



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Date: 6.23.98

TO: Leann

FROM: William Modzeleski
Director
Safe & Drug-Free Schools
Program
Phone: (202) 260-1856
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E-MAIL: Bill_Modzeleski@ed.gov.

MESSAGE:

Some of the Tenancy Materials
'AND'

Summary of Activities -

AS REQUESTED

Philadelphia School District

21st Street S. Of the Parkway, Room 408
Philadelphia, PA 19130
Project Director: A. Delores Minor

Program:

The School District of Philadelphia, in partnership with the Family Court REAAP (Reasonable Efforts in Assessment, Access and Prevention) Unit, the Philadelphia Anti-Drug/Anti-Violence Network, and the City Wide Improvement Program will implement the **Weapons Reduction and Truancy Help (WRATH)** initiative.

The project will include the following activities:

- 1) training of 12 Family Resource Network Teams in assessment, intervention, and resource coordination;
- 2) Straight Talk About Risk (STAR) training for 200 youth and community members, which will address gun-related violence issues, as well as managing conflict, decision-making skills and building trust;
- 3) home visits to 400 families that are designed to get youth back into school and out of trouble;
- 4) Truancy Out-of-School Watch for the three area Empowerment Zones, which will educate community members about making youth truancy referrals;
- 5) parent education sessions for 240 parents in Systematic Training for Effective Parenting in 12 middle and high schools; and
- 6) Summer Leadership Training for 100 youth leaders to provide the skills necessary to advocate for weapons reduction.

Results:

Based upon initial review of the project evaluation data, analysis shows a decrease in the number of students arrested for weapons offenses. These types of offenses dropped from 194 (30%) in 1995 to 119 (18%) in 1998.

Average daily attendance improved as well, increasing over 2 full percentage points from 72.62% in 1995 to 74.86% in the 1998 school year.

Analysis showed that student suspensions remained constant.

WRATH OUTCOME DATA ANALYSIS

In the category of suspensions, the analysis shows suspensions remained constant. There was no meaningful increase in suspension.

In the category of weapons and arrest, the analysis shows a consistent decrease in the number of students arrested for weapon offenses.

In the category of average daily attendance, there was a consistent increase in student attendance for each year of the project. Among the target population attendance improved for 465 students.

Based on initial review of project data, our trends are in a positive direction towards improving attendance and decreasing weapons possessions and arrest. When all outcome data is compiled an analysis of the overall program components will reveal the efficacy of each objective.

Contributors:

John McLees, Executive Director School Safety

Joe Sansome, School Police Officer

Vernard Trent, Safety Advisor

Ken Hopkins, Behavioral Health Advisor

Lucinda Post, Discipline Advisor

Gwen Porter, Behavioral Health Advisor

**School District of Philadelphia
Family Resource Network
Outcome Data For WRATH**

Schools	EZ	Suspensions for all reasons				Weapons and Arrest Act 26				Enrollment	Average Daily Attendance			
		95	96	97	98	95	96	97	98		95	96	97	98
Ben Franklin H.S.	*WP	141	153	99	91	33	16	18	7	2,506	64.9	65.52	67.	68.51
Edison H.S.	**AS	821	569	748	800	20	21	17	6	2,663	52.	66.	61.3	67.4
Kensington H.S.	**AS	392	396	506	305	15	15	18	14	1,112	57.0	57.61	56.73	59.13
Overbrook H.S.	*WP	3,675	3,673	1667	1119	33	33	34	14	2,506	73.5	71.4	73.5	71.6
University City H.S.	*WP	1,438	1,452	1,226	807	21	19	10	4	1,865	61.3	63.84	63.01	67.63
Wm. Penn H.S.	NPC ***	1,497	1,539	1,402	1,658	52	51	16	34	1,829	60.1	63.04	65.62	66.28
Elverson M.S.	NPC ***	212	212	586	761	0	5	8	7	806	79.41	81.48	83.35	84.03
Julio De Burgos M.S.	**AS	628	797	1,944	1,935	2	10	9	13	1,046	80.90	79.43	80.00	80.92
Penn Treaty M.S.	**AS	718	755	779	882	7	7	12	3	1,031	81.43	80.25	80.97	82.09
Shoemaker M.S.	*WP	404	409	459	536	5	5	8	7	738	81.47	82.37	81.74	82.66
Vaux M.S.	*** NPC	975	426	1,561	1,554	4	4	3	5	877	80.03	80.80	82.72	82.56
Wanamaker M.S.	*** NPC	598	637	647	721	2	2	3	5	630	82.88	79.74	84.19	85.62
TOTALS		11,499	11,018	11,524	11,169	194	183	156	139	11,624				
PERCENTAGES		25%	24%	26%	25%	30%	28%	24%	18%		71.24%	71.62%	73.34%	74.86%

Los Angeles Unified School District

Jordan/Locke Cluster
1208 Magnolia Avenue
Gardena, CA 90247
Project Director: Alnita Rettig Dunn

Program:

The Jordan-Locke Cluster of the Los Angeles Unified School District (LAUSD) will launch the **Tuancy Prevention and Dropout Recovery Project** in the Cluster's 24 schools. The project would serve the Cluster's 20,000 students in South-Central Los Angeles. It would link with LAUSD's other Safe Schools district-wide efforts focused on reducing drugs and violence in the city's schools. The project is designed to get chronic truants back in school and to address the needs of youth who are out of the education mainstream. The following elements form the basis of the project design:

- o Involve parents in all truancy prevention activities;
- o Ensure that students face firm sanctions for truancy;
- o Create meaningful incentives for school-wide and parental responsibility;
- o Establish ongoing truancy prevention programs in school; and
- o Involve local law enforcement in truancy reduction efforts.

A Tuancy Prevention and Dropout Recovery Team will incorporate all populations in the planning process: the District Superintendent, the Project Director, a representative from the LAPD, a representative from Juvenile Probation, and from each school a representative student, parent, teacher, and administrator. In addition, all 24 Cluster schools will establish their own teams and involve parents and students in such activities as student-run truancy courts and parent task forces to help develop incentives and sanction strategies.

Results:

According to the LAUSD Statistical Attendance Report, during the 1995-1996 school year (before the implementation of the Tuancy Prevention Project) the average attendance level for all 25 schools in the Jordan/Locke Cluster for a 10-month period was 88.14%. The average attendance level increased to 88.76% during the 1996-1997 school year, despite the fact that the project was in operation for only two months before the end of the school year. For the 1997-1998 school year, the attendance level jumped two full percentage points to 90.1%.

**LOS ANGELES UNIFIED SCHOOL DISTRICT
JORDAN/LOCKE CLUSTER**
Dr. Robert R. Bernier, Cluster Administrator
Patricia Burt, Project Director

TRUANCY PREVENTION AND DROPOUT RECOVERY PROJECT

DATE: June 19, 1998

TO: Gail Beaumont
Senior Education Program Specialist / SDFSP

FROM: Patricia Burt *fl*
Project Director

SUBJECT: Truancy Prevention and Dropout Recovery Program Results

The Jordan/Locke Cluster of the Los Angeles Unified School District (LAUSD) launched a Truancy Prevention Project in 25 schools within the Cluster from 1996/1997 through 1997/1998 school year. There were approximately 20,000 students enrolled in these schools which were located in the South Central Los Angeles area.

The Truancy Prevention and Dropout Recovery Project has been the catalyst in facilitating a remarkable level of improvement in attendance within the two years in which it was implemented. There were several components to the program that link together to form a highly successful attendance improvement program. These components included such programs as the Cluster Truancy Task Force, Truancy Sweeps, Parenting Classes, PhoneMaster System, and the Cluster Schoolwide Attendance Incentive Programs.

According to the LAUSD Statistical Attendance Report, during the 1995/1996 school year (before the implementation of the Truancy Prevention Project) the average attendance level for all 25 schools in the Jordan/Locke Cluster for a 10-month period was 88.142%. At the close of the 1997/1998 school year, the average attendance level increased from 88.142% to 88.761%, even though the Truancy Project began operating in April of that school year (two months before the end of the school year). The greatest amount of improvement occurred this past school year 1997/1998. The average attendance level was 90.099%, which is a +2.0% improvement rate (see attached attendance statistical report.)

Overall, attendance has shown a marked increase over the previous two school years. We believe that "Preventing truancy is a team effort. Better attendance equals better achievement."

LOS ANGELES UNIFIED SCHOOL DISTRICT**JORDAN/LOCKE CLUSTER**

1208 Magnolia Avenue

Gardena, CA 90247

Telephone: (310) 515-3072

Fax: (310) 323-7434

FAX COVER SHEET**TRUANCY PREVENTION AND DROPOUT RECOVERY PROJECT****DATE: June 19, 1998****TIME TRANSMITTED:****TO: Gail Beaumont
Senior Education Program Specialist / SDFSP****FAX #: (202) 260-3748****FROM: Pat Burt, Project Director
Truancy Prevention and Dropout Recovery Project****TELEPHONE #: (202) 260-2673****NUMBER OF PAGES (INCLUDING COVER SHEET): (7)****Description of Document/Message:****This is the letter you requested regarding the Truancy Prevention Program Results.****If all of the pages are not received, please call: Denise Armstrong or Pat Burt (310) 515-3070**

LOS ANGELES UNIFIED SCHOOL DISTRICT
JORDAN/LOCKE CLUSTER
Dr. Robert R. Barnet, Cluster Administrator
Patricia Bart, Project Director

TRUANCY PREVENTION AND DROPOUT RECOVERY PROJECT

A federally funded project in conjunction with the Safe and Drug Free Schools Program through the United States Department of Education, the Office of Elementary and Secondary Education.

William Modzeleski, Director of Safe and Drug-Free Schools Program
Gail Beaumont, Senior Education Programs Specialist/SDFSP
OMB No. 1880-0538

**LOS ANGELES UNIFIED SCHOOL DISTRICT
JORDAN/LOCKE CLUSTER
Dr. Robert R. Barner, Cluster Administrator**

TRUANCY PREVENTION AND DROPOUT RECOVERY PROJECT

School attendance is the key to success.
If you want to learn, you have to go.
If you do not go, you will not know.

TRUANCY PREVENTION PROJECT COMPONENTS

CLUSTER TRUANCY-PREVENTION AND DROPOUT RECOVERY TASK FORCE

(Parents, School Personnel, Police Dept, Probation Dept, Dept of Children Services)

**TRUANCY ABATEMENT
(SWEEPS)**

PARENTING CLASSES

PHONEMASTER SYSTEM

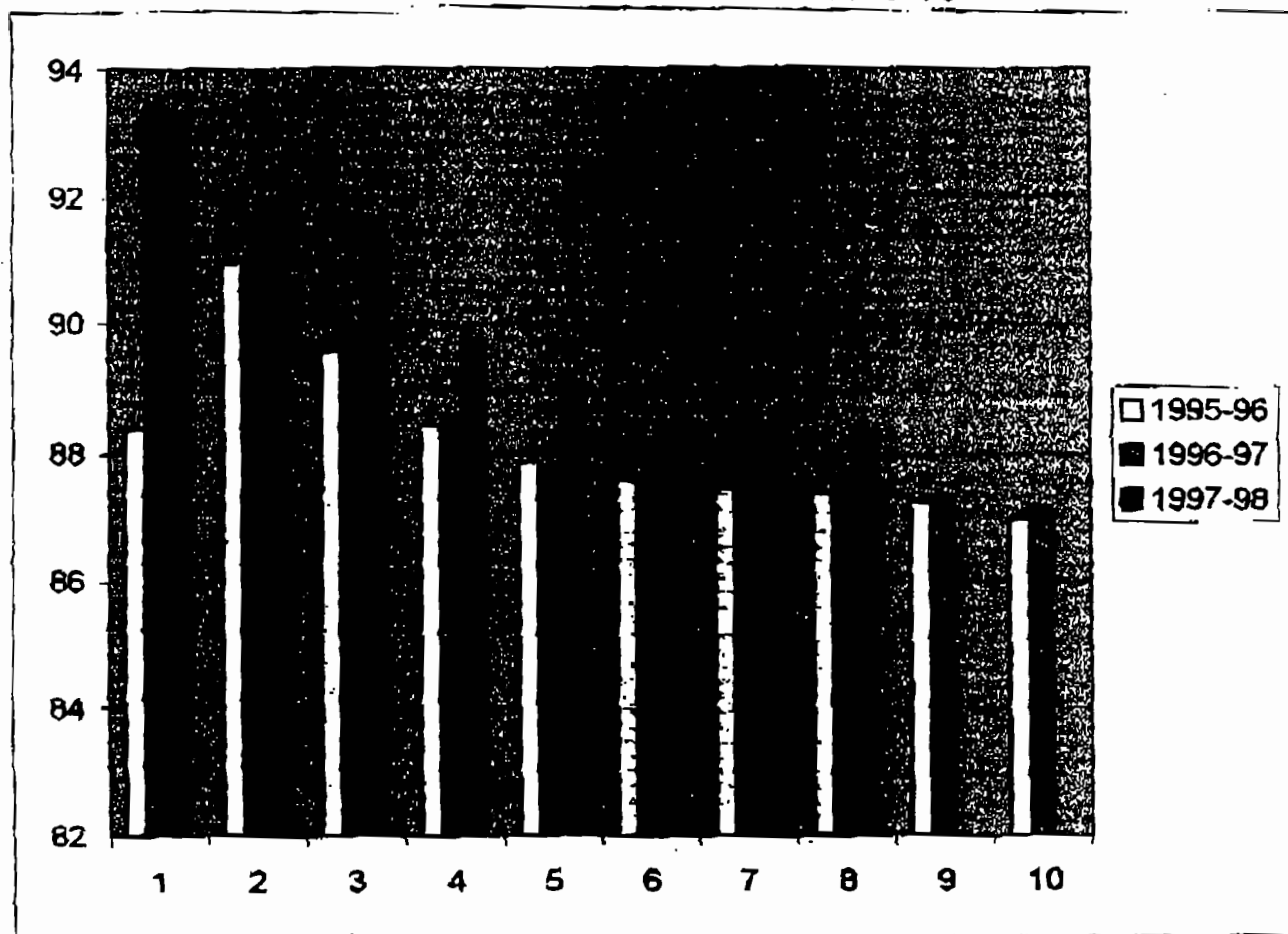
Homework/Make-Up
Voice mail messages for teachers
Bulletin Board Messages
Calling on Absent Students

ATTENDANCE INCENTIVE PROGRAMS

TEEN COURT

JORDAN/LOCKE CLUSTER ATTENDANCE SUMMARY

1995-96 * 1996-97 * 1997-98



	1995-96	1996-97	1997-98
MONTH 1	88.36	93.44	93.23
MONTH 2	90.94	90.97	91.89
MONTH 3	89.81	89.80	91.65
MONTH 4	88.48	88.61	89.78
MONTH 5	87.84	87.77	88.98
MONTH 6	87.58	87.59	88.49
MONTH 7	87.47	87.42	88.40
MONTH 8	87.36	87.35	88.39
MONTH 9	87.29	87.37	
MONTH 10	86.98	87.19	
AVERAGE	88.142	88.761	90.089

Typically, attendance is up during the first few months of the school year, and falls gradually during the winter months.

LOS ANGELES UNIFIED SCHOOL DISTRICT

JORDAN/LOCKE CLUSTER
Dr. Robert R. Barnes, Cluster Administrator
Patricia Bart, Project Director

TRUANCY PREVENTION AND DROPOUT RECOVERY PROJECT

PROJECT DESCRIPTION

The Truancy Prevention and Dropout Recovery Project goal is to improve attendance in the Jordan/Locke Cluster. The following components are associated with the program:

- 1.) **The Truancy Prevention and Dropout Recovery Project Task Force**
 The Task Force consists of parents, school personnel (counselors, administrators, and teachers), a student representative, Police Department, Probation Department, Department of Children Services, and other community resources.

The Functions of the Task Force are to:

- Set up a communication system with Law Enforcement Officers regarding the most effective police sweep areas.
- Participate in brainstorming and implementing truancy prevention strategies, and enhancing community awareness of the problem.
- Contact parents of truant students, in person or by telephone, to explain the importance of attending school, offer support such as morning "wake-up calls", determine the cause of the truancy, and provide information regarding Parent Education Workshops.

- 2.) **Truancy Abatement Day (Sweep)**

The Truancy Sweep Committee consists of parents (PTW), counselors, probation officers, law enforcement officers, Healthy Start personnel, and school administrators.

The Functions of the Sweep Committee Members are as follows:

- Law Enforcement Officers issue truancy citations to any student who appears in a public place without an acceptable excuse during the hours of 8:30 a.m. and 1:30 p.m.
- The Parent Truancy Workers (PTW) will do an intake on each student and call the parent to inform them of their child's truancy.
- The Attendance Counselor (PSA) has a conference with each student regarding Compulsory School Attendance Laws and assists with other

social, educational or emotional issues that the student may be experiencing.

- The Probation Officers assist with counseling those students who may already be on probation.
- The Healthy Start Director has a conference with all parents of truant students and provides information about The Parent Education Workshops offered at 112th Street Elementary School and Locke High School. She also acts as a referral source linking parents with such services as counseling, health care, employment opportunities, financial and legal assistance, substance abuse and domestic violence prevention treatment, recreational and social activities, and other community related resources.

3.) Parent Education Workshop / Healthy Start Program

- Parents learn positive ways to become involved in their children's education.
They learn to motivate their children to go to school and become productive adults.
- The Healthy Start Program provides assistance with social, medical and mental health services to all families of truant students.

4.) Phonemaster System

- **Homework Hotline** – Parents can call and hear their child's homework assignments daily.
- **Voice Mail Messages** – Parents can leave messages for their child's teacher, counselor or other school personnel.
- **Bulletin Board Messages** – Parents can hear about current school activities and schedules.
- **Phone Call Home to Parents of Absent Students** – Parents will receive a telephone call from the school whenever their child is absent.

5.) Attendance Incentive Programs

All schools will be given a monetary stipend to purchase attendance awards, certificates and various other incentives to encourage *Perfect and Improved Attendance*.

6.) Teen Court

A Teen Court will be established at Locke High School to ensure that students face firm sanctions for truancy. During court session, truant students will be required to discuss causes and solutions for their trancies and develop a plan of action.

