

U.S. Department of Education



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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 academic foundation and diminished future employment prospects. These young people have not yet dropped out of school, and they are not on an extended absence due to illness or another legitimate reason. They are truant - at risk of academic failure and of dropping out of school at a young age and never obtaining the skills necessary to become contributing members of society.

Because of the negative educational impact and multiple costs of truancy to society, the issue of reducing truancy has captured the attention of the nation. Although 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.

Justice | While no national data on the extent of truancy exists, we know that absentee rates in some cities are as high as 30% on any given day, and unexcused absences can number in the thousands. In Philadelphia, for example, approximately 75% of all absences are unexcused. In Milwaukee, 25% of students are habitually truant. (more stats to come)

Justice | 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. 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 a California District Attorney.

- During a recent sample period in Miami over 71% of 13 to 16 year-olds prosecuted for criminal violations had been truant.
- In Minneapolis daytime crime dropped 68% after police began citing truant students.
- In San Diego 44% of violent juvenile crime occurs between 8:30 am and 1:30 pm.

Truancy is not a problem restricted to law enforcement. 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 service, community, and religious organizations, each school and each community needs to decide which steps it may want to take to reduce truancy.

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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 they also combat the problem with a comprehensive strategy that focuses on incentives and sanctions for students and their parents. Below are the five primary elements of a comprehensive community and educational strategy to combat truancy.

1. *Involve parents in all truancy prevention activities*

was #5

Parents play a 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 over young people in the regularity with which a child wakes up on time and reports to school ready to learn.

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 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, hiring or appointing a home-school liaison, and giving parents a voice in school decisions.

was: 'Apply firm sanctions for truancy.'

was #1

2. *Ensure 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 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.

was: 'Create meaningful incentives for parents to reduce truancy.'

was #2

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 have determined that parents who fail to prevent truancy can be subject to formal sanction or lose eligibility for certain public assistance. Positive incentives -- for example, increased eligibility to participate in publicly funded programs -- can also be adopted. 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.

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(continued - low)

4. *Adopt truancy prevention programs in school* was #3

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. 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.

5. *Involve local law enforcement in truancy reduction efforts* was #4

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.

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, employing some of the strategies discussed above.

1. Rohnert Park, California was #2

Program elements: The Stop, Cite and Return 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 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, daytime burglary is 75% below what it was in 1979 with a 75% increase in population. 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."

2. Milwaukee, Wisconsin

press # 3

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 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% returned to school the next day, 66% remained in school on the 15th day, and 64% still are in school 30 days later. Since the TABS initiative began, daytime burglary has decreased 33%, and daytime aggravated battery has decreased 29%. 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."

3. Atlantic County, New Jersey

wa # 4

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% 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."

4. Oklahoma City, Oklahoma

*dropped New Haven, CT;
added OK from Justice*

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 suspected truants 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. *Pan 11*

Results: Since THRIVE's inception in 1989, the Oklahoma City Police Department reports a 33% 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."

5. Norfolk, Virginia

Program elements: The Norfolk, Virginia school district uses 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 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 might 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 throughout the district. This is a marked improvement over the report that was made in the teacher satisfaction survey conducted in 1988."

6. Marion, Ohio

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. 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.

7. 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%. 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.

8. Bakersfield, California

Program elements: A consortium of school districts in Kern County, California have joined to form 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 local District Attorney's Office.

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Added 3 or 6 from
Justice

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 has provided Federal funding to nearly half of the 50 States to implement truancy / prevention programs. Many of these programs address risk and protective factors. A large portion of the funding has come from the Juvenile Justice 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 Departments of Justice and 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.

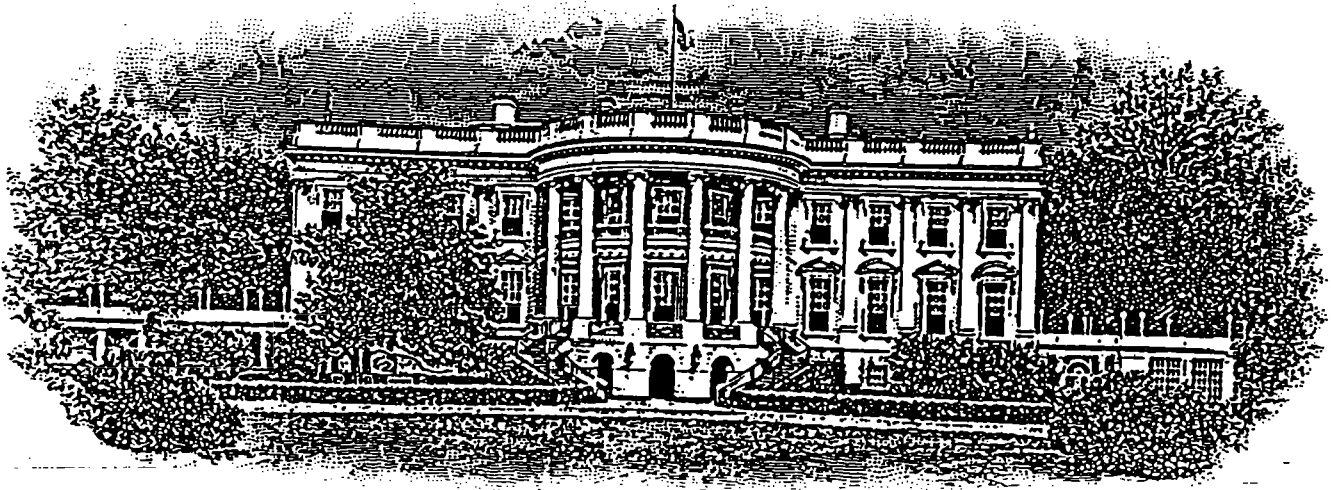
Prepared by the U.S. Department of Education in consultation with local communities, the National School Safety Center, and the U.S. Department of Justice.

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The full text of this document is available through the
U.S. Department of Education World Wide Web site at
<http://www.ed.gov/>

For additional copies, please call 1-800-624-0100

The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO: Michael Gordon, Michele Cavataio

FAX NUMBER: 401-3093

TELEPHONE NUMBER: _____

FROM: Dennis Burke, Dave Bonfili

TELEPHONE NUMBER: 65568

PAGES (INCLUDING COVER): 2

COMMENTS: Sorry about the delay - here are our
comments on the revised draft.

June 20, 1996

MEMORANDUM

From: Dennis Burke, Dave Bonfili 
Domestic Policy Council

To: Michael Gordon, Michele Cavataio
Department of Education

Subj: COMMENTS, PART II: ON REVISED TRUANCY MANUAL

The revisions to the Dept. of Education's "Manual on Truancy and Youth Crime" were a clear step in the right direction. We are pleased to see that a few of our suggestions were considered and incorporated. For the most part, we believe this is shaping up to be a sound document. However, despite these changes, we continue to have substantive concerns. We recognize that it is impossible to accommodate the suggestions of all concerned parties. Nevertheless, we strongly recommend that you consider the following modifications:

1. PART I: THE PROBLEM OF TRUANCY IN AMERICA'S COMMUNITIES:

- **FACTS/STATISTICS:** At our Wednesday meeting, it was observed that the original document was in need of stronger objective support. In our last memo, we included three pages of facts and statistics prepared by our office in addition to information we received from the New York Department of Police. None of this information was incorporated into the new document. Using concrete numbers to back-up your observations will strengthen the entire document..
- **CONTENT - RESULTS:** Assuming this manual is aimed at a broad cross-section of local policy makers--from education officials to law enforcement officers to local politicians--we strongly encourage you to incorporate a section providing examples of the positive results achieved by 3-4 of the most successful model programs *in the first part of this document*.

2. PART II: BASIC PROGRAM ELEMENTS

- **SUSPENSION OF TRUANT STUDENTS:** We are concerned that the following observation has been retained: "A school can suspend a student for truancy in such states as West Virginia." Again, this amounts to saying, "We're going to tell a student they can't come to school because they haven't been coming to school." Given the absence of supporting data, statements as at risk of parody as the above should be excoriated.

3. PART III: MODEL PROGRAMS Our greatest concern is with the model program section. We believe this section *has the potential* to be the most helpful to local officials. Specifically, we are concerned about the way information is currently presented.

- **NARRATIVE FORMAT:** We believe it is a mistake to completely ignore the narrative format used in the Justice report. For example, in converting the information on THRIVE (Oklahoma City) from the Justice format to the Education format, valuable information on the process followed by the Oklahoma reformers, the hurdles they faced and solutions they engineered is omitted. Basically, what is lost is all of the information on *how each program element was transformed from an idea to a policy*. As it currently stands, the document is useful for the individual who wants to *develop* a truancy prevention plan but useless for the person seeking to *implement* the plan and deal with the opposition and criticism it engenders.

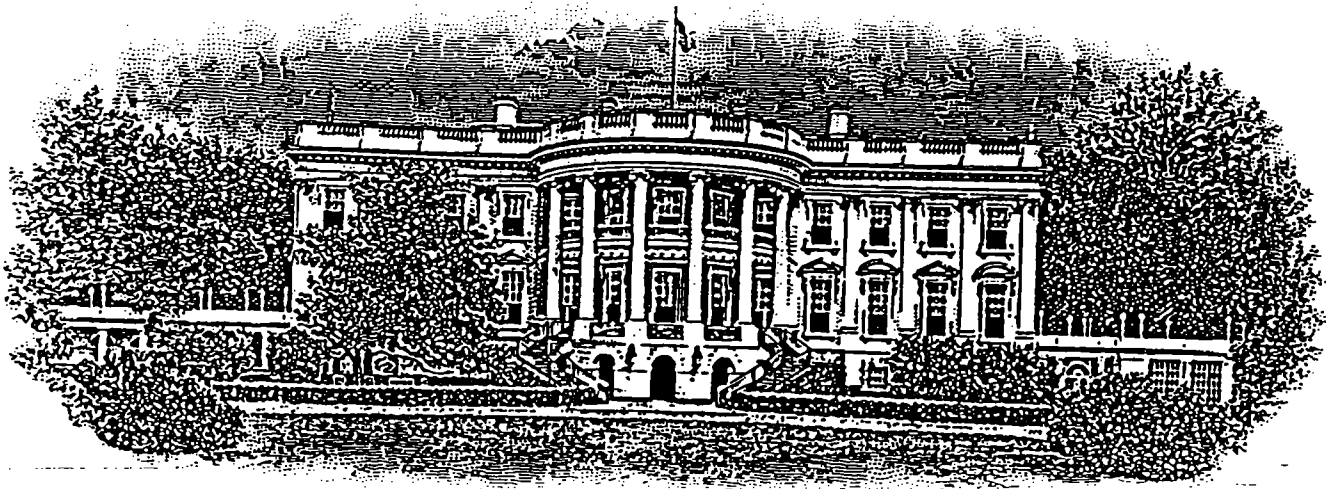
Dept. of Agriculture

RURAL HOUSING SERVICE

FOOD AND CONSUMER SERVICE

- 1) Nutrition Promotion Initiative
- 2) Food Stamp Program
- 3) School Lunch Program
- 4) School Breakfast Program
- 5) Child and Adult Care Feeding Program
- 6) Summer Feeding
- 7) Special Milk Programs
- 8) School Meals Initiative
- 9) Coordinated Review and Disable Child Grants
- 10) Nutrition education, training, and food service training initiative
- 11) School breakfast and summer food service program start-up grants
- 12) Special Supplemental Nutrition Program of Women, Infants, and Children (WIC)
- 13) Commodity Supplemental food program
- 14) Emergency Food Assistance Program
- 15) Commodities for soup kitchens
- 16) Commodities in Lieu of food stamps

The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO: Michael Gordon

FAX NUMBER: 401-3093

TELEPHONE NUMBER: _____

FROM: Dennis Burke

TELEPHONE NUMBER: 65568

PAGES (INCLUDING COVER): 8

COMMENTS: _____

June 19, 1996

URGENT

MEMORANDUM

From: Dennis Burke

To: Michael Gordon

Subj: COMMENTS ON TRUANCY MANUAL

The basic 3-part format of the report (1. Statement of Problem, 2. Basic Elements of Solution, 3. Model Programs), looks good. The following are my comments on how each of these three sections might be reasonably strengthened in light of the present time constraints.

PART I: THE PROBLEM OF TRUANCY IN AMERICA'S COMMUNITIES:

1. SECTION TITLE: A minor point, here: I am concerned that neither "The Problem of Truancy in America's Communities" nor "Truancy: The First Step to a Lifetime of Problems" conveys the sense of urgency we would like to put forth. Perhaps something sharper and more dramatic like "The Truancy Crisis" or "Truancy: A Community Crisis."

2. FACTS/STATISTICS: I am including with these comments a three-page memo prepared by my office detailing some facts and statistics regarding the problem of truancy and prevention/abatement initiatives around the country which might prove helpful in supplementing your current database.

3. CONTENT - COSTS: I think it might be helpful in reworking this section to think about who this manual targets. It is my understanding that it is aimed at empowering a variety of officials at the local level (educators, politicians, law enforcement, social service providers) to design and implement effective truancy prevention programs.

With this in mind, I think we should be careful to include arguments which appeal to each of these constituencies. Because few doubt the negative impact of truancy on the truant student, I think we should cite that early and then quickly move on to the potentially more surprising negative impact of truancy on the community (in terms of day-time crime, truants becoming drop-outs and ending up on welfare roles, etc.). The emphasis should not be on showing that many students are absent (esp. since we don't have much national data here) but rather on showing *the real costs of truancy to the individual and community*.

4. CONTENT - RESULTS: It might also making the first section more compelling if we were to include a snapshot of the results realized by communities which have implemented comprehensive truancy prevention programs. I would suggest inserting something along the lines of the following:

EXAMPLE OF POSSIBLE PART I "RESULTS" INSERT

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: BASIC PROGRAM ELEMENTS

1. REORGANIZATION: The "five primary elements" outlined in this section should probably be consolidated and reorganized. I would suggest the following basic policy elements:

1. Apply firm sanctions for truancy early.

N O A. Stress that sanctions/interventions need to occur early (most teenage truants have an extremely high number of absences stretching back to their time in grade school; when a student has been missing 40 days of class a year since third grade, it's very difficult to bring them back into the system at the age of 16.

B. Stress that local authorities should be given a broad palette of punitive options to choose from to match each individual case. For students, options include: fines, suspension of driver's licenses (or preventing younger students from acquiring them), mandatory community service, failing grades, and mandatory counseling.

2. Involve parents and hold them accountable. (Combine elements 2 and 5)

A. Lead with what is currently element 5.

B. Then note that *because* "parents play such a fundamental role in the education of their children," they must be held accountable when their children are truant. For parents,

was made #1

made #3

possible sanctions include: fines, mandatory service with the child's school district, and mandatory counseling and parenting classes.

3. Involve district and county law enforcement, courts, and welfare agencies. (Basically an expansion of element 4)

A. The body of this section is good but you might want to emphasize the importance of clarifying channels of communication and lines of jurisdiction in developing a comprehensive truancy prevention program. Also, you might want to emphasize the importance of inter-agency cooperation and the layered, tiered nature of most successful truancy abatement initiatives. No

4. Start initiatives at school that prevent truancy.

A. This section is great. I would only suggest that it be placed at the end of the section rather than in the middle as the preceding sections on parental responsibility and inter-agency coordination are closely tied with the first section on applying firm sanctions for truancy. No

2. OTHER POINTS OF CONCERN: While it is not our intent to endorse any of the examples cited in the paragraphs below each italicized recommendation, our citation of these examples might be read as the near equivalent of endorsement. I suggest that, where possible, we avoid any examples which might detract from the main thrust and impact of the manual. Specifically, these include the following:

1. "A school can suspend a student for truancy in such states as West Virginia." This amounts to saying, "We're going to tell a student they can't come to school because they haven't been coming to school." Unless we have data which shows this is effective, I would eliminate it. No

2. "In some states parents who fail to see that their child attends school may be subject to fine or imprisonment or both." I would suggest that we not mention the imprisonment of parents (again, unless we have compelling data showing this is effective). You might substitute the practice of some communities (like Allegheny County, PA) where the parents of chronic truants are punished by having their child placed in the custody of child welfare authorities. However, when considered out of context, this is also a controversial provision. Perhaps it could be addressed *in context* (as part of a comprehensive tiered-response system) in the Model Program section. Yes

3. "In Oklahoma, a family may not receive public assistance if a child is absent from school without a valid excuse 80% of the time or more." A variation on this technique is also used in Wisconsin--where it is called "Learnfare"--and had initially been proposed by the Republican governor of Connecticut (John G. Rowland). The Connecticut initiative stalled however when the Governor's own task force concluded that it would not be effective. Their findings were based in part on two Wisconsin studies which found that a state-wide Learnfare program had no impact on truancy (NYT, 5/7/96). Such programs are also open to the criticism that you are punishing all of the children in a family because one is incorrigible. I would suggest dropping this example as well. Sorry

PART III: MODEL PROGRAMS

1. Both the Education and Justice reports have much to contribute to this section. I think the most effective presentation of the information would combine the formats used in each of these

reports such that we provide first a "highlights" section--based on Education's outline approach--and then a "narrative" section--based on Justice's technique.

2. I would suggest adding a few elements to the template (demographic info, a local point-of-contact, etc.) to make this section more helpful for local officials trying to match their community with a model program.
3. Where possible, I think it is critical that we include a local Point-of-Contact (as Justice did in their report).
4. After an initial introductory paragraph or two, I would suggest the following template for presenting the model programs:

TEMPLATE FOR PRESENTATION OF PART III MODEL PROGRAMS

CITY, STATE

CITY PROFILES/COMMUNITY SNAPSHOT (demographic info/description of law enforcement resources/crime info/pre-reform attendance info - should be available in an atlas or from Census data)

PROGRAM ELEMENTS (as Education presented them)

COST-BENEFIT ANALYSIS (if the data is available, I think this would be a more helpful way of presenting results - citing any possible drawbacks (like increased overtime for police officers, increased court backlogs etc.) and placing these side-by-side with the benefits realized)

CRITICISMS AND RESPONSE (if applicable, I think it would be helpful either in the outline or the narrative section to discuss any criticisms from the community and the way local officials responded - for ex., the local ACLU often claims that day curfews are discriminatory and provide an excuse for police to harass minorities; county court systems often object to too many juvenile truancy cases being piled on their docket, and so on)

NARRATIVE (Including, as Justice did, a description of what inspired the community to take action, how their plan was designed and implemented, and any available program evaluations (both statistical and anecdotal)).

LOCAL POINT-OF-CONTACT (POC)

5. PITTSBURGH: I am also including information my office has received on a series of initiatives in Pittsburgh, PA which you might want to consider including as a model program. The local contact, Dr. Ron Cavotto (412-394-5717), is very well informed and very supportive of any anti-truancy initiatives.

PART IV: RESOURCES/SUMMARY

Last but not least, I think it would be helpful to integrate the Justice "resources" section into the summary/conclusion of the report.

Ne

Ne

Ne

Ne

Ne

Ne

Ne

Ne

No

Yes

Too much to fax, call if you would like us to send it over via messenger.

Memorandum

DATE: June 19, 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.
- Duarte, 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.

401-3093

NYPD Truancy Statistics for First Two Years of Truancy Squad Initiative

	School Yr. 1994-95	School Yr. 1995-96
Truants Returned to Schools	just under 42,000	just over 45,000
Runaways Located	595	726
Firearms Recovered	97	30
Other Weapons Recovered	530	325
Summons Issued	3,567	4,700
Juvenile Arrests	3,336	just under 3,000
Other Arrests of non-juveniles by Truancy Squad	1,933	1,200

Some Highlights:

- 107 guns have been confiscated from truants since the program's inception
- 1,321 runaways were found and returned to their families or referred to an appropriate social service intervention
- 855 other dangerous weapons were confiscated such as knives, box cutters, etc..
- The Board of Education estimates that every day, about 150,000 children, 15% of students, are absent from New York City Schools. While it is not known how many of these are truant, it is clear that a significant number of children are absent without cause are engaged in or become victims of criminal behavior.
- One third of all robbery suspects in 1992, who were described by their victims as 15 years of age or younger, committed their robberies during school hours, 9 a.m. - 3 p.m.



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Add to Memo

FOCUS - 1 OF 11 STORIES

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June 3, 1996, Monday, Late Edition - Final

SECTION: Section A; Page 1; Column 3; National Desk

LENGTH: 1483 words

HEADLINE: Successes Reported for Curfews, but Doubts Persist

BYLINE: By FOX BUTTERFIELD

BODY:

Nightly curfews for teen-agers, like those recommended last week by President Clinton and Senator Bob Dole, have shown encouraging signs of reducing juvenile crime in several cities across the nation.

Yet a number of experts and law-enforcement officials say that while the curfews are overwhelmingly popular with politicians and the public, they may produce only temporary benefits and do not resolve the fundamental problems of restoring family discipline or providing young people with better schools or job opportunities. The critics also point out that most juvenile crime occurs after school, from 3 to 6 P.M., not late at night when most of the curfews are in force.

"Curfews are a quick and easy fix, but not necessarily effective," said James Alan Fox, the dean of the College of Criminal Justice at Northeastern University. "The problem with curfew laws is that most kids, the good, the bad and the tired, are asleep at midnight," the hour at which many cities' curfews begin.

There is no accurate nationwide data on the effectiveness of curfews, which vary from city to city in hours and ages covered, or on the level of enforcement. But the police in some large cities where curfews have been instituted in the last several years have reported significant declines in violent crime by young people.

In Dallas, where a curfew took effect in May 1994 for all youths under the age of 17, violent crimes by juveniles have decreased by 30.3 percent and overall juvenile crime is down by 20.7 percent, compared with the two years before the ordinance began, said Sgt. Jim Chandler, a police spokesman.

"These figures tell us that the curfew works," Sergeant Chandler said. "Fewer kids on the streets mean fewer crimes and fewer victims."

Some experts say the issue is not whether curfews are useful but whether the right people are instituting them. One expert is Geoffrey Canada, who grew up in the South Bronx in the late 50's and 60's and who is the president of the Rheedlin Centers, an organization in Harlem that provides after-school programs for poor children and their parents.



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"There's nothing wrong with saying kids should be home at night -- my mother had a curfew that I hated," Mr. Canada said. "But I'm concerned that having the police detain children after curfew is only a short-term solution that does not answer the question of teaching parents to raise their kids better and prepare them for the workplace."

He said he was also troubled "that the very people who say they want less government, to end welfare and Medicaid, are cheering for police to come into your living room and tell you how to raise your kids."

In a speech on Thursday in New Orleans, President Clinton urged more cities and towns to consider imposing curfews to deter juvenile violence. Mr. Clinton cited a new Justice Department report that found that curfews were in effect in 146 of the nation's 200 largest cities, with generally good results. He also pointed to reports of success in Dallas, Phoenix and New Orleans. On Wednesday, in Redondo Beach, Calif., Mr. Dole spoke favorably about a curfew there.

