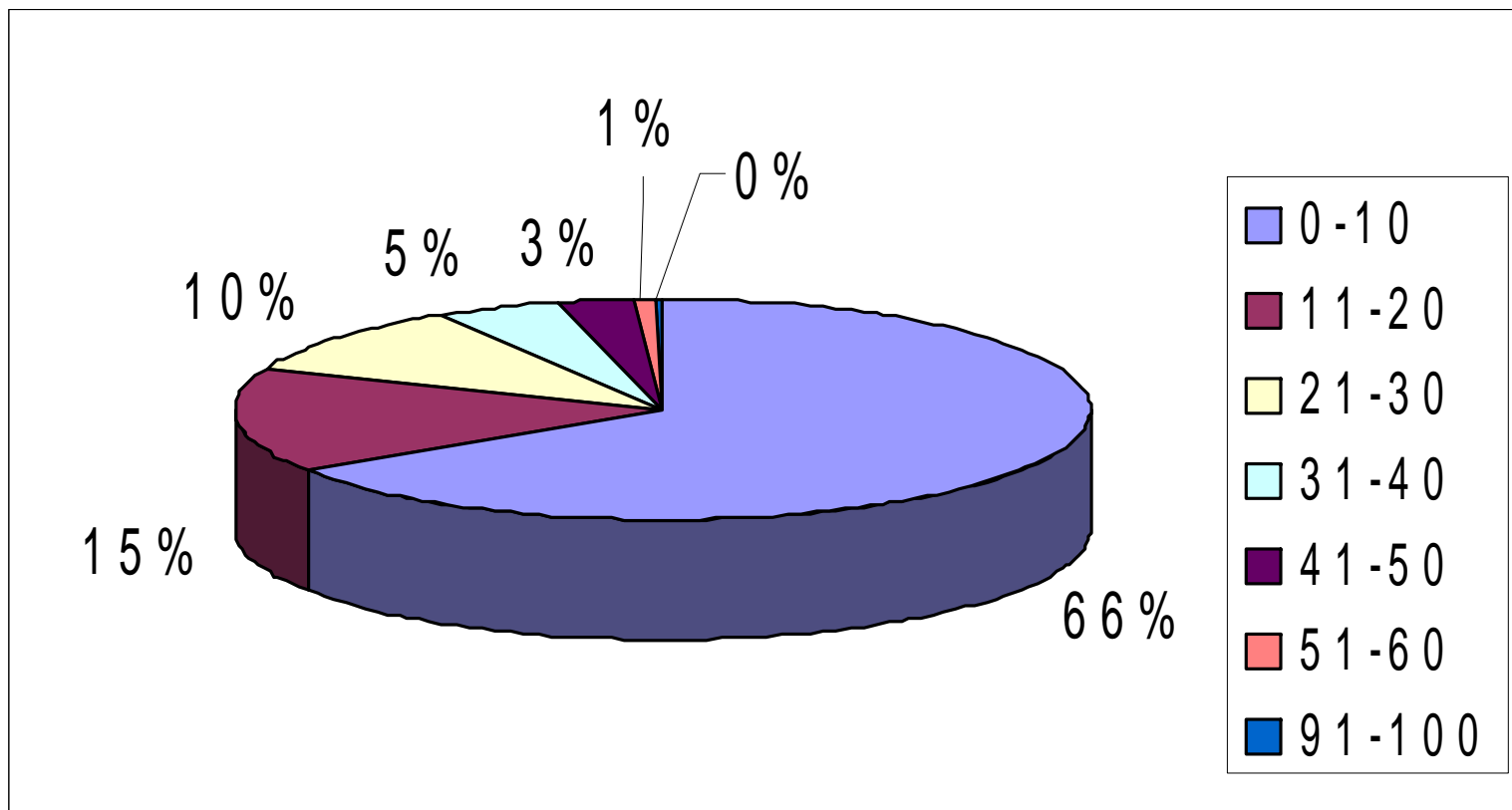
Improvements

Of 520 update records, the greatest number of improvements were made in:

- **Academic Achievement (135)**
- **Emotional Stability (116)**
- **Improving Peer Relationships (113)**
- **Family Relationship(111) / Family Stressor (108)**



Number of Contact Hours over the Last 3 Months





Attachment Surveys

- **The following data come from attachment surveys that are administered to students in three intensive sites: Houston, Jacksonville, and Seattle.**
- **The information is preliminary and largely reflects the Houston and Seattle sites, which serve an older population and at the time of analysis had more surveys submitted.**



Student Challenges

On average, students reported having trouble with:

- **Teachers “a few times” to “once a week”
and**
- **Other Students, Paying Attention, and
Completing Homework “once a week” to
“almost daily”**

They also indicate that class is NOT engaging and they are not interested in the class work.



Education and Aspirations

Students reported that:

- **Education is “very important” to “quite important”**
- **That they are almost equally likely to get a good job that they like following high school as they are to complete a 2 and/or 4 year college program and continue with graduate school. In all categories the responses fell between “not sure” and “probably will”**



AND NOW....

What we've all been waiting for....

Attendance Results!



Attendance

- **Since the project's inception, the average excused absence rate dropped from 4.37 at intake to 3.55 at the first update for the population as a whole.**
- **The average unexcused absence rate dropped from 14.64 at intake to 7.40 at the first update.**



Caveat about Attendance

Because the reporting dates vary across site and time of project, an average attendance rate is difficult to interpret. Statistical testing can be done on a site by site basis. All attendance data is from TRAIN as of 12/2004.