Roanoke City Public Schools Truancy Prevention Program

Summary of Outcomes

The Truancy Prevention Program is a collaborative effort of the Roanoke City Public Schools, Roanoke City Department of Social Services, and 23rd Juvenile and Domestic Relations Court. The intervention model developed by this project, through the coordination of community-based professionals and school-based pupil services professionals, provides:

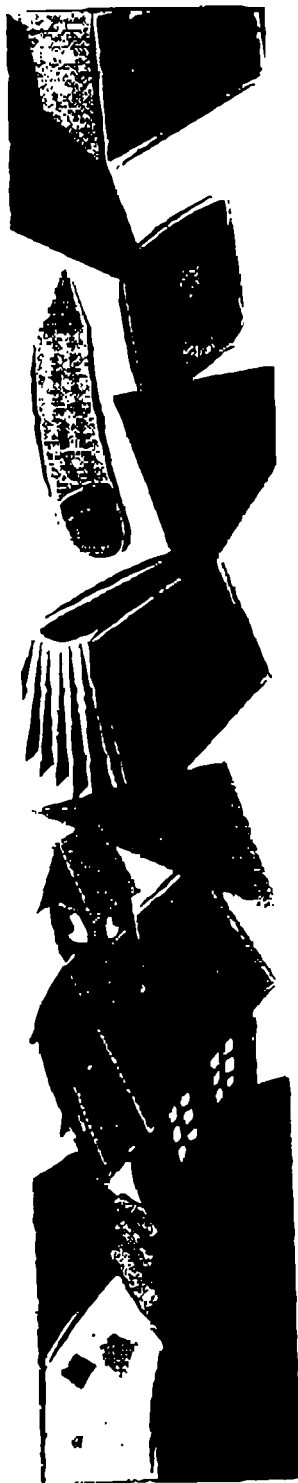
- 1) assessment and referral to benefit programs and other community resources;
- 2) service planning and case management;
- 3) individual and family counseling;
- 4) substance abuse assessment and counseling;
- 5) intensive intervention services;
- 6) provision of emergency needs and transportation;
- 7) home-based services, including home management;
- 8) parenting classes and seminars;
- 9) referral to health screening and treatment; and
- 10) court liaison activities.

Community-based professionals involved in this model program include the Juvenile Court, Juvenile Court Services, Juvenile Court judges, Department of Social Services, Child Protective Services, Mental Health Services, and the Family Assessment Planning Team. The judges of the Juvenile and Domestic Relations District Court see that truancy cases are given a designated court docket, are available to come to the school to speak with students, parents and teachers, and are seeking ongoing funding so that this program can be broadened to serve more schools and families. School-based professionals include school principals, assistant principals, school attendance specialists, guidance counselors, visiting teachers, school psychologists as well as teachers.

Outcomes

Data provided by the project director indicate that during the first year of the project, the number of students missing for 25 or more days decreased by an average of 35%. During the second year of the grant, the number of students missing for 25 or more days decreased by 28%.

Contact: Charles E. Kennedy, II, (540) 853-1393



Truancy Prevention Program

*A Collaborative Effort
of the*

Roanoke City Public Schools

**Roanoke City Department
of Social Services**

**23rd Juvenile & Domestic
Relations Court**

Roanoke, Virginia

Roanoke City Public Schools Truancy Prevention Program

Number of Students Missing 25+ Days - 1996-97

	1995-96	1996-97	% Change
Forest Park Elementary	17	5	-70
Garden City Elementary	16	13	-19
Huff Lane Elementary	12	11	- 8
James Madison Middle	76	42	-45
Wilson Middle*	22	15	-32
Jackson Middle*	Closed	72	
AVERAGE			-35%

Number of Students Missing 25+ Days - 1997-98

	1996-97	1997-98	% Change
Fallon Park Elementary*	30	24	-20
Virginia Heights Elem	9	5	-44
Roundhill Elem	5	8	+60
Preston Park Elem	10	6	-40
Oakland Elem	7	1	-86
Addison Middle	127	119	- 6
Ruffner Middle	58	66	+14
Roanoke Academy Elem*	14	9	-36
Breckinridge Middle*	Closed	21	
Hurt Park Elem*	10	1	-90
AVERAGE			-28%

*Funded with State Grant, all others by DOE Grant

TRUANCY PREVENTION PROGRAM

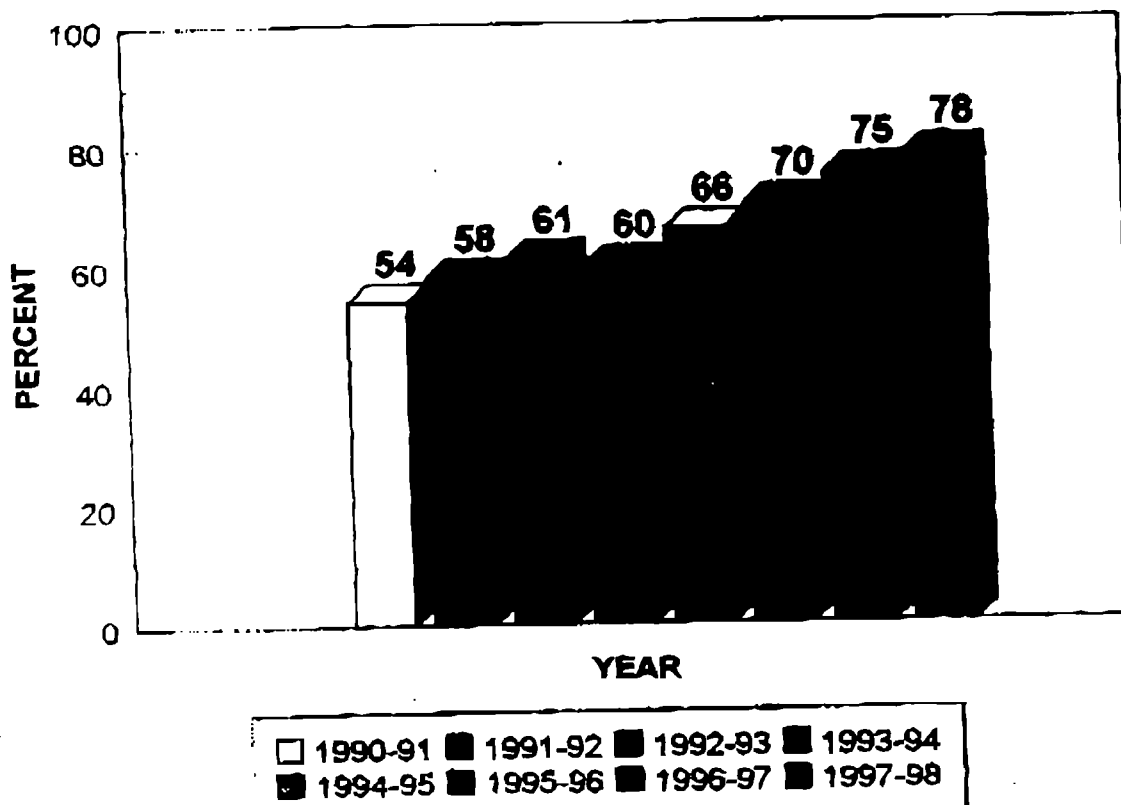
An Integrated Community Approach to Truancy

Truancy is widely recognized as a severe problem at the local, state, and national levels. The overall goal of this model program is to address truancy as a community problem requiring the collaboration and coordinated intervention between community-based professionals and school-based pupil services professionals. Truancy is usually only one factor present in extremely at-risk youth. Many social as well as educational factors, normally beyond the purview of the school, have a high correlation with truancy. Effective intervention in truancy requires the coordination and integration of services by educational and community-based professionals.

Truancy is an indicator of other factors/stressors that impact youth and their families, such as dysfunctional family patterns, poor parenting skills, abuse and neglect, substance abuse, unaddressed learning problems, poverty, lack of social bonding, multi-generational history of truancy and underachieving, single parenting issues, violence, and teen pregnancy. In an attempt to provide improved services for these youth and families, we have implemented a more focused team approach for intervention. As a result, we are reducing days lost by truancy and providing services necessary to support long range remediation of truancy and related risk factors.

Roanoke City Public Schools

Division Report Outcome Accountability Project



**Percent of Students in Grades K-12
Who Were Absent 10 Days or Less**

Roanoke City Public Schools

Truancy Prevention Program Components

Educational Services

High Expectations

Student Support Process

Coordinated Staff Support

Visiting Teachers

State Truancy Grant

YES Grant

US DOE Safe Schools Grant

Social Services

Student Support Team Representatives

Prevention Services

Joint Case Management

Court Services

**Collaboration with 23rd Juvenile and
Domestic Relations Court**

Joint policies and Procedures

Service Plan

Dedicated Court Docket

California cities enact tough truancy laws

Anti-truancy laws gain in popularity

Continuing the California trend toward truancy laws with teeth are numerous cities that have enacted tough local ordinances to augment state anti-truancy legislation.

Glendale's new city ordinance is "not intended to criminalize kids," according to Sgt. Ron Insalaco of the Glendale Police Department Youth Services Bureau in an interview with the *Los Angeles Times*. "It's intended to push the borderline children to school and bring the more chronic truant to our attention and the court's attention." It is illegal for a minor to be out of school between the hours of 8:30 a.m. and 1:30 p.m. unless accompanied by a parent or guardian. Exceptions for emergencies, work or approved off-campus activities are permitted, and police officers must confirm with the student's school that the student is actually truant before issuing a citation. The court may impose community service upon the truant; parents of school-skipers face penalties ranging from \$135 to a hefty \$600.

A new ordinance in Manhattan Beach, Calif., allows police officers to cite students under age 18 who are not in school between 8:30 a.m. and 1 p.m. Truant students who are cited must appear in juvenile traffic court, where a judge can fine the student up to \$500 or require community service. Manhattan Beach instituted the truancy law in part to prevent students from neighboring cities from gathering in Manhattan Beach to avoid truancy laws in their own communities. The nearby cities of Redondo Beach, Torrance, Gardena and Hawthorne have had similar truancy laws on the books for several years.

The city of Moorpark, Calif., extended its evening curfew for minors into the daytime. Persons under age 18 are restricted from loitering during normal school time of 9 a.m. to 1:30 p.m. Law enforcement officers may cite underage loiterers during those hours; first-time offenders may be fined \$135.

An ordinance in La Habra, Calif., prohibits persons between the ages of 6 and 18 from being outside of school grounds between 8 a.m. and 2:30 p.m. A first offense carries a fine of \$100; repeat truants are subject to fines of up

to \$250. Fines may be suspended if the student avoids further unexcused school absences, performs 20 hours of community service and attends counseling sessions with a parent. Additionally, parents of truants may be ordered to attend parenting classes.

In Santa Clarita, Calif., it is unlawful for students younger than 18 to "loiter, play, drive or walk aimlessly about on streets or in public places" between the hours of 8:30 a.m. and 1:30 p.m. Exceptions are made for doctor's appointments and attendance at approved school activities. The new law allows sheriff's deputies to conduct regular truancy sweeps.

Students in Fairfield, Calif., who ditch school may be charged with a misdemeanor if they are off school grounds between 8:30 a.m. and 1:30 p.m.; lunch time and students off campus with written permission constitute exceptions. Violations carry fines between \$100 for first offenses to \$500 for repeated offenses; fines may be charged to truants, parents or both. Dropouts may be cited under the law, although the primary focus is to get truants back to school before they reach dropout status.

Attendance up, juvenile crime down

The Los Angeles anti-truancy ordinance enacted in October of last year is credited with a drop in daytime juvenile crime and a rise in school attendance figures in that city.

A Los Angeles Police Department report covering the first six months (October through March) of the truancy crackdown reported the issuance of 5,878 truancy citations. During that same time period, school attendance increased 2.3 percent at middle schools and 2.66 percent at high schools. Additionally, crime rates associated with truants declined by 8.1 percent for burglary, by 12 percent for vehicle thefts and by 18 percent for shoplifting.

The ordinance requires cited youths to appear in juvenile traffic court accompanied by a parent or guardian. In court, youths and parents are told that they may avoid paying a \$135 to \$250 fine if the youth maintains perfect attendance at school for the next 60 days or completes 20 hours of community service.

City and school authorities indicate that parental involvement in improving their children's attendance as an "essential factor in curtailing truancy." Improved school attendance figures have also helped the Los Angeles Unified School District recoup approximately \$20 million in state funding based on average daily attendance.

Officials in the city of Monrovia, Calif., point out that their 1994 anti-truancy law, which prohibits students from being out of school without permission from a parent or teacher, has resulted in the following: a 42 percent reduction in truancy, a 54 percent cut in the high school dropout rate and a 35 percent drop in the local daytime crime rate.

FACT SHEET**LOITERING/TRUANCY ORDINANCE EVALUATION**

May 16, 1997

Background. This fact sheet represents the second evaluation of the Loitering/Truancy Ordinance signed into effect on May 23, 1995, by the Mayor of Los Angeles, which added Section 45.04 to the Los Angeles Municipal Code (LAMC). The ordinance authorizes officers to issue loitering citations to juveniles found truant between 0830 and 1330 hours. A 180-day evaluation of the overall effectiveness of the ordinance was ordered by the City Council upon passing the ordinance. The evaluation was to include an equal enforcement component to determine if officers were enforcing the ordinance without special regard to the ethnicity of the juveniles cited. The 180-day evaluation was presented to the Public Safety Committee as requested in July of 1996.

After hearing the presentation of the 180-day evaluation, the Public Safety Committee ordered a second evaluation due after the fall semester of 1996. The second evaluation was to contain all of the elements of the original evaluation plus additional information describing the gender of the juveniles cited for truancy and a statistical report describing the number of citations written by each geographical Area. An overview of juvenile arrests made by this Department for those charges deemed most likely to be committed by truants was also requested for the second evaluation. The following represents an analysis of the ordinance and its impact on daytime crime and truancy.

Ethnic Comparison. The following statistics represent the number of citations issued within the City of Los Angeles for Section 45.04 LAMC from September 10, 1996, to March 8, 1997. The following chart also reflects the ethnicity of the violators and compares the number of citations issued to each ethnic group to the overall student ethnic population percentages within the LAUSD.

	<u>Citations</u>	<u>Percentage</u>	<u>LAUSD Population</u>
Hispanic	4046	61%	67%
African-American	1704	26%	14%
Caucasian	514	8%	12%
Other	307	5%	7%
Total Issued	6571		

FACT SHEET**LOITERING/TRUANCY ORDINANCE EVALUATION**

May 16, 1997

LOS ANGELES POLICE DEPARTMENT
DAYTIME CRIME SUMMARY

<u>CRIME</u>	<u>94-95</u>	<u>96-97</u>	<u>CHANGE</u>
Burglary	6823	5177	- 24.1%
Attempt Burglary	425	359	- 15.5%
Burglary From Vehicle	6525	3576	- 45.2%
Grand Theft From Vehicle	497	323	- 35.0%
Grand Theft	3197	2520	- 21.1%
Petty Theft From Vehicle	2101	1942	- 07.6%
Petty Theft	4411	3558	- 19.3%
Shoplift	2024	1363	- 32.7%
Stolen Vehicle	5838	4356	- 25.3%
Attempt Stolen Vehicle	203	160	- 21.2%
Totals	32044	23334	- 27.1%

Arrest Evaluation. To evaluate the impact of strict truancy enforcement on juvenile arrests, Juvenile Division personnel performed a comparison of juvenile arrests before and after implementation of the Loitering/Truancy Ordinance. The comparison involved those charges which most closely correspond to the above listed crimes. It should be noted that the arrest statistics kept by the Los Angeles Police Department in the Monthly Report of Crimes and Arrests for the City of Los Angeles do not exactly match the above listed crimes. In some cases, the arrests are grouped into general categories which represent more than one of the crimes listed above. The following is a summary of the juvenile arrest statistics for the time period encompassed by this evaluation.

FACT SHEET**LOITERING/TRUANCY ORDINANCE EVALUATION**

May 16, 1997

School Attendance. Since the ultimate goal of the Loitering/Truancy Ordinance is to keep students in school and discourage truancy, LAUSD personnel performed an attendance comparison between 1994/1995 and 1996/1997 to evaluate the impact of the ordinance on school attendance. The comparison examined attendance from September to January for both segments of time. The 1994/1995 time period represents attendance before the implementation of the ordinance and the 1996/1997 segment reflects attendance after implementation of the ordinance.

A total of 72 middle schools and 49 senior high schools were included in the comparison. The attendance figures reflect an increase in attendance after implementation of the ordinance. However, it would not be appropriate to hypothesize that the increase in attendance is based solely on the implementation of the ordinance. Although statistics were received from individual schools, the following represents an overall summary of school attendance by middle school and senior high school categories.

Middle Schools

<u>1994/1995 Rate</u>	<u>1996/1997 Rate</u>	<u>Difference</u>
89.38%	92.00%	2.62%

Senior High Schools

<u>1994/1995 Rate</u>	<u>1996/1997 Rate</u>	<u>Difference</u>
84.26%	86.84%	2.58%

Gender. A gender analysis of the 6571 citations issued revealed the following statistics:

<u>Gender</u>	<u>Citations</u>	<u>Percentage</u>	<u>LAUSD Population</u>
Male	4534	69%	48%
Female	2037	31%	52%

Crime Analysis. The following statistics represent an evaluation of daytime crime in the City of Los Angeles from Monday through Friday, 0830 to 1700 hours, for the six-month period between September 10, and March 8. The 1996/1997 crime figures were compared to crime statistics gathered during the six-month period in 1994/1995 when the Loitering/Truancy Ordinance was not yet in effect. The crimes selected for review were those most frequently committed by juveniles.

FACT SHEET**LOITERING/TRUANCY ORDINANCE EVALUATION**

May 16, 1997

LOS ANGELES POLICE DEPARTMENT
JUVENILE ARREST SUMMARY

<u>CRIME</u>	<u>94-95</u>	<u>96-97</u>	<u>CHANGE</u>
Burglary	666	628	- 05.7%
Burglary/Theft From Vehicle	123	58	- 53.0%
Theft From Person	26	18	- 31.0%
Petty Theft/Shoplift	1397	1215	- 13.0%
Stolen Vehicle	1073	697	- 35.0%
Totals	3285	2616	- 20.4%

Citation Issuance Evaluation. The following statistics represent the number of citations written within each geographical Area and the comparison of that number to the 6571 citations written throughout the City.

1. Central	59	.9%	10. West Valley	703	10.7%
2. Rampart	256	3.9%	11. Northeast	125	1.9%
3. Southwest	480	7.3%	12. 77th Street	92	1.4%
4. Hollenbeck	191	2.9%	13. Newton Street	85	1.3%
5. Harbor	703	10.7%	14. Pacific	322	4.9%
6. Hollywood	99	1.5%	15. North Hollywood	191	2.9%
7. Wilshire	85	1.3%	16. Foothill	197	3.0%
8. West Los Angeles	710	10.8%	17. Devonshire	440	6.7%
9. Van Nuys	1472	22.4%	18. Southeast	361	5.5%

Conclusion. The second six-month evaluation of the enforcement and effectiveness of Section 45.04 LAMC has revealed that it was enforced equitably by police officers of the Los Angeles Police Department and the Los Angeles Unified School District. The significant reduction in daytime crime and increased school attendance attest to the value of the ordinance. By adopting the Loitering/Truancy Ordinance, the Los Angeles City Council has taken a very positive step toward improving the quality of life in Los Angeles while providing additional motivation for our youth to stay in school and increase their chances for success in life.