In fact, faced with a tripling in the number of homicides by teen-agers in the last decade, 90 of the 200 largest cities have introduced curfew ordinances or toughened existing laws since 1990, according to the Justice Department report. Altogether, more than 1,000 communities have imposed juvenile curfews. New York City, though, does not have one.

In Dallas in 1995, the first full year of the curfew, the police picked up about 4,000 young people, of whom 2,500 were repeat offenders who were given citations ordering them to court. The police issued citations to 65 parents who were judged to have known that their children violated the curfew. Youths and their parents, at the court's discretion, can be fined as much as \$500 or ordered to perform community service, like cleaning up graffiti.

In Phoenix, juvenile arrests for violent crimes, including homicide, rape, robbery and assault, decreased 10 percent in the first year after the city began a curfew in May 1993, said the Police Chief, Dennis Garrett. In New Orleans, there was a 27 percent drop in juvenile crime during curfew hours in 1994 compared with 1993, before the curfew began, the Justice Department report said.

New Orleans has the most stringent curfew of any other major city, a "dusk-to-dawn" ordinance, which begins at 8 P.M. in the winter and 9 P.M. in the summer. In most other cities, curfews generally begin at 11 P.M. on school nights and at midnight on Fridays and Saturdays. Before introducing the plan, Mayor Marc Morial commissioned an opinion poll in which 89 percent of voters in New Orleans backed the curfew.

There, the police department and the sheriff's department assign special officers to patrol the streets and bring violators to the Central Curfew Center. Parents are required to pick up their children there and take part in counseling with a trained staff of religious and psychiatric volunteers. Parents of repeat offenders are issued a court summons and may be fined as much as \$500.

In Phoenix, officers take curfew violators to one of four recreation centers run by the Parks and Recreation Department. There, teen-agers can play basketball or video games or sleep until their parents pick them up, Chief Garrett said. This arrangement also benefits the police, he said, because officers avoid spending time filling out paperwork or waiting for parents to

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arrive.

Some cities are more skeptical about the value of curfews. Harry L. Shorstein, the State Attorney for Jacksonville, Fla., which has a new curfew, said he had seen only "a minimal impact" from the law because "we know that most crimes occur during school hours as a result of truancy or after school gets out and before dinner time."

"I'm not totally anti-curfew, but I'm afraid it's simplistic," he said.

Instead, Mr. Shorstein has found that truancy prevention is much more effective in reducing juvenile crime. Of the first 100 serious habitual juvenile delinquents he incarcerated under a major new program in 1992, 93 were habitual truants.

President Clinton is aware of the value of truancy laws and may soon be making a recommendation about them as well, said Rahm Emanuel, a special assistant to the President.

In New York City, which has had a 30 percent drop in juvenile crime in the last three years, the decision against a curfew was deliberate, said William J. Bratton, the former Police Commissioner and now vice chairman of a private security company.

"It was felt we could get a bigger bang for the buck with a truancy program," Mr. Bratton said.

The schools were already open to take in the offending teen-agers, he added, so the costs were minimal.

Mr. Bratton said he personally supported curfews because "they are another way of giving police an ability to change behavior." But New York is simply too large to afford enforcing a curfew, he said. Moreover, Mr. Bratton said he believed that the City Council was too liberal to pass a curfew law.

In response to the rash of curfew laws in the 1990's, the American Civil Liberties Union has attacked them by as a violation of teen-agers' rights to freedom of speech and assembly and their guarantee against unreasonable searches. But state and Federal courts have generally upheld the laws because they have been written to avoid constitutional challenges by exempting juveniles who are accompanied by an adult or who are traveling to and from work.

The Dallas curfew was upheld by the United States Court of Appeals for the Fifth Circuit, and the Supreme Court has declined to hear an appeal on it.

Chris Hansen, a senior staff counsel at the A.C.L.U., said one encouraging factor was that most cities gradually lose interest in enforcing curfews because "they take a massive amount of police time and effort for very little payoff."

But Representative Bill McCollum, Republican of Florida and chairman of the House Subcommittee on Crime, is to introduce a bill this week that would provide \$250 million a year in Federal "incentive" grants to states and cities that impose curfews, along with several other tough laws like one for the fingerprinting of juvenile offenders.



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Alfred Blumstein, a criminologist at Carnegie-Mellon University, said he understood the public's support for curfews as a "cheap and easy" answer to juvenile crime.

It would be more beneficial, Professor Blumstein said, to take advantage of this public impulse to set up community centers where teen-agers could take part in after-school sports, education and counseling -- "the whole variety of things we used to do for kids in trouble through the extended family, the church and the Police Athletic League."

"This would be a logical extension of curfews," he said, "that makes them positive and not just another rule for kids to break."

GRAPHIC: Graph: "AT ISSUE: When Crimes Are Committed" tracks the percentage of crimes committed by juveniles in one-hour periods of a twenty-four hour day. (Source: FBI, National Incident-Based Reporting System for South Carolina, 1991-92; H. Snyder and M. Sickmund, "Juvenile Offenders and Victims: A National Report")

LANGUAGE: ENGLISH

LOAD-DATE: June 3, 1996



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401-3093

June 19, 1996

URGENT

MEMORANDUM

From: Dennis Burke
To: Michael Gordon
Subj: COMMENTS ON TRUANCY MANUAL

The basic 3-part format of the report (1. Statement of Problem, 2. Basic Elements of Solution, 3. Model Programs), looks good. The following are my comments on how each of these three sections might be reasonably strengthened in light of the present time constraints.

PART I: THE PROBLEM OF TRUANCY IN AMERICA'S COMMUNITIES:

1. SECTION TITLE: A minor point, here: I am concerned that neither "The Problem of Truancy in America's Communities" nor "Truancy: The First Step to a Lifetime of Problems" conveys the sense of urgency we would like to put forth. Perhaps something sharper and more dramatic like "The Truancy Crisis" or "Truancy: A Community Crisis."
2. FACTS/STATISTICS: I am including with these comments a three-page memo prepared by my office detailing some facts and statistics regarding the problem of truancy and prevention/abatement initiatives around the country which might prove helpful in supplementing your current database.
3. CONTENT - COSTS: I think it might be helpful in reworking this section to think about who this manual targets. It is my understanding that it is aimed at empowering a variety of officials at the local level (educators, politicians, law enforcement, social service providers) to design and implement effective truancy prevention programs.

With this in mind, I think we should be careful to include arguments which appeal to each of these constituencies. Because few doubt the negative impact of truancy on the truant student, I think we should cite that early and then quickly move on to the potentially more surprising negative impact of truancy on the community (in terms of day-time crime, truants becoming drop-outs and ending up on welfare roles, etc.). The emphasis should not be on showing that many students are absent (esp. since we don't have much national data here) but rather on showing *the real costs of truancy to the individual and community*.

4. CONTENT - RESULTS: It might also making the first section more compelling if we were to include a snapshot of the results realized by communities which have implemented comprehensive truancy prevention programs. I would suggest inserting something along the lines of the following:

EXAMPLE OF POSSIBLE PART I "RESULTS" INSERT

- 54) Even Start -- Migrant Education
- 55) The Secretary's Fund for Innovation and Education
- 56) Student Literacy Corps and Student Mentoring Corps Program
- 57) School Dropout Demonstration Assistance
- 58) State Program Improvement Grants
- 59) English Literacy Program
- 60) Educational Partnerships
- 61) Technology Education Demonstration
- 62) Drug Free Schools and Communities Emergency Grants
- 63) Children and Youth with Serious Emotional Disturbance
- 64) Training Program for Educators -- Alcohol Abuse
- 65) Program of Protection and Advocacy of Individual Rights
- 66) Counselor Training
- 67) Tech-Prep Education
- 68) Business and Education Standards
- 69) Demonstration Projects for the Integration of Vocational and Academic Learning
- 70) Foreign Language Assistance
- 71) State Literacy Resource Centers
- 72) Literacy for Incarcerated Adults
- 73) Training in Early Childhood Education and Violence Counseling
- 74) School Drop-Out Demonstration Assistance
- 75) Drug Free and Safe Schools and Communities National Programs
- 76) Drug Free and Safe Schools and Communities -- State Grants
- 77) Drug Free and Safe Schools and Communities -- Regional Centers

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: BASIC PROGRAM ELEMENTS

1. REORGANIZATION: The "five primary elements" outlined in this section should probably be consolidated and reorganized. I would suggest the following basic policy elements:

1. Apply firm sanctions for truancy early.

A. Stress that sanctions/interventions need to occur early (most teenage truants have an extremely high number of absences stretching back to their time in grade school; when a student has been missing 40 days of class a year since third grade, it's very difficult to bring them back into the system at the age of 16).

B. Stress that local authorities should be given a broad palette of punitive options to choose from to match each individual case. For students, options include: fines, suspension of driver's licenses (or preventing younger students from acquiring them), mandatory community service, failing grades, and mandatory counseling.

2. Involve parents and hold them accountable. (Combine elements 2 and 5)

A. Lead with what is currently element 5.

B. Then note that *because* "parents play such a fundamental role in the education of their children," they must be held accountable when their children are truant. For parents,

19. Rural Health Services Outreach
20. HIV Emergency Relief Project Grants [Ryan White Grants]
21. HIV Emergency Relief Formula Grants
22. HIV Care Formula Grants
23. Grants to Provide Outpatient Early Intervention Services With Respect to HIV Disease
24. Healthy Start Initiative [Targeted Infant Mortality Initiative]
25. Residents of Public Housing Primary Care Program
26. Special Projects of National Significance [SPNS]
27. Comprehensive Residential Drug Prevention and Treatment Projects for Substance-Using Women their Children
28. Cooperative Agreements to Support School Health Education to Prevent the Spread of Acquired Immunodeficiency Syndrome
29. Prevention Activities - Non-Governmental Organization Based
30. HIV Prevention Activities - Health Department Based
31. Assistance Program for Chronic Disease Prevention and Control
32. Cooperative Agreements to Support State-Based Infant Health Initiative [Infant Health Initiative: PSC. PRAMS. CHIPS]
33. Block Grants for Community Mental Health Services [CMHS Block Grant]
34. Block Grants for Prevention and Treatment of Substance Abuse [Prevention and Treatment (SAPT) Block Grant]
35. Preventive Health Services - Sexually Transmitted Disease Control Grants
36. Mental Health Disaster Assistance and Emergency Mental Health [Mental Health Disaster Assistance]
37. Preventive Health and Health Services Block Grant
38. Maternal and Child Health Services Block Grant to the States

possible sanctions include: fines, mandatory service with the child's school district, and mandatory counseling and parenting classes.

3. Involve district and county law enforcement, courts, and welfare agencies. (Basically an expansion of element 4)

A. The body of this section is good but you might want to emphasize the importance of clarifying channels of communication and lines of jurisdiction in developing a comprehensive truancy prevention program. Also, you might want to emphasize the importance of inter-agency cooperation and the layered, tiered nature of most successful truancy abatement initiatives.

4. Start initiatives at school that prevent truancy.

A. This section is great. I would only suggest that it be placed at the end of the section rather than in the middle as the preceding sections on parental responsibility and inter-agency coordination are closely tied with the first section on applying firm sanctions for truancy.

2. **OTHER POINTS OF CONCERN:** While it is not our intent to endorse any of the examples cited in the paragraphs below each italicized recommendation, our citation of these examples might be read as the near equivalent of endorsement. I suggest that, where possible, we avoid any examples which might detract from the main thrust and impact of the manual. Specifically, these include the following:

1. "A school can suspend a student for truancy in such states as West Virginia." This amounts to saying, "We're going to tell a student they can't come to school because they haven't been coming to school." Unless we have data which shows this is effective, I would eliminate it.

2. "In some states parents who fail to see that their child attends school may be subject to fine or imprisonment or both." I would suggest that we not mention the imprisonment of parents (again, unless we have compelling data showing this is effective). You might substitute the practice of some communities (like Allegheny County, PA) where the parents of chronic truants are punished by having their child placed in the custody of child welfare authorities. However, when considered out of context, this is also a controversial provision. Perhaps it could be addressed *in context* (as part of a comprehensive tiered-response system) in the Model Program section.

3. "In Oklahoma, a family may not receive public assistance if a child is absent from school without a valid excuse 80% of the time or more." A variation on this technique is also used in Wisconsin--where it is called "Learnfare"--and had initially been proposed by the Republican governor of Connecticut (John G. Rowland). The Connecticut initiative stalled however when the Governor's own task force concluded that it would not be effective. Their findings were based in part on two Wisconsin studies which found that a state-wide Learnfare program had no impact on truancy (NYT, 5/7/96). Such programs are also open to the criticism that you are punishing all of the children in a family because one is incorrigible. I would suggest dropping this example as well.

PART III: MODEL PROGRAMS

1. Both the Education and Justice reports have much to contribute to this section. I think the most effective presentation of the information would combine the formats used in each of these

78) Drug Free and Safe Schools and Communities -- Emergency Grants

Angela Duxan
DEPARTMENT OF HEALTH AND HUMAN SERVICES

GAO-5883
Public Health Service

1. Field Initiated Small Grants in Minority Health
2. Maternal and Child Health Federal Consolidated Programs [Special Projects of National Significance]
3. Adolescent Family Life Research Grants
4. ~~A~~quired Immunodeficiency Syndrome (AIDS) Activity
5. Mental Health Planning and Demonstration Projects
6. Emergency Medical Services for Children
7. Primary Care Services - Resource Coordination and Development Cooperative Agreements [Primary Care Services Cooperative Agreements]
8. Protection and Advocacy for Individuals with Mental Illness [Individuals with Mental Health P&A Services]
9. Demonstration Grants for the Prevention of Alcohol and Other Drug Abuse Among High-Risk Youth
10. State Data Collection - Uniform Alcohol and Drug Abuse Data
11. Community Partnership Study Demonstration Program
12. Cooperative Agreements for Drug Abuse Treatment Projects in Target Cities
13. Community Health Centers
14. Migrant Health Centers Grants
15. Family Planning - Personnel Training
16. Childhood Immunization Grants
17. Model Comprehensive Drug Abuse Treatment Programs for Critical Populations [Critical Populations]
18. Model Criminal Justice Drug Abuse Treatment for Incarcerated Populations. Non-Incarcerated Populations and Juvenile Justice Populations [Criminal Justice Treatment Program]

reports such that we provide first a "highlights" section--based on Education's outline approach--and then a "narrative" section--based on Justice's technique.

2. I would suggest adding a few elements to the template (demographic info, a local point-of-contact, etc.) to make this section more helpful for local officials trying to match their community with a model program.
3. Where possible, I think it is critical that we include a local Point-of-Contact (as Justice did in their report).
4. After an initial introductory paragraph or two, I would suggest the following template for presenting the model programs:

TEMPLATE FOR PRESENTATION OF PART III MODEL PROGRAMS

CITY, STATE

CITY PROFILES/COMMUNITY SNAPSHOT (demographic info/description of law enforcement resources/crime info/pre-reform attendance info - should be available in an atlas or from Census data)

PROGRAM ELEMENTS (as Education presented them)

COST-BENEFIT ANALYSIS (if the data is available, I think this would be a more helpful way of presenting results - citing any possible drawbacks (like increased overtime for police officers, increased court backlogs etc.) and placing these side-by-side with the benefits realized)

CRITICISMS AND RESPONSE (if applicable, I think it would be helpful either in the outline or the narrative section to discuss any criticisms from the community and the way local officials responded - for ex., the local ACLU often claims that day curfews are discriminatory and provide an excuse for police to harass minorities; county court systems often object to too many juvenile truancy cases being piled on their docket, and so on)

NARRATIVE (Including, as Justice did, a description of what inspired the community to take action, how their plan was designed and implemented, and any available program evaluations (both statistical and anecdotal)).

LOCAL POINT-OF-CONTACT (POC)

5. PITTSBURGH: I am also including information my office has received on a series of initiatives in Pittsburgh, PA which you might want to consider including as a model program. The local contact, Dr. Ron Cavotto (412-394-5717), is very well informed and very supportive of any anti-truancy initiatives.

PART IV: RESOURCES/SUMMARY

Last but not least, I think it would be helpful to integrate the Justice "resources" section into the summary/conclusion of the report.

- 31) Centers for Independent Living
- 32) Migrant Education -- High School Equivalency Program
[HEP]
- 33) Migrant Education -- Coordination Program
- 34) Supported Employment Services for Individuals with
Severe Disabilities
- 35) Federal, State and Local Partnerships for Educational
Improvement
- 36) Secondary Education and Transitional Services for Youth
with Disabilities
- 37) Disable -- Special Studies and Evaluation
- 38) Rehabilitation Services -- Client Assistance Program
[CAP]
- 39) Emergency Immigrant Education
- 40) Eisenhower Mathematics and Science Education -- State
Grants
- 41) Magnet Schools Assistance Desegregating Districts
- 42) Dwight D. Eisenhower National Program for Mathematics
and Science Education
- 43) Independent Living Services
- 44) Special Education -- Preschool Grants
- 45) Vocational Education -- Community Based Organizations
- 46) Grants for Infants and Toddlers with Disabilities
- 47) Drug Free Schools and Communities -- National Program
- 48) Drug Free Schools and Communities
- 49) Grants for State and Local Activities --- Education for
Homeless Children and Youth
- 50) Drug Free Schools and Communities and School Personnel
Training
- 51) First Schools and Teachers
- 52) First Family School Partnership
- 53) Even Start -- State Education Agencies

Memorandum

DATE: June 19, 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

- 2) Higher Education
 - Aid for Historically Black Colleges and Universities
 - Strengthening Institutions
 - Strangthening Hispanic Serving Institutions
 - TRIO Programs
 - Scholarships, Graduate Fellowships
- 3) Family Education Loan Program
 - Stafford Loans
- 4) College Housing Loans

OFFICE OF EDUCATIONAL RESEARCH AND IMPROVMENT

- 1) Library Services

Social Security Admin.

- 1) Supplemental Security Insurance Program
- 2) Federal Old-Age and Survivors Insurance
- 3) Special Benefits for Disabled Coal Miners
- 4) Federal Disability Insurance

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).

- 1) Instructional services
- 2) Support Services
- 3) Training grants
- 4) Immigrant education
- 5) Foreign language assistance

OFFICE OF SPECIAL EDUCATION AND REHABILITATION

- 1) Special Education
 - Grants to States
 - Preschool Grants
 - Grants for Infants and Families
- 2) Special Education -- Program Support and Improvement
 - State Improvement
 - Professional Development
 - Parent Training and Information
 - Technology Development
- 3) Rehabilitation Services and Disability Research
 - Vocational Rehabilitation State Grants
 - Client Assistance State Grants
 - Training
 - Special Demonstration Programs
 - Migratory Workers
 - Recreational Programs
 - Protection and Advocacy
 - Projects with Industry
 - Supported Employment State Grants
 - Independent Living
 - Program Improvement
 - Helen Keller Nutritional Center
 - Assistive Technology

OFFICE OF VOCATIONAL AND ADULT EDUCATION

- 1) Vocational Education Programs
- 2) Adult Education Programs

OFFICE OF POSTSECONDARY EDUCATION

- 1) Student Financial Assistance
 - Pell Grants
 - Work-study
 - Supplemental Educational Opportunity Grants
 - Perkins Loans
 - State Student Incentive Grants

- 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.

Dept. of Education

ELEMENTARY AND SECONDARY EDUCATION

- 1) Goals 2000
 - State and Local Education Systemic Improvement
 - Parental Assistance
- 2) Grants to local education agencies
 - Basic grants
 - Concentration grants
 - Targetted grants
 - Set aside for EIA/Outlying Areas
- 3) Even Start
- 4) State Agency Programs
- 5) State school improvement
- 6) Demonstrations of Innovative Practices
- 7) Impact Aid
 - Basic support payments
 - Supplemental payments for children with disabilities
 - Payments for heavily impacted districts
 - Construction
 - Disaster Assistance
- 8) Eisenhower Professional Development state grants
- 9) Safe and Drug-free schools and communities
 - State grants
 - National programs
 - safe schools
- 10) Inexpensive Book distribution
- 11) Magnet schools assistance
- 12) Education for homeless children and youth
- 13) Women's educational equity
- 14) Indian education
 - Formula Grants
 - Special Programs and Projects
- 15) School-to-Work

OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS

County Wide - Truancy Effort

Memorandum

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

Costs/Funding
Results
criticisms

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 develop 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 sanction 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 *& child welfare*
Sub-themes:
 - 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.
alt. Get tough fast/Apply firm sanctions for truancy
Sub-themes:
 - a. one-strike, you're out
 - a. disciplining students
 - b. disciplining parents
3. Start initiatives at school that discourage truancy.
Sub-themes:
 - 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)

6070228

6/1 DRAFT...PLEASE DO NOT DISTRIBUTE**MANUAL ON TRUANCY AND YOUTH CRIME**Change: National Truancy Prevention Guidelines**The Problem of Truancy in America's Communities**change: The Truancy Crisis

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.

Metavysnapp
1st sentence
sounds like
handcopy

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)>

note lists
with 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.
- In San Diego 44% of violent juvenile crime occurs between 8:30 am and 1:30 pm.

small town!

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.

Henry DeLuca
Project Coordinator

Kon Conato
Project Chairperson

Klug Warner
juvenile division
578-8248

578-8200

↳ Submitted Operator

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Users' Guide to Detering Truancy

change:

Truancy Deterrence Basic Policy Elements

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 developed 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
into
strategies

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, meetings 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

change: Truancy Reduction to Change: Model Programs

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 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.

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%.

6/7 DRAFT...PLEASE DO NOT DISTRIBUTE**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 after-care/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>

Madison, 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.

7 page fax to
Dennis Burke
from Michael Gordon

MEMORANDUM

TO: Vicki Baldwin
Michele Cavataio
Rahm Emanuel
David Frank
Frank Holleman
Donni LeBoeuf
Bill Modzeleski
Steve Neuwirth
Audrey Pendleton
Terry Peterson
Phil Rosenfelt
Kevin Sullivan
Judy Wurtzel

FROM: Michael Gordon

DATE: May 31, 1996

RE: Truancy Manual

Attached please find a revised draft of the truancy manual, incorporating comments I received on the May 29 draft. Please note that we are still working on the section on school and community efforts to deter truancy. Although this section is not complete, we wanted to provide you with another draft in order for you to see the direction we were going with the full manual.

Because we are putting this together in a short time frame, please try to provide me your comments by 1:00 pm Monday. Thank you.

5/31 DRAFT...PLEASE DO NOT DISTRIBUTE

MANUAL ON TRUANCY AND YOUTH CRIME**The Problem of Truancy in America's Communities**

<NOTE: We are in the process of updating and fact-checking all figures in the first two sections.>

On any given day, about one out of 10 elementary school students and one out of five high school students is absent from class. In some cities the daily absentee rate is as high as 30 percent. In Los Angeles 300,000 students per day miss school. More than one-third of all high school students in New York City are absent. While some of these absentees are excused for illness or other legitimate reasons, many are not. Many are truant. *Excessive*

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, daytime burglary rates and vandalism. Up to two-thirds of the nation's daylight burglaries are committed by juveniles who are truant from school when the offenses occur. 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.