National Trends

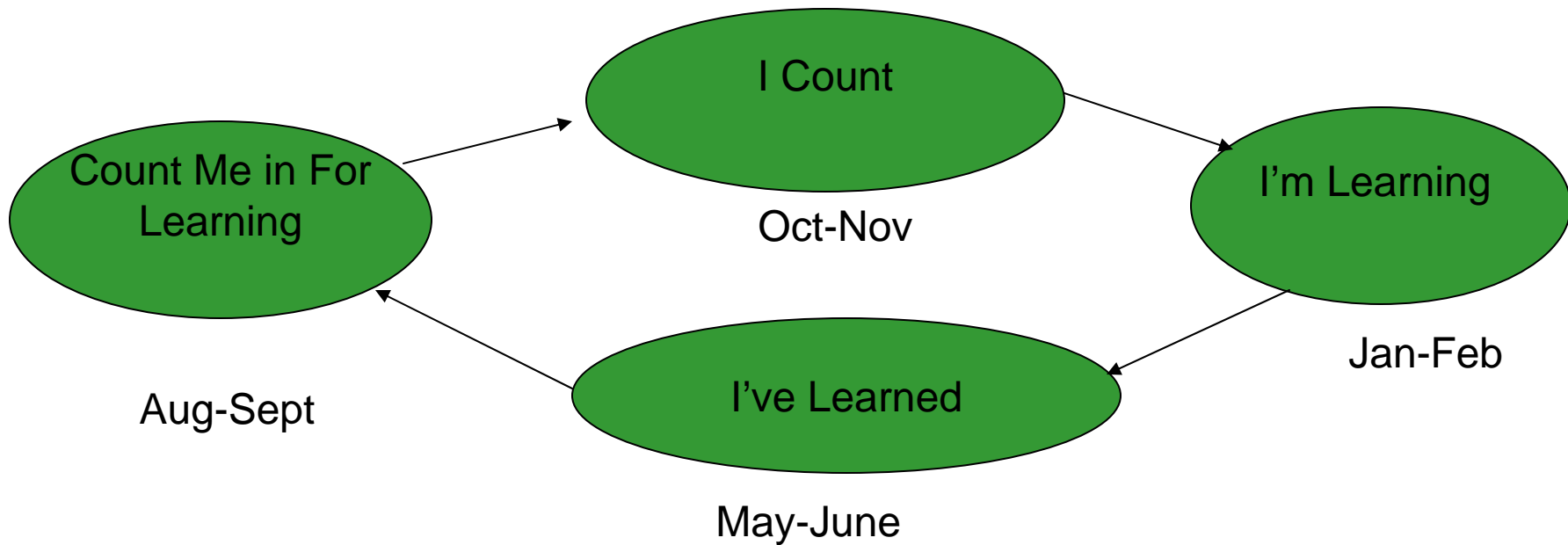
- **We now have solid connection from truancy to delinquency**
 - **Two to eight times greater likelihood truants will become adjudicated**
 - **Even for occasional period skippers**
- **Documenting attendance and truancy by state**
- **Less use by courts of detention for truancy**
- **More jurisdictions making the connection between truancy and daytime crime**
- **Connecting attendance to attachment for achievement**
- **Truancy can be reduced and is a worthy investment of public funds**



Count Me In For Learning!

Public Education Campaign for School Engagement

School Year Activity Cycle





Count Me in For Learning

August Prior to School Opening

Example Activities

- Mobile School Enrollment at parks, rec centers, shopping malls, businesses
- Line up business partners for dissemination of Count me In message on shopping bags, fast food bags, posters
- Create give-aways like buttons, book bags, back to school lists, book marks, posters, T-Shirts, etc
- Media events about school enrollment, TV interviews, hotline for where to enroll an school info
- Family potluck dinners and fund nights at schools just before opening





I Count

October-November

Example Activities

- School Count day activities (also state test day activities)
 - Welcome snacks
 - Parent socials and info sharing sessions
 - “I Count” stickers or buttons for all
 - Student led DJ music at lunch
- “I Count” poster & essay contests
On Learning & staying in school
- “Improve the School” student focus groups
- Teacher- student role swaps
- School climate surveys and discussions





I'm Learning

January-February

Example Activities



- Attendance & achievement awards
- Mid-Year Completion celebrations
- “Improve the school” parent focus groups
- Learning is Cool poster contest
- Student letters & phone calls to excessively absent students
- Teacher home visits
- Parent- teacher- student evening ice cream socials about learning
- Hands-on learning days

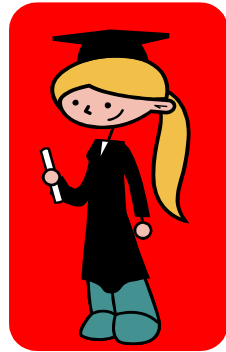




I've Learned

May-June

Example Activities



- HS Graduations make front page and TV news
- School & Business awards and incentives for graduates and continuants (elem-MS; MS-HS)
- What I've Learned essay contests
- What I wanted to learn student focus groups
- School celebrations and awards for attendance, achievement, academic lettering, service learning
- Student speeches, art, music science and math presentations of learning to service clubs , churches, civic groups
- Presentations of Learning a requirement for graduation and continuations