Prepared By:
Juvenile Division

LOITERING/TRUANCY ORDINANCE CITATIONS
MARCH 9, 1997 to JUNE 20, 1997

	AREA	BOYS	GIRLS	TOTAL	PERCENTAGE
1	Central	46	18	64	1.2
2	Rampart	126	75	201	3.6
3	Southwest	272	192	464	8.4
4	Hollenbeck	188	93	281	5.0
5	Harbor	246	140	386	7.0
6	Hollywood	241	101	342	6.2
7	Wilshire	179	96	275	5.0
8	West L.A.	208	145	353	6.4
9	Van Nuys	509	273	782	14.1
10	West Valley	183	73	256	4.6
11	Northeast	228	114	342	6.2
12	77th Street	159	76	235	4.2
13	Newton	125	44	169	3.0
14	Pacific	192	91	283	5.1
15	No. Hollywood	146	62	208	3.7
16	Foothill	330	122	452	8.2
17	Devonshire	103	45	148	2.7
18	Southeast	197	104	301	5.4
	TOTALS	3678	1864	5542	100.0

TRUANCY PREVENTION

• BACKGROUND

- Truancy among our school age children is a major problem in this country with major significant negative consequences for the children, youth and communities in which they live.
- Definitive national level data on the incidents of truancy is not available. However, information that has been developed on truancy in numerous States indicates that the problem is a serious one.
- In 1995, State courts with juvenile jurisdiction formally processed approximately 37,400 truancy cases. The number of truancy cases was 80% higher in 1995 than in 1986.
- A 1989 study found that 75 percent of students who were truant in both elementary and secondary school did not graduate from high school, while only ten percent of non-truant students dropped out of school.
- Nationally, each year's class of dropouts will cost over \$240 billion during their lifetime in lost earnings and unrealized tax revenue.

• IMPACT ON STUDENTS

- Students who are truant from school and particularly those that are chronically truant, are likely to have a lifetime of problems. Truancy has a major impact on the truants' ability to learn, develop interpersonal relationships, and ultimately complete school and gain the knowledge and skills necessary for higher education and/or future employment. These students fall behind in their work and a significant number of truant youth drop out of school.
- Each year, one-half million youth in the United States drop out of high school.
- High school graduates, on the average, earn \$6,415 more per year than high school dropouts.
- Truancy is also a stepping stone to delinquent and criminal activity. The Office of Juvenile Justice and Delinquency Prevention's (OJJDP's) Study Group on Serious and Violent Juvenile Crime (1997) found that truancy is one of the major risk factors leading to serious and violent crime.

- A report compiled by the Los Angeles County Office of Education on factors contributing to juvenile delinquency concluded that chronic absenteeism is the most powerful predictor of delinquency behavior.
- Truant students are also at higher risk of being drawn into behavior involving drugs alcohol or violence. Several studies have documented the correlation between drug use and truancy. A study by the U.S. Department of Justice's Drug Use Forecasting (DUF) reported that of the 53 percent of detained youth that tested positive for drugs, 67 percent were not attending school.
- **IMPACT ON COMMUNITIES**
 - Communities are also negatively impacted by. As a number of studies have documented, high rates of truancy are linked to high daytime burglary rates and vandalism; and addressing this problem in a community reduces juvenile crime.
 - When police in Van Nuys California, conducted a 3-week truancy sweep, shoplifting arrests fell 60 percent.
 - Police in St Paul, Minnesota, have reported that crimes such as purse snatching dropped almost 50 percent after the police began picking up truants.
 - There are also costs to businesses in having to pay to train uneducated or undereducated workers. Additionally, there is a cost to taxpayers, who must pay higher taxes for law enforcement, and welfare costs for dropouts who end up on welfare rolls or underemployed.

EXAMPLES OF PROMISING PROGRAMS

- Truancy Habits Reduced Increasing Valuable Education (THRIVE)

THRIVE involves a consortium of law enforcement, social service, and community agencies and was initiated by the Oklahoma County District Attorney's Office. The program developed a truancy center which began operating in 1989. Law enforcement officers pick up truants and transport them to the truancy center where they are interviewed, assessed and parents are contacted. The youth and families are also referred to other services to address problems they may be having. The district attorney's office sends letters to parents to remind them of the compulsory attendance laws and to inform them that they will bring legal action against parents if children persist in their truancy.

Results: Since its inception, the Oklahoma City Police Department reports a 33 percent reduction in daytime burglaries. The city also reports a 1.3 percent reduction in drop out rates and a 1.7 percent increase in daily attendance.

- Truancy Abatement and Burglary Suppression (TABS)

The TABS program in Milwaukee, Wisconsin was established in 1993 to address truancy and juvenile crime in Milwaukee. It is a collaborative effort of the Milwaukee County Sheriff's Office, police department and public schools, and the Boys and Girls Clubs of Greater Milwaukee. Law enforcement officers pick up truant youth and transport them to a truancy center run by the Boys and Girls Clubs. Center staff process the youth and contact the parents. The parents and student work with after school counselors and are referred to services when this is indicated by an assessment conducted by program staff. For chronic truants, the police may issue a citation and the youth may be required to take part in a diversion program.

Results: For 1993-1994, the police department's evaluation of TABS shows that as the student attendance improved over a 30-day tracking period, juvenile crime rates declined. Violent crime rates were significantly reduced: homicides, 43 percent; sexual assaults, 24 percent; robberies, 16 percent and aggravated assaults, 24 percent.

- Save Kids Partnership

This partnership comprises 10 cities and towns and 20 school districts in Western Maricopa County, Arizona. The partnership is sponsored by WESTMARC, a coalition of business, utilities, education institutions, development firms, property owner organizations, industries, cities, and towns in the county. The partnership targets 6 to 16 year old youth who have attendance problems. Attendance is monitored very closely and if children have three unexcused absences the school sends a letter to the parents and the parents must respond with a plan to address the unexcused absences. If unexcused absences reach five, the case is referred to the prosecutor's office and they send a second letter to the parents. If the youth continues the truancy despite

these efforts, the case is referred for prosecution. The parents and youth are, however, offered an opportunity to participate in a diversion program. As conditions of diversion, the youth must agree to attend school, participate in counseling sessions, and other supportive activities (e.g. tutoring) and the parents must participate in a parenting skills support group.

Results: When parents were notified by mail of their children's unexcused absences, attendance increased by 72.2 percent, only 27.8 were referred for prosecution. Ninety-two percent of the youth that completed the diversion program did not recidivate.

U.S. Department of Education AN UPDATE ON TRUANCY PREVENTION

Significant action has been observed in the area of truancy prevention since the President began focusing national attention on the issue in 1996 as part of his efforts to promote safe and drug-free schools. That year, in a national effort to expand capacity in schools and communities, the U.S. Department of Education in cooperation with the U. S. Department of Justice, distributed the *Manual to Combat Truancy*. They have used this guide to start or enhance a wide variety of initiatives, creating new models or replicating the models listed in the manual.

There were five recommended strategies outlined in the Manual:

1. Involve parents in all truancy prevention activities.
2. Ensure that students face firm sanctions for truancy.
3. Create meaningful incentives for parental responsibility.
4. Establish ongoing truancy prevention programs in school.
5. Involve local law enforcement in truancy reduction efforts.

This report is a review of what has happened to communities and schools that embraced the characteristics of a comprehensive truancy prevention policy in the last two years. The following provides an overview of the content of these programs and the impact, both statistically and in reality, of the efforts.

The statistical impact

There are numbers that tell stories about the effectiveness of the hard work of educational institutions, prosecutors' offices, police departments, and human services programs. Truancy prevention programs have the ability to look at the outcome of their efforts and the impact on absenteeism rates, classroom related incidents, crime, and juvenile court petitions.

The numbers are encouraging. In Kansas City, Missouri, a program which started only 18 months ago reported that they have seen a 1.9% increase in school attendance. These type of immediate impact has been reported by numerous other programs, some specifically identified later in this report. Another program, located in Florida, reported a 6% drop in related crimes in their county.

Statistics only tell part of the story in any education or human service endeavor. The following section puts faces and experiences on these numbers and the programs that went forth and implemented the recommendations made by the federal government through the *Manual to Combat Truancy*. It relates the efforts of geographically diverse programs, all of whom are dealing with the problem of truancy as it exists in the context of the culture of their locality and region of the country.

What is happening across the country

A number of programs were contacted and outcome reports reviewed to determine the progress made in the area of truancy prevention since the publication of the *Manual to Combat Truancy*. All of the programs operated at the local level and involved a variety of community partnerships in their efforts to help children gain a quality education.

"These programs must be a grassroots effort, it must start with the community. Prevention programs require the attention of a number of different agencies and organizations, they also require the attention of the general community.." - Thomas Shouse, Truancy Prevention Initiative, Memphis and Shelby County, TN

Their funding sources varied, many started at the initiative of their local government, the Mayor or Town Council. Others received funding at the state levels, from safety commissions or youth services. A number of initiative found support as the federal agencies responded to the President's call for action in this arena and funded grant initiatives.

The U.S. Department of Education funded several discretionary grants to local school districts for developing innovative truancy prevention models and these started in the 1996-97 school year. The following highlights the initial findings of three programs:

- *Truancy Prevention and Dropout Recovery Project* - The Los Angeles Unified School District launched this program in the Jordan-Locke Cluster's 24 schools. The program consists of the following: 1) involving parents in all truancy prevention activities; 2) ensuring that students face firm sanctions for truancy; 3) creating meaningful incentives for school-wide and parental responsibility; 4) establishing ongoing truancy prevention programs in school; and 5) involving local law enforcement in truancy reduction efforts. The planning team included: the District Superintendent, Project Director, LAPD, Juvenile Probation, and a representative student, parent, teacher, and administrator from each school. Each school established their own teams and involved parents and students in such activities as student-run truancy courts and parent task forces to help develop incentives and sanction strategies. They provided parenting classes, a phone master system to help with homework and make-up activities, and attendance incentive programs.

The program was launched in the last two months of the 1996-97 school year. The average attendance level in the targeted schools the year prior to implementation, 1995-96, was 88.14%. During the 1997-98 school year which was the first full year of program operation, the attendance level jumped two full percentage points to 90.1%.

- *Truancy Prevention Program* - This program in Roanoke, VA is a collaborative effort of the City Public School, City Department of Social Services, and Juvenile and Domestic Relations Court. They recognized that effective intervention in truancy requires the coordination and integration of services by educational and community-based professionals. Truancy is also only one of the factors that are present in students that are at-risk. The intervention model developed by this project provides: 1) assessment and referral to benefit programs and other community resources; 2) service planning and case management; 3) individual and family counseling; 4) substance abuse assessment and counseling; 5) intensive intervention services; 6) provision of emergency needs and transportation; 7) home-based services, including home management; 8) parenting classes and seminars; 9) referral to health screening and treatment; and 10) court liaison activities. Their intent is to reduce days lost by truancy and provide services necessary to support long range remediation of truancy and related risk factors.

During the first year of the project, the number of students missing school for 25 or more days in the targeted schools decreased by an average of 35%. During the second year, the number decreased by 28% in the schools involved in the program. Overall, Roanoke City Public Schools show an increase in the percent of students in grades K-12 that were absent 10 days or less. The number increased from 70% in 1995-96 to 78% in 1997-98.

- *Weapons Reduction and Truancy Help (WRATH)* - The Philadelphia School District implemented the WRATH initiative with cooperation of community agencies. The project included the following activities: 1) training of Family Resource Teams in assessment, intervention, and resource coordination; 2) Straight Talk About Risk training for youth and community members, which addresses gun-related violence issues, as well as managing conflict, decision-making skills and building trust; 3) home visits to families that are designed to get youth back into school and out of trouble; 4) Truancy Out-of-School Watch for the local Empowerment Zones, which educate community members about making youth truancy referrals; 5) parent education sessions in Systematic Training for Effective Parenting in middle and high schools; and 6) Summer Leadership Training for youth leaders to provide the skills necessary to advocate for weapons reduction.

As a result of the above activities, average daily school attendance increased over 2 full percentage points from 72.62% in 1995 to 74.86% in the 1998 school year. There was also a decrease in the number of students arrested for weapons offenses. These dropped from 194 (30%) in 1995 to 119 (18%) in 1998.

The President's call to reduce truancy efforts to ensure that all of the Nation's students are able to learn also resonate at the state and local levels in innovative and coordinated approaches to truancy prevention initiated or strengthened since 1996. This is evidenced by the following examples:

- *Project Impact* - In Dayton, OH, the Alcohol, Drug Addiction and Mental Health Services Board operates a program targeting truancy and substance abuse prevention. The initial results of the first year's efforts show that the program is having a positive impact on student school attendance. It also effected participating parents' communication skills and attendance at school functions.
- *Truancy Prevention* - The Missouri Department of Safety responded to truancy-related crime in Kansas City by grant funding a truancy prevention program. Intervention teams working in the middle schools consist of Parent/School Liaisons that advocate for both sides and mediate and Tutor/Parent Educators that work with both students and their parents. Their goals are to identify problems and address barriers to school attendance. They also instruct parents on how to parent a child in middle school. Contracts are also made with the parents and students for specific action and attendance improvement. The outcome is an increase in attendance of 1.9 % in the first 18 months of operation.
- *Truancy Intervention Program* - The Office of the County Attorney operates this program in Ramsey County, Minnesota. They work with students ages 12 to 16. It is a multi-step program which begins with a letter to the parents of truant children inviting them to attend an educational presentation given by the county attorney. A one-on-one meeting with the student, parent, school staff, and the county attorney is the next step if the truancy continues. A contract outlining responsibilities and needed services is agreed to by all parties. If the contract is not followed, an expedited court hearing is scheduled. Since the program started, the number of court petitions for truancy decreased by over 50%.

They recently initiated a summer school program, where truant students are able to obtain credit towards graduation. This is important for the students whose truancy placed them too far behind to catch up with their classmates. Since implementation of the project, more students now complete the session with credits than ever before. Prior to the program, 10% of those students at risk for dropping out or involved in the court system completed summer school with earned credit. After the program started it's efforts, 67% of the students referred

attended the summer session and 79% of those earned credit. This was a turning point in the schools' recognizing the effectiveness of the program.

Many schools are seeking creative ways to adapt teaching and learning to appeal to the youth who are marginal students and at-risk for becoming truant. These efforts are aimed at increasing the students' chances of success. Among the approaches that they are using include:

- adopting revised schedules that increase time lengths for classes;
- programs in the arts and efforts to identify student talents;
- service learning; and
- school to work programs.

An example of this type of programming was started in the Boston, MA schools. The Boston School-to-Career program operates in high schools and offer career pathways centered a variety of occupational options, including health care, financial services, education, law and justice, travel and tourism, environmental services, and media and communication. It has resulted in lower dropout rates, better attendance, and fewer suspensions.

Brandeis University completed a study in 1998 of the impact of Learn and Serve America School and Community-based Programs. Important to this report is that these type of service learning programs were shown to have a positive impact on the students' educational attitudes and school performance while involved in the programs. Both the students and the communities benefited and the dollar benefits of a well-designed service learning program were found to substantially outweigh the costs, based on an analysis of program costs and the value of volunteer services. The significant impact comes from long term involvement by the students.

"It is not just about putting a warm body back in a seat in the classroom. Achievement must be part of any truancy prevention initiative." - Melvalyn Burt, Attendance Coordinator Kansas City, Missouri

Common threads showing real impact: Beyond the numbers

The programs listed here reflect the impact of the strategies recommended to school districts in the *Manual to Combat Truancy*. There have been lessons learned and progress made in providing coordinated efforts. Specifically:

- **Parental involvement in learning** - It should be noted that each program listed here has a component that involves the parents of the students. In some programs, such as Operation Attendance is Mandatory in Phoenix, AZ, ALL parents receive notification of the truancy prevention efforts at the start of the school year, not just those who have been targeted at risk or exhibiting truant behaviors. This brings a new level of awareness that truancy is a problem in the schools and that all parents have a responsibility in preventing the problem from ever occurring.
- **Student responsibility in learning** - In addition to involving the parents, the students are engaged in the efforts. For Los Angeles County, CA, the Abolish Chronic Truancy program asks the parents to bring the truant child with them to all meetings, including the first group meeting. This engages the students and places the responsibility for school attendance and involvement as shared between the parent and the child, along with the school. Other programs have includes younger siblings in a family intervention model.
- **Coordinated community action** - Educators and juvenile justice staff are another essential component to a successful program. There have been many ways that these professionals have

for us to determine how we can strengthen and improve our efforts and see and outcome statements. One response was initiated by the California. In 1997, they funded the experimental Targeted Truancy and Public sites, both urban and rural. These schools are designed to give evidence of invaluable to our learning about what will really work with these youth - can make a difference. We need to continue to look for ways to add resources to the efforts of committed school and community personnel.

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The call continues to be for us to determine how we can strengthen and improve our efforts and see the evidence in impact and outcome statements. One response was initiated by the California Department of Education. In 1997, they funded the experimental Targeted Truancy and Public Safety Programs in 10 sites, both urban and rural. These schools are designed to give evidence of their impact and will be invaluable to our learning about what will really work with these youth - the ones with which we can make a difference. We need to continue to look for ways to add federal, state, and local resources to the efforts of committed school and community personnel.

Manual to Combat Truancy

July 1996

*Prepared by the U.S. Department of Education
in cooperation with the U.S. Department of Justice*

The Problem of Truancy in America's Communities

Truancy is the first sign of trouble; the first indicator that a young person is giving up and losing his or her way. When young people start skipping school, they are telling their parents, school officials and the community at large that they are in trouble and need our help if they are to keep moving forward in life.

Research data tells us that students who become truant and eventually drop out of school put themselves at a long term disadvantage in becoming productive citizens. High school dropouts, for example, are two and a half times more likely to be on welfare than high school graduates. In 1995, high school dropouts were almost twice as likely to be unemployed as high school graduates. In addition, high school dropouts who are employed earn much lower salaries. Students who become truant and eventually drop out of high school too often set themselves up for a life of struggle.

Truancy is a gateway to crime. High rates of truancy are linked to high daytime burglary rates and high vandalism. According to the Los Angeles County Office of Education, truancy is the most powerful predictor of juvenile delinquent behavior. **"I've never seen a gang member who wasn't a truant first,"** says California District Attorney Kim Menninger. Truancy prevention efforts should be a part of any community policing effort to prevent crime before it happens.

During a recent sample period in Miami more than 71 percent of 13 to 16 year-olds prosecuted for criminal violations had been truant.

In Minneapolis, daytime crime dropped 68 percent after police began citing truant students.

In San Diego, 44 percent of violent juvenile crime occurs between 8:30 a.m. and 1:30 p.m.

While no national data on the extent of truancy exists, we know that in some cities unexcused absences can number in the thousands each day. In Pittsburgh, for example, each day approximately 3,500 students or 12 percent of the pupil population is absent and about 70 percent of these absences are unexcused. In Philadelphia, approximately 2,500 students a day are absent without an excuse. In Milwaukee, on any given school day, there are approximately 4,000 unexcused absences.

Combating truancy is one of the first ways that a community can reach out quickly to a disaffected young person and help families that may be struggling with a rebellious teenager. This guide seeks to offer parents, school officials, law enforcement agencies and communities a set of principles to design their own strategies to combat truancy and describes successful models of how anti-truancy initiatives are working in communities across the nation.

Users' Guide to Deterring Truancy

Each school and each community need to decide which steps to take to reduce truancy. These decisions should be made with the active involvement of parents, educators, law enforcement personnel, juvenile and family court judges, and representatives from social service, community, and religious organizations.

The communities that have had the most success in deterring truancy not only have focused on improving procedures -- such as those that accurately track student attendance -- but each also has implemented a comprehensive strategy that focuses on incentives and sanctions for truants and their parents. Below are five primary elements of a comprehensive community and educational strategy to combat truancy.

1. Involve parents in all truancy prevention activities

Parents play the fundamental role in the education of their children. This applies to every family regardless of the parents' station in life, their income, or their educational background. Nobody else commands greater influence in getting a young person to go to school every day and recognizing how a good education can define his or her future.