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.

Definitions of truancy vary according to specific state codes, but a student is generally considered truant when he or she voluntarily misses school to engage in actions not legally excused. Legal excuses for absences differ, but many state education codes allow students to miss school for such reasons as a medical appointment or a religious holiday observance. *Not?*

Many states also distinguish between "truants" and "habitual truants," providing more severe sanctions to the "habitual truants." Connecticut, for example, defines a "truant" as a student with four unexcused absences in a month or 10 in a school year. A "habitual truant" has 20 unexcused absences in a school year. In Arizona, by contrast, a "truant" is any child who is absent without a valid excuse. A "habitual truant" is a student who is truant for ten days during a school year.

The effect of truancy on our society is far-reaching, as statistics on daytime crime demonstrate:

- Nationwide, juveniles account for 18% of all violent crime arrests and 33% of all serious property crime reports. *Not?*
- 85% of all daytime crime in Los Angeles is committed by truant youth.

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- Arrest rates for truant students in San Diego are 9.5 times that for low absence students.

School and Community Efforts to Deter 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. Below are some examples of steps that many schools and communities around the nation have found successful.

1. *Clearly explain truancy policies to all students, parents, faculty and staff*

The student code of conduct should state the legal requirements for school attendance, as well as the school's expectations and clear definitions of what constitutes truancy. The policy should be clear to everyone in the school community and should state the potential school and court consequences of being truant.

Not 1st

2. *Build solid communication between families and the school*

For families and schools to work together to solve problems like truancy, there must be a 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 combining voicemail with autodialing, and giving parents a voice in school decisions.

The Truancy Abatement Burglary Suppression or TABS initiative in San Jose, California is a joint effort among the police, the school districts and the district attorney's office. Police officers work directly with the elementary school districts.

The schools within the school districts are asked to submit the names and attendance records of each of the habitual truants to the TABS coordinator. The program concentrates on parents of children in first through sixth grades who have demonstrated truancy problems. The parents are asked to attend a meeting with the TABS coordinator.

The meeting is conducted at the police department ^{same} (as an added psychological factor) to emphasize the seriousness of truancy. The meeting serves to determine the cause of the truancy and to find a solution to the problem. If necessary, families in crisis are referred to other agencies for assistance. Parents are informed that their child's attendance will be monitored by the school and the police department for the remainder of the school year. Parents are also advised of the law and

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consequences of noncompliance. - esp. That they are responsible

3. Establish partnerships with law enforcement and juvenile justice officials

In order to effectively enforce school attendance policies, school officials need to 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.

In Rohnert Park, California, 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 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. } strikes

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. In addition, daylight burglaries have decreased 29 percent. The program continues to have community support and to be effective in reducing truancy. } good stats

<Donni made call to get more current info>

4. Address the causes of truant behavior

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, and 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, providing mentors through community and religious groups, a campaign for parental involvement in their children's school attendance, and providing referrals to social service agencies.

Operation Save Kids was developed by a prosecuting attorney as part of a youth crime prevention program in Peoria, Arizona. The initiative focuses on addressing the risk factors in children's lives that cause truancy and other problems and seeks to prevent later delinquency. Operation Save Kids involves parents, community leaders, and corporate leaders and has effectively reduced juvenile crime, youth gang activity and referrals to juvenile court in and around the community and has reduced truancy 72.2%.

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5. *Keep accurate data*

Schools should keep accurate records on all youth who are absent from school. Records should detail whether a student's absence is excused or unexcused. If the truancy case advances to a formal hearing, these records will be essential.

<e.g. from Norfolk, Virginia to be added>

6. *Provide youth with additional reasons to stay in school*

Schools should 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.

Many communities have found smaller schools to be effective in engaging students. Designed for intervention with students in grades five through 12, Project HOPE in Inglewood, California provides schooling for students picked up in truancy sweeps and 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.

7. *Determine the type of program that best fits the needs of your school or school district*

There are many different types of truancy deterrence programs and strategies in operation today. School districts are encouraged to work closely with parents, law enforcement officials, the judiciary, and religious and community organizations to ascertain the best strategy for dealing with the problem.

Revised JMC

State Efforts to Deter Truancy

Because of the negative impact and costs of truancy, the issue of reducing truancy has captured the attention of state legislatures throughout the country. While all fifty states and the District of Columbia have compulsory attendance laws that require children of certain ages to attend school, enforcement provisions of these laws vary greatly. Below are four common enforcement policies that have been enacted by state legislatures as well as a descriptions of the various officials that enforce these policies around the nation. }

Four Common Enforcement Policies1. *Offering Incentives and Sanctions for Truant Youth*

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State legislatures have found that linking truancy to such items as a student's grades or driver's license can work to reduce this problem. In Iowa, for example, a person under the age of 18 who does not attend school and does not work at least 20 hours per week cannot receive a driver's license.] not precisely truancy...

Delaware, Connecticut, and several other states authorize daytime curfews during school hours, when police and other law enforcement officers may question students 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 even suspend a student for truancy in such states as West Virginia. what?

2. *Firing, Imprisoning, or Taking Away Benefits from Parents*

Many states have begun to address the role of parents in truancy, often charging delinquent parents with a misdemeanor. "Harboring" a truant child in Maryland is subject to a \$500 fine or up to 30 days imprisonment. Parents who fail to see that the child attends school may be subject to a \$50 fine for every absence or 10 days in jail or both. In addition, the fine amount can be increased for each period of truancy.

In Pennsylvania, a parent or guardian who fails to comply with compulsory attendance laws can be sentenced to pay a fine of \$300 plus court costs, 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 New Mexico, a parent who repeatedly and knowingly allows a child to be truant can receive a \$500 fine, six months in jail, or both.] second shot

3. *Counseling and Social Services for Parents and Children*

Many states include counseling and social services among their efforts to combat truancy. A Wisconsin judge may, among other options, order a truant to attend counseling or to attend an education program designed for him or her. In Maine, a superintendent first tries to correct a truancy problem informally, including by meeting with the parents. If a problem persists, a court may order counseling.

4. *Changing the Status of a Child or Taking a Child into Custody*

Some states have found that changing the status of certain truant minors to that of a neglected or delinquent child in a juvenile or family court proceeding can be effective. The status is used as evidence to declare the student a "child in need of supervision," who is then eligible for certain social services in such states as Florida and New York. In California the status is used as evidence to have the child declared a ward of the court, allowing increased supervision by the state. 21

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Who Enforces Truancy Policies

States use various officials to enforce truancy laws. Some rely heavily on school officials while others use law enforcement officials and the courts. For example, Vermont uses "truant officers" to investigate absences. Truant officers investigate the cause of non-attendance, and if they find a child absent without cause, they notify the parent of his or her duty to ensure school attendance. If the parent does not ensure their child's attendance, the truant officer then enters a complaint against the parent in court.

In Alabama, an "attendance officer" may take a truant child into custody and then deliver the child to either his or her parent or his or her principal. In Utah, "willful" noncompliance of attendance laws is reported to the appropriate juvenile court for action, and in Texas, a truancy case may be handled by a justice of the peace or municipal court.

<OGC adding a sentence on role of judiciary>

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.

6-5568 = Dennis Burke

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YOUR SEARCH REQUEST AT THE TIME THIS MAIL-IT WAS REQUESTED:
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NUMBER OF STORIES FOUND WITH YOUR REQUEST THROUGH:
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LEVEL 1 PRINTED

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3, 4, 6, 8, 14, 16, 19

• Cum 61

DISPLAY FORMAT: FULL

- Issues
- stat relating to violent crime → outside Pittsburgh?
 - stat on Δ in attendance after truancy laws
 - How many states require students to attend? Hold parents responsible?

Issues

- Effect on court system?
- How do penalties vary across districts? How about effort?

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LA (LA Times, Home Edition, 6/11): Manhattan Beach passes truancy ordinance because Redondo Beach, Torrance, Gardena and Hawthorne already had them and they were afraid of becoming refuge. Officer can cite a truant student to appear in Juvenile Traffic Court (fine up to 500 or assign community work; 8:30 to 1:00pm).

Pittsburgh (Pittsburgh Post-Gazette, Two-Star Ed., 6/9): Truancy is a growing problem at schools across the nation, particularly in urban or economically disadvantaged districts. Many cities and states are beefing up antitrancy laws to combat the problem and related ones such as violent crime.

PA - students required by law to attend school until 18. Parents or legal guardians responsible for making sure children go.

FACT: On average school day, 3,500 students are absent in the Pittsburgh city school system. This is around 12 percent of the pupil population. At the high school level, the rate runs as high as 20 percent. About 70% are estimated to be truant.

NOTE: Must define truancy: Def 1. Absent w/o permission; Def 2. Varies, for PA - truant after 10 unexcused absences.

POLICY: Possible penalties: jail time and fines for parent, community service and driving restrictions and counseling for students.

FACT: In PA, fines are \$2 for the first absence and \$5 for each additional plus court costs of \$35.50.

District Justice Daniel R. Diven says that a big part of truancy is that parents don't properly discipline children.

Orange County (Orange County Register, Morning Edition, 6/7): Proposals to establish day curfew from 8 to 2:0, stiff first offense penalties: court appearance, a \$100 fine, community service and counseling sessions with their parents. Scheduled to go to city councils this summer and take effect by September.

Monrovia, in 1994, became the first city in the nation with a daytime curfew, offer lessons of what Orange County can expect from such an ordinance.

STAT: Between September and March, the sheriff's office issued 176 citations for truancy in Duarte (school population; est. number of trancies. . .).

STAT: 80% of Duarte High students cited for truancy haven't been caught again.

STAT: High school attendance rates rose (by how much?) and juvenile crimes such as burglaries and vandalism plummeted by 30 percent according to police records.

STAT: In Monrovia, daytime crime has dropped 35 percent and school trancies fell 42 percent.

STAT: Every student who stayed in class instead of skipping netted the school district about \$25 a day in state funding, a bonus of \$220,000 for the 6,100-student Monrovia Unified School district, according to Gigi Maurizio, director of pupil services.

POLICY: Monrovia ordinance sends truants to juvenile traffic court after the first offense; if guilty, they can choose between a \$135 fine or 27 hours of community service.

POLICY: Duarte sentences truants to Saturday school for the first and second offense and sends them to court only after the third offense when kids can be fined or sentenced to community service. In all cases,

parents are notified. Chose to go easy on first time offenders to avoid clogging the court system. (Affect on court system in Monrovia? In general?

Quote: "The majority of kids said we should make it harder the first time," said L.A. County Sheriff's Sgt. Steve Biagini. "But we figured why dump it on the court when we don't need to?" Monrovia's Police Department Youth service officer William Couch counters, "The whole problem is that kids don't suffer the consequences, don't get punished when they do things wrong. That's why our juvenile justice system is down the toilet. Without consequences, we'll get nowhere with our children."

Author of the Orange County piece, John Gittelsohn, can be reached at reged@aol.com.

Orange County (Register, 6/6)

FACT: On a typical day, about 3 percent of Orange County's 420,000 public school students are absent.

POLICY: Civil libertarians worry that policy will use the laws to harass minority students with legitimate reasons to be out --work-study programs or year-round schools on break, for example. Others say judicial process is too slow to teach kids a lesson.

Kansas City (Kansas City Star, 6/5):

Average of 1/5 of high school students and 1/7 of middle school students are absent daily. In St. Louis, 3/10 of students are absent daily. State averages, on the otherhand, are around 90% attendance.

FACT: Not all those out of class are truant. But district officials say many, if not most, are.

FACT: District officials say they have neither the money nor the man-power to correct the problem.

FACT: Once the students are off school grounds, district officials have no authority to bring them back.

Already-taxed police sometimes pick up truants, but officials acknowledge they can't stop the flow.

FACT: Fast-food restaurants are popular magnets. Malls aren't; to discourage truancy, most mall managers prohibit school-age children before 3pm. Many truants gather in homes where parents are working or simply don't care.

FACT: 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," says Al Eubank, supervisor for the Kansas City Police Department's juvenile section.

POLICY: In-School suspension rooms

FACT: Last year, 26 percent of district high school students and 36 percent of middle school students were suspended from school at least once.

Jim Caccamo, ex-director Partnership for Children: not enough time in school, need more alternate programs for kids suspended from regular school. Low Teacher-to-student ratio makes expensive..

Jim Dougherty, ex-director of DeLa Salle Education Center, an alternative school, is a member of a different, broad-based community task force that has been trying for a year to come up with answers to the district's truancy and dropout problems.

San Francisco (San Francisco Chronicle, 6/5): 1/10 of students skip at least one class each day.

"The truancy program basically hasn't been effective," said Lieutenant Tom Bruton, a supervisor in the Police Department's juvenile divisions, who helped with the proposal, "The student goes through a long, cumbersome series of warnings and counseling sessions that take months, but very few kids actually complete that process."

SF ordinance would be first of kind in Bay Area but not in state - all 84 cities in Los Angeles County have adopted or are considering similar plans. Similar to a bill pending in the state Senate after clearing the Assembly last week. But far less strict than another Assembly bill, also pending in the state Senate, that would authorize the incarceration of truants in Juvenile Hall.

POLICY: incarceration of truants in Juvenile Hall.

Duarte was picking up about 60 truants a month last year when its plan went into effect in September. The number steadily declined and in April, only 10 students were caught, according to the sheriff's department.

THOUGHT: Great campaign stop in Duarte or Monrovia . . . Talk about responsibility and districts that haven't passed laws . . .

LA attendance impact report in due Midsummer but the chief of the school district's policy force is optimistic: "There have been nothing but rave reviews from the schools and the communities," he said. "The most wonderful part is that the child must show (in court) with a parent and 99 percent do. Many had no idea their children had a truancy problem."

State law says that minors have to go to school. But lieutenant Bruton said there is no way to enforce that law.

POLICY: SF's current policy is mired in bureaucracy. Each truant student is supposed to see 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.

POLICY: New plan: truants are cited for loitering and escorted back to school. receive a notice from traffic court. First offense is unspecified small fine. In LA the max fine is 675. In San Fran, penalty would be suspended if student attended school for 45 consecutive days. But if truancy persisted, students could be ordered to attend weekend, evening or summer school. Parents could also be ordered to take a parenting class. Ultimately, could result in delay in license issuing or license suspension.

Hartford (The Hartford Courant, 6/4):

POLICY: Enfield policy now states that student caught smoking on school grounds will be issued a summons carrying a \$60 fine.

FACT: State law mandates attendance until age of 16 (parents are responsible).

POLICY: Parents can be arrested for "educational neglect" and fined \$25 per absence.

POLICY: Suggests course on parenting.

New York (NYT, 6/3 - Late Edition)

Critics say that most juvenile crime occurs between 3pm and 6pm after school lets out rather than later at night when most curfews are in force.

Harry I. Shorstein, State Attorney for Jacksonville, FL which has a new curfew says he has seen only a minimal impact; instead, he has found that truancy prevention is much more effective in reducing juvenile crime. Of the first 100 serious habitual juvenile Delinquents he incarcerated under a major new program in 1992, 93 were habitual truants.

FACT: New York City has seen a 30% drop in juvenile crime in the last three years. Decision against a curfew was deliberate according to former Police Commissioner William J. Bratton. "it was felt we could get a bigger bang for the buck with a truancy program."

Predicted benefits: reduce truancy, lower the dropout rate, fight juvenile crime and combat teen-age gangs.



COURT OF COMMON PLEAS OF ALLEGHENY COUNTY
FAMILY DIVISION—JUVENILE SECTION

3333 FORBES AVENUE
PITTSBURGH, PA 15213

COURT ADMINISTRATION

Phone Number: (412) 578-8210, 578-8211

Fax Number: (412) 578-8279

TO: DAVE BONIFILIA

FROM: JOE DAUGERDAS /ib

DATE: 6-17-96

Number of pages including face sheet 12

NOTES:

AS REQUESTED.

LEVEL 1 - 4 OF 198 STORIES

Copyright 1996 P.G. Publishing Co.
Pittsburgh Post-Gazette

June 9, 1996, Sunday, TWO STAR EDITION

SECTION: LOCAL, Pg. A-1

LENGTH: 1243 words

HEADLINE: CLOSE ENCOUNTERS;
JUDGMENT DAY ARRIVES FOR THE TRUANTS IN CITY SCHOOLS

BYLINE: LAMONT JONES, POST-GAZETTE STAFF WRITER

BODY:

In a drab, windowless room, a mother sits next to her 15-year-old son.

She folds her hands to still them. She smooths her hair, crosses her legs, then uncrosses them. She glances at her son.

Facing the pair across the wide wooden table are Deborah Bridgewater, a counselor at Greenway Middle School in Pittsburgh's West End neighborhood of Sheraden, and Gretchen Kendall, the no-nonsense prosecutor of truants for the Pittsburgh Public Schools.

Gazing down at the two parties from his bench is District Justice Daniel R. Diven. It's Thursday, the day each week Diven, a district justice for nine years, usually handles truancy complaints filed by the school district.

Truancy is a growing problem at schools across the nation, particularly in urban or economically disadvantaged districts. Many cities and states, including Pennsylvania, are beefing up anti-truancy laws to combat the problem and related ones such as violent crime.

In Pennsylvania, students are required by law to attend school until the age of 18. The law also holds parents or legal guardians responsible for making sure children go.

On an average school day, about 3,500 city school students are absent. That's around 12 percent of the pupil population. At the high school level, the daily absentee rate runs as high as 20 percent. About seven in 10 absent students are estimated to be truant - absent without permission.

City school students are considered truant after 10 unexcused absences. On this morning at Diven's Hillsboro Street office in Sheraden, a working-class, mostly white neighborhood in the West End, some of the 10 students facing truancy hearings have two, three and even four times that number.

Kendall has seen it all in her nearly 25 years of prosecuting truancy cases. Leafing through the appropriate papers, and in a sharp, I'm-not-here-to-play voice, she runs down the morning's second truancy case, the one involving the 15-year-old boy:



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Arrest to juvenile court.

On Nov. 14, his single mother appeared before Diven to explain why her son had become truant. The judge could have ordered numerous penalties, including jail time for her and fines, community service and driving restrictions for him. But, mercifully, he let them go with a warning. *(Passing in juvenile court)*

Six months later, his honor is feeling a lot less merciful.

After the first hearing, Kendall reports, the lad piled up 21 more unexcused absences. Between the time his mother was summoned back to court and their appearance this day, he skipped five additional days of classes, she adds.

The mother looks older than her 30-something age. She has a worn look, with puffy eyes and deep-set facial creases, as if worry is an everyday thing for her.

She tells the judge, prosecutor and counselor that she sends her son, an eighth-grade student, to Greenway Middle School each day. She says he has been unfairly targeted for discipline, complaining that he recently received four suspensions for "defending himself."

The judge studies the boy, who has dark, shoulder-length hair and looks scraggly.

"Well, what do you have to say?"

"I don't know," the boy mumbles.

"That's not good enough for me," Diven says, agitated.

The boy struggles for words. With prodding from his mother, he claims not to have missed school since April 10.

Not so, Bridgewater, the counselor, interjects. And when he is in school, he's often loitering when he should be in class, she tells the judge.

What about grades, Diven inquires, removing his spectacles and rubbing his face.

The boy has mumbled up to this point. But his answer is surprisingly perky.

"I'm pretty sure I got failing grades."

An awkward silence follows.

His mother speaks up. The life of a single mom is difficult. She and the boy live with her father in Sheraden. The mother works as a cleaning lady one day a week. She gets \$ 316 a month in public assistance.

Diven listens intently.

"I am not going to fine you," he finally pronounces, "because I don't think you'd have money left to buy food."

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She nods gratefully.

Her son won't be as fortunate.

Diven turns to him and gives his verdict: The youngster will not be allowed to obtain a driver's license when he reaches the age of 16 - and not until Diven is satisfied that he has stopped playing hooky.

Prosecutor Kendall chimes in, suggesting that the boy perform 20 hours of volunteer work this summer - one hour for each unexcused absence.

Diven tacks on the community service, then delivers a brief but stern lecture on the importance of education and the pitfalls of making excuses for a disobedient child.

The boy looks humbled, but his mother isn't. She begins to speak in her defense.

'Don't you interrupt me,' Diven chides.

As mother and son leave, the judge issues a final warning:

'If you come back up here again, it's going to be a lot more severe.'

Diven's firmness in dealing with truants and their parents is tempered with compassion.

Take the case later that morning in which a frustrated mother began to weep because her 13-year-old son had begun misbehaving in class and skipping school.

'No matter what you do, this kid just doesn't get it,' she said, wiping away tears from her smooth brown face with her hands. 'I need all the help I can get with this boy.'

Diven quietly stepped down from his bench, left the room, returned with a tissue and handed it to the woman, who kept apologizing between nervous, embarrassed laughs.

After Bridgewater explained that the mother was working with the school to address her son's truancy, Diven decided not to fine her. But he instructed her to tell her son that he'd better shape up if he didn't want court-ordered penalties.

'If he's caught in a 'hall sweep' during the rest of the school year, he'll have to sweep those halls,' Diven says. 'I've done it before and I can make him do it.'

Diven also can order counseling for truants. He does that twice today, at Kendall's urging, in the cases of two girls who had skipped school for more than 40 days.

One of the girls, whose tough facade crumbles as she bursts into tears, says she has no intention of receiving counseling.

'You're going to get counseling,' Diven tells the 15-year-old blonde. 'And



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look at me when I'm talking to you!''

Kendall doesn't bat an eye. She's witnessed too many tantrums and dramatic moments to be fazed by one more.

After the hearings, Kendall sits down with Diven's secretary to review the decisions.

There's also the matter of nine no-shows, who will be notified that they have been found guilty of violating the state Compulsory Attendance Act. The fines vary, but are based on \$ 2 for a child's first unexcused absence and \$ 5 for each additional one. Court costs add another \$ 35.50 to the total.

Nearby, Diven removes his black robe from his 6-foot-5-inch frame. He sports gray slacks, a long-sleeve purple shirt and a colorful print tie.

A big part of truancy, the 48-year-old judge says, is that parents don't properly discipline children. Combine pressure from peers at school to act up with lack of discipline at home and one of the results is truancy, he says.

Rebuke truants and irresponsible parents in court, and they'll usually change their behavior.

'What you try to do is shock them into thinking straight and (thinking) that education is the most important thing in life,' Diven says. 'I do care, and I hope that what we do helps.'

LOAD-DATE: June 11, 1996

Truancy Drop-In Center

↳ Police Empowered to Approach
Youth & taken to center

In PA truancy is a dependency
issue, not a delinquency

Probation hearing means jurisdiction
has occurred
taken to detention center.