For families and schools to work together to solve problems like truancy, there must be mutual trust and communication. Many truancy programs contain components which provide intensive monitoring, counseling and other family-strengthening services to truants and their families. Schools can help by being "family-friendly" and encouraging teachers and parents to make regular contact before problems arise. Schools may want to consider arranging convenient times and neutral settings for parent meetings, starting homework hotlines, training teachers to work with parents, hiring or appointing a parent liaison, and giving parents a voice in school decisions.

2. Ensure that students face firm sanctions for truancy

School districts should communicate to their students that they have zero tolerance for truancy. State legislatures have found that linking truancy to such items as a student's grades or driver's license can help reduce the problem. Delaware, Connecticut, and several other states have daytime curfews during school hours that allow law enforcement officers to question youth to determine if their absence is legitimate. In a few states, including New York, a student with a certain number of unexcused absences can be failed in his or her courses. A Wisconsin judge may, among other options, order a truant to attend counseling or to attend an education program designed for him or her.

3. Create meaningful incentives for parental responsibility

It is critical that parents of truant children assume responsibility for truant behavior. It is up to each community to determine the best way to create meaningful incentives for such parents to ensure that their children go to school. In some states, parents of truant children are asked to participate in parenting education programs. Some other states, such as Maryland and Oklahoma, have determined that parents who fail to prevent truancy can be subject to formal sanction or lose eligibility for certain public assistance. Communities can also provide positive incentives for responsible parents who ensure their child's regular school attendance. Such incentives can include increased eligibility to participate in publicly funded programs. Local officials, educators and parents, working together, can make a shared commitment to assume responsibility for reducing truancy -- and can choose the incentives that make the most sense for their community.

most sense for their community.

4. Establish ongoing truancy prevention programs in school

Truancy can be caused by or related to such factors as student drug use, violence at or near school, association with truant friends, lack of family support for regular attendance, emotional or mental health problems, lack of a clear path to more education or work, or inability to keep pace with academic requirements. Schools should address the unique needs of each child and consider developing initiatives to combat the root causes of truancy, including tutoring programs, added security measures, drug prevention initiatives, mentorship efforts through community and religious groups, campaigns for involving parents in their children's school attendance, and referrals to social service agencies.

Schools should also find new ways to engage their students in learning, including such hands-on options as career academies, school-to-work opportunities, and community service. They should enlist the support of local business and community leaders to determine the best way to prevent and reduce truancy. For example, business and community leaders may lend support by volunteering space to house temporary detention centers, establishing community service projects that lead to after school or weekend jobs, or developing software to track truant students.

5. Involve local law enforcement in truancy reduction efforts

In order to enforce school attendance policies, school officials should establish close linkages with local police, probation officers, and juvenile and family court officials. Police Departments report favorably on community-run temporary detention centers where they can drop off truant youth rather than bring them to local police stations for time-consuming processing. When part of a comprehensive anti-truancy initiative, police sweeps of neighborhoods in which truant youth are often found can prove dramatically effective.

Model Truancy Reduction Initiatives

Each community needs to determine how it will reduce and deter truancy. Below are descriptions of truancy programs being used in communities around the country which employ some or all of the elements described above.

Milwaukee, Wisconsin

Program elements: Parents, police, and the school system focus on the causes of truancy in the Truancy Abatement and Burglary Suppression (TABS) initiative in Milwaukee. Attendance is taken every period in all high schools. Local police officers pick up truant students and bring them to a Boys and Girls Club for counseling. Parents are called at home automatically every night if their child did not attend school that day. If the parent is not supportive of regular school attendance, then the district attorney is contacted.

Results: In a recent sample of students who went through the TABS process, 73 percent returned to school the next day, 66 percent remained in school on the 15th day, and 64 percent still are in school 30 days later. Since the TABS initiative began, daytime burglary in Milwaukee has decreased 33 percent, and daytime aggravated battery has decreased 29 percent. Aquine Jackson, Director of the Parent and Student Services Division of the Milwaukee Public Schools, says, "I think the TABS program is so effective because it is a collaboration among...the Milwaukee Public Schools, the Milwaukee Boys and Girls Clubs, the Milwaukee Police Department, and the County Sheriff, and because it is now a part of state statute that police officers can stop students on the street during school hours."

Rohnert Park, California

Program elements: The Stop, Cite and Return Program is designed to reduce truancy and juvenile crime in the community and to increase average daily attendance for the schools. Patrol officers issue citations to suspected truants contacted during school hours, and students are returned to school to meet with their parents and a vice principal. Two citations are issued without penalty; the third citation results in referral to appropriate support services.

Results: Due in large part to this initiative, the daytime burglary rate is 75 percent below what it was in 1979. Haynes Hunter, who has worked in different capacities on the issue of truancy in Rohnert Park for over 15 years, says the program is effective because it is a "high visibility" effort. "Being on the street, being in contact with the kids makes them aware of the fact that we care. We want them to get their education."

New Haven, Connecticut

Program elements: The Stay in School Program targets middle school students who have just begun to have problems. Targeted students go to truancy court, at which a panel of high school students question them and try to identify solutions. After court, youth and attorney mentors are assigned to each student for support. The student and the court sign a written agreement, and after two months, students return to the court to review their contract and report on their progress.

Results: Denise Keyes Page, who recruits and trains mentors for this initiative, says "This program works because it harnesses the power of peer pressure. Truants are judged and mentored by their peers, instead of just by adults who may seem distant and unconnected. Our program uses both the carrot and stick approaches, providing both supportive mentorship and real courtroom accountability to truant students. One of the evolving strengths of the program is that not only are we providing support to the truant, but we are serving as a resource to their parents."

Atlantic County, New Jersey

Program elements: The Atlantic County Project Helping Hand receives referrals from six Atlantic City

and four Pleasantville elementary schools for youth in K through eighth grades who have five to 15 days of unexcused absences. A truancy worker meets with the youth and family to provide short-term family counseling, usually up to eight sessions. Referrals for additional social services are made on an as needed basis. If the family fails to keep appointments, home visits are made to encourage cooperation. Once a truancy problem is corrected, the case is closed and placed on an aftercare/monitoring status with contact made at 30, 60, and 90 day intervals to ensure that truancy does not persist.

Results: During the past school year, 84 percent of the students who participated in the Atlantic County program had no recurrence of truancy. Colleen Denelsback of project Helping Hand says that "our philosophy is one of early intervention, both at the age level and the number of unexcused absences. We stress that the earlier intervention takes place, the greater the chance for positive outcomes. Early intervention will prevent truancy and later delinquency."

Oklahoma City, Oklahoma

Program elements: The THRIVE (Truancy Habits Reduced Increasing Valuable Education) initiative is a comprehensive anti-truancy program spurred by an ongoing community partnership of law enforcement, education, and social service officials. Police bring a suspected truant to a community-run detention center where, within one hour of arrival, officials assess the youth's school status, release the youth to a parent or relative, and refer the family to any needed social service agencies. Parents are notified by the district attorney of potential consequences for repeat behavior. Parents who harbor youth with 15 days of consecutive unexcused absences are subject to misdemeanor charges.

Results: Since THRIVE's inception in 1989, the Oklahoma City Police Department reports a 33 percent drop in daytime burglary rates. Tom Steemen, the parent of a student who went through THRIVE, says, "The first I heard of the program was when my son was caught and taken to the center. I was real glad to know they had something like THRIVE." His son Ken, age 15, says, "THRIVE shook me up. I knew (while in the police car) just how wrong I was."

Norfolk, Virginia

Program elements: The Norfolk, Virginia school district uses software to collect data on students who are tardy, cut class, leave grounds without permission, are truant but brought back to school by police, or are absent without cause. Each school has a team composed of teachers, parents, and school staff that examines the data to analyze truancy trends. For example, a team may try to pinpoint particular locations where truant students are found during school hours and then place additional monitors in these locations. A team may also notice certain months when truancy is prevalent and then design special programs to curb truancy during those months.

Results: Ann Hall of the Norfolk Public Schools says, "Attendance has improved at all levels of schools since 1992 - two percent at the elementary and secondary levels. The overall district average is up one percent. This is significant in that legal attendance is at the 93rd percentile. Tighter attendance policies, grading practices, and teamwork have lead to this improvement...There are few, if any, teachers complaining that discipline and law violations are not being handled consistently through out the district. This is a marked improvement over the report that was made in the teacher satisfaction survey conducted in 1988."

Marion, Ohio

Program elements: The Community Service Early Intervention Program focuses on potential truants during freshman year. Referred students are required to attend tutoring sessions as directed, give their time to community service projects, and participate in a counseling program. In addition, students are required to give back to the Intervention initiative by sharing what they have learned with new students in the program and by recommending others who might benefit. Parental participation is required throughout the program. Upon completion of the six-week sequence, school records relative to truancy are nullified. If the student fails the program, formal court intervention is the next step.

Results: Of the 28 students who took part in the program this semester, 20 have improved attendance records and will pass freshman year. The eight who did not improve their attendance records either moved from the school district or were removed from the school for failure to meet attendance requirements. Misty Swanger, Community Educator for this initiative, saw a general improvement in the grades and behavior of the students. Executive Director Christine Haas says, "This program is a combination of early intervention and early attention. As long as the child knows that someone is watching out for them and taking an interest in them, they will not be truant. The attention factor is very important. It creates success." The intervention program has already identified 100 ninth grade students with truancy problems to work with in the coming year.

Peoria, Arizona

Program elements: In Operation Save Kids, school officials contact the parents of students with three unexcused absences. Parents are expected to relay back to school officials steps they have taken to ensure their children regularly attend school. When students continue to be truant, cases are referred to the local district attorney. To avoid criminal penalty and a \$150 parent fine, youth are required to participate in an intensive counseling program, and parents must attend a parenting skills training program.

Results: Since Operation Save Kids began two years ago, daytime juvenile property crime rates have declined by 65 percent. Truancy citywide has been cut in half. "Look at today's truant, and you're looking at tomorrow's criminal," says Assistant City Attorney Terry Bays Smith.

Bakersfield, California

Program elements: A consortium of school districts in Kern County, California has formed the Truancy Reduction Program. Local schools reach out to youth with a history of truancy through parent contact, peer tutoring, and mentoring services. Persistently truant youth are referred to the County Probation Office. Probation officers visit parents at home one-on-one, check on the youth at school weekly, and in the majority of cases refer youth and their families to one or more needed social service agencies. The County Probation Office and local school continue to track the youth for a full year before making referral to the local District Attorney's Office.

Results: "The majority of graduates of the Truancy Reduction Program's first year no longer present a truancy problem," according to the Kern County Public Schools Coordinator, Steve Hageman. Over a fifth of that 1994 class had perfect school attendance records in the year following their participation.

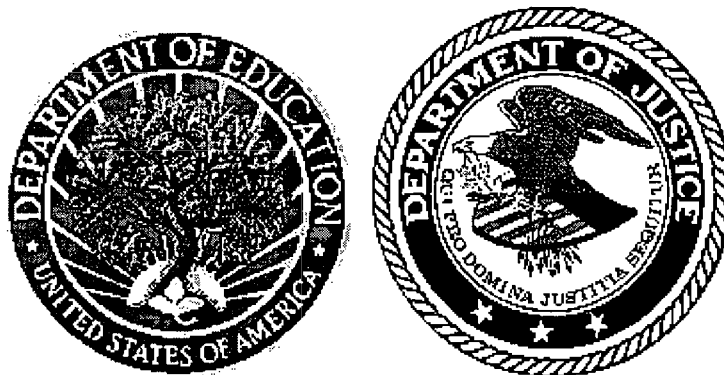
Resources

The U.S. Department of Justice provides federal funding to states to implement local delinquency prevention programs, including programs that address truancy. Many of these programs address risk and protective factors. A large portion of the funding has come from the Juvenile Justice and Delinquency Prevention Act Formula Grants Program that is administered by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs. For more information contact the Juvenile Justice Clearinghouse, 1-800-638-8736.

Under a jointly-funded project, the Department of Justice and the Department of Education have developed a training and technical assistance project to help communities develop or enhance truancy prevention/intervention programs and programs that target related problems of youth out of the education mainstream. Training and technical assistance will be made available to 10 jurisdictions through a competitive application process in 1996. For more information contact Ron Stephens at the National School Safety Center, 805-373-9977.

For more information about the information presented in this guide, please call the U.S. Department of Education Safe and Drug Free Schools Office at 202-260-3954.

Prepared by the U.S. Department of Education with input from the U.S. Department of Justice and in consultation with local communities and the National School Safety Center.





Jose Cerda III

06/05/97 05:18:59 PM

Record Type: Record

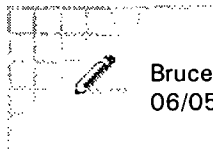
To: Leanne A. Shimabukuro/OPD/EOP

cc:

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FYI. JC3

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Bruce N. Reed

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06/05/97 10:58:00 AM

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NEWS FROM

LOS ANGELES COUNCILMEMBER LAURA CHICK

Third District, City Hall Room 281, Los Angeles, CA 90012

For Immediate Release
June 4, 1997

Contact: Eric W. Rose (818) 756-8848 or
Karen R. Constine (213) 485-3486

LAPD REPORT SAYS CITY*S TRUANCY ORDINANCE HELP CUT
DAY TIME CRIME BY 27% AND HELPED KEEP KIDS IN SCHOOL

LOS ANGELES -- A new Los Angeles Police Department (LAPD) report details a 27% reduction in daytime crime. Additionally, the report states school attendance has increased slightly within the Los Angeles Unified School District.

The truancy law, authored by Los Angeles City Councilmember Laura Chick, makes it unlawful for students to be absent from school without a valid excuse. The law also requires LAPD officers to report students who are caught skipping school.

*This LAPD report demonstrates there is a direct and proven link between chronic truancy and juvenile crime, a finding that the City Council's Juvenile Crime Prevention Committee supports. *This law is helping to stop the cycle of children and youth skipping classes. It's helping to keep students in school.

The LAPD, in concert with the LAUSD and the Los Angeles County Juvenile Traffic Court system, issued the report. The daytime crime comparison revealed a significant decrease in those crimes most commonly committed by juveniles.

A total of 72 middle schools and 49 senior high schools were included in this segment of the evaluation. Over the implementation of the ordinance, the report also states, this is not the only reason for the increase in attendance.

Page 2

implementing a variety of programs to improve attendance and decrease drop out rates. Additionally, dropout rates have decreased.

*Where truancy is an issue, this report shows a corresponding juvenile crime problem usually exists. Thus, when truancy is a problem, juvenile crime is also a problem.

To evaluate the impact of truancy enforcement on juvenile crime, LAPD Juvenile Division personnel performed field observations during this period. In addition, crime analysis showed that daytime crime associated with youth, Monday through Friday, has decreased.

"This ordinance is not about being punitive, rather, it is about ensuring that our school-aged children are in the education system, police department, parents/guardians and the community-at-large to solve a major problem, truancy.

*There is much to be proud of with regards to this major contribution to school attendance and community safety. The ordinance is helping to improve the quality of life in Los Angeles, while providing additional motivation for our youth to stay in school and increase their chances of success.

Since October 1995, LAPD and LAUSD law enforcement officers have issued traffic citations if students are found loitering around school campuses for approved doctor visits and gainful employment, and students who are found loitering on school campuses.

If a ticket is issued, those found loitering will be ordered to appear in Juvenile Traffic Court with a parent or guardian. The court will sentence the student while it evaluates the student's future attendance record, if it is a first offense. More than 10,000 citations have been issued since the ordinance was enacted.

#

For more information about Council District 3, please visit our home page at <http://www.ci.la.ca.us/council/cd3>



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July 2, 1996

MEMORANDUM

From: Dave Bonfili

To: Angus King,

Rahm Emanuel

Subj: POTUS RECORD ON TRUANCY WHILE GOVERNOR OF ARKANSAS

1. The President's 1991 Personal Responsibility Agenda includes a bill which revokes drivers' licenses of students who do not attend school.
2. The 1990 DLC platform recommended holding parents accountable for their children's actions.
3. In the early 1980s, the state legislature passed a rule requiring each school district to have a set of discipline regulations. Students took the regulations to their parents, who had to sign them before they could be enforced. In 1989, POTUS appointed a state-wide committee on school discipline.
4. At a town-meeting in 1989, POTUS said that students with truancy problems should not be denied an education.
5. At that same meeting, he said he would like to see more districts develop alternative schools for "students who do not play by the rules."
6. Under POTUS, Arkansas was the first state to fine parents for refusing to show up for parent-teacher conferences or allowing their children to be chronically truant. The effectiveness of district-level enforcement is uncertain.

SUMMARY

Truancy Reduction Programs

Oklahoma City Public Schools

THRIVE - Truancy Habits Reduced, Increasing Valuable Education

- partnership between schools and area law enforcement to reduce truancy and crime during school
- works with local law enforcement agencies to enforce rules

Portland, OR

SEI - Self Enhancement, Inc.

- Community-based program that offers 500 elementary and middle school kids classroom and extracurricular activities
- Drastically decreased truancy while improving grades

Teen Delinquency Program

TARAD - Teens as Resources Against Drugs

- A youth-led groups that fights delinquency with community involvement
- Works in New York City, Evansville, IN and three communities in South Carolina

Mentoring

Bags in Blue

- Warren County, New Jersey
- Provides police mentors through Big Brothers/Big Sisters
- OJJDP funded

Rites of Passage

- Works with 10-to-15 year olds twice weekly on personal issues

- Provides six month evaluations on classifications such as the child's social interaction, self-concepts, violence-related injury

Conflict Resolution

We Can Work It Out

- Developed by National Institute for Citizenship-Education in the Law and national Crime Prevention Council
- Teaches Peer Cooperation

PATHS

- Combines curriculum integration through daily lessons for all kids in Grades K-6

Resolving Conflict Creatively Program - RCCP

- Used in New York City Schools to teach conflict resolution

Safe Schools and Safe Havens

Boys and Girls Clubs of America

- Funded with public and private funding
- Lowers juvenile crime in public housing areas by 13 percent in public housing complexes

Americorps/Safe Corridors Program

- Used 80 percent volunteers to patrol streets near schools in morning and evening hours
- Used in eight schools in Philadelphia successfully and being considered for statewide implementation
- Offers 1000 at-risk youth in Seattle jobs and personal training

Corporation for National Service

- Program teaches Kentucky children to read
- Patrols recreational areas in New York city
- Organizes communities to close crack houses in Kansas City
- Help disaster victims in California and Midwest

Federal Action Steps

1. Launch an initiative to address the problem of youth outside the educational mainstream.
2. Provide mentoring opportunities for Youth
3. Provide guidance on school-based conflict resolution program
4. Increase school safety to improve opportunities for learning
5. Provide youth activities that encourage positive youth development
6. Provide training and opportunities for youth employment
7. Establish and support family based community centers that integrate service delivery through prevention programs
8. Provide opportunities for youth to serve their communities
9. Coordinate federal crime prevention programs

2ND STORY of Level 1 printed in FULL format.

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Insight on the News

February 3, 1997, Monday, Final Edition

SECTION: Part LAW; Pg. 40

LENGTH: 891 words

HEADLINE: Towns Turn Teens Into Pumpkins

BYLINE: Evan Gahr; INSIGHT

BODY:

SUMMARY: Cities around the country are resurrecting curfew laws. Not everyone thinks it's a good idea.

TEXT: In New Orleans, teenagers must be off the streets by 8 p.m. on school nights. In Pittsburgh, kids stopped for violating curfew are brought to a special holding facility. In Chicago, parents can have their cars impounded if their sons and daughters are caught driving them during curfew hours.

In a concerted effort to fight crime and foster parental responsibility, municipalities across the country have implemented curfews, forbidding adolescents to roam the streets at night and, in some cases, during the day. But even though curfews enjoy considerable bipartisan support and the staunch backing of President Clinton, civil libertarians contend they are unconstitutional, accord police too much discretionary power and turn law-abiding citizens into criminals.

"It's hardly a free country if everybody under 17 or 18 is effectively put under house arrest every night," Arthur Spitzer, a legal director with the American Civil Liberties Union, tells Insight. "Criminal law should be for people who commit crimes, not people who want to walk the dog. The fact that 5 percent of teenagers commit crimes is not a good reason for imposing a curfew on the 95 percent who don't."

Nevertheless, curfew supporters are pushing ahead even as they concede there is no hard evidence that the laws reduce crime. The debate, however, is based less on data than on impressions - in particular, a sense of social decay represented by rowdy teenagers, single-parent homes and a breakdown of traditional mores that once rendered such laws superfluous. Indeed, proponents contend that curfews wouldn't be necessary if parents did their job.

"I'm not a strong believer that government can substitute for family," says Pittsburgh Councilman Dan Onorato, who sponsored his city's measure. "But parents have abdicated their role. We can reach out or put our heads in the sand."

According to University of South Carolina criminologist William Ruefle, curfews have been on the books for decades but faded out in the 1950s. Many communities returned to curfews in the early 1990s in the wake of rising teenage crime. Today, approximately 1,000 jurisdictions have some type of curfew,

Insight on the News, February 3, 1997

including three-quarters of the nation's 200 largest cities (with populations greater than 100,000). One hundred such cities have enacted curfews during the last five years.

Most require that teenagers - unless they are engaged in First Amendment-protected activities - be off the street by 11 p.m. weekdays and midnight on weekends. In the case of first offenses, teenagers are held at the precinct until parents pick them up. Repeat offenders can be incarcerated or charged with criminal violation. Some cities link curfews with a broader effort to serve teenagers. In Pittsburgh, the curfew center is staffed by counselors trained to deal with troubled youths.

Still, curfew proponents recently have come up short in both the legislative arena and the courts. In New York City, a curfew proposal introduced last summer by Councilman Thomas Ognibene has languished. Late last year, U.S. District Judge Emmet Sullivan overturned the District of Columbia's curfew law, declaring that the measure violated the constitutional rights of teenagers by unjustifiably infringing on their "freedom of movement" without a compelling government interest.

"It's a temporary setback because it makes some headlines," says Rob Teir, general counsel for the American Alliance for Rights and Responsibilities, a public-interest law firm that has helped cities implement curfews. "But it won't stop the trend to both adopt and successfully defend curfews, which is happening coast to coast. Only a federal district has a view that 8-year-olds have a constitutional right to wander the streets late at night."

Georgetown Day School senior Jessica Rogers, a plaintiff in the D.C. case (brought to court by the ACLU), calls the curfew a hassle, complaining that it forced her to scurry home from swim practice to walk her dog before 11:30 p.m. More generally, she worries that the curfew allows police to act in an arbitrary and capricious manner - namely, to stop teenagers who "look like troublemakers" because of the way they dress.

"This is an interdiction tool," admits Jeff Cotner, a police lieutenant in Dallas, a city with a much-emulated program. "You see a carload of kids and you don't have any probable cause," but cops can stop them anyway.

"It's the difference between enabling and intervening," adds Roger Connor, executive director of the American Alliance for Rights and Responsibilities. "When the cops ride by kids who are out on the streets, that's enabling."

Although many jurisdictions have seen teenage crime drop after implementing curfews, their actual impact in this realm remains an open question. According to Teir, there are "no good sociological studies" regarding curfews' precise impact on crime. (Ruefle is conducting a study of the New Orleans curfew.) But Cotner doesn't need new data to convince him of the value of curfews: "You don't have to be a rocket scientist to figure out that if juveniles are home by midnight, they are less likely to be a victim of crime or involved with folks who are."

GRAPHIC: Photo (color), About 1,000 jurisdictions now have curfews - to the chagrin of many teenagers., By AP/Wide World Photos

20TH STORY of Level 1 printed in FULL format.

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Los Angeles Times

May 15, 1996, Wednesday, Valley Edition

SECTION: Metro; Part B; Page 3; No Desk

LENGTH: 572 words

HEADLINE: STUDY LOOKS AT CURFEW'S EFFECT ON CRIME

BYLINE: DAVID COLKER, TIMES STAFF WRITER

BODY:

Curfews are hardly a new crime-fighting idea. In the 9th century, English King Alfred the Great ordered his subjects to cover their fires (the word curfew is derived from old English for cover and fire) and retire when the evening bell rang.

Now politicians nationwide have instituted youth curfews to curb juvenile crime or at least make points with crime-weary voters.

Just last week the Los Angeles Police Commission ordered curfews be enforced in Northridge and four other areas.

But is there any hard, scientific evidence that curfews really work?

"I was certain there had to be a study," said Kenneth Reynolds, a doctoral candidate in urban affairs at the University of New Orleans. "I went to the library and started looking through the literature, I talked to people in the field.

"To my surprise, there was essentially nothing."

Reynolds knew he had stumbled on both a good dissertation topic and a way to make a contribution to the field. He and William Ruefle, a professor at the University of South Alabama, are currently overseeing an 18-month study, funded by a \$ 135,000 grant from the U.S. Department of Justice, meant to give public policy makers some hard evidence.

Attorney Jordan Budd, who recently argued a high-profile curfew case for the ACLU in San Diego, says an independent study is long overdue, no matter what the findings.

"Right now, there is just a lot of anecdotal evidence that fuels the debate," Budd said. "If someone finds an anecdote that goes against their argument, they just ignore it and another is cited."

Reynolds and Ruefle are studying New Orleans, which has the strictest curfew laws of any U.S. city. In reaction to a murder rate of nearly one per day, the city declared in 1994 that with few exceptions, everyone under the age of 17 must be off the streets on school nights at 8 p.m., and by 9 p.m. on summer weeknights.

Los Angeles Times, May 15, 1996

Reynolds has just begun the number crunching needed to analyze crime during the period the curfew was most strictly enforced--the summer of 1994--compared to the 12 months before and after.

Ruefle said that New Orleans, like almost all cities with curfews, has the police resources to enforce it effectively for only a limited time. "In the first few months, New Orleans had 90 officers on curfew teams," he said. "Now they have only two."

Reynolds and Ruefle said they cannot discuss specific findings until after their work is submitted for review by fellow academics. But they said there have been surprises, especially while interviewing teenagers.

"Overwhelmingly they were in favor of the curfew," Ruefle said. "They might think it was too strict--they said it began too early--and some didn't like the way it was enforced. But no matter what socioeconomic group they are in, they are for it."

Teenagers feel especially vulnerable, Ruefle said, because they're the usual victims of violent juvenile crime.

"The kids in the public housing projects seemed to support the curfew even more strongly than those from the middle class and wealthier areas," said Reynolds, who is 50 and returned to academia after a law enforcement career.

"I think perhaps that's because they are more likely to have witnessed a violent crime."

Another teen agreement: "In every group, they said the curfew should also apply to adults," Reynolds said, laughing. "After all, they pointed out, it's adults who commit most of the crimes."

GRAPHIC: PHOTO: Studying curfew's impact on crime. B1 PHOTO: Kenneth Reynolds

LANGUAGE: English

LOAD-DATE: May 15, 1996



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Last Updated 12/10/97

Curfews

Y: Curfews

Topic: Mandatory Curfews
Baltimore County Police Department
Contact: Lee Towers, Agent
Planning & Research Division 601 E. Fayette St.
Baltimore, MD 21202
"Baltimore Imposes Mandatory Curfew"
Community Policing Exchange, January/February 1996
Phone: 410-396-2569 Fax: 410-396-2145

Y: Curfews

Topic: Voluntary Curfew
Charleston Police Department
Contact: Charles Francis, Public Information Officer
180 Lockwood Blvd.
Charleston, SC 29403-5121
"Charleston Tries Voluntary Program"
Community Policing Exchange, January/February 1996
Phone: 803-720-2497 Fax: 803-722-4085

Y: Curfews

Topic: Voluntary Curfew
Charleston Police Department
Contact: Reuben M. Greenberg, Chief of Police
180 Lockwood Blvd.
Charleston, SC 29403-5121
Phone: 803-720-2400

Y: Curfews

Topic: Voluntary Curfew
Monroe County Sheriff's Office
Contact: Greg Artman, Community Relations Director
5525 College Road
Key West, FL 33040
Phone: 305-292-7116 Fax: 305-334-0018

Y: Curfews

Topic: Crime Prevention
University of South Alabama
Contact: Bill Ruefle Ph.D., Professor
Department of Political Science and Criminal Justice Humanities Bldg., Room 226
Mobile, AL 36688-0002
Phone: 334-460-7193 Fax: 334-460-6567

Y: Curfews

Memorandum

DATE: June 13, 1996

TO: Dennis Burke

FROM: Dave Bonfili 

RE: TRUANCY FACT SHEET

Truancy is growing in school districts across the country. The problem is particularly severe in major metropolitan areas. Many cities and states are strengthening anti-truancy measures in an attempt to deal with this problem. The following is an outline of some of the policies being considered or utilized, the effects they have had, and the criticisms they have engendered.

GENERAL FACTS/STATISTICS:

- Definitions: In some cases, 'truancy' refers to a single absence from school. In others, it refers to a fixed period of absence (ex.: In PA, a student is considered truant after 10 unexcused absences). Also, note that some cities refer to their truancy policies as "daytime curfews."
- On an average school day, 3,500 students are absent in the Pittsburgh city school system (around 12% of the pupil population). At the high school level, the rate is as high as 20%. About 70% of these students are thought to be truant (Pittsburgh Post-Gazette, 6/9). In Orange County, CA, this figure is 420,000 (around 3%) (Orange County Register, 6/6). In Kansas City, MO, about 20% of high school students and 14% of middle school students are absent daily. In St. Louis, 30% of students are absent daily. Meanwhile, state attendance averages for MO are around 90% (Kansas City Star, 6/5). Connecticut's truancy rate is 10.4% (NYT, 4/14).
- NYC has seen a 30% drop in juvenile crime in the last three years. A deliberate decision was made there in favor of a truancy program over a curfew program b/c, as former Police Commission William J. Bratton says, "It was felt we could get a bigger bang for the buck with a truancy program." (NYT, 6/3). In New York City in 1994-1995, 15,684 truant students were caught. An analysis of data from Oct. 3, 1995 to Dec. 22, 1995 reveals that: roughly 4% of all truants are repeat offenders; males are in the majority by a 2:1 ratio. Of 6,554 truants picked up in the fall semester, only 129 were from private schools. Officials say that their April 1994 truancy program has been effective: Between 1992-93 and 1994-95, daily attendance rose from 88.9% to 89.6% in elementary schools, 85.2% to 87.0% in middle schools and 78.8% to 79.6% in high schools (Daily News, 1/15).
- In Kansas City, once students are off school grounds, district officials have no authority to bring them back. State law mandates that anyone younger than 16 be returned to school by police but "invariably they're suspended and they're back on the street legally," according to Al Eubank, supervisor of the Kansas City Police Department's juvenile section. Truant students tend to collect in parks, homes, or fast food restaurants. Most mall managers, on the other hand, prohibit school-age children before 3:00pm (Kansas City Star, 6/5).
- In San Francisco, state law says that minors must attend school but police officials say there is no way to enforce that rule (SF Chronicle, 6/5).
- Monrovia, CA became the first city in the nation to introduce a daytime curfew in 1994. Since then, daytime crime has dropped 35% and school truancies fell by 42%. Because each student who stays in class instead of skipping nets the school district about \$25/day, district officials estimate the truancy program

has generated a bonus of \$220,000 for the 6,100-student Monrovia Unified School district (Orange County Register, 6/7).

- Duarte, CA introduced a daytime curfew in 1995. Between September and March, the sheriff's office issued 176 citations for truancy. Duarte had 60 pickups/month in September and only 10 by April. 80% of cited students haven't been caught again. High school attendance rates rose and juvenile crimes such as burglaries and vandalism dropped by 30 percent (Orange County Register, 6/7).
- In Los Angeles, CA, an attendance impact report is due by midsummer. However, the chief of the district's police force reports that, "There have been nothing but rave reviews from the schools and the communities . . . the child must show (in court) with a parent and 99 percent do. Many had no idea their children had a truancy problem." (SF Chronicle, 6/5).
- Harry L. Shorstein, State Attorney for Jacksonville, FL has found that truancy laws are much more effective than curfews. Of the first 100 serious habitual juvenile delinquents he incarcerated under a major new program in 1992, 93 were habitual truants (Hartford Courant, 6/4).
- At one school participating in the regional Regency Truancy Prevention Project in CT attendance rates rose from 88% to 94%, the highest in its district. The home-school coordinator of one participating school notes that, "A few years ago a little girl was murdered in Bridgeport during the time she was supposed to be in school. We don't want to see that ever happen again, and this program is one of the ways to prevent that."

POLICY DETAILS:

- New York, NY (Daily News, 1/15): Under the Truancy Intervention and Turnaround Program, specially assigned police officers search for truants on the streets from 9:30am to 1:00pm on school days. Truants are brought to school-based truancy centers where officers contact the student's home school and parents. Students are returned and must meet with a guidance counselor, attendance teacher or other support staff. They aren't suspended.
- Redondo Beach, CA (LA Times, 6/11): Police Officer can cite a truant student to appear in Juvenile Traffic Court, assign up to a \$500 fine or assign community work. Effective between 8:30am and 1:00pm.
- Pittsburgh, PA (Post-Gazette, 6/9): Possible truancy penalties include jail time and fines for parents, community service, driving restrictions and counseling for students. Fines are \$2 for the first absence and \$5 for each additional plus court costs of \$35.50.
- Orange County, CA (Orange County Register, 6/7): Proposal to establish day curfew from 8:00 to 2:00. Possible first offense penalties include a court appearance, a \$100 fine, community service and counseling sessions with parents. Intended implementation date: September, 96.
- Monrovia, CA (Orange County Register, 6/7): Truants go to Juvenile Traffic Court after the first offense; if guilty, they can choose between a \$135 fine or 27 hours of community service.
- Durante, CA (Orange County Register, 6/7): Truants are sent to Saturday school for the first and second offense. After the third offense, students are sent to court; penalties include fines or community service.
- San Francisco, CA (San Francisco Chronicle, 6/5): Current plan has not been effective. Mandates that a truant student go through a series of warnings and counseling sessions which often takes months and includes each truant student seeing a teacher, counselor, administrator, parent, staffer from the Dropout Prevention Office, member of the Dropout Prevention Administrative Panel, member of the Student Attendance Review Board and (if the case gets that far) someone from Juvenile Court or the Dept. of Social Services).

- San Francisco, CA (SF Chronicle, 6/5): Under SF's new proposal, truants are cited for loitering and escorted back to school where they receive a notice from Juvenile Traffic Court. First offense is an unspecified small fine (in LA, the max. fine is \$675). This penalty is suspended if student attends 45 consecutive days of class. If truancy persists, students can be ordered to attend weekend, evening, or summer school. Parents could also be ordered to take a parenting class. Finally, drivers licenses can be delayed or revoked.
- Enfield, CT (The Hartford Courant, 6/4): Parents can be arrested for "educational neglect" and fined \$25/absence; further, students caught smoking on school grounds can be issued a summons carrying a \$60 fine.
- Connecticut (NYT, 4/14): Regency Truancy Prevention Project (supported by a \$50,000 grant from the Fairfield County Community Foundation and administered by Action for Bridgeport Community Development) stresses strong parental and community involvement to reach out to chronic truants in Kindergarten through fifth grade in the Bridgeport-Stamford-Norwalk area. Trained teams of school staff and volunteer parents keep tabs on chronic truants and follow up with phone calls, home visits and positive reinforcement to get students to return to school. Strong parental involvement is considered key.
- Connecticut (NYT, 5/7): A "Learnfare" proposal by Gov. John G. Rowland (R) which would have withheld welfare checks from families whose children skip school stalled when a task force he organized concluded that there is no evidence that children from welfare families skip school more than other children. The panel also noted that the accuracy and consistency of school attendance data varies widely. Findings were based in part on two Wisconsin studies which concluded that a state-wide Learnfare program had no impact on truancy (WI was the first state to institute Learnfare in 1988).

CRITICISM OF POLICIES

- Civil libertarians worry that police may use daytime curfew to harass minority students with legitimate excuses (work-study programs, year-round schools on break, etc.) (Orange County Register, 6/6).
- Some critics say the judicial process is too slow to teach kids a lesson (Orange County Register, 6/6).
- Others note that most crimes occur between 3:00pm and 6:00pm, hours which fall in the window between truancy and curfew laws.

FUTURE AREAS OF INQUIRY

- Until what age are students required to attend school in each of the 50 states (PA, for ex., is 18 while MO is 16)? And until what point are parents held responsible?
- Exactly how many states have truancy laws? How many cities? And when were they implemented?
- What has been the impact on court systems where truancy laws mandate first-offenders go to Juvenile Traffic Court? How does this compare to systems in which only second or third offenders go to court? And how does policy effectiveness under both models compare?
- Might want more details on the NYC Truancy Prevention Project and the Connecticut regional Regency Truancy Prevention Project.
- Could contact Monrovia, Durango, and NYC for more statistical information. Also, is it possible that Dept. Ed. has any national stats?
- Professional journals remain an untapped source for further information.



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Michele*

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DAILY EDUCATION NEWS

SPECIAL EDITION

ANTI-TRUANCY INITIATIVE

July 9, 1996

This special edition of the *Daily Education News* includes newspaper articles from July 1, 1996 to today on the President's anti-truancy initiative.

If you have any questions about this edition, please call Eileen Nicosia at 401-0316.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

July 3, 1996

REMARKS BY THE PRESIDENT
TO THE NATIONAL EDUCATION ASSOCIATION

Washington Convention Center
Washington, DC

2:22 P.M. EDT

THE PRESIDENT: Well, thank you for that wonderful welcome. And thank you for your good spirit and your enthusiasm. And I want you to keep it all the way to November. (Applause.)

Ladies and gentlemen, I'd like to begin by thanking Keith Geiger for seven magnificent years of leadership for the teachers of America. (Applause.) He has been a great leader, a true champion for educational reform. And I was more moved than I can say by the kind words he spoke before I came out.

I'm sorry that we're a little late, but I understand that our security precautions delayed your voting. (Laughter.) I'm sorry for that, but I do want to congratulate Bob Chase and all of you who will be leading the NEA. (Applause.)