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LEVEL 1 - 4 OF 5 STORIES

Copyright 1996 The New York Times Company
The New York Times

April 14, 1996, Sunday, Late Edition - Final

SECTION: Section 13CN; Page 15; Column 1; Connecticut Weekly Desk

LENGTH: 1108 words

HEADLINE: One Pilot Program's Concerted Effort

BYLINE: By RICHARD WEIZEL

BODY:

ISRAEL CRUZ of Bridgeport said one of the saddest days of his life occurred last year when his now 17-year-old daughter Alisha left school before earning her high school diploma.

But Alisha, who dropped out after becoming a parent, is back in school. And so is her 41-year-old father, as a parent volunteer in a new three-city anti-truancy program at the James Curiale School that is being hailed as a model for the state and even the nation.

"It was completely devastating to me when my daughter stopped going to school because I grew up in one of the worst streets in the South Bronx, and the only thing that kept me out of trouble was going to school," said Mr. Cruz. "I had to get involved in this program because after convincing Alisha to go back I felt it was important to help other kids too."

After being implemented last year as a pilot program at the Longfellow School in Bridgeport, in the city's West End, the new program helped attendance rise to more than 94 percent from 88 percent, the best of all 38 schools in the state's second-largest city, school officials said.

"If we were able to make it work at Longfellow, believe me, they can make it work anywhere in the world," said the school's principal, Jetti Tisdale. She said 90 percent of her pupils come from homes whose single parents are now making a real effort to get their children to school every day.

"We had a day in which it snowed throughout the morning, which in the past would have meant a large absentee rate," said Ms. Tisdale. "But this time we had only 15 kids out of school. That means the program is working. These kids now want to go to school."

The program, which stresses strong parental and community involvement to reach out to chronic truants in kindergarten through fifth grade, will involve Bridgeport, Stamford and Norwalk over the next 18 months.

The Regency Truancy Prevention Project, supported by a \$50,000 grant by the Fairfield County Community Foundation and administered by Action for Bridgeport Community Development, has been launched at a time when Gov. John G. Rowland has become increasingly impatient with the state's dropout rates and its 10.4 percent



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The New York Times, April 14, 1996

truancy rate.

During his recent State of the State Address, Mr. Rowland proposed cutting off welfare benefits to parents who keep their children out of school.

But educators feel punitive measures can only go so far to cure a problem with a multitude of causes including:

- * Single-parent households where parents are not aware their children are skipping school.

- * Families that keep their children out of school to do errands and babysit for younger children while the parent works.

- * A quick economic fix like drug dealing that students may see as the only way to escape poverty.

- * Poor self-esteem; pupils avoiding school out of fear they cannot do the work.

School officials hope their new program will help turn things around by addressing these and other issues.

At the heart of the program are trained teams of school staff and volunteer parents who keep tabs on chronic truants and follow up with phone calls, home visits and positive reinforcement to get students to return to school.

Having other students cheer and congratulate those returning to the classroom, as well as encouraging parents and their children to attend extracurricular events like basketball games are all part of the positive reinforcement efforts.

"We'll do whatever it takes to get them back in school and keep them there," said Mr. Cruz, who does his volunteer work at the James Curiale Elementary School in Bridgeport, the city's second school to take part in the effort. "We'll call them every day, we'll talk to the students and their parents, and somehow get the message across how important it is to go to school every day."

That was the message Mr. Cruz successfully delivered recently to his own daughter.

"I just hope I can help other kids in the same situation not to make that mistake that my daughter almost made," said Mr. Cruz, whose 14-year-old son Carlos attends Curiale School and wants to run for class president.

Esther Williams-Montambo, the school's home-school coordinator, said there are many reasons why it is important to keep youngsters in school, including safety.

"A few years ago a little girl was murdered in Bridgeport during the time she was supposed to be in school," Ms. Williams-Montambo said. "We don't want to see that to ever happen again, and this program is one of the ways to prevent that."

Michael Hanna, principal of the Curiale School, said: "We're hoping for the



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The New York Times, April 14, 1996

same kinds of results that they had at Longfellow and I expect that will happen because of the heavy influence of committed parents participating here."

School officials, aiming to convince students that their best hope is to stay in school, are trying to get the message across that chronic truancy in the early grades can have a negative impact throughout life.

"Attendance problems are usually a very good predictor of academic problems later on and dropping out," said James A. Connelly, Superintendent of Schools in Bridgeport.

A 1992 study in Bridgeport by Dr. Catherine Oleksiw for Bridgeport Future Initiatives concluded that "habits formed in the early grades affected students in high school." "Unfortunately, many parents and students in urban schools are so caught up in issues surrounding day-to-day survival that they do not consider school attendance a top priority."

But Mr. Connelly says he is encouraged by the already-demonstrated success of the new program.

"This is the kind of program that has already shown very promising results in one of our previously poorly attended schools and there's no reason it can't work throughout the school system," he said. "It's a terrific model that works."

Truancy experts agree.

"This program has worked and will work as long as there is strong parental involvement -- that's really the key," said Matt George, director of student support service for the city of Bridgeport.

"What this program does so impressively is organize the parents and coordinate an active participation among parents, teachers and other educators," said Mr. George.

Charles Norman, acting president and chief executive officer of the Norwalk-based Fairfield County Community Foundation, which is supporting the program, with a nearly \$50,000 grant, said the project is the most exciting anti-truancy effort he has ever seen. "A program that promotes close ties among young students, school personnel, parents and members of the community" to reduce unexcused absences, he said, is "very compelling."

LANGUAGE: ENGLISH

LOAD-DATE: April 14, 1996



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FOCUS - 5 OF 10 STORIES

Copyright 1995 Daily News, L.P.
Daily News (New York)

December 07, 1995, Thursday

SECTION: News; Pg. 20

LENGTH: 382 words

HEADLINE: STATE WILL GO AFTER AWOL STUDENTS

BYLINE: By JEFF SIMMONS

BODY:

Top school officials are vowing to crack down on six high schools where the most students have been spending the least time in the classroom in defiance of state law.

The state Department of Education has pored over student-by-student audits of 14 schools and found that roughly 25,000 kids have not attended class for the minimum 5 1/2 hours a day.

But sources said six schools have let too many kids off the hook with too few courses, and without valid reasons.

Sources said the schools include South Shore, Sheepshead Bay and Boys & Girls in Brooklyn; Adlai Stevenson in the Bronx, and Norman Thomas in Manhattan. The sixth couldn't be immediately learned.

A third of the close to 76,000 students with lighter schedules systemwide have not received approval from the state, according to a review to be released next week.

Students, sources said, are approved to take fewer classes for a variety of reasons, including parental requests so youths can care for siblings at home and seniors who are finishing up credit work.

"The state has been very cooperative but also very stern in terms of this issue," said John Ferrandino, Board of Education high school division director.

Ferrandino acknowledged that many schools trimmed student schedules violating the state's law on instruction to surmount severe budget cuts.

"That's the excuse I've gotten, but that's not acceptable," Ferrandino said. But, he added, "It's misleading to say that every one of these 14 schools had a significant problem."

Ferrandino met privately with a battery of school principals Tuesday saying that once the state report comes in, administrators must adjust students' schedules.

Later this month, Ferrandino will send strict new rules to all 178 high



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schools to resolve the problem so that by Feb. 1, students who don't have approval from the state will be in class for 5 1/2 hours a day or more.

Chris Carpenter, a spokesman for the state Education Department, declined to release details on the report but said the issue should be resolved by next semester.

"I have good reason to believe that this is something that Chancellor [Rudy] Crew has personally reassured the commissioner that he will do something about it," Carpenter said, "and we believe him."

LOAD-DATE: December 07, 1995



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FOCUS - 3 OF 10 STORIES

Copyright 1996 Daily News, L.P.
Daily News (New York)

January 15, 1996, Monday

SECTION: News; Pg. 16

LENGTH: 345 words

HEADLINE: 6,000 TRUANTS CAUGHT

BYLINE: By JEFF SIMMONS

BODY:

City cops have picked up more than 6,000 New York City public school students about 100 kids each day for cutting classes since the start of school in the fall.

An internal Board of Education report shows that police corralled 6,554 students during the fall semester, all but 382 of them truants and all but 129 students in the public school system.

Board officials acknowledged that the numbers are high, but they still appear to represent a decline in the number of truants compared to roughly the same period the year before.

During the 1994-95 academic year, 15,684 students were caught. A monthly breakdown was not available.

Under the Truancy Intervention and Turnaround Program, specially assigned police officers search for youngsters on the streets from 9:30 a.m. to 1 p.m. on school days.

Truants are brought to one of five nearby school-based truancy centers.

There, onsite attendance officers contact the student's home school and parents. Students are then returned and must meet with a guidance counselor, attendance teacher or other support staff. They aren't suspended.

The board's analysis from Oct. 3 to Dec. 22 reveals:

Roughly 4% of all of the truants are repeat offenders.

The majority of truants are male, by about a 2-to-1 margin. Of 6,554 youths picked up by December 22, 4,335 were boys and 2,219 were girls.

Students picked up from elementary schools numbered 105 83 of them boys and 22 of them girls. All but two were from public schools.

Officials said that the truancy program, which started in April 1994, has had a noticeable effect: Attendance rates have risen.



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Daily attendance rose from the 1992-93 to 1994-95 school years 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.

Schools Chancellor Rudy Crew, in a memo to staffers, characterized the "exceptionally large number of students" who are truant as a "reflection of the priority and importance that New York City is placing on the implementation of this program."

LOAD-DATE: January 15, 1996



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FOCUS - 1 OF 10 STORIES

Copyright 1996 Daily News, L.P.
Daily News (New York)

May 23, 1996, Thursday

SECTION: News; Pg. 4

LENGTH: 452 words

HEADLINE: TRUANTS TRIPPED UP IN SKIP TO BRONX ZOO

BYLINE: By BOB KAPPSTATTER

BODY:

Hundreds of city students are cutting class to frolic amid the flora and fauna of the Bronx Zoo.

But the zoo's days as a safe haven for truants are ending as cops yesterday, for the second week in a row, rounded up and evicted young zoo patrons who were checking out the elephants while they should have been hitting the books.

Police said yesterday they've netted 225 class-cutting students since a truant roundup began there two weeks ago.

If the kids can't prove they're finished with school for the day, they are loaded onto a van and taken to an area school for processing.

Police said truants from around the city have been taking advantage of the Wednesday free admission at the zoo heading there for a day of goofing off.

Cops working truancy squads around the city have caught about 100 students daily, police said. During the 1994-95 academic year, cops said, 15,684 were caught. Police have hauled in nearly 8,800 students in the Bronx since the start of the school year.

"We've been getting them all ages, from 13 to 17," said Sgt. Elisa Quattrucci, commander of the Bronx Zoo detail. "They come from all over the city . . . some in groups of two and three and up to 10 to 20 all together."

At the zoo yesterday, several youngsters found themselves stopped by cops and school safety officers as they entered through the zoo's Rainey Gate on Fordham Road. "Henry, what time does your third period end?" a safety officer asked one kid as he eyed the student's class schedule.

Meanwhile, off to the side under a copse of trees, seven boys and girls leaned against a low stone wall as they waited for police after being patted down for weapons and drugs and having their school bags searched.

"So what's the story?" Division of School Safety Capt. Audie Cruz asked Lennie and Julio, two 10th-graders from nearby Roosevelt High School.

"We had a class trip, but we had to take a test, so we came afterwards,"



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Lennie, wearing BOSS fashion cut-offs and a baseball cap, said as he shifted from foot to foot.

"The problem I'm having now is you're not escorted by an adult and there's no way of showing you're on a class trip," Cruz told both of them. "I'm going to have to detain you."

A short while later, the detained students were loaded onto a police van. Another took its place as it rolled away just as Lennie and Julio's biology teacher and class strolled up.

Police said the students caught at the zoo are taken to Kennedy High School in Riverdale, where juvenile reports are filled out and sent to the juvenile officer at each student's precinct. If a student has more than 20 unexcused absences, they said, child welfare authorities are notified.

GRAPHIC: BILL TURNBULL DAILY NEWS THEY PASSED MUSTER: Two students who were separated from their class are stopped by a truancy squad members at the Bronx Zoo yesterday.

LOAD-DATE: May 23, 1996



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LEVEL 1 - 1 OF 5 STORIES

Copyright 1996 The New York Times Company
The New York Times

May 7, 1996, Tuesday, Late Edition - Final

SECTION: Section B; Page 1; Column 5; Metropolitan Desk

LENGTH: 828 words

HEADLINE: Welfare Cuts For Truancy Are Stalled

BYLINE: By JONATHAN RABINOVITZ

DATELINE: HARTFORD, May 6

BODY:

Gov. John G. Rowland's proposal to withhold welfare checks from families whose children skip school has apparently stalled after his own task force concluded there was no evidence that children from welfare families skipped school more than other children.

At the start of the year, Mr. Rowland, a Republican, offered the idea in speeches before business groups as an important step toward redefining welfare. In his budget address in February, he was applauded by Republicans when he said, "If parents on state assistance will not get their children to school, I say, 'No school, no check.' "

But Mr. Rowland's Task Force on Truancy issued a report last month suggesting that such a measure may be premature and that schools had failed to enforce truancy laws. It warned that other states that have adopted similar policies, known as "Learnfare," have had trouble gathering the necessary school attendance information, causing "serious administrative problems."

The report stopped short of abandoning the idea, suggesting that Learnfare legislation could be introduced next January, nine months after administration officials had initially said it would be ready. Whether Mr. Rowland actually offers the legislation would depend on the outcome of further study and a pilot program to test other methods of deterring truancy.

"It's premature today to do this," said Claudette Beaulieu, a spokeswoman for the State Social Service Department. "It may not be that way in the fall after we've looked at the data some more and worked with kids we've identified as truant. Believe me, we are still prepared to do it."

Mr. Rowland had made Learnfare one of his major initiatives for this year's legislative session, and administration officials had said they would offer a Learnfare bill in March. No bill has been submitted, however, and the legislative session ends in two days.

Democrats and advocates for the poor said Mr. Rowland's failure to follow through on the vow he made in his budget address represented a strange retreat.



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The New York Times, May 7, 1996

"He basically used this idea to get a quick headline," Betty Gallo, a lobbyist for nonprofit social service groups, said. "The task force apparently discovered that simple solutions are not so simple and may have serious ramifications."

State Senator Kevin B. Sullivan, a Democrat of West Hartford who favored such legislation, added, "The Governor already accomplished his objective -- he got a nice round of applause."

And State Representative Cameron C. Staples, the co-chairman of the Legislature's Education Committee and a Democrat of New Haven, said, "This was one of his major education initiatives, and you have to question why we never saw it."

The task force began its work after the state had learned that the oldest Learnfare program in the country apparently had no impact on truancy. Wisconsin began withholding checks from parents whose children were truant in 1988, and two studies, one of which is still being conducted, have shown that it had no effect.

Mr. Rowland's task force recognized that there was a problem with truancy, but it noted that it was not restricted to children who are beneficiaries of the welfare program, Aid to Families with Dependent Children.

The report said: "The task force found no evidence that issues around truancy of A.F.D.C. recipients were different than those of the general population. The group determined that in order to find solutions to the A.F.D.C. truancy problem, it really had to look at the problem comprehensively, across all population subsets."

The task force also noted that the state had recently toughened its truancy laws. It set specific limits for unexcused absences, required that parents be contacted after a certain number and mandated that truants be referred to state court.

But these laws "are not being implemented consistently statewide," the task force wrote.

The report explained: "The laws are stringent and potentially very effective. The task force concluded that the single most effective way of reducing truancy would be to enforce existing laws. Reducing truancy across the state will reduce it for the A.F.D.C. population as well."

Another problem is that schools vary widely in the accuracy of their attendance data and schools keep their records in very different ways, the report said. This makes it difficult for the Social Service Department to develop a uniform system for enforcing sanctions against family welfare recipients, because the absentee data may mean different things in different places.

The task force recommended a truancy prevention project in one city next fall. This would involve assigning social workers from the Social Service Department to work with schools and students whose families receive A.F.D.C. and schools to address the problem. The task force also suggested establishing a

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The New York Times, May 7, 1996

statewide information pool on truancy and carrying out current truancy laws more aggressively.

LANGUAGE: ENGLISH

LOAD-DATE: May 7, 1996



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LEVEL 1 - 3 OF 198 STORIES

Copyright 1996 Times Mirror Company
Los Angeles Times

June 11, 1996, Tuesday, Home Edition

SECTION: Metro; Part B; Page 4; Metro Desk

LENGTH: 108 words

HEADLINE: SOUTH BAY;
MANHATTAN BEACH PASSES TRUANCY LAW

BODY:

The Manhattan Beach City Council passed an ordinance last week that allows police officers to cite students under 18 who are cutting class from 8:30 a.m. to 1 p.m. The new law goes into effect July 4.

Manhattan Beach is following Redondo Beach, Torrance, Gardena and Hawthorne, which have had similar laws for years. Manhattan Beach police were afraid that students from other South Bay cities would flock to their town as a haven from the truancy laws in surrounding cities. An officer can cite a truant student to appear in Juvenile Traffic Court. A judge can fine the student up to \$ 500 or assign the student to community work.

LANGUAGE: English

LOAD-DATE: June 11, 1996



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LEVEL 1 - 6 OF 198 STORIES

Copyright 1996 Orange County Register
THE ORANGE COUNTY REGISTER

June 7, 1996 Friday MORNING EDITION

SECTION: NEWS; Pg. A01

LENGTH: 760 words

HEADLINE: O.C. can learn a lesson in curfews;
EDUCATION: Kids don't like it, but police say ordinances like Duarte's reduce crime.

BYLINE: JOHN GITTELSON, The Orange County Register

DATELINE: DUARTE, CA

BODY:

Dakota Griffith and Ruby Butler thought eating Chinese food for lunch sounded like a good plan.

It might have been. But the two freshmen at Duarte High School were spotted off campus outside the Magic Wok on Thursday by Los Angeles County Deputy Sheriff Ron Trujillo. He gave the girls tickets, sent them back to class and had their parents informed they had broken the city's daytime curfew ordinance.

"I'm not a truant. I didn't miss any class," argued Butler, 15.

"All we wanted to do is get some food. The food at school is nasty. "

Which left Trujillo, whose job is nailing violators of this city's daytime curfew for students, unmoved. "It doesn't matter what you're doing," he said, "you're supposed to be in school. "

Orange County school superintendents, police chiefs and prosecutors issued a joint proposal for a similiar countywide daytime curfew this week, making it a crime for kids ages 6 to 16 to be on the streets between 8 a.m. and 2:30 p.m. Kids caught playing hooky could face stiff penalties on their first offense _ a court appearance, a \$ 100 fine, community service and counseling sessions with their parents.

Proponents say curfews would reduce truancy, lower the dropout rate, fight juvenile crime and combat teen-age gangs. The proposal is supposed to be ready for city councils this summer and take effect by the time school resumes in September.

Duarte and its neighbor Monrovia, which in 1994 became the first city in the nation with a daytime curfew, offer lessons of what Orange County can expect from such an ordinance.



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Between September, when the curfew took effect, and March, the sheriff's office issued 176 citations for truancy in Duarte.

Principal Newton Hart said 80 percent of Duarte High students cited for truancy haven't been caught again.

"It's not necessarily a solution for the more hard-core kids, but it can be a deterrent for kids beginning the wrong path," he said.

While the high school's attendance rate rose, juvenile crimes such as burglaries and vandalism plummeted by 30 percent, police records show.

In Monrovia, school and police officials have nothing but praise for their daytime curfew. Daytime crime has dropped 35 percent.

School truancies fell 42 percent.

Every student who stayed in class instead of skipping netted the school district about \$ 25 a day in state funding _ a bonus of \$ 220,000 for the 6,100-student Monrovia Unified School District, said Gigi Maurizio, director of pupil services.

"More kids are going to school," said William Couch, Monrovia Police Department youth services officer. "More kids aren't victims of crimes. Rival gang activity has decreased immensely. Graffiti is down. "

Monrovia's ordinance, similar to the one under study for Orange County, sends truants to juvenile traffic court after the first offense. If found guilty of truancy, they can choose between a \$ 135 fine or 27 hours of community service.

Duarte's law sentences truants to Saturday school for the first and second offenses and sends them to court only after the third offense, when kids can be fined or sentenced to community service.

In all cases, parents are notified.

Duarte officials said they chose to go easy on first-time offenders to avoid clogging the courts with minor crimes.

"The majority of kids said we should make it harder the first time," said L.A. County Sheriff's Sgt. Steve Biagini. "But we figured why dump it on the court when we don't need to? "

Monrovia's Couch said a slap on the wrist, like Duarte's first two strikes, won't deter truants.

"The whole problem is that kids don't suffer the consequences, don't get punished when they do things wrong," he said. "That's why our juvenile justice system is down the toilet. Without consequences, we'll get nowhere with our children. "



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Some students at Duarte High said they still skip school but are more careful about what they do during city curfew hours, 8:30 a.m. to 1:30 p.m. Others grudgingly conceded the curfew is a deterrent to wrongdoing.

"It's gotten us a little scared," said 11th-grader Benjamin Arana, 16.

"A lot less people are ditching," added his classmate Robert Aguirre, 17.

In both Duarte and Monrovia, officials say the goal is the same: keep kids off the streets.

"The kids are in class getting an education," said Deputy Anthony Tachias, who drove Butler and Griffith to school from the Chinese restaurant. "We can concentrate on more serious things." John Gittelsohn can be reached at regedfaol.com

GRAPHIC: COLOR PHOTO; IN L.A. COUNTY; Detective Ron Trujillo asks Duarte High students for IDs. They are, from left, Ray Juarez, 18; Benjamin Arana, 16; Robert Aguirre, 17; and Andy Meraz, 17. None was cited.

LANGUAGE: ENGLISH

LOAD-DATE: June 09, 1996



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LEVEL 1 - 8 OF 198 STORIES

Copyright 1996 Orange County Register
THE ORANGE COUNTY REGISTER

June 6, 1996 Thursday MORNING EDITION

SECTION: NEWS; Pg. A01

LENGTH: 295 words

HEADLINE: Day curfew proposed for kids;

EDUCATION: Police and school leaders say keeping kids 6-16 off the street during school hours would cut truancy, dropouts and crime.

BYLINE: JOHN GITTELSON, The Orange County Register

BODY:

A coalition of Orange County law enforcement and school leaders on Wednesday proposed a countywide daytime curfew that would make it a crime _ similiar to a traffic infraction _ for kids ages 6 to 16 to be on the street during school hours.

The goal: cut juvenile crime and reduce the dropout rate.

"The essence of the plan is to send a message that if you're of student age you should be in one place: school," said James Fleming, superintendent of Capistrano Unified School District.

The Orange County District Attorney's office is drafting the proposed ordinance now so the county's 31 cities can enact it before school starts in the fall.

Under the ordinance, kids caught skipping school would be ordered to appear with their parents in court, where they could be fined, required to perform community service and sent to counseling sessions.