I also want to thank our Secretary of Education, Dick Riley, who came over here with me. I believe he is the best Secretary of Education we've ever had, and I thank him for that. (Applause.) I also want to thank Dick Riley for having what at the time was a novel idea. He thought he ought to have an actual teacher working with him in the Secretary's office. And she's here today. I want to thank Terry Dozier for leaving the classroom and coming to work with Secretary Riley. (Applause.)

I'd like to thank the NEA for sending Sharon Robinson, our Assistant Secretary for Education Research and Improvement, to our administration. (Applause.) And I also want to thank -- Debra DeLee who's done a great job managing our convention in Chicago and getting ready for this great new campaign. (Applause.)

Four years ago I had the pleasure of addressing this assembly. And when I looked at the film that you just showed back stage, I

saw that address and I said, gosh, I had a lot less gray hair then. (Laughter.) Well, I earned that gray hair. (Laughter and applause.) But if it advanced the cause of education and insured a better future for the children of our country, every gray hair was worth it. And I thank you for staying with us in these fights. (Applause.)

As teachers, administrators, custodial workers, the member of the NEA are out there every day working with and for our children. I thank you for that. And today, I want to talk to you about where we're going from here.

Four years ago, when you endorsed my candidacy, I told you that I was running because I wanted to see a vision I had of our country in the 21st century fulfilled. I wanted our nation to go into the next century with the American Dream genuinely alive for every American without regard to race or gender or religion or region or the station that he or she starts out in life. I wanted to see our country come together instead of be driven apart by our differences. I was tired of seeing the American people cut up into little pieces at election time for short-term political gain, instead of reveling in our diversity, respecting our differences, and joining hands around shared values. And I wanted to restore the sense of community in America. (Applause.)

And I, finally, felt very strong that our country, at the end of the Cold War and the dawn of this new global information age, had to continue to be the world's strongest force for peace and freedom and prosperity. I had a simple strategy. I wanted to renew the basic bargain in America of opportunity for all, responsibility from all, and a commitment to the community of our country -- the idea that we can do more together than we can apart.

Well, we've been working on that for three and a half years. I guess it's about time for a report card before we make a decision on contract renewal. (Laughter.) I want to talk about three things here -- the record, the alternative and the future.

When I became President, our economy was stagnant. We had the slowest job growth since the Depression. We had a spiraling deficit. I said, please enact this economic plan, to Congress. We'll cut the deficit in half and produce 8 million jobs in four years. Well, you know what the Republicans did. They all voted against it and said it would bring on a recession. Well, they were wrong, and we were right. (Applause.) In three and a half years, we now know the deficit will be cut by more than 50 percent in four years. And instead of 8 million new jobs, our economy has produced 9.7 million new jobs in three and a half years. (Applause.)

I asked the Congress to pass the Crime Bill with 100,000 new police officers, a ban on assault weapons, more funds for punishment and prisons, but more funds for prevention, too; to allow children to do something constructive after school and on the

weekends, and to help them pay for summer jobs in communities that couldn't afford it.

The leadership of the other party fought us every step of the way on that and on the Brady Bill. They told a lot of people out in the rural areas of our country who love to hunt that their weapons would be in danger if our dangerous proposals passed, and that nothing would be done to lower the crime rate. Well, we have had a couple of years to see now. Do you know that we have had two deer seasons in my home state and two ducks seasons, and every single hunter is still shooting with the same rifle they had before the Brady Bill and the assault weapons ban passed. They did not tell them the truth. (Applause.)

But there are some people who didn't get guns -- 60,000 felons, fugitives, and stalkers did not get guns under the Brady Bill. They were wrong and we were right about that. (Applause.)

In 1996 the crime rate will go down for the fourth year in a row in America because we're putting more police officers on the street, working with communities, helping kids, giving people something to say yes to, preventing crime as well as catching criminals. They were wrong about that, too. We need to keep on going until we put all those police officers on the street. (Applause.)

When it came to welfare reform, I said we ought to move people from welfare to work, but we should be good to the children and tough on the work requirements -- not easy on work and tough on the kids. That's the fight I had with the majority in Congress today, and why I vetoed what they call welfare reform. They said we couldn't do it. But we have now given over 60 -- 60 -- permissions for experiments to over 40 states. Three-quarters of the people in this country on welfare are already under welfare reform experiments. And you know what -- child support enforcement has gone up 40 percent since I have been in office -- (applause) -- and there are 1.3 million fewer people on welfare today than there were the day I took the oath of office. (Applause.)

When it came to families and communities, it seemed to me what we had to do was to make it possible for more people to succeed at home and at work. Most parents are working people today, and most people who work have to work to support their children. We ought to be struggling to make it possible for people to succeed at home and at work. So we cut income taxes for 15 million hard-pressed working families, so that no one who works full-time and has a child in the home would be in poverty. We passed the Family and Medical Leave law so people could get a little time off when a baby was born or a family member was sick. (Applause.)

And guess what? Poverty began to go down for the first time in many years. And for the first time in a decade average wages are going up. (Applause.) So I believe we're moving this country in the right direction.

Perhaps most important, as the film and as your speakers have said, thanks to the Congress that was in place in 1993 and 1994, we expanded Head Start dramatically, passed the Goals 2000 program, reformed Chapter One, passed the School-to-Work program, expanded Pell grants, passed the Direct College Loan program, which cut the cost and improved the repayment terms so that no person should ever fail to go to college because they were worried about the burden of the loans they would owe afterwards.

These things have made a real difference. And we passed a national service program that has allowed 45,000 young people to earn some money for college by serving their communities all across the United States. (Applause.) That's the first element of the contract evaluation. We had a strategy; it was implemented; the results were good.

The second thing I want to say is that when you're fixing to hire somebody, there's always the questions of, well, if you don't hire this person, who will you hire? And in this case, the happy choice for America's educators, for America's parents and for all American citizens is, you don't have to guess in this election. There is no guesswork. (Applause.)

You know what both parties will do. You know what both candidates will do. They've already put their program in. It would be the law today, except I vetoed it. If you want it, you can get it; give them the White House and the Congress, it will be the law of the land in six months. (Applause.)

You think about that. You just think about that. (Laughter.) If you want, for example, to back away from our commitment to 100,000 police, you want to repeal the assault weapons ban, you want to undermine protection for the environment and safety in the workplace, and made it easier for corporations to raid their employees' pensions funds -- if those are the things that you want, you can have it. Just give them the Congress and the White House, and they'll give it to you. They already tried to do it once. We stopped them, and we will stop them again. (Applause.)

If you believe we ought to drastically cut or eliminate all these education reforms -- even the Eisenhower Professional Development Program, which you have continued to support in your own way, and I congratulate you on your commitment to that -- well, you can get that. Give them White House and the Congress, and they'll give it to you. They tried once, and we stopped them. If you want, in other words, people who believe it was a mistake to pass the Family and Medical Leave law, a mistake to pass the Brady Bill, a mistake to pass the Crime Bill, a mistake to pass the economic program, you can have it.

But that is the choice. And let's not be muddle-headed about this. We now have the evidence. The American people can simply choose. One position is the one that I embrace and that virtually all the members of our party embrace who are running for the

Congress. And that is that the American people should have opportunity -- not guarantees, but opportunity -- to make the most of their own lives if they're willing to be responsible for it. That is the clear understanding that we become a greater country when we work together. The other side says, government is always the problem, and you're better off if you're on your own. I think that we're right and they're wrong. But the American people are being given the chance to decide, and you have to help them make that decision. (Applause.)

Finally, there is the third element of the contract decision and maybe the most important, and that is, so what if you did a good job, that's what we hired you for. (Laughter.) What are you going to do tomorrow and next year and for the next four years? And that's very important, because while things are better now than they were four years ago, this country still has significant challenges. The crime rate is down, but juvenile crime is up. The economy is up, but not every American who works is up. The country is closer to peace than it was, but as we saw again last week, we still face the problems of terrorism, organized crime, the proliferation of dangerous weapons. And we have to work together with our friends around the world to continue to push for peace and freedom.

So what about the next four years? Well, there's plenty to do, folks. In the area of the economy, unless we can get this Congress to act, we've got to raise the minimum wage. We can't let it fall to a 40-year low, it's not right. (Applause.)

Yesterday I was in Chicago -- (applause) -- and I had an occasion to go to Grant Park to that great Taste of Chicago festival they have every year. (Applause.) I hated this, I had to go from food booth to food booth to food booth. (Laughter and applause.) And it was a burden, but someone had to do it. (Laughter and applause.) But, anyway, I was at one of these booths talking to the folks who work there and this young woman looked at me and she said, you know, I really appreciate the fact that you're trying to raise the minimum wage and I hear these people who are opposed to it say everybody in the minimum wage is some middle-class kid living at home with his parents. And she said, let me tell you something: I'm a 28-year-old single mother with two children, I work for the minimum wage and I go to college at night, and it's not true and I need a raise. And that's the truth. And we need to do it. (Applause.)

We need to pass the Kennedy-Kassebaum bill so that people don't lose their health insurance when they change jobs or someone in their family has been sick. (Applause.) We need to pass a real welfare reform bill that is tough on work but good to kids, that lifts up families and enables people to succeed at home and at work. (Applause.) That's what we want for everybody. (Applause.)

We need to finish the job of putting 100,000 police on our streets, because we're not through. The crime rate is still too

high, and it will be too high until you go home at night, turn on the television, and you're genuinely surprised if the lead story on your evening news is the latest terrible crime. I want you to be surprised about it again, and we can bring that kind of safety back to American if we work at it. (Applause.)

We need to pass Family Leave II and give working people the opportunity to have more flexible work hours and let people take a little time off not just when a baby's born or when there's a family emergency, but also to take their parents or their kids to regular doctor's appointments and to go to parent-teacher conferences at the school. (Applause.)

And in education we have a lot to do together. I am committed to seeing every classroom and library in every school in this country hooked up to the Internet by the year 2000, and we're going to keep doing it. (Applause.)

I want to thank our teachers who are working -- 100,000 of them -- with the support of the NEA and other groups, to teach another 500,000 teachers in what they call the 21st Century Teachers Effort, to be the kind of teachers who can make maximum use of the new technology going into the classrooms. We need to do that. (Applause.)

We need to make college education even more available. That's why I proposed a \$10,000 tax deduction per year for the cost of college tuition. That's the right kind of tax cut and it would help a lot of teachers who are parents. (Applause.)

But I think we should do even more. I believe if you look at all the evidence, it is clear that it is simply not enough to have a high school education if you want to get a good job with a growing income. And I believe the time has come to make two years of education after high school just as universal as a high school education is. (Applause.)

I believe the way to do that is to give the American people a tax credit, every single person a tax credit of \$1,500 a year for the cost of going to your local community college, and make it refundable so that everybody can afford to go. Give it to everybody the first year; give it to everybody that keeps a B average the second year; let everybody at least have access to a diploma from a community college and we will raise incomes in this country and bring this country together. It is the right thing to do. (Applause.) Thank you.

I believe that we should do even more for people who are in the work force. I proposed, with the help of the Secretary of Labor and the Secretary of Education, that we take 70 big federal job training programs and consolidate them and put them into a block of money and give people who are unemployed or underemployed a certificate that basically says, you can take this to your local community college or to any training facility you want for up to

two years. If you lose your job, you can immediately begin to get retraining at the place of your choice in your community that will help you the most to start your life again. (Applause.)

I also think we need to do more to help you in your work. I think we should -- I want you to understand that if the budget process this year works out like it did last year -- I hope it won't; I'm working hard with the Congress -- but I am not going to tolerate an assault on the fundamental structure of educational opportunity and educational excellence in this country. It is wrong. It is wrong. (Applause.)

We have to do more to help you to make schools safe and going to and from school safe. We have worked hard, but still no teacher should ever fear when he or she is in the classroom or going to and from school. No student should be so afraid -- (applause) -- no student should be so afraid that they cannot learn. And we work very hard to preserve funding for the Safe and Drug-Free Schools program, to enforce our zero tolerance for guns in the schools policy. And we will continue to work to help schools deal with the problems that they face every day, that teachers face every day, and to try to find opportunities to bring people together.

Last year, I had the opportunity to work with the Secretary of Education and the Justice Department on a set of guidelines to schools to deal with the complex questions that often arise when children seek to practice or at least express their religious convictions. We didn't want to turn our schools into religion-free zones, and we didn't want to violate the First Amendment. Because of the work that Secretary Riley and the Attorney General did, we have heard from schools all over America saying, this is not an issue anymore, we have resolved this, we thank you very much. And I hope it has helped you in your school.

We said to people in California and around the country -- (applause) -- who wanted to try experimenting with school uniforms -- well, they did it in Long Beach, and you can do it, too, if you want to do it. (Applause.) And I went to Long Beach, California, and I heard young people tell me amazing stories about this. A young man stood up and said, we picked our uniforms in our school. We picked green and white because the gang colors are red and blue. And, for the first time, all our kids can now walk to and from school, and they're not scared anymore. He said, it's the first time in two years, I can walk to school without having to look over my shoulder.

I had another young woman say that even the wealthiest kids in the school district were better off after they adopted their policy because now, people judge themselves based on what was on the inside instead of what was on the outside. (Applause.) I thought it was pretty perceptive. It may or may not be the right thing to do. But I sure think you ought to have the right to do it.

We have worked hard with other communities to develop

community curfews. One of our suburban communities here in the Washington area adopted one just last week. I was in New Orleans talking about the community curfew there. (Applause.) There was a huge drop, a huge drop in juvenile crime in the city of New Orleans after they adopted their curfews. Kids don't need to be out on the street at all hours of the night, they need to be home or in a secure place. (Applause.)

And, by the way, the thing I really liked about what they did in New Orleans is that they didn't punish people who were on the streets. They took them to a community curfew center and they started working with them, and they found out what the children needed and what they were facing, so that it would not only have the disciplinary effect of getting kids off the street, it has the positive effect of giving at least them a chance to meet with people who could help them to put their lives in good order and take it in the right direction. (Applause.)

Now, I want to propose today one other thing that I think it quite important, that I have cared a lot about for a long time. One of the most important things we can do to promote learning and to keep our children safe is the most obvious, old-fashioned thing that I dealt with when I was in school myself -- back in the dark ages -- (laughter) -- and that is to insist that children be in school and not on the streets. (Applause.)

Truancy is a warning signal that a child is in trouble and is often a gateway to crime. The difference between success and failure in life for our children is whether they're learning on the streets or in the school where they belong. The street is not an acceptable alternative to the classroom. (Applause.)

When I was governor we actually passed a bill which made it possible for local communities to fine parents if they refused to show up at parent-teacher conferences or permitted their children to be chronically absent. I know the NEA has called for federal action to crack down on truancy. So I want to tell you about two things that we're doing in response to the call that you issued. First, earlier today I directed the Department of Education to send this manual -- I don't know if you can see it -- it says, "Manual to Combat Truancy" -- to every school district in America. It shows that when parents are held accountable and when communities come together, you can do something about this problem.

In Milwaukee, for example, attendance is taken at every period in all high schools. Police pick up truants and take them to counselling, again not just negative but positive. Parents are called at home if their child did not attend school. Daytime burglaries -- down by one third.

In Atlantic County, New Jersey, -- (applause.) I'd say that's the highest density of teachers per capita in America based on the cheers there. (Applause.) Listen to this. In Atlantic County, New Jersey, families of truants receive intensive counseling and

the vast majority of the students wind up going back to school.

In New Haven, middle school truants go before a panel of high school students. (Applause.) This is very interesting. In New Haven, middle school students go before a panel of high school students and have to sign responsibility contracts.

So these are good things to do. The federal government should not decide what to do; we should help you determine what you're going to do. We should support you when you do it. We should make sure it's legally defensible. And we should encourage every community to do the same thing to put our children back in school. (Applause.)

Yesterday Secretary Riley announced that he would give a total of \$10 million to 25 school districts to help them keep their children in school. This is a beginning. But I want you to know because of what you and others in education have said to me all across the country, this will become a national priority, and we will keep at it with you until we turn this issue around. And I thank you for that. (Applause.)

Now, those are the three points I want to make. (Laughter.) One, when you helped me and Al Gore and indeed our entire administration family -- and by the way, I wish the First Lady were here, but she's in Central Europe today, representing the cause of freedom, and I thank you for that. (Applause.) When you helped us, we said, we have a vision for what we want our country to look like in this extraordinary era of possibility. We have a strategy to achieve that vision. Well, three and a half years later, we did what we said we'd do, or we got caught trying. (Laughter.) The results have been positive. Second, there's a clear difference here. And third, we've got good ideas for the future, and a lot of work still to do.

Now, what I want you to think about as I leave -- we've had a great time today, and I loved all the cheering and the shouting, and it made chills run up and down my spine and kind of got me in the humor for the next three or four months to do what we have to do. And I thank you for that. (Applause.)

But this is what we used to call back home, preaching to the saved. (Laughter.) And there's something to be said for that, but it's not enough. And I want you to take just one moment to be serious before I go. I want you to just ask yourself, now or when you leave, to take a few moments to think about everything you can think about your country today -- all the good and the things that you think are not so good -- and then say, what would I like America to look like when my children or my grandchildren are my age? What do I want America to be like 20, 30, 40, 50 years from now?

We are going to walk across a bridge into the next century beginning with this election. And it's not like 1992 where you can

say credibly, this is change against the status quo. That's not so. There is no status quo option. These are two very different visions of how we should walk into the 21st century and what kind of bridge we should build to go there. And the decisions we make will profoundly affect what America looks like when your children and your grandchildren are your age.

Now, in the end, that matters more than all the petty concerns we might have. It matters more than even the immediate and serious personal concerns we might have. Because in the end, for the same reason you decided to commit your careers to education, our fundamental obligation is to maintain and strengthen this country. And we have never been able to do it except by broadening opportunity and by bringing more and more people together, by breaking down the barriers of bigotry and prejudice and fear and bringing this country together in this vast melting pot of freedom that is the most remarkable experiment in self-government in all of human history. We are being given an historic responsibility now, you and I, to pick which bridge we're going to walk into the 21st century. And that will determine what this country will be like when our children and grandchildren reach our age.

So, what I want to ask you to do is to go beyond the preaching to the stage. I want to ask you to walk out of this hall determined, with all your other responsibilities and all your other pressures and all the challenges of the classroom and the schoolhouse, to spend whatever time you can between now and November talking to your family, your friends, people who don't work with you every day, people who don't have the same insight you may have into what goes on here about these big questions.

Because I believe with all my heart, if the American people are given back this choice, if they get to look at the big things not the divisive, distractive, destructive, puny elements that too often dominate our politics, the American people will do what they've been doing for over 200 years, they will make the right decision. And your children and your grandchildren will be the richer for it.

Thank you. And God bless you all.

END

2:58 P.M. EDT

Administration to Offer \$10 Million In Grants to Battle School Truancy

By John F. Harris
Washington Post Staff Writer

The Clinton administration announced yesterday that it hopes to help reduce the problem of students who cut class by mailing a pamphlet to local school systems offering advice on how to reduce truancy.

The Education Department also will award \$10 million in grants to 25 school districts with programs designed to keep students in school and out of trouble.

"The street is not an acceptable alternative to the classroom," Clinton said at a campaign appearance here before the National Education Association, the country's largest teacher's union.

The condemnation of truancy fits in with Clinton's recent advocacy of school uniforms and youth curfews—all proposals that fall within the domain of state and local lawmakers, not the federal government. Clinton, according to aides, hopes to use the White House's famed "bully pulpit" to give all three ideas a push.

The real push, aides acknowledge privately, is for Clinton's reelection. By talking about better schools and more disciplined youth—even if his ability to influence these problems through federal policy is modest—Clinton is able to send the message that he shares the values and anxieties of ordinary parents. It's a way, political advisers say, of countering a once-widespread perception that Clinton is far more liberal on social issues than average voters.

Clinton officials typically put up at least ritual protests that their campaign-year proposals are not intended as political gestures. However, Education Secretary Richard W. Riley, answering reporters' questions yesterday about the timing and purpose of Clinton's truancy announcement, said: "All of the polls are showing people very much interested in education. And this is how we think we can provide some leadership in it."

Asked if he had worked with Clinton's political consultant, Dick Morris, on the timing or substance of the proposal, Riley said, "I haven't, myself, dealt directly on this particular issue," but he said he has discussed education issues with Morris.

Clinton's GOP rival for the presidency, Robert J. Dole, charged that the truancy announcement was a way of diverting attention from the fact that juvenile drug use is rising.

"Bill Clinton is only talking about keeping kids in school because he's failed to keep drugs out of school," Christina Martin, Dole's deputy press secretary, said in a statement. "There's certainly not an American out there that doesn't agree that our kids should be in school, but this is hardly the aggressive action needed to protect our kids from the ravages of drugs."

Riley in his briefing said the way the federal government can help with a primarily local problem like truancy is by helping to identify programs that work and then publicizing them.

The \$10 million in grants, coming from discretionary funds in the department's Safe and Drug Free School Program, will go to 25 schools and community groups who submit winning proposals by an Aug. 2 deadline.

The "Manual to Combat Truan-

cy" highlights what the city of Milwaukee has done against a chronic problem with school-skipppers who get in trouble with the law. Attendance is taken every class period, police officers take truant youths to a Boys and Girls Club for counseling, and parents are called at home every night their child has an unexcused absence from school. City officials believe that the anti-truancy program is in part responsible for a recent 33 percent drop in daytime burglaries.



DATE: 7-5-96

PAGE: 10A

Close the -gate

Have Americans become so inured to political scandals that mistakes and wrongdoing can be summed up in the four-letter suffix "gate"?

You might think so.

Twenty-four years have passed since burglars broke into Democratic National Committee offices in the Watergate Hotel complex June 17, 1972, setting the stage for the cover-up that drove Richard Nixon from the presidency.

The event's influence on language was so great that in 1974 *Webster's New World Dictionary* listed "Watergate" as a generic term for political scandal. That changed to "-gate" in the 1994 edition to mean, when added to another word: "a scandal characterized by charges of corruption or illegal acts carried out, usually in a covert manner, by people with power or influence."

When a South Korean rice dealer was arrested in 1978 for giving cash, gifts and free trips to members of Congress, it became Koreagate.

When President Carter's brother Billy represented Libya, it became Billygate.

When Reagan administration officials traded guns for hostages held in Iran, it was branded Irangate.

Now, Filegate refers to the Clinton administration's questionable acquisition of FBI reports on Republican officials from the Bush administration. It's the first "gate" label to be used twice, having been employed to describe a Bush official's review of candidate Clinton's passport files.

And maybe that's a signal that the term is aging poorly and in need of more delicate treatment. Politicians, Republican and Democrat, add -gate to make offenses seem worse than they are. And journalists use it to avoid providing details or to fit a tight space.

The result is a numbing repetitiveness that gives all scandals equal weight. And the subsequent drone ill serves a public in need of clarity to sort out the serious from the trivial.

U.S. Department of Education



Michele Cavataio

Office of the Deputy Secretary

600 Independence Ave., SW • Washington, D.C. • 20202-0500



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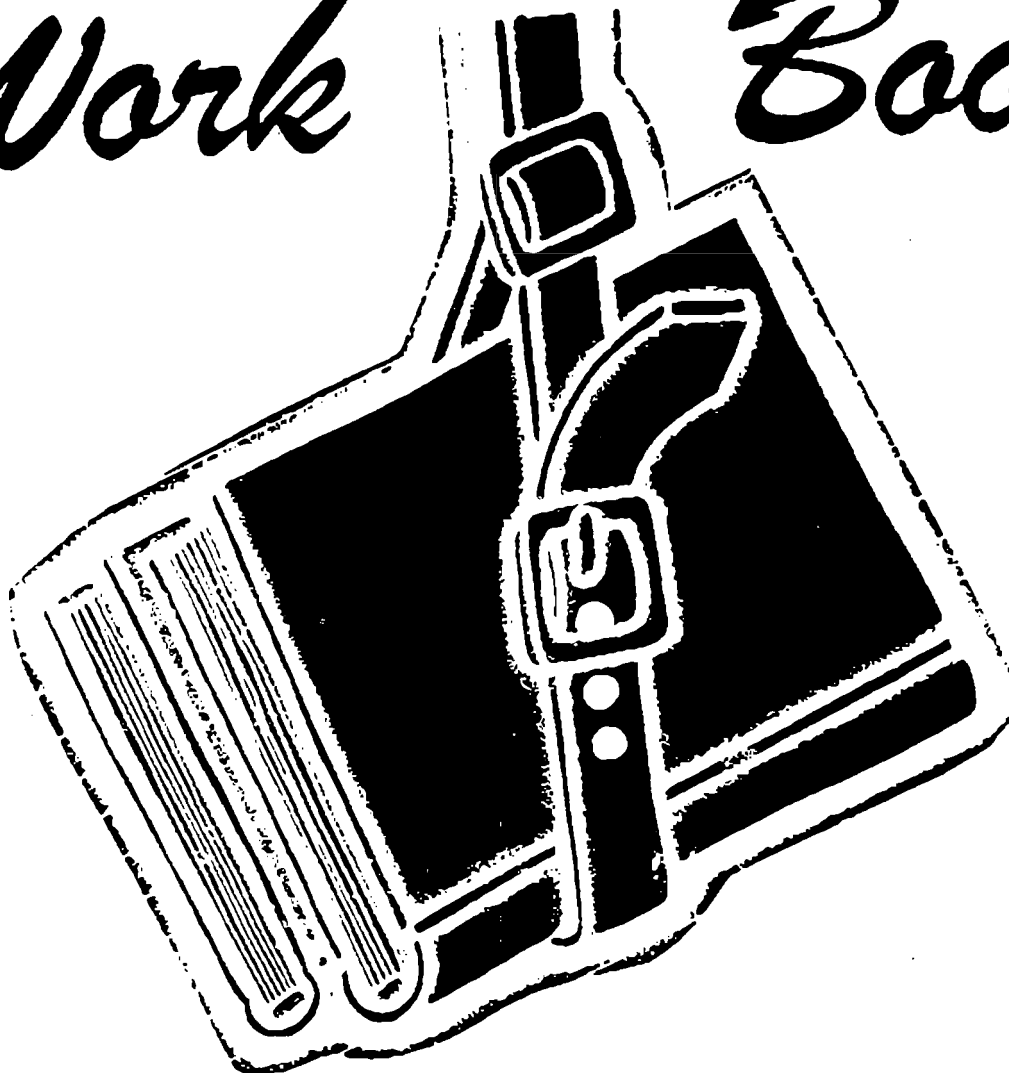
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School Safety *Work Book*



WHAT WORKS
PROMISING VIOLENCE PREVENTION PROGRAMS

NATIONAL SCHOOL SAFETY CENTER

*Truancy Reduction**Truancy Reduction*

Truancy today translates into unproductive, disruptive and sometimes criminal activities that affect the entire community. Irregular attendance for individual students means that they fail to learn what is needed for adequate competition in the employment market. Schools suffer the loss of state and federal funding. Society pays in monetary terms through escalated daytime burglary rates, costs to businesses for re-education and retraining, and costs of incarceration for those truants who also turn to patterns of delinquency and crime. The loss of self-esteem and waste of undeveloped potential are beyond price.

The first step toward improving attendance is to prevent students from staying out of school without a valid reason. Although truants are not in class, they often are somewhere on or about school grounds causing disruptions. Those who leave campus most likely are loitering somewhere in the community. Efforts to prevent truancy are, therefore, the collaborative responsibility of educators, law enforcers, parents and community members.

The importance of a positive school environment cannot be overemphasized. A negative school climate usually translates into discipline and attendance problems, with high absenteeism rates for staff as well as students.

A fundamental step in a successful truancy reduction program is a strong policy regarding school attendance. The policy will gain a broad base of community, parental and student support if these constituents have had a part in formulating the policy. Expectations as well as the consequences of both good and poor attendance must be clearly stated. Parents and the public in general should also be made aware of the problems that high absenteeism create within a community.

Enforcement of school attendance policies should, above all, be consistent. Whatever method is used, the parent or guardian should expect notification of each absence; both students and family carry the responsibility of attendance. Truancy reduction programs vary, but most are developed in cooperation with local law enforcement agencies.

The following programs reflect strategies on truancy reduction that have proved to be effective in combating a growing problem.

TRUANCY

Truancy Reduction

Abolish Chronic Truancy (ACT)
Pomona Juvenile District Attorney's Office
300 South Park Avenue, Room 620
Pomona, CA 91766
909/620-3330

Modeled after neighborhood watch programs, ACT is designed to energize the entire school community to combat truancy and enhance Los Angeles' existing Truancy Mediation Program. The focus of the program is not to punish either parents or students, but to get truants off the streets and back in the classrooms. Specially selected deputy district attorneys work with school administrators and teachers at targeted schools.

The deputy district attorney and school staff track the attendance records of the students in the program. If attendance problems continue, the at-risk students and parents will be given special attention by a School Attendance Review Team (SART). This team will analyze the student's problems and offer suggestions for help. The central message focuses on the parents' obligation to send their children to school. If this action does not produce satisfactory school attendance, the case is then referred to the School Attendance Review Board (SARB) and then to the district attorney's office for an office hearing. The office hearing represents a final attempt to resolve the attendance problem informally and without prosecution. If the hearing does not result in regular school attendance, the district attorney's office will prosecute the student, the parents or both.

Truancy Reduction

**Cities in Schools, Inc.
1199 North Fairfax Street, Suite 300
Alexandria, VA 22314
703/519-8999**

During the 1960s and early 1970s, staff who would later form Cities in Schools, Inc. (CIS) worked in inner-city areas to develop what were called "Street Academies" for high school dropouts. The purpose of the street academy was to offer an alternative to young people, especially those from poor and disadvantaged backgrounds, who had dropped out of school before graduation and appeared caught in the dead-end cycle of unemployment, crime and welfare.

Although the street academies initially were funded almost exclusively from private sources, primarily large corporations, the program now receives support from public sources.

The various CIS model programs throughout the country coordinate both educational and social services for youths through working partnerships between public and private sector leadership.

Since its inception, the CIS program consistently has demonstrated an ability to keep potential dropouts in school, bring current dropouts back to school, improve student attendance and increase academic achievement.

Truancy Reduction

**Comprehensive Dropout Prevention Program
Richmond Public Schools
301 North Ninth Street
Richmond, VA 23219
804/780-6022**

The Richmond (Virginia) Public Schools have a systemwide community/school dropout prevention program. Schools are urged to demonstrate care and concern for every child's success by matching teaching and learning styles, providing interesting course content, motivating through a sense of achievement, involving students in school activities, formulating alternatives to traditional classes, and communicating regularly with the home.

Dropout prevention strategies at each school promote regular attendance: awards for perfect attendance, special extracurricular activities, an "adopt an absentee" plan for all staff, and competitive, spirited attendance campaigns.

Monitoring begins on the first day of absence. Brief contact with the home is recommended, preferably from the teacher "who knows the student best." The third consecutive absence also calls for contact with the home, including home visitation, from an attendance officer at the secondary level or the teacher or principal at the elementary level. A fifth consecutive absence authorizes home contact from social workers and return-to-school officers. Five days of absence within any six-week period will initiate a parent-student-school conference.

Alternative programs for at-risk students are numerous: transitional first grade for developmentally slow kindergartners in preparation for entering the first grade; Pep-Up, a basic skills program for developmentally slow third-graders preparing to enter fourth grade; Project Basics, a reading and mathematics competency program; technology education for students over 15 years; Park School for pregnant teens; vocational evaluation for physically challenged and economically disadvantaged students; vocational career training with day and evening schedules; Richmond 7001, an open entry-open exit, self-paced individualized GED preparation for out-of-school youth ages 16 to 21; Educare, alternative schooling with behavioral modification for long-term suspensions or expulsions; and various adult career and education programs.

Truancy Reduction

PALS and PRO
Tatum Independent School District
P.O. Box 808
Tatum, TX 75691
903/947-6482

Tatum (Texas) Independent School District operates two low-cost programs designed to give immediate help to at-risk youths. People Against Losing Students, for grades K-12, pairs a troubled student with an adult volunteer; the two meet at a mutually convenient time and place, at school. The adult attention fosters a basic need for feelings of self-worth among the students.

The Parents Reaching Out program, for grades 4-6, enlists parents to help students with homework for an hour after school each day. The parents are paid \$5 per hour using federal funds, and supervision is provided by a teacher. Student placement is recommended by teachers, who also contact individual families to make the specific study-time arrangements. PRO benefits both students who have little support at home for academic endeavors and students who need extra coaching in specific subjects.

Truancy Reduction

**Stop and Cite Program
Rohnert Park Department of Public Safety
500 City Hall Drive
Rohnert Park, CA 94928
707/584-2600**

Begun in 1978, the Stop and Cite Program was designed to reduce truancy and juvenile crime in the community and to increase average daily attendance funds for the schools. During the program's first year in operation, daytime burglaries in Rohnert Park decreased 48 percent; during the second year, an additional 16 percent decrease was noted. Over the same two-year period, vandalism decreased 35 percent, thefts decreased 12 percent and the savings to the community due to such improvement amounted to \$262,000.

This program stresses positive contact between police and students. Patrolmen issue courtesy citations to suspected truants contacted during school hours. Two citations are issued without penalty, and students are returned to school to meet with their parents and a vice principal. The third citation results in referral to appropriate support services.

Truancy Reduction

**Truancy Court Model
Juvenile Court
Bradley County Courthouse
Cleveland, TN 37311
615/476-0522**

The Truancy Court Model serves 150-250 students per year, and all participants are volunteers. A Truancy Program Advisory Committee in each school serves as a communication link between the court and school staff, assists with program development, implements strategies to ensure uniform compliance, and creates a means to recognize students with improved attendance.

If a student accumulates five unexcused absences, a truancy complaint is filed against the student. If the parent/guardian is identified as failing to send a child to school, then an additional complaint may also be filed against the parent. The juvenile court holds official truancy hearings biweekly at selected schools or at the central office. If it is determined that the truancy did occur, the court focuses on identifying the source of the problem and developing a plan to resolve the problem. If parents are the obstacles to improving the child's school attendance, those parents are dealt with in appropriate court proceedings.

School Safety

4000-01

DEPARTMENT OF EDUCATION

Safe and Drug-Free Schools Program

AGENCY: Department of Education

ACTION: Notice of Final Priorities for Fiscal Year 1996

SUMMARY: The Secretary announces priorities for fiscal year (FY) 1996 under the Safe and Drug-Free Schools and Communities Federal Activities Grants Program. The Secretary takes this action to focus Federal financial assistance on identified national needs. The priorities are intended to develop and implement, expand, or enhance innovative programs to create safe schools and communities and prevent youth violence by removing firearms and other weapons from school, ^{dealing with disruptive} ~~preventing bullying~~, or ^{students} preventing truancy.

EFFECTIVE DATE: These priorities take effect (insert 30 days after publication in the FEDERAL REGISTER).

FOR FURTHER INFORMATION CONTACT: Charlotte Gillespie, U.S. Department of Education, 600 Independence Ave., S.W., Room 604 Portals, Washington, D.C.

20202-6123. Telephone: (202) 260-3954. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 between 8 a.m. and 8 p.m., Eastern time, Monday through Friday.

SUPPLEMENTARY INFORMATION: The seventh National Education Goal provides that by the year 2000, all schools in America will be free of drugs and violence and the unauthorized presence of firearms and alcohol and offer a disciplined environment that is conducive to learning. The Safe and Drug-Free Schools and Communities Program supports programs to meet the seventh National Education Goal by preventing violence in and around schools, promoting safety and discipline for students at all educational levels, and preventing the illegal use of alcohol, tobacco, and other drugs. This notice

contains three final priorities and a competitive preference priority under the Safe and Drug-Free Schools and Communities Federal Activities Grants Program. Priority 1 funds initiatives to create safe and disciplined learning environments by removing firearms and other weapons from school. Priority 2 funds initiatives designed to prevent violent and disorderly behavior among school-age youth by preventing truancy. Priority 3 funds initiatives designed to prevent violent, aggressive, or intimidating behavior among school-age youth by preventing bullying.

The Secretary will award approximately 24 grants in FY 1996, for a period not to exceed two years, to public and private nonprofit organizations and individuals to develop and implement, expand, or enhance innovative programs that address these priorities. Contingent upon the availability of funds, the Secretary may make additional awards in FY 1997 from the rank order of applicants established from this competition.

Applicants other than local educational agencies (LEAs) must include proof of collaboration with an LEA as part of their application for funding.

Background:

Creating safe and disciplined learning environments for all students is essential to achieving high standards and promoting educational excellence. It is clear, however, that in too many of our schools, students, teachers, and staff feel threatened, are abused, or are victims of violent acts. This announcement addresses three priorities designed to create safe learning environments for all students.

Priority 1 addresses strategies to remove firearms and other weapons from schools. A small but growing number of students find bringing a weapon to school acceptable. A Centers for Disease Control study reports that, in 1990, 1 in 24 students carried a gun to school in the 30 days before the study, and by 1993 the incidence had risen to 1 in 12 students. A 1993 Louis Harris poll showed that 35 percent of children aged 6 to 12 fear their lives will be cut short by gun violence. Knives or other items that pose a threat to the safety of students also are increasingly in evidence in schools.

Priority 2 addresses school truancy. Each day of the school year thousands of students are voluntarily absent from their classes without permission and often without the knowledge of their parents or guardians. In 1993, an estimated 300,000 students from among the 1.6 million enrolled in Los Angeles County Schools were truant on any given school day, while in New York City more than one-third of all high school students were chronically absent. Juveniles account for 18 percent of all violent crime arrests and 33 percent of all serious property crime reports. Many of these arrests occur between 10 a.m. and 4:00 p.m. Monday through Friday, the hours when young people are expected to be in school. In Los Angeles alone, city officials estimate that 85 percent of all daytime crime is committed by truant youth.

Priority 3 addresses bullying. Evidence suggests that schoolyard bullies who are not taught how to behave and cope with frustration are very likely headed for a lifetime of failure. Research shows that a disproportionately high number of these children

underachieve in school or drop out, perform below potential throughout their careers, land in prison for committing adult crimes, and become abusive spouses and parents. Victimization also is a serious problem because it can be a major distraction from the whole educational process. Bullying affects school attendance and the overall campus climate and safety. Victims understandably fear school itself and the abuse they know awaits them there. A 1984 study by the National Association of Secondary School Principals found that even in the best run schools, 25 percent of students surveyed reported one of their most serious concerns was fear of bullies.