Inglewood, Long Beach, Los Angeles and Pasadena are among Southern California cities with similar ordinances. Monrovia, first in the region with a daytime curfew, has seen school truancy fall by 40 percent since passing the ordinance in 1994.

On a typical day, about 3 percent of Orange County's 420,000 public school students are absent. But not everyone in Orange County is wild about the plan.

Civil libertarians worry that police will use the laws to harass minority students with legitimate reasons to be out _ work-study programs or year-round schools on break, for example. Others say a judicial process is too slow to teach kids a lesson.

Lou Lopez _ police officer, former school board member and current city councilman in Anaheim _ proposed a quick way to



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discourage playing hooky.

"Put 'em in a squad car and drive 'em back to school," he said.

"It embarrasses 'em. "

LANGUAGE: ENGLISH

LOAD-DATE: June 07, 1996



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LEVEL 1 - 14 OF 198 STORIES

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THE KANSAS CITY STAR

June 5, 1996 Wednesday METROPOLITAN EDITION

SECTION: NATIONAL/WORLD; Pg. A1

LENGTH: 1792 words

HEADLINE: KC schools can do little as students walk away;
Truancy rate soars as parents and officials discuss what to do.

BYLINE: PHILLIP O'CONNOR; LYNN HORSLEY, Education Writers

BODY:

On a damp, cloudy, cool morning, a boy with dark, slicked-back hair stands alone in a graffiti-covered shelter in a Northeast area park. A half-empty bottle of Red Dog beer sits on a nearby picnic table.

Hands jammed into the pockets of his oversized parka and glancing nervously about, the boy, who claims to be 16, at first says he is done with school for the day. It's 9:30 a.m.

Minutes later, he hesitantly admits he is ditching gym and music classes. He expects to be joined soon by friends who also are skipping school.

With a knowledge based on experience, he says his empty seat at Northeast High School just a few blocks away will draw little notice from teachers, administrators or security guards.

Toward the end of the school day, he'll head to campus to catch the bus to his own neighborhood near East High School.

It's an all-too-common scene in the Kansas City School District, where on any given day one of every five high school students and one of every seven middle school students are absent. It's not as bad as St. Louis, where three of 10 high school students are absent on a given day. But the Kansas City numbers still hover well above state averages and those of surrounding school districts, where daily attendance averages 90 percent or better, according to state education officials.

Not all those out of class are truant. But district officials say many, if not most, are. And they say those numbers have been at unacceptable levels for too long.

Empty desks multiply even faster after Memorial Day, when students' thoughts prematurely turn to summer vacation and free time.

School ends June 13.



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The unauthorized exodus shows little sign of diminishing.

Students say they have no trouble walking away from school through unwatched exits. Many teachers, and even security guards, do little or nothing to stop them.

There's really no point in racing to stop a student from leaving, district officials say.

A lack of respect for authority and a lack of parental support for discipline often make any effort to change the situation hopeless. In addition, district officials say they have neither the money nor the manpower to curb the problem.

Associate Superintendent Bill Threatt said solving the multifaceted truancy problem will require cooperation among educators, parents and the community.

Once the students are off school grounds, district officials have no authority to bring them back. Already-taxed police sometimes pick up truants, but officials acknowledge they can't stop the flow.

A coalition of district officials, community leaders and parents has spent the last year studying the truancy and dropout situation.

But changes in leadership and other problems have slowed release of the task force's report. The group's recommendations are now expected at tonight's school board meeting.

what wene they?

Meanwhile, young people continue to slip away, leading to student failure, a soaring dropout rate and petty crime.

A fruitless patrol

Charlie Pride tugs his ball cap down low over his salt-and-pepper hair before maneuvering his white Jeep down a residential side street. On most every school day for the last eight years, the quiet man with the serious demeanor has patrolled school buildings and property with a badge on his chest and a .38 on his hip.

On this day, he turns onto 74th Street about 10:30 a.m. Halfway down the block, three boys of middle-school age amble along. As Pride approaches from behind in his well-marked security vehicle, they make no effort to run away or get out of the way. Finally, one boy glances over his shoulder, takes a long drag on a cigarette - and the group then grudgingly moves aside. There is no fear.

Pride, the closest thing the district has to a truancy officer, simply waves and drives on. Stopping or asking why they aren't in school would be fruitless, he said. His hands are tied legally.

**/*

They'd probably just swear at him, Pride said.

"A lot of these kids know their rights and your limitations



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often as good as you do," said Pride, referring to his lack of authority off school grounds. "They watch TV. They watch 'Law and Order. ' "

Even without jurisdiction, Pride still stops to pick up small children out of concern for their safety.

Older students awaken as early as 5:30 a.m. to take a crosstown bus ride to school, where classes usually start at 7:20 a.m. But once there, many don't head to the classroom.

Sometimes they wander the halls or hang out in the school gym.

Some walk the streets of surrounding neighborhoods or gather in abandoned houses. Fast-food restaurants are popular magnets. Malls aren't; to discourage truancy, most mall managers prohibit school-age children before 3 p.m.

Many truants gather in homes where parents are working or simply don't care.

Some eventually find themselves in trouble with the law, for vandalism, burglary, auto theft and other crimes.

"You'll find juveniles who should be in school in drug houses," said Sgt. Al Eubank, supervisor of the Kansas City Police Department's juvenile section. "They're dealing (drugs). They're not buying them."

Sometimes, concerned neighbors might telephone police or an officer might observe truants who aren't breaking the law.

In those instances, police typically transport anyone younger than 16 back to school as required by state law. But that begins a cycle.

"Invariably they're suspended and they're back on the street legally," Eubank said.

Hanging out

Shortly before 11 a.m., two brothers leave a convenience store on Prospect Avenue and saunter up 42nd Street toward home. Munching Cheetos and drinking iced tea, they explain that they aren't in school because of suspensions.

The older, a seventh-grader at Westport Middle School, had been suspended for three days for loitering in a hallway after the bell rang.

Westport Middle has an in-school suspension room where students are usually sent for minor infractions. But, the seventh-grader explained, "I've been in ISS so many times they don't want me back there anymore."



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His brother, a fifth-grader at Phillips Elementary School, had been suspended for 10 days for fighting.

They said they planned to spend the afternoon at home on Montgall Avenue, watching TV.

Last year, 26 percent of district high school students and 36 percent of middle school students were suspended from school at least once. Many of those spend their suspension days wandering the streets or sitting home bored.

That's a major concern to Jim Caccamo, executive director of the Partnership for Children.

"What we're sure of is they're not getting an education (during that time)," Caccamo said. "The question I raise is, if you are of compulsory school age, does a district have a responsibility to provide you an appropriate education? The question may be one of what's right to do, rather than what the law requires."

Caccamo said the only area program for students who have been suspended from regular school, as far as he knows, is in the Independence School District.

In Independence, students suspended for more than 10 days are sent to a classroom away from their regular school, where they can still get an education but not disrupt the learning of other students.

"It is expensive, because of the low teacher-to-student ratio," said Robert Watkins, superintendent of Independence schools. "But if it helps get a kid back on the right track then it's a pretty good investment."

Kansas City school board members consider the dropout problem a top priority and have endorsed the idea of a "management school" for struggling students. Budget officers have set aside \$ 470,000 for such a facility. But district officials haven't yet picked a site, and the man in charge of planning for the school doesn't believe it can open this fall.

"We don't want to put something together overnight. We want it to be well-planned," said Michael Charles, interim director of instruction, who heads a community group trying to design the new school.

Charles said it originally was conceived as a school for students with repeated suspensions, and it will still have that focus. But the idea now is to include students who need alternative instructional approaches.

Jim Dougherty, executive director of DeLaSalle Education Center, an alternative school, is a member of a different, broad-based community task force that has been trying for a year to come up with answers to the district's truancy and dropout problems. He is

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frustrated by the delay in the release of the group's report. *- get report*

Dougherty worked on another task force six years ago that sought to prevent chronic dropout and truancy problems.

"Six years later, we're still arguing about the remedy," Dougherty said.

He said everyone on this year's task force has been well-intentioned, but they have not moved quickly enough.

"It's been a wonderful team of people to work with, but it's another year. What does that say to the kids who drop out of school?" Dougherty asked.

At least one Kansas City school board member said she is tired of waiting for answers.

"I have concerns that there is no one accountable for that problem in the district," said Sandy Aguirre Mayer. "Is the dropout problem one of the most major issues in our district or not? When you're only graduating 50 percent of the kids, you have to do something. I don't feel we can wait any longer."

One hopeful sign may be the recent passage of the Missouri Safe Schools Act. Education Writers

It contains grant money for programs dealing with students' bad behavior.

"I believe behavior is learned and can be taught," said Pat Henley, director of the Missouri Center for Safe Schools at the University of Missouri-Kansas City. Henley will work with districts to help them start "management schools" to improve troubled students' behavior and get them back into regular schools swiftly.

"If we catch kids early enough and put them in a setting that is designed to teach them to behave and then reintegrate them back to the regular school as quickly as possible," Henley said, "we can save lots of kids and improve the learning climate for lots of schools."

GRAPHIC: Photo, Truancy officer Charlie Pride; Graphic, Slipping away; The Star; Source: Kansas City School District

LOAD-DATE: June 05, 1996



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The San Francisco Chronicle

JUNE 5, 1996, WEDNESDAY, FINAL EDITION

SECTION: NEWS; Pg. A1

LENGTH: 1207 words

HEADLINE: Truancy Plan Would Fine S.F. Parents
Kids could also lose driving privileges

BYLINE: Nanette Asimov, Chronicle Staff Writer

BODY:

Getting students to stop cutting class is as easy as collecting raindrops in a sieve: Police find the truants, warn them, return them to class, then see them on the street again the next day.

In San Francisco, one in 10 students -- about 6,400 pupils -- skips at least one class each day, according to school district data. And many educators across the state believe that 10 percent is not an unusual rate.

Students often have legitimate reasons for being out of school. But the worrisome statistic has led a group of 13 educators and police officers in San Francisco to propose a citywide truancy ordinance that they say would gently but firmly force students back to school by fining their families and withholding their driving privileges.

"The truancy program basically hasn't been effective," said Lieutenant Tom Bruton, a supervisor in the Police Department's juvenile division, who helped write the proposal. "The students go through a long, cumbersome series of warnings and counseling sessions that take months, but very few kids actually complete that process."

The San Francisco ordinance, if adopted, would be the first of its kind in the Bay Area -- but not in the state. All 84 cities in Los Angeles County have adopted or are considering similar plans.

The proposal is similar to a bill pending in the state Senate after clearing the Assembly last week. But it is far less strict than another Assembly bill, also pending in the state Senate, that would authorize the incarceration of truants in Juvenile Hall.

The Southern California city of Duarte was picking up about 60 truants a month last year when its plan went into effect in September. The number steadily declined, and in April, only 10 students were caught, according to the sheriff's department. The ordinance may also have helped reduce daytime burglaries, which declined by 35 percent since last year, said Duarte Lieutenant Richard Barrantes.

In Los Angeles, a study of the ordinance's effect on attendance is not due



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until midsummer. But Wesley Mitchell, chief of the school district's police force, is optimistic.

'RAVE REVIEWS'

'There have been nothing but rave reviews from the schools and the communities,' he said. 'The most wonderful part is that the child must show up (in court) with a parent -- and 99 percent do. Many had no idea their children had a truancy problem.'

State Superintendent Delaine Eastin praised the truancy plan. 'I don't know why more cities in California don't do this,' she said.

The authors of the San Francisco plan -- including dropout prevention workers, school patrol officers, campus deans and school counselors -- hope they will be able to do it.

They want to bring the ordinance before the city Board of Supervisors. But to succeed there, they believe they need the endorsement of San Francisco Superintendent Bill Rojas, who they say has ignored the plan since they presented it to him in February. Rojas said he would schedule meetings with police to discuss the issue, but no meetings have been arranged.

'We feel stymied,' said a proponent who requested anonymity. 'We're frustrated because everyone we've talked to thinks this is a great idea, but we take it to the superintendent, and it seems to die on his desk with no good explanation of why.'

Rojas' deputy, Laura Alvarenga, declined to discuss the issue. Rojas, who has been out of the office since Thursday, did not return calls.

STAFF CONCERNS

Other staff members said the superintendent is concerned that black and Latino students would be treated unfairly under the plan. Rojas was not available to elaborate; however, many students of color have long complained that police unfairly single them out.

Officer William Boniface of the school patrol, who also worked on the proposal, denied that any students would be treated unfairly.

'What's unfair is the fact that the students we arrest generally are unable to write a complete sentence, or use a word more than five letters long, or write a sentence where words are not misspelled,' he said. 'The (plan) would, hopefully, force the students to attend school.'

great rhetoric

State law says minors have to go to school. But Lieutenant Bruton said there is no way to enforce that law.

MIRED IN BUREAUCRACY

San Francisco's anti-truancy policy is mired in bureaucracy. Officially, each student who cuts class is supposed to be seen by a teacher, counselor, administrator, parent, staffer from the Dropout Prevention Office, member of the Dropout Prevention Administrative Panel, member of the Student Attendance Review



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Board, and -- if the case gets that far -- someone from Juvenile Court or the Department of Social Services.

Bruton called the new proposal a 'win-win situation.'

'We're not talking about sending kids to jail,' he said. 'We're talking about sending them to school.'

Under the plan, police could cite students for loitering if they were found off campus without permission during school hours, then escort them back to class.

Students would then receive a notice from traffic court to appear there with a parent. According to the plan, traffic court is 'the best place to achieve compliance among juveniles who commit minor violations.'

For a first offense, the student's family would be ordered to pay an unspecified 'small fine.' In Los Angeles, the maximum fine is \$ 675. In San Francisco, the penalty would be suspended if the student attended school for 45 consecutive days. But if truancy persisted, students could be ordered to attend weekend, evening or summer school. Parents could also be ordered to take a parenting class.

Ultimately, the court could delay issuing a student's driver's license, or suspend an existing license.

'I'd go back to school if they did that. I want to drive,' said a 15-year-old girl who called herself Giggles. She stood near the waves at Ocean Beach on Friday with about 10 teenagers playing hooky from Washington and Wells high schools. It was 10:30 a.m. -- second period.

ON THE BOARDWALK

On the boardwalk, a pair of uniformed officers glided by on horseback as the students drank from liter bottles of Olde English 800 beer and smoked pungent Arabic cigarettes on the sand below. Only one boy agreed with Giggles that the loss of driving privileges would steer him back to school. The others just scoffed.

'The school counselors don't care about us,' said a bearded 17-year-old, Ahndy Emelia. 'They just care about the money from having us in school.'

Asked what they intend to become, the teenagers did not hesitate: pediatrician, engineer, lawyer, artist and business owner, they said. No one seemed to make the connection between those careers and school attendance.

At Baker Beach, just up the coast, a half dozen students had ditched out of Balboa High to watch the waves and gaze at the Golden Gate Bridge. Some steadfastly denied that they would return to school under such a plan. But most said they would.

'It would be embarrassing,' said a 17-year-old girl wearing baggy black pants. 'If my family would get in trouble and have to pay a fine, maybe I'd try to go to school.'



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GRAPHIC: PHOTO, Truant students ambled along the shore at Baker Beach during school hours Monday , BY VINCE MAGGIORA, THE CHRONICLE

LANGUAGE: ENGLISH

LOAD-DATE: June 5, 1996



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LEVEL 1 - 19 OF 198 STORIES

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THE HARTFORD COURANT

June 4, 1996 Tuesday, STATEWIDE

SECTION: MAIN; Pg. A1

LENGTH: 1541 words

HEADLINE: PROBLEMS WITH TRUANCY? STUDENT SMOKING? SOME SCHOOLS CALL POLICE

BYLINE: DANA TOFIG and
ANNE M. HAMILTON; Courant Staff Writers

BODY:

For decades, smoking in the bathroom and skipping classes have been as much a part of school life as proms and pep rallies.

But in Enfield schools, being truant and puffing cigarettes no longer result in just a visit to the principal's office. They could end with a call to the police.

The Enfield Board of Education has twice turned to the police to help school officials enforce the rules.

Under a policy approved last month, students caught smoking on school grounds will be issued a summons carrying a \$60 fine.

During the same time period, two women were charged with educational neglect because their children were habitually absent from school and, police say, the women did nothing about it.

"In the old days, the cops were taboo in the schools," said Enfield Police Chief Ronald Marcotte. "But we now have more and more cooperation. I think it creates a better atmosphere."

Enfield is not alone. School districts across the state are increasingly making the police a fixture in their buildings. They are called in when there are fights or when weapons are suspected in school buildings. In a few districts, they patrol the halls, although not in uniform.

Any action by the police is bound to get the attention of students and parents, who by state law are responsible for seeing that their children attend school until they are 16.

Not everyone believes that calling the police is always a good idea, particularly if the offenses concerned are minor. And some people think arresting parents and fining them for their children's absences may go too far.

"Some parents may have trouble with the law already, and [truancy] may be minor," said Dr. Joel Bregman, a child and adolescent psychiatrist at the Institute of Living in Hartford. "If they don't obey the law in other ways, this



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could be worsening the problem. They could take it out on the children."

Still, when a school problem gets bad, and parents do not respond to a school's request for help, many officials believe a nudge by police might just be the answer.

When two students at John F. Kennedy Middle School in Enfield missed school repeatedly and their parents failed to respond to repeated school efforts to get them there, they were referred to juvenile court under the "family with service needs" law.

Under that statute, a judge or a probation officer can supervise the student's attendance, and parents are told of their responsibilities to make sure their children are educated, said Albert Chase, supervisor at Juvenile Court in Rockville, which oversees a dozen towns, including Enfield.

But even after that referral, court documents say, Sandra Montieth and Patricia Markham-Mayhew's children were still absent too much, and on May 16, Enfield police arrested the two women.

Montieth is facing 41 counts of educational neglect and Markham-Mayhew is facing 14 counts. Each count represents a day when their children were absent without excuse, and the maximum fine is \$25 per count. Their cases are still pending.

Montieth declined to comment and Markham-Mayhew could not be reached for comment. Tim Neville, principal of Kennedy Middle School, said the truancy problem is neither new nor large. About 45 students out of 1,050 had serious attendance problems at Kennedy last year. Five have been referred to court, including the two whose mothers were arrested.

What is different, he said, is that more is being done by schools to keep students from dropping out.

"We call home daily on kids who are at risk. We have parents come in," Neville said. "Most people come in and are willing to work it out."

A court referral is the last resort.

"We've reached the extreme," Neville said. "We've exhausted the remedies we have available."

But mental health experts say using the criminal justice system may not be the answer. There are too many reasons children do not go to school or fail to respect school rules.

"A lot of parents need help in boundary setting," said Sue Gerich, a youth services social worker in Enfield. "It spills over into defiance, smoking, truancy, or shoplifting. It's all connected."

She also said some parents are very uncomfortable in schools.

"School is a very scary place for some parents," she said. "It's a very professional place. Many parents are intimidated by parent meetings."



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One solution, she said, might be a greater emphasis on courses that teach parenting skills. If classes are taught in how to drive a car or use a computer, why not teach classes in parenting?

Gerich said trying a different approach might work. Helping children realize how expensive smoking is might make more of an impact than more lectures on health risks, which they have already heard.

The key to keeping students in school is working with families sooner, starting when children are younger and accept discipline more easily, she said. If a child is missing class or disobeying the rules, some say the school needs to find out why -- not hand out tickets.

"To solve the problem, you have to do something about the root cause," Bregman, the psychiatrist, said. "This may be a symptom that all is not well with the family."

Either the child or the parents may have a mental health problem, he said, or there could be stress from a job, unemployment or other personal reasons. Getting parents the necessary assistance from community agencies is essential.

"I don't think fining or jailing the parents will be an answer in many cases," he said. "Without providing that help, either social services help or mental health help, you aren't going to solve the problem."

A greater impact

For eight years, the Enfield school system has tried to control student smoking. Teachers are assigned to police the lavatories and violators are subjected to increasing punishment, from in-school suspension to expulsion.

But school administrators wanted a deterrent that had a greater impact, and decided that a stiff fine might affect students more than keeping them out of class.

Under the new policy, which makes it clear that a state law prohibiting smoking in public buildings will be enforced in schools, police will be called when a student is caught smoking. The student will be issued a ticket for \$60, which will get parents' attention if their children cannot pay it themselves.

Students 16 and under will be referred to the town's juvenile review board, which provides an alternative to the juvenile court.

"If we can go in there and issue a summons and it costs them 60 bucks, maybe they won't do it," Chief Marcotte said. Enfield officials say the idea in both cases is to send a strong message.

"We are saying to parents you have a responsibility [for children] between 7 and 16," said Enfield Superintendent of Schools John Gallacher.

In Clinton, which enacted a similar policy earlier this year, parent response has been favorable, said Stanley Pitcavage, chairman of a school advisory group. Five students have received tickets over a three-month period, and the amount of smoking in school has dropped.



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"It's just one thing that has helped. The kids seem to be comfortable knowing what the rules are," he said.

Other school districts have used police to help control student behavior. Fighting among students is a familiar part of many schools, but in recent years, the tussles have become more violent and more children are carrying weapons.

About seven years ago, school officials in Windham passed a policy of notifying the police every time there is a fight in school. In most cases, the students are arrested and charged with misdemeanor crimes such as disorderly conduct or third-degree assault.

Parents, as recently as last year, have protested the policy and it is being reviewed. But school officials stand behind it.

"The administration sends a very clear message that violence is unacceptable in our schools," said school board Chairwoman Susan Collins. "Kids need to be held accountable. To me, the school environment is not where they should be fighting. It's a place to learn."

Peter Micari, principal of Windham High School, said the administration backed off the policy about five years ago and the number of fights began to increase. It was reinstated, Micari said, because fighting is a serious issue.

"The impact of an act of violence goes beyond school," he said. "It's not like smoking in the boys' room or anything like that."

In some districts, a police officer is assigned to a school and is part cop, part counselor. In Vernon, an officer patrols Rockville High School full time. Although he's not in uniform, Officer Eric Pagel carries a gun.

"His beat is the high school," said Vernon Police Chief Rudolf Rossmey. "The population is the students and staff. He's there to help them deal with any problems that might pop up."

In the last year, Pagel has helped uncover a string of car thefts in Vernon and had two students arrested who were carrying knives into the school. Rossmey also said he has deterred drug and gang activity at the school.

However, his job isn't just making arrests, Rossmey said.

"He's there as a human being to show that police officers are not adversaries," he said. "They can be resources, they can be friends, they can be confidants."

LANGUAGE: ENGLISH

LOAD-DATE: June 4, 1996



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Ron Cavotto - Pittsburgh/Allegheny County (412-394-5717)
6/18, 2:15pm

Conversation Notes

Penn law - juvenile court through children's service system are responsible f

Inter agency program

1. local school district
2. regional educational unit
3. representatives from children and youth services agency from county (leg. mandated responsibility)
4. juvenile court side of county group (pre-delinquency group)
5. magisterial/district justice system
6. representatives from child advocacy office

So many truants on the St. would flood courts.