NOTE: This notice of final priorities does not solicit applications. A notice inviting applications under this competition is published in a separate notice in this issue of the FEDERAL REGISTER.

PRIORITIES:

Under 34 CFR 75.105(c)(3) and the Safe and Drug-Free Schools and Communities Act, the Secretary gives an absolute preference to applications that meet the following priorities. The Secretary funds under this competition only applications that meet one of these absolute priorities. NOTE: Applicants who wish to address more than one of these priorities may submit a separate application for each.

Priority 1--Removing Firearms and other Weapons from School

Initiatives to create a safe and disciplined learning environment by removing firearms and other weapons from school. The initiatives shall incorporate each of the following:

(1) linkages and partnerships with local, state, and/or Federal law enforcement agencies, as appropriate, in the development and implementation of innovative strategies to prevent firearms and other weapons from coming into school;

(2) techniques to identify and remove firearms and other weapons that are brought into school; and

(3) referrals to the juvenile justice system of youths who are found to possess a firearm, consistent with the provisions of the Gun-Free Schools Act.

Priority 2--Preventing Truancy

Initiatives that incorporate innovative strategies to prevent violent and disorderly behavior among school-age youth by preventing truancy. Such initiatives shall incorporate each of the following:

(1) assessment of the number of students found truant and the type of truancy, whether chronic or occasional;

(2) implementation of appropriate strategies to return truant youths to the classroom; and

(3) collaboration with parents, students, local law enforcement officials, including, as appropriate, juvenile justice authorities and other youth-serving organizations in the community, in the development and implementation of programs to prevent truancy.

Priority 3: Preventing Bullying

Initiatives that prevent violent, aggressive, or intimidating behavior among school-age youth by preventing bullying. The initiatives shall incorporate each of the following:

(1) identification of the child development framework used to identify appropriate strategies for intervening in bullying behavior; and

(2) collaboration among educators, law enforcement officials, parents, and students in the development and implementation of interventions for both youths who bully and those who are victims of bullying.

Competitive Preference Priority--Empowerment Zone or Enterprise Community: Within the absolute priorities specified in this notice, the Secretary, under 34 CFR 75.105(c)(2)(i), gives preference to applications that meet the following competitive priority. The Secretary awards five (5) points to an application that meets this

competitive priority. These points would be in addition to any points the application earns under the evaluation criteria for the program:

Projects that implement programs to remove firearms and other weapons from school, prevent bullying, or prevent truancy in an Empowerment Zone (EZ) or Enterprise Community (EC) or that primarily serve students who reside in an EZ or EC.

WAIVER OF PROPOSED RULEMAKING:

In accordance with the Administrative Procedure Act (5 U.S.C. 533), it is the practice of the Department of Education to offer interested parties the opportunity to comment on proposed priorities. However, in order to make timely grant awards in FY 1996, the Assistant Secretary, in accordance with section 437(d)(1) of the General Education Provisions Act, has decided to issue these final priorities and the competitive priority, which will apply only to the FY 1996 grant competition.

EXECUTIVE ORDER 12866:

This notice of final priorities has been reviewed in accordance with Executive Order 12866. Under the terms of the order the Secretary has assessed the potential costs and benefits of this regulatory action.

The potential costs associated with the notice of final priorities are those resulting from statutory requirements and those determined by the Secretary as necessary for administering this program effectively and efficiently.

In assessing the potential costs and benefits--both quantitative and qualitative--of this notice of final priorities, the Secretary has determined that the benefits of the proposed final priorities justify the costs.

The Secretary has also determined that this regulatory action does not unduly interfere with State, local and tribal governments in the exercise of their governmental functions.

INTERGOVERNMENTAL REVIEW:

607028

6/7 DRAFT...PLEASE DO NOT DISTRIBUTE**MANUAL ON TRUANCY AND YOUTH CRIME****The Problem of Truancy in America's Communities**

Too many of America's young people attend school on an irregular basis, resulting in their failure to gain a solid foundation of basic academic skills. These young people have not yet officially dropped out of school, and they are not on an extended absence due to illness. They are truant - at risk of academic failure and dropping out of school at a young age and never obtaining the skills necessary to become contributing members of society. *no lawyer stuff / 1st sentence* *- sounds like handwriting*

Because of the negative impact and costs of truancy, the issue of reducing truancy has captured the attention of the nation. While all fifty states and the District of Columbia have compulsory attendance laws that require children of certain ages to attend school, enforcement of these laws varies greatly.

<On any given day in the classrooms of Chicago, over 35,000 students are truant. An additional 21,000 are truant at least 10% of the school year. In Philadelphia 81.6% of all absences are unexcused. 25% of Milwaukee students are habitually truant. (more to be added)> *make lists w/ 1st format*

Society pays a price for truants through increased demands on the social service and criminal justice systems. High rates of truancy are linked to high dropout rates, high daytime burglary rates, and high vandalism. School drop outs - many of whom were chronic truants before dropping out - are more likely to end up on welfare and in prison than students who complete high school or college.

- In Miami 80% of youths prosecuted for criminal violations had been truant.
- In Los Angeles daytime crime dropped 9.6% after police began citing truant students. *small town!*
- In San Diego 44% of violent juvenile crime occurs between 8:30 am and 1:30 pm.

Truancy is not a problem restricted to the education and law enforcement agencies. It has an even more important impact on a truant's ability to learn, develop responsibility, and complete their education requirements for graduation in order to seek further career options.

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Users' Guide to Deterring Truancy

With the active involvement of parents, educators, law enforcement personnel, juvenile and family court judges, and representatives from social services, community, and religious organizations, each school and each community needs to decide which steps it may want to take to prevent and reduce truancy. *Break Up*

The communities that have had the most success in deterring truancy often will promote a comprehensive strategy addressing the root causes of truancy as well as a combination of incentives and sanctions for both students and their parents. Below are the five primary elements of a comprehensive community and educational strategy to combat truancy.

1. *Apply firm sanctions for truancy* *zero-tolerance*

School districts should communicate to their students that they have zero tolerance for truancy. State legislatures have found that linking truancy to such items as a student's grades or driver's license can work to reduce the problem. Delaware, Connecticut, and several other states have daytime curfews during school hours that allow law enforcement officers to question youth to determine if their absence is legitimate. In a few states, including New York, a student with a certain number of unexcused absences will be failed in his or her courses. A school can suspend a student for truancy in such states as West Virginia. A Wisconsin judge may, among other options, order a truant to attend counseling or to attend an education program designed for him or her.

*combine
in to
States*

2. *Create meaningful incentives for parents to reduce truancy*

Many states have also begun sanctioning parents who do not support regular attendance. In some states parents who fail to see that their child attends school may be subject to fine or imprisonment or both. In addition, the fine amount can be increased for each period of truancy. A parent can also be sentenced to complete a parenting education program, or be ordered to perform six months of community service in the child's school district. In Oklahoma, a family may not receive public assistance if a child does not attend school 80% of the time without a valid excuse.

Learn from

3. *Start initiatives at school that discourage truancy*

Truancy can be caused by such factors as student drug use, violence at or near school, association with truant friends, lack of family support for regular attendance, emotional or mental health problems, lack of a clear path to more education or work, or the inability to keep pace with academic requirements. Schools should consider developing initiatives to combat these root causes of truancy, including tutoring programs, added security measures, drug prevention initiatives, mentors through community and religious groups, a campaign for parental involvement in their *Notes*

6/7 DRAFT...PLEASE DO NOT DISTRIBUTE

children's school attendance, and referrals to social service agencies.

Schools should also find new ways to engage their students in learning including such hands-on options as career academies, school-to-work opportunities, and community service. In addition, school, community, and business leaders should help high school students find part-time jobs or work-study experiences and should connect these students to opportunities for higher education.

4. *Involve local law enforcement in truancy reduction efforts*

In order to effectively enforce school attendance policies, school officials should establish close linkages with local police, probation officers, and juvenile and family court officials. These agencies have responsibility for assisting in the enforcement of these policies and in the adjudication of students who violate truancy laws. Many communities have found that police sweeps of neighborhoods in which truants are often found is one of the most effective parts of their comprehensive truancy strategy.

5. *Involve parents in all truancy prevention activities*

For families and schools to work together to solve problems like truancy, there must be mutual trust and communication. Schools should be "family-friendly" by enabling teachers and a parent to stay in regular contact even before problems arise. Schools may want to consider arranging convenient times and neutral settings for parent meetings, starting homework hotlines, training teachers to work with parents, using a home-school liaison, and giving parents a voice in school decisions.

Model Truancy Reduction Initiatives

Each community needs to determine how it will reduce and deter truancy. Below are examples of some communities that have addressed truancy in a comprehensive manner, using some of the elements discussed above.

Cincinnati, Ohio

Program elements: Outside parties monitor attendance in the Cincinnati Public Schools. After two unexcused absences, the affected student, teacher, parents, and attendance monitor will begin to work on the problem. After five additional absences, a truancy complaint is filed in the Hamilton County Juvenile Court. At that point the court will detail a solution that combats the causes of the truancy. If the parents are enabling or causing the problem, then a complaint will be filed against them.

Revised: <getting this info>

for more info, contact . . .

67 DRAFT...PLEASE DO NOT DISTRIBUTE

New Haven, Connecticut

Program elements: The Youth Mentorship Program targets middle school students who have just begun to have problems. Targeted students go to truancy court, at which a panel of high school students question them, trying to identify solutions. After court, youth and attorney mentors are assigned to each student for support. The student and the court sign an agreement, and after two months, students return to the court to report on their progress.

Results: <preliminary outcomes show that referred students are attending school every day - more info to follow>

Rohnert Park, California

Program elements: The Stop and Cite Program was designed to reduce truancy and juvenile crime in the community and to increase average daily attendance for the schools. Patrolmen issue citations to suspected truant students contacted during school hours. Two citations are issued without penalty, and students are returned to school to meet with their parents and a vice principal. The third citation results in referral to appropriate support services.

Results: During the program's first year in operation, daytime burglaries in Rohnert Park decreased 42 percent; during the second year, an additional 16 percent decrease was noted. Over the same two year period, vandalism decreased 35 percent, thefts decreased 12 percent and the savings to the community due to such improvement amounted to \$262,000. The program continues to have community support and to be effective in reducing truancy.

Milwaukee, Wisconsin

Program elements: Parents, police, and the school system focus on the causes of truancy in the Truancy Abatement and Burglary Suppression or TABS initiative in Milwaukee. Attendance is taken every period in high school. Local police officers pick up truant students and bring them to a Boy's and Girl's Club for counseling. Parents are called at home automatically every night if their child did not attend school. If the parent is not supportive of regular school attendance, then the district attorney is contacted.

Results: In a recent sample of students who went through the TABS process, 73% returned to school the next day, 66% remained in school on the 15th day, and 64% are in school 30 days later. Since the TABS initiative began, daytime burglary has decreased 33% and daytime aggravated batter has decreased 29%.

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Atlantic County, New Jersey

Program elements: The Atlantic County Project Helping Hand receives referrals from six Atlantic City and four Pleasantville elementary schools for youth in K through eighth grades who have five to 15 days of unexcused absences. A truancy worker meets with the youth and family to provide short-term family counseling, usually up to eight sessions. Referrals for additional social services are made on an as needed basis. If the family fails to keep appointments, home visits are made to encourage cooperation. Once a truancy problem is corrected the case is closed and placed on an aftercare/monitoring status with contact made at 30, 60, and 90 day intervals to insure that no continued truancy has gone unreported.

Results: During 1995, the project served 293 youth. 262 cases were positively terminated.

Norfolk, Virginia

Program elements: The Norfolk, Virginia school district uses U.S. Department of Education software to collect data on students who either are tardy, cut class, leave grounds without permission, are truant but brought back to school by police, or are absent without cause. Each school has a team comprised of teachers, parents, and school staff that examines the data to understand truancy trends. For example, a team may try to pinpoint particular locations where truant students are found during school hours and then place additional monitors in these locations. A team might also notice certain months when truancy is prevalent and then design special programs to curb truancy during those months.

Results: "Attendance offenses" at Norfolk middle schools have dropped 23% since the 1991-92 school year. <currently researching high school info>

Marion, Ohio

Demographics

Program elements: The Community Service Early Intervention Program focuses on potential truants during their freshman year. Referred students are required to attend tutoring sessions as directed, give their time to community service projects, and participate in a counseling program. In addition, students are required to give back to the Intervention initiative by sharing what they have learned with new students in the program and by recommending other who might benefit.

Parental participation is required throughout the program. Upon completion of the six-week sequence, school records relative to truancy are nullified. If the student fails the program, formal court intervention is the next step.

Results: Of the 28 students who took part in the program this semester, 20 have improved attendance records and will pass their freshman year. Misty Swanger, who works for the program,

6/7 DRAFT...PLEASE DO NOT DISTRIBUTE

notes a general improvement in the grades and behavior of the students. The eight who did not improve their attendance records either moved from the school district or were removed from the school for failure to meet attendance requirements.

Inglewood, California

Program elements: Designed for intervention with students in grades five through 12, Project HOPE provides schooling for students picked up in truancy sweeps and an alternative placement for students who have been suspended or expelled. The primary goal is to educate high-risk students in a small, success-oriented academic atmosphere. Since the inception of this initiative, police records show lowered daytime burglary rates.

Results: Dr. Joseph Willie Steele, coordinator of Project Hope, said the program "is very effective in reducing crime rates...through counseling and direct intervention."

Local POCs

For More Information

For more information, please call the U.S. Department of Education Safe and Drug Free Schools Office at 202-260-3954.

Prepared by the U.S. Department of Education in consultation with local communities, the National School Safety Center, and the U.S. Department of Justice.

Truancy Talking Points

1. Second draft of education manual on truancy is much better than first; HOWEVER, further improvement is both possible and necessary.

2. Zero-tolerance language.

In general, the wording/rhetoric in the document needs to be strengthened and streamlined. In the Introduction, need to emphasize:

- A. Links to day-time crime
- B. Benefits realized by successful anti-truancy initiatives.

In the Basic Elements section, need to emphasize:

- A. need for truancy programs at the *county* level – even state level is too broad and reform at that level is too likely to get lost in bureaucracy and red-tape.
- B. a zero-tolerance policy for truancy; (every state has a compulsory attendance law; few have regulations which allow communities to enforce it)
- C clear channels of communication and jurisdiction between school, law enforcement, and welfare officials at the district and county level;
- D. the importance of early intervention – early truancy as an "upstream problem" leading to a variety of later problems which are costly to society and the quality of life in the community.

3. Need to develop "Model Program" section to make more helpful to community officials.

The Model Program section can be strengthened by adding demographic information as well as information about the program development and implementation process (unforeseen hurdles and how they were overcome; unexpected criticisms and how they were dealt with, unpredicted costs and how they were absorbed). Also, need--where possible--to list local POCs who are the experts on local initiatives and community-level politics.

- Change in #

Memorandum

DATE: June 17, 1996
TO: Dennis Burke
FROM: Dave Bonfili
RE: COMMENTS ON DEPT. ED. TRUANCY MANUAL

1. While the second draft of the Dept. Ed's "Manual on Truancy and Youth Crime" is a significant improvement over their initial paper, the format and content remain in need of revision.
2. First, the draft could benefit from tighter sentence-structure and shorter, snappier titles. Second, the five policy prescriptions in the general policy section should be reorganized, condensed, and combined. Third, the section on model programs should be expanded to include more information of interest to state/local policy planners such as demographic data, estimates of program costs, and local POC's. A suggested revision follows.

D R A F T

NATIONAL TRUANCY PREVENTION GUIDELINES

On any given day, 10-20% of America's youth are absent from school. Many of these absences are unexcused, the result of student truancy. While all fifty states have compulsory attendance laws, enforcement of these laws varies greatly. This manual was developed to help officials at the state and local level design effective truancy prevention programs.

PART I: THE TRUANCY CRISIS

Predictably, truancy has a negative impact on a student's ability to learn, develop responsibility, and complete graduation requirements. But the cost of truancy is also shared by the community: In the short term, truancy is linked to high daytime burglary rates and vandalism (up to two-thirds of the nation's daylight burglaries are committed by truants). And in the long term, chronic truants often become school drop outs, a population more likely to end up on welfare and in prison than students who complete high school or college.

The impact of truancy prevention programs on attendance and daytime crime at the state and local level has been dramatic:

- In the two years since the inception of New York City's Truancy Squad Initiative, 107 guns have been confiscated, 1,321 runaways have been found, and nearly 90,000 truant students have been returned to schools. The city has seen a 30% drop in juvenile crime and daily school attendance has risen at all educational levels.

- Since instituting a daytime curfew in 1994, Monrovia, California witnessed a 35% reduction in daytime crime and a 42% reduction in school truancy. Because each student who stays in class instead of skipping nets the school district about \$25/day, officials estimate the truancy prevention program has generated a bonus of about \$220,000 for the 6,100-student school district.
- In Milwaukee, Wisconsin, a recent sample of students going through the city's Truancy Abatement and Burglary Suppression (TABS) program showed that 73% returned to school the next day. Meanwhile, daytime burglary has decreased 33% and daytime aggravated battery has gone down 29%.
- The Stop and Cite Program in Rohnert Park, California led to a 48% reduction in daylight burglaries during its first year of operation and an additional reduction of 16% in its second year. Over the same period, vandalism decreased 35%, thefts went down 12%, and estimated savings to the community amounted to \$262,000.

Across the country, communities have found that strengthening truancy prevention programs offers a highly effective, low-cost method for reducing juvenile-related crime and getting our nation's youth back in the classroom where they belong.

PART II: TRUANCY DETERRENCE: BASIC POLICY ELEMENTS

Program details vary but the most effective plans represent a comprehensive strategy which combines incentives and sanctions for both students and their parents. The best truancy prevention programs share three basic policy elements:

1. Coordinate efforts with courts and local law enforcement
 - Sub-sec: a. Establish clear lines of jurisdiction
 - b. Develop efficient channels of communication
 - c. Maintain/share accurate data on program costs/benefits
2. Demonstrate zero-tolerance for truancy.
(Alternately, "Get tough fast/Apply firm sanctions for truancy")
 - Sub-sec: a. one-strike, you're out
 - b. disciplining students
 - c. disciplining parents
3. Start initiatives at school that discourage truancy.
 - Sub-sec: a. parental involvement
 - b. vocational initiatives
 - c. misc. programs

PART III: MODEL PROGRAMS

Policy planners should include these basic principles when designing truancy prevention programs tailored to their specific locales. Below are examples of communities from around the country which have relied on these principles to develop effective truancy prevention programs.

FORMAT:

CITY, STATE

CITY PROFILES/COMMUNITY SNAPSHOT (demographic info/description of law enforcement resources/crime info/pre-reform attendance info)

PROGRAM ELEMENTS

COST-BENEFIT ANALYSIS

LOCAL POINT-OF-CONTACT (POC)

PART IV: FOR MORE INFO . . . (NATIONAL POC)

For more information on designing effective truancy prevention programs, please contact community program representatives or the U. S. Department of Education Safe and Drug Free Schools Office at 202-260-3954.

Prepared by the U.S. Department of Education in consultation with local communities, the National School Safety Center, and the U.S. Department of Justice.

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62997

Roma- That cop event was cancelled