Early intervention focussing on kids in elementary schools

(too many above 8th grade or so - most were habitual truants)

Local folks to their thing including citations

Then work thorough regional educational unit and refer to children and youth services agency at county level.

school problem vs. child welfare problem

At county level, series of interventions/protocol

1. intermediate staff sends letter to family - child is truant, aware that local district has made an effort, going to be monitored, will be reported to child welfare folks, may go to courts . .

"A number of cases are resolved by a 32 cent stamp

If continuing, ask for an adjustment hearing - held by a juvenile court intake officer

In part a scare-straight routine, gets folks together in a juvenile court setting, tries to do some problem solving - usually lasts about 45 minutes (another percentage of cases resolved).

Incorrigible group: formal petition for adjudication of dependency; judges hear the case - may place the child outside the home - truancy as an early warning sign of a kid at risk (court often finds other risk factors).

Juvenile court - family division, juvenile section - county court system

district justices - community court system (elected by communities) - get involved at school level

bulk of referral is around 3rd or 4th grade - trying to move upstream and correct problems as soon as possible.

Compusory attendance law - strictly punitive in approach -

under old law, local JP only had jurisdiction over parents - bad for dealing with older kids
county people said would be flooded/ didn't want to deal, local didn't have jurisdiction.

NOW: law says that for any kid 13 or older: kid or parent or both can be found guilty.

Parents can agree to attend family parenting classes in lieu of fines.

one-stop centers for human services:

Also authorizes to arrest kids during the day - sent to central location operated by the school system;

Would like to put social service groups into those centers.

Complications: kids in suburbs who are picked up in the city: where do you take them?

HOW much time police are going to spend on overtime, etc. is a problem.

Project hasn't really cost anyone a penny.

42 districts in the county plus the large inner-city district.

Outside research group evaluated a program.

river analogy - kids floating face-down in a stream, resuscitating theme
money into school

tr

would be a local POC

Dept of HHS

ADMINISTRATION FOR CHILDREN AND FAMILIES

- 1) AFDC
 - Emergency Assistance
 - day care
 - at-risk day care
- 2) Low Income Home Energy Assistance
- 3) Refugee and Entrant Assistance
- 4) Family Preservation and Support
- 5) JOBS -- Job Opportunities and Basic Skills Training Program
(grants to states)
- 6) **Block Grant Payments for Child Care and Development**
- 7) Social Services Block Grant --
EMPOWERMENT ZONE/ENTERPRISE COMMUNITY
- 8) Children and Family Services Programs
 - Head Start
 - Social Services Programs:
 - Comprehensive Runaway and Homeless Youth
 - Child Abuse State Grants
 - Comm. Based Resource Centers**
 - Teen Pregnancy Prevention Initiative
 - Abandoned Infant Assistance
 - Child Welfare Services
 - Family Violence Grants
 - Social Services and Income Maintenance Research
 - Child Welfare Innovative Programs
 - Developmental Disabilities
 - State Grants and Advocacy
 - Special Proj. and Univ. Affiliated Projects
 - Native American programs
 - Community Services Programs
 - Comm. Services block grants
- 9) **Violent Crime Reduction Programs**
 - Community Schools
 - Battered Women's Shelters and Domestic Violence Hotline
- 10) Payments to States for Foster Care and Adoption
 - Foster Care
 - Independent Living
 - Adoption Assistance

HEALTH RESOURCES AND SERVICES ADMIN

- 1) Consolidated Health Centers
- 2) Programs for Special Populations

**The Allegheny County
Truancy Prevention Project
Evaluation Report**

Prepared by

**Dr. Ronald G. Covato, Chairperson
Allegheny County Truancy Task Force**

Participating Agencies

**Allegheny County Children & Youth Services
Allegheny County Juvenile Court
Allegheny Intermediate Unit**

June 5, 1992

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I would like to thank the many dedicated staff from the participating agencies who took the time, busy as they are, to complete the questionnaire upon which this research is based. Whatever success the Truancy Prevention Project (TPP) has experienced is due to their support and effort. The short comings of the project are systemic in nature, not a function of staff performance.

Marti Donovan, David Wyatt, and Dr. Lisa Holtzapple helped fashion the questionnaire; Curt Helffenstein and David Wyatt edited the manuscript; and Debra Pifko diligently endured the task of typing drafts of this report. Finally, a special thanks goes to Henry DeLuca, Project Coordinator, without whose effort there would be no project to evaluate.

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Purpose

The purpose of this research is to assess the effectiveness of the Truancy Prevention Project (TPP) and the degree of support for project among line staff of the public schools, Allegheny County Children and Youth Services (ACCYS), and the Regional Educational Support Centers (RESC), a program operated by the Allegheny Intermediate Unit (AIU).

In previous studies project effectiveness was assessed quantitatively, i.e., by measuring improvement in student attendance. A different tact is taken here. Simply put, the author agrees with William Glasser, M.D., who believes quality is best measured through in-depth interviews and "observations of a statistically significant sample by qualified observers" (The Quality School, 1990). While the questionnaire is not an "in-depth interview," the respondents are "qualified observers."

Methodology

A. Sample

Questionnaires were sent to staff from ACCYS, the public schools, and the Allegheny Intermediate Unit, Regional Educational Support Centers. Only line staff with substantial involvement with the project were invited to participate in the research. For example, only ACCYS caseworkers with 3 or more truancy cases were

invited to participate.

Of the eighty-eight (88) questionnaires mailed, 66 (75%) were returned. Public school personnel constituted the largest group of respondents. The majority of those respondents were Pittsburgh Public School District employees because they made the most referrals to the project. Fifty-nine (59) received the questionnaire and 48 responded (81%). The smallest group of respondents came from ACCYS. Only 5 of the 17 CYS caseworkers (29%) participated in the study. The sample is felt to be too small to draw valid generalizations from. Ten of 12 AIU-RESC faculty (83%) participated in the study.

B. Instrumentation and Scoring

The questionnaire was developed by the Project Director, Dr. Ronald G. Covato, with the assistance of several AIU (RESC) faculty involved with the project. With one exception, all the questions are Likert-type items worded to be direct, explicit expressions of what they are intended to measure. For example, to measure the "cooperativeness" of RESC liaisons the behavioral dimensions of "cooperativeness" were not tapped (e.g., RESC liaisons return phone calls, keep CYS caseworkers updated on student attendance, etc.) Rather, respondents were simply asked to "rate the cooperativeness of your AIU (RESC) liaison."

For presentation and analysis purposes, the data are organized

into tables which report two scores for each Likert-type item on the questionnaire, the percent of positive response (PPR) and the standard score (SS). "Percent of Positive Response (PPR) is calculated by adding the percentage of respondents who rated an intervention, for example, as "very effective" to the percentage of respondents rating the intervention as "effective." (PPR = percent rated "very effective" + percent rated "effective"). Standard scores facilitate analysis by making comparisons possible. The Standard Score is computed using a scale ranging from a high value of 4 (very cooperative; very effective; or strongly agree) to a low value of 1 (very uncooperative; very ineffective; or strongly disagree). Totals for an item are calculated and divided by the number of responses to the item. The result is then multiplied by 10 yielding the standard score.

Findings

The results in Table 1 show how the agency and school staffs rated the effectiveness of the various interventions prescribed by the project protocol.

Table 1
SCORES FOR ITEM 1:
EFFECTIVENESS OF INTERVENTIONS

INTERVENTIONS	RESPONDANTS			
	Public School	CYS	RESC	Combined
Letter (% of positive resp.) standard score	63 / 30.3	60 / 26	71 / 32.9	67 / 29.2
Adjustment Hearing	94 / 33.2	100 / 32	100 / 35	98 / 33.9
Dependency Hearing	94 / 34.5	100 / 36	88 / 33.8	94 / 34.8
RESC	96 / 34.3	100 / 40	70 / 30	94 / 34.1
In-Home	88 / 30.3	100 / 30	78 / 27.8	87 / 30.2
Overall	92 / 32.8	100 / 32	100 / 34.4	94 / 32.9

Clearly, interventions at all levels received high ratings. Ninety-four percent of the respondents rated the overall impact of the interventions as positive (standard score 32.9). Dependency hearings are judged the most effective intervention (SS = 34.8), closely followed by RESC enrollment (SS = 34.1) and adjustment hearings (SS = 33.9). The least effective intervention, the letter of notification to parents, is still viewed as effective by nearly 7 of every 10 respondents (PPR = 67%; SS = 29.2).

CYS caseworkers rated alternative education (RESC) as the most effective intervention (SS = 4.0). Public school personnel judged enrollment in the alternative program (SS = 34.3) virtually as

effective as dependency hearings (SS = 34.5). Only the alternative educators themselves were critical of their effectiveness in curbing truancy (SS = 30). RESC faculty were also considerably more positive about the notification letter to parents (SS = 32.9) than either CYS caseworkers (SS = 26.0) or public school personnel (SS = 30.3). A host of other findings can be gleaned from the data by the interested reader.

Other indices of project effectiveness appear in Table 2. Nine of the 10 respondents think they are receiving needed services from ACCYS that would not otherwise be received (item #3). Nearly 100% (SS = 38.9) of the respondents think the referral process has exposed neglect issues (item #8). However, only 32% (SS = 23.9) think the project has discouraged the truancy of other students in the school (item #9). The comments suggest that it is unrealistic to expect that the project will indirectly effect the attendance of other students at the elementary level. Perhaps it is primarily because peer groups are less defined and influential at the elementary level than at higher educational levels.

Table 2

SCORES FOR ITEMS 2 THROUGH 10

QUESTIONS	RESPONDANTS			
	Public School	CYS	RESC	Combined
	PPR / SS	PPR / SS	PPR / SS	PPR / SS
#2 - Role of AIU	100 / 40.5	100 / 36	100 / 37.5	100 / 38
#3 - Getting CYS intervention	89 / 32.8	-----	90 / 35	90 / 31.6
#4 - Cooperativeness - AIU	100 / 40	100 / 40	-----	100 / 40
#5 - Cooperativeness - Pub.Sch.	-----	100 / 36.7	100 / 32	85 / 30
#6 - Cooperativeness - CYS	82 / 29.3	-----	100 / 32	85 / 30
#7 - Cooperativeness - Own Agency	96 / 37.1	100 / 36.7	100 / 37.8	97 / 36.4
#8 - Exposes neglect	98 / 43.3	100 / 37.5	100 / 36	98 / 38.9
#9 - Discourages others	45 / 23.7	-----	0 / 10	32 / 23.9
#10- Improves interagency collaboration	91 / 31.4	100 / 35	100 / 36	95 / 32.3
#11- Should be continued	100 / 39.3	100 / 40	100 / 36	98 / 38.3

#2 - RATE THE IMPORTANCE OF THE ROLE OF THE AIU (REGIONAL EDUCATIONAL SUPPORT CENTER) LIAISONS IN THE OVERALL PROCESS:

#3 - AS A RESULT OF THE PROJECT YOU ARE GETTING INTERVENTION FROM CHILDREN & YOUTH SERVICES THAT WOULD NOT OTHERWISE BE AVAILABLE:

#4 - RATE THE COOPERATIVENESS OF YOUR AIU (RESC) LIAISON:

#5 - RATE THE COOPERATIVENESS OF PUBLIC SCHOOL PERSONNEL MAKING THE REFERRALS TO THE PROJECT:

#6 - RATE THE COOPERATIVENESS OF THE CHILDREN & YOUTH SERVICES CASEWORKERS IN RELATION TO PROJECT REFERRALS:

#7 - RATE THE COOPERATIVENESS OF PERSONNEL IN YOUR OWN SCHOOL OR AGENCY WITH REGARDS TO THE PROJECT:

#8 - THE TRUANCY REFERRAL PROCESS HAS EXPOSED OTHER NEGLECT (DEPENDENCY) ISSUES:

#9 - THE PROJECT HAS HELPED TO DISCOURAGE THE TRUANCY OF OTHER STUDENTS IN MY SCHOOL:

#10- THE PROJECT HAS HELPED IMPROVE RELATIONS AND COLLABORATION AMONG SCHOOLS, THE AIU, CYS, AND THE COURTS.

#11- HOW IMPORTANT IS IT THAT THE TRUANCY PREVENTION PROJECT BE CONTINUED?

Line staff support for the project is very strong as indicated by the responses to item #11 which asks if the project should be continued. The project places an increased work burden on line staff at all agencies since no additional staff have been hired with special monies. The author thinks that it is very telling that despite this burden, the project is supported virtually unanimously (combined SS = 38.3). This finding reflects the quality of the staffs, their professional commitment, as well as the importance they place on regular school attendance in the lives of children.

The cooperativeness of these staffs, as they attempt to coordinate their efforts, is measured by items #4, #5, #6, and #7. One-hundred percent of both the local school district and ACCYS respondents rated the AIU (RESC) faculty as very cooperative (SS = 40). Local school personnel (SS = 36.4) and ACCYS caseworkers (SS = 30) were also viewed as generally cooperative by their interagency peers. However, the comments sections suggest that an undercurrent of professional frustration and blame exists. A few of the more critical comments surface the issue. A CYS caseworker writes: "Some referrals come through in which nothing was done by the school social worker." Another, being somewhat more charitable, comments, "Some school personnel are very responsive - some are not responsive at all." A school employee writes, "No caseworkers return my calls. They are too slow to plug in their services." Another school social worker complains, "CYS appears to listen to what school personnel have to say, but they do not act on it."

These frustrations are, in the authors view, inevitable given the current situation. School officials charged legally with the responsibility of enforcing the state's compulsory attendance law, are directed by the Juvenile Act to CYS which is mandated, but not funded, to work with truant youth. In effect, scarce resources pit one agency against the other. School social workers, sworn to enforce the state's compulsory attendance law, and CYS caseworkers mandated to enforce the same law, feel powerless. This adversely effects their professional self-esteem, their morale, and leads to fault finding.

One hope of the Truancy Task Force was (is) that a structured, inter-agency collaboration on a "do-able" scale would help workers in both systems overcome this sense of powerlessness, and promote the organizational health and integrity of both systems. The finding of this research are mixed on this point. Significant progress has obviously been made; however, we have a long way to go before the schools and CYS own mutually the problem of neglectful parents, dysfunctional families, and incorrigible truants.

Respondent comments, reproduced verbatim in Appendix B, support the finding (item #2) that the role of the AIU (RESC) is pivotal in driving the referral and intervention processes (SS = 38). The comments by local school district and CYS social workers are virtually unanimous in this regard. However, some school personnel complain that movement through the prescribed

interventions is frequently too slow. Others would like the age eligibility for referrals extended through the middle school years and the cut-off date for accepting referrals extended from February 3 to March 31.

Conclusions

1. Based upon the results of this survey, and more quantitative results reported elsewhere, the TPP is achieving its main goal: to establish the regular school attendance of truant, elementary age children through collaborative, coordinated inter-agency efforts using existing resources.
2. The line staff of all the agencies who carry the additional work burden are very supportive of continuing the project.
3. The role of the AIU (RESC) is viewed as critical by both local school districts and CVS social workers.
4. School personnel would very much like the age eligibility of the project extended to include 14 and 15 year olds (through the middle school years). They would also like the cut-off date for referral moved forward to March 31. NOTE: Given the current funding, it is impossible to raise the criterion age for referral to the project. The Task Force has proposed amendments to the state's compulsory attendance law that address the truancy of older students. The amendments are being reviewed by the House Education Committee. Passage of a bill is unlikely this year, however. The cut-off date for accepting referrals is set at the beginning of February to allow sufficient time for intervention following referral. It has been determined that a cut-off date of March 1 is too late in the school year to take students to hearings. Students who are chronically truant towards at the end of the school year

may be referred early the following school year if the truancy reoccurs.

5. ACCYS caseworkers and local school personnel view alternative education for chronically truant students as highly effective.
6. The legal authority of ACCYS and Juvenile Court is needed to curb the growing truancy problems (effectiveness of adjustment and dependency hearings as interventions).
7. Truancy is symptomatic of other neglect issues.
8. The process of moving through the prescribed protocol of interventions is sometimes delayed, especially in moving to hearings. NOTE: The project staff will make every reasonable effort to closely monitor and expedite this process.
9. While frustration still exists, relations and communication among the various agency staffs are greatly improved as compared to when the project began in 1987.
10. A great deal of work remains to be done. As one respondent put it: "Our school district has a tremendous truancy problem, sometimes the Truancy Prevention Program is our only and last resource!"

For whom?

Duh

REPORT ON THE
EVALUATION OF THE
ALLEGHENY COUNTY TRUANCY TASK FORCE'S
TRUANCY PREVENTION PROJECT

DECEMBER 1987
FUNDED BY THE HENRY C. FRICK EDUCATIONAL COMMISSION

**The Allegheny County Truancy Task Force's
Truancy Prevention Project
Executive Summary and Evaluation**

I. SUMMARY

The Allegheny County Truancy Task Force is a coalition of community agencies which share responsibility for dealing with the problem of habitual truancy. Established in 1985, the task force operates an early intervention program, the Truancy Prevention Project (TPP) which is targeted at habitual truants who are enrolled in grades 1-7.*

Children who are truant 10 or more days and for whom local remedies have been applied without result may be referred to the project. Once referred to the project, students who accrue 20 or more unexcused absences may be referred by project staff to the Juvenile Court for an Adjustment Hearing. Project staff may also file dependency petitions on students who accrue 30 or more unexcused absences. The active cooperation of the referring school district is required throughout the intervention process.

Thanks to a grant from the Henry C. Frick Educational Commission, the effectiveness of the TPP was systematically evaluated. The major evaluation finding is that there is a positive change in students' attendance, and a decrease in truancy after TPP interventions. In addition, the TPP was found to be equally effective for a variety of children: It works where parents are neglectful of their responsibility and also for children that are responsible for their own truancy. The project also seems to have a deterrence effect on siblings and peers of project children. School personnel involved with the project also perceive the project as effective in deterring truancy.

II. IMPLICATIONS FOR SCHOOL DISTRICTS

1. Since service by Children and Youth Services (C&YS), a major participant in the project, is subject to initial review using a "Protective Services Model" a child is most likely to be accepted into the project if the school provides well documented evidence of associated problems such as family dysfunction and child neglect. Often, such documentation requires that home visits are made by Home and School Visitors.

2. The project is targeted at young elementary and middle school children. Since the courts are reticent to deal with older (over age 14) truants the districts can help to effectively address the problem of older truants by actively supporting proposed legislation, Senate Bill 658, that seeks to give power to deal with older truants to the lower judiciary.

3. To most effectively prevent truancy in the future district personnel need to first ensure that there is a coherent, carefully defined and reviewed attendance policy in their district.

* During 1987-88 project eligibility was extended to all children 14 years and younger.

4. Districts need to keep accurate records of excused and unexcused absences to be used for both individual referral and treatment, and to document the incidence and severity of the problem so that it can be effectively addressed at the state and county level.

5. School social workers should meet with C&YS personnel on a regular basis to discuss concerns and coordinate service efforts. This could be accomplished through the regional special education liaison meetings.

OVERVIEW OF FINDINGS OF A STUDY OF THE TRUANCY PREVENTION PROJECT
FUNDED BY THE HENRY C. FRICK EDUCATIONAL COMMISSION

18 referred 85-86 and continued 86-87

20 referred 86-87

<u>85-86</u>	(mean average) % of days <u>absent</u> (including excused)	level of significance
pre-intervention (TPP)	43.1%	.002
post-intervention (TPP)	28.6%	
<u>86-87</u>	(mean average) % of days <u>truant</u>	
pre-intervention (TPP)	33.4%	.010
post-intervention (TPP)	17.1%	

Responses were from school social workers and related professionals from throughout the county. The following percentages of a total 29 respondents indicated a perceived improvement in attendance after:

Referral to program.....	50.0%
Home visit by C&YS.....	62.5%
Scheduling adjustment hearing.....	50.0%
Adjustment hearing.....	71.4%
Scheduling dependency hearing.....	80.0%
Dependency hearing.....	83.3%

It seems that TPP intervention was equally effective across grade levels, gender difference, and a variety of other background and demographic factors. At least there were no statistically significant differences.

INTRODUCTION

During the later part of 1986 the Allegheny County Truancy Prevention Task Force submitted a proposal to the Frick Educational Commission requesting funds to allow for an evaluation of the effectiveness of the Truancy Prevention Project (TPP). This report summarizes the findings of that evaluation.

The original evaluation design for the project was modified because certain procedures or activities were determined to be inappropriate, or unreliable. Essentially, however, the goals of the evaluation as described in the proposal have been addressed.

The results of the evaluation answer some important questions. Most important, we now know that the interventions do in fact have a positive influence on the attendance of the "at risk children" that have been referred. However, we are not able to state which children might be most likely to benefit from an intervention program such as the TPP, and which children might be more likely to respond to a different approach to truancy intervention. In addition, we do not yet know if the positive changes that have occurred as a result of the interventions will continue through subsequent school years, and if the children will be able to successfully complete their schooling. Hopefully, some of these questions will be addressed in the coming months and years by individuals involved in the project who will continue to formally and informally evaluate the effectiveness of the project.

Before discussion of the evaluation procedures and findings a brief overview of the TPP is in order.

The TPP was developed and implemented by the Allegheny County Truancy Task Force as a response to the problem of habitual truancy among young, school age children. The Task Force was established during the 1985-86 school year by a coalition of community agencies that share the responsibility for dealing with the problem of habitual truancy. The Task Force is composed of representatives of the following: the forty-two school districts that comprise the Allegheny Intermediate Unit (AIU), the Pittsburgh Public Schools (PPS), the Allegheny County Children and Youth Services (C&YS), the Allegheny County Juvenile Court, (JC), and the Allegheny County District Justice Association (DJA).

The TPP provides, and was designed to provide, a mechanism for ensuring that habitual truancy is effectively addressed, and that the young children that exhibit the behavior are not allowed to continue the behavior, and that appropriate intervention strategies are, in fact, implemented. The project is the "next step" when school district interventions have not been successful in abating truant behavior. Specifically, the project allows for an "Adjustment Hearing" to be held for children who have continued truancy after their case has been taken to a local magistrate without a positive influence on attendance. Prior to

scheduling an Adjustment Hearing the TPP staff person representing C&YS performs a home visit. TPP staff continue to monitor attendance of children referred to and served by the project. If truancy continues additional Adjustment Hearings may be scheduled or the C&YS staffer may petition the Court for a "Dependency Hearing," which may result in the truant child being adjudicated "dependent" and placed in an institution for "dependent" children. As such, the project "forces" along the legal processes for addressing truancy. It ensures that children do not fall through the cracks in the systems that exist to help them.

The project was limited to having 30 "active" cases at any one time due to C&YS restrictions on client loads for their case workers. Few children, however, have been unserved due to a full case load since not all of the eligible school districts have utilized the services. The project is directed at interventions for children in grades 1 through 7. The eligibility requirements have been modified as needed during the initial years of the project.

TPP activities that are defined as specific intervention "events" are 1) home visit, 2) adjustment hearing (more than one can be held), and 3) dependency hearing (more than one can be held).

Not all of the children referred to the project make it to an adjustment hearing. For example, during the 1986-87 school year, of the children tracked as part of the evaluation, six out of twenty received no intervention beyond referral, and eight had one intervention, one had two, two had three, and three experienced four interventions. What is important in the project is that there is a clearly defined "next step" if the student's attendance does not improve after referral to the project.

EVALUATION OF THE TRUANCY PREVENTION PROJECT

There were six major objectives of the evaluation of the Allegheny County Truancy Prevention Task Force's Truancy Prevention Project. Specifically, these objectives were to determine:

1. the overall effectiveness of the TPP interventions in producing regular attendance patterns in targeted project youth,
2. the characteristics of targeted project youth that best predict the onset of regular attendance patterns after TPP interventions,
3. the effects of project activities on the attitudes towards truancy and regular attendance by school staff and students in project schools,
4. the effects of project activities on the attendance behaviors of students in project schools,
5. the specific strengths and most effective intervention strategies of the TPP, and
6. the processes and interactions that produce successful interagency operation of an effective TPP.

Two major sources of information were used to assess the effectiveness of the TPP and to address these six objectives. First, information specific to the attendance, grades, type of truancy exhibited, history of truancy, and background and demographic factors such as sex, grade level, and household composition of 18 students referred to the TPP during the 1985-86 school year, and continued during the 1986-87 school year, and 20 students referred to the program during the 1986-87 school year was systematically collected from project records. Second, school social workers in Allegheny County were surveyed regarding their assessment of the project in terms of reducing truancy and improving the behavior, attitudes and grades of both project students and "at risk" students in their schools. A total of 29 school social workers, and related professionals, responded to the survey.

Each of the evaluation objectives, along with the methods used to accomplish the objective, and the relevant findings specific to each objective are discussed below.

Objective 1: To determine the overall effectiveness of the TPP interventions in producing regular attendance patterns in targeted project youth.

Truancy and attendance rates prior to referral to and interventions by the TPP were contrasted to truancy and attendance rates for these same students subsequent to their

being served by the TPP. Since days absent prior to referral to the program were not classified as "excused" or "unexcused," only attendance rates could be analyzed for the 1985-86 referrals. Table 1 presents the results of matched pre-post t-tests for 1986-87 referrals for proportions of days absent and truant, and for 1985-86 referrals for days absent.

Table 1
Matched T-Tests for Pre-Post Interventions
for Proportion of Days Absent & Truant

Variable	Mean	std.dev.	N	Mean Diff.	std.dev.	t-value	Probability
Pre days.absent							
86-87	.416	.214	19	.1287	.233	2.41	.027
Post days.absent							
86-87	.288	.130					
Pre days.truant							
86-87	.334	.220	19	.1629	.246	2.88	.010
post days.truant							
86-87	.171	.117					
Pre days absent							
85-86	.431	.196	15	.1450	.173	3.24	.002
Post days absent							
85-86	.286	.171					

All the t-tests show there was a positive change at the .05 level of significance in attendance and truancy after the TPP interventions. These data confirm that the project interventions are successful in improving attendance/reducing truancy among the targeted students. It should also be noted that both the 1985-86 and 1986-87 referrals were, however, still averaging 28% days absent following the interventions and the 1986-87 groups was still truant an average of 17% of the time. Only four students exhibited no truancy from the date of their last TPP action through the end of the 1986-87 school year. Continued monitoring of attendance of the project youth appears to be necessary in order for regular attendance to be established. Only seven of the youth included in the evaluation study were positively terminated from the program by the end of the 1986-87 school year. Two were terminated due to relocation, and the balance have been carried over into the 1987-88 school year.

Attendance rates of children referred to, and served by the TPP were contrasted to the attendance rates of children that were referred to, but not served by the project due to ineligibility or a full case load. Twelve children were included in the control, nonserved group, however the lack of complete attendance information limited the number of usable cases to five. In addition, since attendance could not be separated into prereferral and postreferral, only attendance figures for the

entire year could be used. The project children had an absence rate for the 1986-87 school year of .3770 which compares favorably to the .6800 average for the control group. A one-way analysis of variance produced an F ratio of 10.935 which is significant at the .005 level. This statistic suggests that the project interventions are more likely to produce a positive change in attendance than is no intervention. Table 2 presents the ANOVA results.

Table 2
Absence Rates for Project and Non-Project Students

	D.F.	Sum of Squares	Mean Squares	F Ratio	Sign.
Between Groups	1	.3672	.3672	10.935	.0031
Within Groups	23	.7724	.0336		
Total	24	1.1397			

Responses by the surveyed social workers further supports the finding that the interventions result in improved attendance. Table 3 provides the percentage of respondents that believe that the intervention produced improved attendance by project children. None of the respondents indicated that children's attendance got worse as a consequence of the interventions.

Table 3
Percentage of Respondents Indicating Improvement in Attendance after. . .

Referral to the program	50.0%
Home Visit by C&YS	62.5%
Scheduling Adjustment Hearing	50.0%
Adjustment Hearing	71.4%
Scheduling Dependency Hearing	80.0%
Dependency Hearing	83.3%

Objective 2: To determine the characteristics of targeted project youth that best predict the onset of regular attendance patterns after TPP interventions.

A variety of background and demographic factors were expected to affect the response of youth to the TPP interventions. Factors that were considered to be of importance include; grade level, sex, special education assignment, passing/failing status, type of truancy, intensity of truancy prior to referral. Statistical analysis of the pre-post attendance/truancy rates by these factors showed no significant influences. In other words, none of these factors appear to influence a student's susceptibility, or lack of, to the TPP interventions. Table 4 presents the post intervention rates of

truancy by factors that might be expected to effect responses to the interventions.

Table 4
Proportion of Days Truant after Interventions
for Selected Factors

Variable	Mean Proportion days truant	std. dev.	N
male	.1876	.1221	12
female	.1536	.1740	8
grade 1	.1613	.0764	5
grade 4	.0917	.0925	2
grade 5	.2447	.1409	4
grade 6	.2161	.2572	2
grade 7	.1542	.0914	7
1st quartile pre truancy rate	.1537	.1070	5
2nd quartile	.1746	.1746	5
3rd quartile	.2209	.1347	5
4th quartile	.1488	.0561	5
no TPP interventions	.1415	.1069	6
1 intervention	.1609	.1355	8
2 interventions	.3929		1
3 interventions	.1985	.1985	2
4 interventions	.1846	.0458	3
referred passing	.1633	.1159	6
referred failing	.1786	.1143	14

Although the differences were not statistically significant, students that were referred for truancy categorized by the referral source as "parental neglect," "school phobic," or "chronic illness" show the greatest reduction in the rates of truancy. Children with "chronic illness" truancy had a rate of reduction in truancy after TPP interventions that can be extrapolated to a reduction of 39.6 truant days per school year compared to anticipated reduction of 22 truant days for children with other types of truancy. The small number of cases does not, however, allow one to conclude that these differences are significant. Only six of the students in the project had truancy for which "chronic illness" was indicated as a source.

A significant percentage of the children referred to the project had special education assignments. Twenty eight percent of the first year referrals, and 20 percent of the second year referrals were for children with special education placements (LD, EMR, SED, PH). Oneway analysis of variance shows no statistically significant difference in the effectiveness of the project for regular education versus special education students. However, the small numbers of children and the disparity in the size of the two groups can limit the usefulness of the statistical test. It should be noted that the average reduction in the percentage of truant days was eighteen for the second year regular education referrals, and only 9 percent for the second year special education referrals. These numbers, coupled with the fact that the only student that responded to the project with no truancy after TPP interventions was a student with a physical

illness complaint who was subsequently placed in a special education setting, suggest that the structure of the school/learning environment may have more to do with truancy for special education students than is the case for regular education students.

Although the student data does not reinforce the opinion of the responding social workers, a number of them commented that they believed the interventions were more effective for their primary and intermediate students than for middle/junior high students. While Table 4 shows a higher rate of post intervention truancy for fifth and sixth grade referrals, the seventh graders have a lower rate than is found for the first graders.

Objective 3: To determine the effects of project activities on the attitudes towards truancy and regular attendance by school staff and students in project schools.

The survey of social workers contained one question specific to whether they believe "that referral of children to the TPP affects the attendance of other children who might be exhibiting truant behavior?" Of the respondents, forty-six percent believed it did, thirty-six percent were not sure, and eighteen percent did not believe it did. Several of the respondents commented along the following lines: "students tell other students who become aware of the consequences," and "other children become aware that truancy will be looked at," and "yes, if the others are aware juvenile court is involved."

The limited nature of data does not allow for a confirmation of whether the project's activities affect other "at risk" children's attitudes and behaviors around truancy, however, the comments are suggestive that with "more widespread knowledge. . . by students and parents" the project's activities could indirectly result in the reduction of truancy by at risk, but not referred youth. In order for the project to have an indirect effect on the attendance of non-referred students in project schools, it is necessary to "bring it to the attention of the students so they are aware of the program and what can happen to them."

Respondents to the survey that had referred students to the TPP were, not surprisingly, more supportive of the project's efforts than were respondents that had not referred to the project. Almost fifty percent of the respondents that had not referred to the project indicated that there is not a significant truancy problem at this age/grade level in their school(s), or that the problem is adequately addressed by the current methods. While twenty-five percent of the respondents that had made referrals commented on problems with the eligibility constraints (both age/grade and number of days truant for eligibility), these people were more likely to believe there is a truancy problem in their school(s) that is not being solved by the traditional methods. They were also more likely to see the TPP as a viable addition e.g., "it is the only alternative we have when magisterial intervention proves unsuccessful." While a number of

these respondents provided suggestions on methods to improve the effectiveness of the project, they were unanimous in planning to use the TPP again if the need were to arise.

Staff that had made referrals to the project were more likely than staff that had not made referrals to have a higher incidence of children with truancy problems, and, have a greater need to continue truancy interventions beyond Magistrates' Hearings.

Objective 4: To determine the effects of project activities on the attendance behaviors of students in project schools.

It was originally proposed that average daily attendance rates for project schools pre TPP interventions and post interventions would be analyzed for changes in attendance, and that rates for non-project "control" schools would also be examined.

Given the difficulties in obtaining accurate, meaningful figures, and the limited coverage of the project, these activities were not undertaken.

The only information specific to this objective is the responses to the question on the survey discussed under Objective 3. This very limited data suggests that, particularly with increased knowledge about the project, that the project interventions may have a positive influence on the school attendance behaviors of non-project students attending schools with project students.

Objective 5: To determine the specific strengths and most effective intervention strategies of the TPP.

The factors that appear to make the TPP effective include; 1) the continual monitoring of student attendance so that interventions may be initiated when necessary, 2) the standardization of activities and interventions with a formal, articulated process, 3) the "carryover" ability of children from one school year to the next so that they do not have to build up truant days in a new school year in order to be in the program, and, 4) the involvement of staff from a variety of educational, social service and justice agencies.

Continual monitoring of student attendance allows for the scheduling and holding of interventions at the proper time. As truancy continues the "next step" in the process is initiated at the proper time. Children learn that continued truancy results in actions by school and other agency officials.

Standardization of interventions allows for the next step in the process to be clearly prescribed if truancy continues. While the project allows for flexibility based on the decisions of the expert staff involved, and where exceptional circumstances may appear there exists a next step if the problem is not abated.

Again, the child learns that actions will be taken, and staff know ~~what~~ *the next step in the process is.*

Carryover of children from one school year to the next is a very strong component of the project. School officials frequently mention the problem of dealing with truancy that may not meet the ten day criteria until very close to the end of the year because of its sporadic nature, or children who do not begin the behavior until late in the school year. These children can be referred to the project towards the end of the school year and do not have to meet the ten day requirement in the new school year. This aspect of the project solves one of the major problems that school officials encounter in dealing with truant students.

The active involvement of staff from educational, family and social service, and juvenile justice agencies in the project allows for a coordinated effort in dealing with the problems of the individual children that are referred to the project. The different factors that influence truancy are addressed by an appropriate agency in an appropriate manner. If, for example the truancy is a result of "child neglect," C&YS can begin to deal with that problem.

Objective 6: To determine the processes and interventions that produce successful interagency operation of an effective TPP.

In order for the project to be effective it has been necessary for the various agencies to make a commitment of staff, time and money. An agency's commitment to the project needs to be endorsed by individuals in leadership roles in the agency. In all cases, the beliefs that truancy is a serious problem for these youthful perpetrators, and that interventions can be successful in addressing the problem, are necessary for there to develop a commitment to the project.

It has also been necessary for the individuals involved in the day to day activities of the project to be flexible and to be amenable to the suggestions of individuals who come from a different philosophical background in regards to how best to define and subsequently deal with truancy. The fact that the project has been successful while requiring the active involvement of individuals from different, and sometimes at odds, agencies speaks well of the commitment to the children and the project, and to the professionalism of all involved.

Of great importance in the effectiveness of the project has been the untiring efforts of a variety of professionals from the agencies involved in getting the Task Force formed, the TPP initiated, and the activities of the project monitored and modified as necessary.

SUMMARY AND CONCLUSIONS

It can be concluded that the Allegheny County Truancy Prevention Task Force has designed and implemented a project that effectively addresses truancy by young school children.

Positive changes in school attendance occur after the TPP's interventions. It is not possible to accurately predict, based on current data, which children are most likely to respond to the interventions; however children who suffer from parental neglect, school phobia, and "chronic attendance" seem to be more susceptible to the interventions. In addition, increased awareness of the project's activities is likely to have a positive influence on the attendance of some "at risk" children.

The structure of the project is flexible enough to accomodate unanticipated problems in the implementation of activities, while at the same time is clearly defined in its operational approach. These two attributes can, hopefully, allow for the project to continue to be successful in intervening when children are not attending school. Continued cooperation between the two major institutions responsible for the day to day operation of the project, the public schools, and Children and Youth Services, is necessary for the project to successfully continue.

Members of the Task Force

The Honorable Raymond A. Novak, Judge
Court of Common Pleas of Allegheny County

Dr. Ronald G. Covato, Supervisor of Education
Regional Educational Support Centers
Allegheny Intermediate Unit
Chairman, Task Force

Dr. Margaret Brown
Pupil Personnel Services
Pittsburgh Public Schools

Mark Cancilla, Attorney at Law
Child Advocacy

Joseph Daugerdas, Director of Court Services
Allegheny County Juvenile Court

Henry DeLuca, Coordinator, TPP
Allegheny Intermediate Unit

Fred Fowler, Child and Adolescent
Mental Health Program Specialist
Allegheny County MH/MR; Drug and Alcohol

Dr. Innocenzio Grignano, Director
Student Services
Allegheny Intermediate Unit

Dr. Mary Margaret Kerr, Director
Pupil Personnel Services
Pittsburgh Public Schools

Kenneth Lesk, Home & School Visitor
West Mifflin School District

Nancy Longo, District Justice

Kathy Mastantuono, ACSW
School Social Worker
Allegheny Intermediate Unit

Victor Papale, Director
Allegheny County Children & Youth Services

Ed Rak, Vice-Principal
Shaler Area School District

Truancy Prevention Project Staff

Dr. Ronald G. Covato, Project Director
Henry J. DeLuca, Project Coordinator

481-8451
481-8451



allegheny
county
truancy
task force

What is the Allegheny County Truancy Task Force (ACTTF)?

The ACTTF is a coalition of community agencies which share responsibility for dealing with the problem of habitual truancy. The task force is founded on the belief that these agencies can deal more effectively with the problem by coordinating their efforts rather than acting in isolation and, sometimes, at odds with one another.

What is the composition of the ACTTF?

The task force is composed of representatives of the following: the forty-two school districts that comprise the Allegheny Intermediate Unit, the Pittsburgh Public Schools, the Allegheny County Children and Youth Services, the Allegheny County Juvenile Court, Allegheny County District Justice Association, and Allegheny County MH/MR.

What is the purpose of the ACTTF?

The purpose of the ACTTF is to develop cooperative strategies for responding more effectively to the problem of habitual truancy.

What does the ACTTF do?

The task force operates an early intervention program called the Truancy Prevention Project because it targets habitual truants.

The task force is also working to re-structure the truancy law. Under current law, habitually truant students do not come under the jurisdiction of the minor judiciary. This could be changed by making truancy a summary violation for the student.

What is the referral criteria for the Truancy Prevention Project?

1. **Age:** The referral of younger students is encouraged, however, in some cases student may be accepted up to the 14th birthday.
2. **Severity of Problem:** Students who are truant from school ten days or more.
3. **Local Remedies:** Students for whom local remedies have been applied without result. Local remedies may include:
 - After-school detention
 - In-school suspension
 - Schedule adjustments
 - Intensive counseling
 - Close home-school contacts by telephone and home visits
 - Attendance contracts
 - Assignment to district operated alternative education classes
 - Referral to community family/child guidance or MH/MR service centers
 - Citation — Referral

How do I make a referral to the Project?

Authorized school personnel may refer students who accrue 10 or more unexcused absences by phoning Mr. Henry DeLuca, Educational Specialist, Allegheny Intermediate Unit at 481-8451. A referral form will be mailed to you.

What happens after referral?

A letter is sent to the parent and C&YS begins to investigate the case. C&YS may accept the case for services or it may reject it. During the process of investigation, however, the case is considered to be active with both the Allegheny County Children & Youth Services and the AIU's Regional Educational Support Centers. Students who accrue 20 or more unexcused absences may be referred by project staff to the Juvenile Court, Intake Department, for an adjustment hearing. Project staff may also file dependency petitions on students who accrue 30 or more unexcused absences. The active cooperation of the referring school district is required throughout the intervention process.

- Required

ACT 29 OF SPECIAL SESSION NO. 1 OF 1995

SB 98 (169)

Date of Enactment: 11/17/95

Effective Dates: 11/17/95 (most provisions)

01/16/96 (provisions relating to expanded arrest authority
of police agencies in truancy matters)

03/18/96 (provisions relating to the suspension of the
operating privileges of a child convicted of
a new "truancy" summary offense)

Issue: Truancy

MAJOR PROVISIONS

* A parent who fails to comply with the provisions of the Public School Code regarding compulsory attendance could be ordered to pay a fine not exceeding \$300.00 and to pay court costs, or be sentenced to complete a parenting education program offered and operated by a local school district, medical institution or other community resources.

* In default of payment of such fine and costs or completion of the parenting program, a parent could be sentenced to the county jail for a period not exceeding five days.

* The child and every parent, guardian or person in parental relation must appear at a hearing established by the district justice.

* If the parent charged with a summary offense shows that he or she took every reasonable step to ensure attendance of the child at school, he or she shall not be convicted of the summary offense.

* The district justice may suspend a parent's sentence, in whole or in part, provided that the child is no longer habitually truant from school without justification.

* In lieu of or in addition to any other sentence, the district justice may order the parent, guardian or person in parental relation to perform community service in the school district in which the offending child resides for a period not to exceed six months.

HOUSE AMENDED

PRIOR PRINTER'S NOS. 129, 141, 142,
149, 159

PRINTER'S NO. 169

Truancy

THE GENERAL ASSEMBLY OF PENNSYLVANIA

SENATE BILL
No. 98Special Session No. 1 of
1995INTRODUCED BY MOWERY, RHOADES, HART, O'PAKE, LOEPER, FISHER,
GERLACH, HELFRICK, ROBBINS, HOLL, MUSTO, SALVATORE, BAKER,
ULIANA, BRIGHTBILL, DELP, ANDREZESKI, HECKLER, MELLOW,
LEMMOND, ARMSTRONG, CORMAN, SHUMAKER, PETERSON AND WAGNER,
MAY 22, 1995AS AMENDED ON THIRD CONSIDERATION, HOUSE OF REPRESENTATIVES,
OCTOBER 25, 1995

AN ACT

1 Amending the act of March 10, 1949 (P.L.30, No.14), entitled "An
2 act relating to the public school system, including certain
3 provisions applicable as well to private and parochial
4 schools; amending, revising, consolidating and changing the
5 laws relating thereto," further providing for penalties for
6 truancy; providing for suspension of operating privilege and
7 for antitrucancy programs; and further providing for arrests
8 of children failing to attend school and for power of arrest.

9 The General Assembly of the Commonwealth of Pennsylvania
10 hereby enacts as follows:

11 Section 1. ~~Section 1333~~ SECTIONS 1333 AND 1338 of the act of <—
12 March 10, 1949 (P.L.30, No.14), known as the Public School Code
13 of 1949, amended January 14, 1970 (1969 P.L.468, No.192), ~~is~~ ARE <—
14 amended to read:

15 Section 1333. Penalties for Violation of Compulsory
16 Attendance Requirements.--(a) (1) Every parent, guardian, or
17 person in parental relation, having control or charge of any
18 child or children of compulsory school age, who shall fail to

1 comply with the provisions of this act regarding compulsory
2 attendance, shall on summary conviction thereof, be sentenced to
3 pay a fine, for the benefit of the school district in which such
4 offending person resides, [not exceeding two dollars (\$2) for
5 the first offense, and not exceeding five dollars (\$5) for each
6 succeeding offense, together with costs,] not exceeding three
7 hundred dollars (\$300) for the first offense, together with
8 costs, and three hundred dollars (\$300) for each succeeding
9 offense or AND TO PAY COURT COSTS OR BE SENTENCED TO complete a <—
10 parenting education program, together with court costs, offered <—
11 and operated by a local school district, medical institution or
12 other State-approved agency COMMUNITY RESOURCES, and, in default <—
13 of the payment of such fine and costs or completion of the
14 parenting program by the person so offending, shall be sentenced
15 to the county jail for a period not exceeding five (5) days. Any
16 person sentenced to pay any such fine may[, at any time within <—
17 five (5) days thereafter,] appeal to the court of [quarter <—
18 sessions] common pleas of the proper county, upon entering into
19 a recognizance, with one or more proper sureties, in double the
20 amount of penalty and costs. Before any proceedings are
21 instituted against any parent, guardian, or person in parental
22 relation, for failure to comply with the provisions of this act,
23 the district superintendent, attendance officer, or secretary of
24 the board of school directors, shall give the offending person
25 three (3) days' written notice of such violation. If, after such
26 notice has been given, the provisions of this act regarding
27 compulsory attendance are again violated by the persons so
28 notified, at any time during the term of compulsory attendance,
29 such person, so again offending, shall be liable under the
30 provisions of this section without further notice.

1 ~~(2) After the first offense, for every succeeding offense~~ <—
2 THE CHILD AND every parent, guardian or person in parental <—
3 relation must appear at a hearing established by the district
4 justice. If the parent, guardian or person in parental relation
5 charged with a summary offense under this subsection shows that
6 he or she took every reasonable step to insure attendance of the
7 child at school, he or she shall not be convicted of the summary
8 offense.

9 ~~(3) For a first offense, and in addition to any other~~ <—
10 ~~sentence imposed under this section, the district justice may~~
11 ~~impose upon the offending child who has attained the age of~~
12 ~~thirteen (13) years a fine not exceeding three hundred dollars~~
13 ~~(\$300) or assign the child under 42 Pa.C.S. § 1520 (relating to~~
14 ~~adjudication alternative program).~~

15 ~~(4) (3) Upon a summary conviction of either a first offense~~ <—
16 ~~or subsequent offense, the district justice may suspend, in~~
17 ~~whole or in part, a sentence in which a parent, guardian or~~
18 ~~person in parental relation is summoned to pay as required under~~
19 ~~this section: Provided, That the child no longer is habitually~~
20 ~~truant from school without justification.~~

21 ~~(5) (4) For a subsequent offense, and IN LIEU OF OR in~~ <—
22 ~~addition to any other sentence imposed under this section, the~~
23 ~~district justice may order the parent, guardian or person in~~
24 ~~parental relation to perform community service in the school~~
25 ~~district in which the offending child resides for a period not~~
26 ~~to exceed six (6) months.~~

27 (b) (1) If the parent, guardian or person in parental
28 relation is not convicted of a summary offense because he or she
29 took every reasonable step to insure attendance of the child at
30 school, a child of compulsory school age who has attained the

1 age of thirteen (13) years and fails to comply with the
2 provisions of this act regarding compulsory attendance or who is
3 habitually truant from school without justification commits a
4 summary offense and EXCEPT AS PROVIDED IN CLAUSE (4), shall, <—
5 upon conviction, be sentenced to pay a fine not exceeding three
6 hundred dollars (\$300) for each offense for the benefit of the
7 school district in which such offending child resides or shall
8 be assigned to an adjudication alternative program pursuant to
9 42 Pa.C.S. § 1520 (RELATING TO ADJUDICATION ALTERNATIVE <—
10 PROGRAM). The child shall appear at the hearing, established by <—
11 the district justice, accompanied by his or her parent,
12 guardian, or person in parental relation.

13 (2) For any child who has attained the age of thirteen (13)
14 years who fails to pay the fine under clause (1) or to comply
15 with the adjudication alternative program, the district justice
16 may proceed according to section 1330 of this act. ALLEGE THE <—
17 CHILD TO BE DEPENDENT UNDER 42 PA.C.S. § 6303(A)(1) (RELATING TO
18 SCOPE OF CHAPTER). The failure by the child to pay a fine or
19 comply with the adjudication alternative program shall not
20 constitute a delinquent act under 42 Pa.C.S. Ch. 63 (relating to
21 juvenile matters).

22 (3) Upon a summary conviction of either the first offense or <—
23 subsequent offense OR ASSIGNMENT TO AN ADJUDICATION ALTERNATIVE <—
24 PROGRAM, the district justice may suspend, in whole or in part, (
25 a sentence OR AN ADJUDICATION ALTERNATIVE PROGRAM in which a <—
26 child who has attained the age of thirteen (13) years must pay
27 or comply with the adjudication alternative program: Provided,
28 That the child no longer is habitually truant from school
29 without justification.

30 (4) Any child who has not attained the age of thirteen (13)

1 years who fails to comply with the compulsory attendance
2 provisions of this act and is habitually truant shall be
3 referred by the school district to the appropriate county COUNTY <—
4 CHILDREN AND YOUTH agency for services or possible disposition
5 as a dependent child as defined under 42 Pa.C.S. § 6302
6 (relating to definitions). ANY CHILD WHO HAS ATTAINED THE AGE OF <—
7 THIRTEEN (13) YEARS WHO FAILS TO COMPLY WITH THE COMPULSORY
8 ATTENDANCE PROVISIONS OF THIS ACT AND IS HABITUALLY TRUANT MAY,
9 IN LIEU OF A PROSECUTION UNDER CLAUSE (1), BE REFERRED BY THE
10 SCHOOL DISTRICT FOR SERVICES OR POSSIBLE DISPOSITION AS A
11 DEPENDENT CHILD AS DEFINED UNDER 42 PA.C.S. § 6302.

12 ~~(5) Where authorized by the court of common pleas, the~~ <—
13 ~~district justice shall have authority to compel service by~~
14 ~~sheriff, constable or police and secure attendance during the~~
15 ~~week, day and times that the court is in session.~~

16 ~~(6) The court of common pleas may elect to hear directly~~
17 ~~cases brought under this section.~~

18 ~~(7)~~ (5) The following words, when used in this subsection, <—
19 shall have the following meaning, except where the context
20 clearly indicates or requires a different meaning:

21 "COMMUNITY RESOURCES" SHALL MEAN THOSE AGENCIES AND SERVICES <—
22 FOR CHILDREN AND YOUTH PROVIDED BY THE JUVENILE COURT, THE <—
23 COUNTY, THE DEPARTMENT OF HEALTH, THE DEPARTMENT OF PUBLIC
24 WELFARE AND OTHER PUBLIC OR PRIVATE INSTITUTIONS.

25 "DISTRICT JUSTICE" SHALL MEAN SUCH COURT AS THE COURT OF <—
26 COMMON PLEAS SHALL DIRECT IN COUNTIES NOT HAVING DISTRICT
27 JUSTICES.

28 "Habitually truant" shall mean absence for more than three
29 (3) school days or their equivalent, following the first notice
30 of truancy given under section 1354 of this act. A person may be

1 habitually truant after such notice.

2 "Offense" shall mean each citation which goes before a
3 district justice or court of common pleas.

4 "Person in parental relation" shall not include any county
5 agency or person acting as an agent of the county agency in the
6 jurisdiction of a dependent child defined under 42 Pa.C.S. §
7 6302 (relating to definitions).

8 ~~Section 2. The act is amended by adding sections to read:~~ <—

9 ~~Section 1338.1. Suspension of Operating Privilege. (a)~~
10 ~~Whenever a child is adjudicated delinquent under section 1338 of~~
11 ~~this act, the court shall (C) UPON CONVICTION AND IN ADDITION~~ <—
12 ~~TO ANY FINE WHICH IS IMPOSED, THE DISTRICT JUSTICE SHALL order~~
13 ~~the operating privilege of the child suspended for a period of~~ <—
14 ~~one (1) year from the date of suspension. A copy of the order~~ <—
15 ~~shall be transmitted to the Department of Transportation.~~

16 ~~(b) Any child who is adjudicated delinquent under section~~ <—
17 ~~1338 of this act (D) ANY CHILD WHO IS CONVICTED OF A SUMMARY~~ <—
18 ~~OFFENSE ON THE BASIS OF BEING HABITUALLY TRUANT FROM SCHOOL, and~~
19 ~~who does not have a driver's license shall be ineligible to~~
20 ~~apply for a learner's permit under 75 Pa.C.S. §§ 1505 (relating~~
21 ~~to learners' permits) and 1507 (relating to application for~~
22 ~~driver's license or learner's permit by minor) for the time~~
23 ~~period of one (1) year. If the child is under sixteen (16) years~~
24 ~~of age when he is adjudicated delinquent, his suspension of~~
25 ~~operating privileges shall commence upon his sixteenth birthday~~
26 ~~for the time period of one (1) year.~~

27 ~~(c) (E) An insurer shall not increase premiums, impose any~~ <—
28 ~~surcharge or rate penalty or make any driver record point~~
29 ~~assignment for automobile insurance, nor shall an insurer cancel~~
30 ~~or refuse to renew an automobile insurance policy on account of~~

1 ~~a suspension under this section:~~

2 (C) IF A CHILD IS CONVICTED FOR A VIOLATION OF THIS SECTION, <—
3 THE COURT, INCLUDING A COURT NOT OF RECORD, SHALL SEND TO THE
4 DEPARTMENT OF TRANSPORTATION A CERTIFIED RECORD OF THE
5 CONVICTION OR OTHER DISPOSITION ON A FORM PRESCRIBED BY THE
6 DEPARTMENT.

7 (D) NOTHING IN THIS SECTION SHALL BE CONSTRUED TO APPLY TO A <—
8 PARENT, GUARDIAN OR PERSON IN PARENTAL RELATION WHOSE CHILD OR
9 CHILDREN ARE IN A HOME EDUCATION PROGRAM UNDER SECTION 1327.1 OF
10 THIS ACT.

11 SECTION 1338. [DELINQUENT] DEPENDENT CHILDREN.--IN CASE ANY <—
12 CHILD OF COMPULSORY SCHOOL AGE CANNOT BE KEPT IN SCHOOL IN
13 COMPLIANCE WITH THE PROVISIONS OF THIS ACT, ON ACCOUNT OF
14 INCORRIGIBILITY, TRUANCY, INSUBORDINATION, OR OTHER BAD CONDUCT,
15 OR IF THE PRESENCE OF ANY CHILD ATTENDING SCHOOL IS DETRIMENTAL
16 TO THE WELFARE OF SUCH SCHOOL, ON ACCOUNT OF INCORRIGIBILITY,
17 TRUANCY, INSUBORDINATION, OR OTHER BAD CONDUCT, THE BOARD OF
18 SCHOOL DIRECTORS MAY, BY ITS SUPERINTENDENT, SECRETARY, [OR]
19 ATTENDANCE OFFICER OR STATE, MUNICIPAL, PORT AUTHORITY, TRANSIT
20 AUTHORITY OR HOUSING AUTHORITY POLICE OFFICER, UNDER SUCH RULES
21 AND REGULATIONS AS THE BOARD MAY ADOPT, PROCEED AGAINST SAID
22 CHILD BEFORE THE JUVENILE COURT, OR OTHERWISE, AS IS NOW OR MAY
23 HEREAFTER BE PROVIDED BY LAW FOR INCORRIGIBLE, TRUANT,
24 INSUBORDINATE, OR [DELINQUENT] DEPENDENT CHILDREN. <—

25 SECTION 2. THE ACT IS AMENDED BY ADDING SECTIONS TO READ:

26 SECTION 1338.1. SUSPENSION OF OPERATING PRIVILEGE.--(A) THE <—
27 DEPARTMENT OF TRANSPORTATION SHALL SUSPEND FOR 90 DAYS THE <—
28 OPERATING PRIVILEGE OF ANY CHILD UPON RECEIVING A CERTIFIED
29 RECORD THAT THE CHILD WAS ADJUDICATED DELINQUENT UNDER SECTION <—
30 1338. THE PERIOD OF SUSPENSION SHALL BE AS FOLLOWS:

1 ~~(1) FOR A FIRST OFFENSE, A PERIOD OF ONE YEAR FROM THE DATE~~
2 ~~OF THE SUSPENSION.~~
3 ~~(2) FOR A SECOND AND ANY SUBSEQUENT OFFENSE, A PERIOD OF TWO~~
4 ~~YEARS FROM THE DATE OF THE SUSPENSION. THE CHILD WAS CONVICTED~~
5 ~~OF VIOLATING SECTION 1333. IF THE DEPARTMENT RECEIVES A SECOND~~
6 ~~OR SUBSEQUENT CONVICTION FOR A CHILD'S VIOLATION OF SECTION~~
7 ~~1333, THE DEPARTMENT SHALL SUSPEND THE CHILD'S OPERATING~~
8 ~~PRIVILEGE FOR SIX MONTHS.~~

9 (B) ANY CHILD WHOSE RECORD IS RECEIVED BY THE DEPARTMENT
10 UNDER SECTION 1333(C) AND WHO DOES NOT HAVE A DRIVER'S LICENSE
11 SHALL BE INELIGIBLE TO APPLY FOR A DRIVER'S LICENSE UNDER 75
12 PA.C.S. §§ 1505 (RELATING TO LEARNERS' PERMITS) AND 1507
13 (RELATING TO APPLICATION FOR DRIVER'S LICENSE OR LEARNER'S
14 PERMIT BY MINOR) FOR THE TIME PERIODS SPECIFIED IN SUBSECTION
15 (A). IF THE CHILD IS UNDER SIXTEEN (16) YEARS OF AGE WHEN
16 CONVICTED, SUSPENSION OF OPERATING PRIVILEGES SHALL COMMENCE IN
17 ACCORDANCE WITH 75 PA.C.S. § 1541 (RELATING TO PERIOD OF
18 REVOCATION OR SUSPENSION OF OPERATING PRIVILEGE) FOR THE TIME
19 SPECIFIED IN SUBSECTION (A).

20 (C) AN INSURER MAY NOT INCREASE PREMIUMS, IMPOSE ANY
21 SURCHARGE OR RATE PENALTY OR MAKE ANY DRIVER RECORD POINT
22 ASSIGNMENT FOR AUTOMOBILE INSURANCE; NOR SHALL AN INSURER CANCEL
23 OR REFUSE TO RENEW AN AUTOMOBILE INSURANCE POLICY ON ACCOUNT OF
24 A SUSPENSION UNDER THIS SECTION.

25 Section 1338.2. Antitruancy Programs.—The Department of
26 Education shall formulate recommendations for the General
27 Assembly concerning the establishment and funding of effective
28 community-based antitruancy pilot programs. In formulating these
29 recommendations, the Department of Education shall seek advice
30 and counsel from educators, parents, students, district

1 attorneys, law enforcement representatives, attendance officers,
2 social service agencies experienced in providing services to
3 truant children, ~~certified drug and alcohol counselors~~ <—
4 ~~experienced in treating addicted children~~ COUNSELORS, JUDGES, <—
5 PROBATION OFFICERS and representatives from the Pennsylvania
6 Commission on Crime and Delinquency AND THE JUVENILE COURT <—
7 JUDGES' COMMISSION.

8 Section 3. Section 1341 of the act, amended October 21, 1965
9 (P.L.601, No.312), is amended to read:

10 Section 1341. Duty to Employ; Power of Arrest;
11 Certification.--(a) The board of school directors of every
12 school district of the first, second, or third class, shall, and
13 in any school district of the fourth class may, employ one or
14 more persons to be known as attendance officers, or home and
15 school visitors, whose duties shall be to enforce the provisions
16 of this act regarding compulsory attendance. Such attendance
17 officers, or home and school visitors, shall, in addition to the
18 duties imposed upon them by the provisions of this act, have
19 full police power without warrant, and may arrest or apprehend
20 any child who fails to attend school in compliance with the
21 provisions of this act, or who is incorrigible, insubordinate,
22 or disorderly during attendance at school or on his way to or
23 from school. All home and school visitors shall be legally
24 certified as such by the [Department of Public Instruction]
25 Department of Education, upon meeting such standards as shall be
26 prescribed by the State Board of Education.

27 (b) Any two or more school districts may join in the
28 appointment of an attendance officer on such terms as they may
29 mutually agree upon.

30 (c) Police STATE, MUNICIPAL, PORT AUTHORITY, TRANSIT <—

1 AUTHORITY OR, HOUSING AUTHORITY AND SCHOOL POLICE officers shall <—
2 have the same arrest powers as attendance officers or home AND <—
3 school visitors.

4 Section 4. Section 1343 of the act is amended to read:

5 Section 1343. Arrest of Children Failing to Attend School.--

6 When an attendance officer or A STATE, MUNICIPAL, PORT <—
7 AUTHORITY, TRANSIT AUTHORITY OR, HOUSING AUTHORITY OR SCHOOL <
8 police officer arrests or apprehends any child who fails to
9 attend school as required by the provisions of this act, he
10 shall promptly notify the parents, guardian, or person in
11 parental relation to such child, if such person can be found in
12 the district, and unless requested by such parent, guardian, or
13 person in parental relation to place said child in a school
14 other than public school, he shall place said child in the
15 public school in which the child is, or should be, enrolled.

16 Section 5. This act shall take effect as follows:

17 (1) The amendment of section 1333 of the act shall take
18 effect immediately.

19 (2) This section shall take effect immediately.

20 (3) THE ADDITION OF SECTION 1338.1 OF THE ACT SHALL TAKE <—
21 EFFECT IN 120 DAYS.

22 ~~(3)~~ (4) The remainder of this act shall take effect in <—
23 60 days. inserting between lines 3 and 4

- ④ memo ~~school~~
 - ④ Guidelines ~~Thurman~~
 - ④
-

② Bullet Proof vests

③ Klaas



Day Twenty Three The Last Word

By Marc Klaas

Finally, the evidence presented and arguments made, the fate of Polly's killer is in the hands of twelve citizens, exercising their constitutional duty to sit in judgment. The maneuvers, feigns, and tactical ploys are words in transcript. Points of order and end runs around reason echo silently in the empty courtroom. There are no more excuses or delays, only the interminable wait for the last word.

Barry Collins is no Clarence Darrow and he leads no dream team. His final argument is brief, threadbare, skeletal, reflecting his lack of a coherent defense for an admitted baby killer, a monster beyond redemption. Collins submits that the prosecution used the testimony of Dr. Park Dietz and the resources of the FBI to tailor theories that answer the question of why this crime was committed. He argues that not only is his client's history one of burglary and not sexual assault, but the killer has been relatively clean for twenty years. There is no proof of molestation, only theory. The witnesses who saw the killer in Petaluma in the months, weeks and days prior to the crime are liars or mistaken. In fact, the killer is a model prisoner, is cooperative with law enforcement, therefore his statements to Mike Meese must be the truth. The presentation is noteworthy not for the points raised, but instead for facts left unsaid. Mr. Collins is trying to finish the race, but he has no legs.

Given only twenty-five minutes to prepare, Greg Jacobs delivers his rebuttal like a Southern Baptist preacher. Gone was the nervousness of the previous day. Gone too, was the dry, dispassionate recitation of facts and evidence. Instead, a father concerned about the safety of his own daughter answered the call of a higher order and allowed the music to explode from his soul and find voice in passion and reason.

Looking directly at the jury and rarely glancing at his yellow notepad, the assured staccato voice of the prosecutor drove home point after point after point. "The defense claims that we constructed theories tailored to our case using the testimony of Dr. Dietz and the resources of the FBI. If this were true, Mr. Collins would have found an expert to counter their testimony. He did not do so, because his client is guilty. Mr. Collins claims that his client's criminal profile is that of a burglar, but the crime against Francis Mays twenty years ago is so much like this case. Mr. Collins doesn't want you to remember the painful facts in this case, because his client is guilty." Amen, brother Jacobs: Tell me what I need to hear.

Mr. Collins again admitted that the only point of contention is the lewd act against a child. Again, I ask: What is more lewd than entering a child's bedroom with pre-cut strips from a women's negligee, tying up and terrorizing a trio of twelve year old girls, kidnapping and murdering one of them? A rhetorical question perhaps, but one that needs defining.

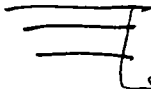
There are no more words to be spoken. The fate of the killer rests on the shoulders of the jury. Regardless of the verdict, the truth is clear. The beast who spent most of his life in a place where he could not victimize innocent citizens is guilty of heinous crimes against a little girl who had great gifts to offer humanity. And, that is the last word.



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FIRST COMMUNITY SCHOOLS GRANTS MAY BE THE LAST

The Clinton Administration today announced \$9 million in grants for community schools to provide safe places where youth from high-risk communities can go after school and on weekends.

"These are the first of the Community Schools Program grants, and tragically, they may be the last," said HHS Secretary Donna E. Shalala. "President Clinton won important provisions in the Crime Bill that give communities real tools for the fight against crime. Now Congress is rolling back our commitment."

The grant program, originally authorized in the 1994 Crime Bill, is aimed at helping to prevent crime and violent behavior and boost children's academic achievement. The funding supports local programs providing activities like tutoring, workforce preparation and health and social activities. However, future funding for the programs has been eliminated in appropriations measures now pending in Congress.

"Community schools can provide safe havens and opportunities for young people to learn and achieve in the face of violence," Shalala said. "We must not abandon these efforts."

Local Community Schools programs will provide after-school, evening, weekend and holiday activities, as well as summer education and recreational programs. Through public-private partnerships, grantees will provide a broad spectrum of supervised recreational, extracurricular and academic programs. The programs also will train teachers, administrators, social workers, guidance counselors, parent and school volunteers to provide concurrent social services for at-risk students.

"For many children, the crime and violence of their neighborhood robs them of their childhood," said Mary Jo Bane, HHS assistant secretary for children and families. "The proposed elimination of this program by Congress will jeopardize community-wide strategies that are aimed at changing the circumstances and attitudes which put children at risk of unhealthy and destructive behavior."

Nearly 3 million thefts and incidents of violent crime occur on or near school grounds annually. In addition, nearly one in five high school students have reported carrying a weapon at least once

- 2 -

in a 30-day period. And nearly 8 percent of 9-12 year olds have reported being involved in a fight requiring medical treatment..

"The Community Schools Program is urgently needed in neighborhoods throughout our country," Bane said. "It can help communities develop a hopeful vision and a safe, positive experience for children, youth and their families."

The Community Schools Program was originally funded for FY 1995 at \$25.9 million. However, Congress this year rescinded most of that funding. While the President requested \$72.5 million for Community Schools for FY 1996, neither the House nor Senate Appropriations Committee has provided any continued funding for the program. As originally contained in the Crime Bill, the program would have provided funds to communities for the next five years.

Today's grant recipients are:

- o Jefferson County Committee for Economic Opportunity, Birmingham, Ala., \$200,000.
- o Pima Youth Partnership, Tucson, Ariz., \$200,000.
- o St. Johns Educational Thresholds Center, San Francisco, Calif., \$200,000.
- o Catholic Charities of Santa Clara County, San Jose, Calif., \$200,000.
- o Home Start, Inc., San Diego, Calif., \$200,000.
- o Children's Services International, Salinas, Calif., \$200,000.
- o East Bay Asian Youth Center, Berkeley, Calif., \$200,000.
- o Hispanic Health Council, Hartford, Conn., \$150,000.
- o YMCA of Delaware, Wilmington, Del., \$150,000.
- o Conner-Harris Foundation, Inc., Washington, D.C., \$200,000.
- o ASPIRA of Florida, Inc., Miami, Fla., \$200,000.
- o Anchorage Children's Home of Bay County, Inc., Panama City, Fla., \$200,000.
- o Wholistic Stress Control Institute, Inc., Atlanta, Ga., \$200,000.
- o Parents and Children Together, Honolulu, Hawaii, \$150,000.
- o Wells Community Initiative, Chicago, Ill., \$200,000.
- o Aunt Martha's Y.S.C., Inc., Matteson, Ill., \$200,000.
- o Gary Neighborhood Services, Inc., Gary, Ind., \$200,000.
- o Jane Boyd Community House, Cedar Rapids, Iowa, \$150,000.
- o United Way of Bluegrass, Inc., Lexington, Ky., \$200,000.
- o Boys and Girls Clubs of Greater Baton Rouge, Baton Rouge, La., \$200,000.
- o Alliance for a Drug-Free Annapolis, Annapolis, Md., \$150,000.
- o Citywide Board of Boston Community Centers, Boston, Mass., \$200,000.

- More -