

Truancy in New Mexico: Attendance Matters



**A Presentation Prepared For
The New Mexico Legislative
Education Study Committee
Representative Rick Miera, Chair
Senator Cynthia Nava, Vice Chair
Frances Ramirez-Maestas, Director
December 18, 2012
Santa Fe, New Mexico**

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Data... Insight... Impact

Overview

- Truancy Defined
- Habitual Truancy – Enforcement and Penalties
- Reference Maps
- Truancy Across New Mexico
- Truancy In Selected School Districts
- The Academic and Social Costs of Truancy
- The School To Prison Pipeline
- The Economic Costs of Truancy
- A Framework For Understanding Truancy
- Key Questions
- The Good News
- Appendix – Truancy: A Brief Review of the Literature

Truancy Defined

Section 22-12-9 NMSA. “As used in this section and Sections 22-12-7 and 22-12-8 NMSA 1978:

(1) ‘habitual truant’ means a student who has accumulated the equivalent of ten days or more of unexcused absences within a school year.

(2) ‘student in need of early intervention’ means a student who has accumulated five unexcused absences within a school year; and

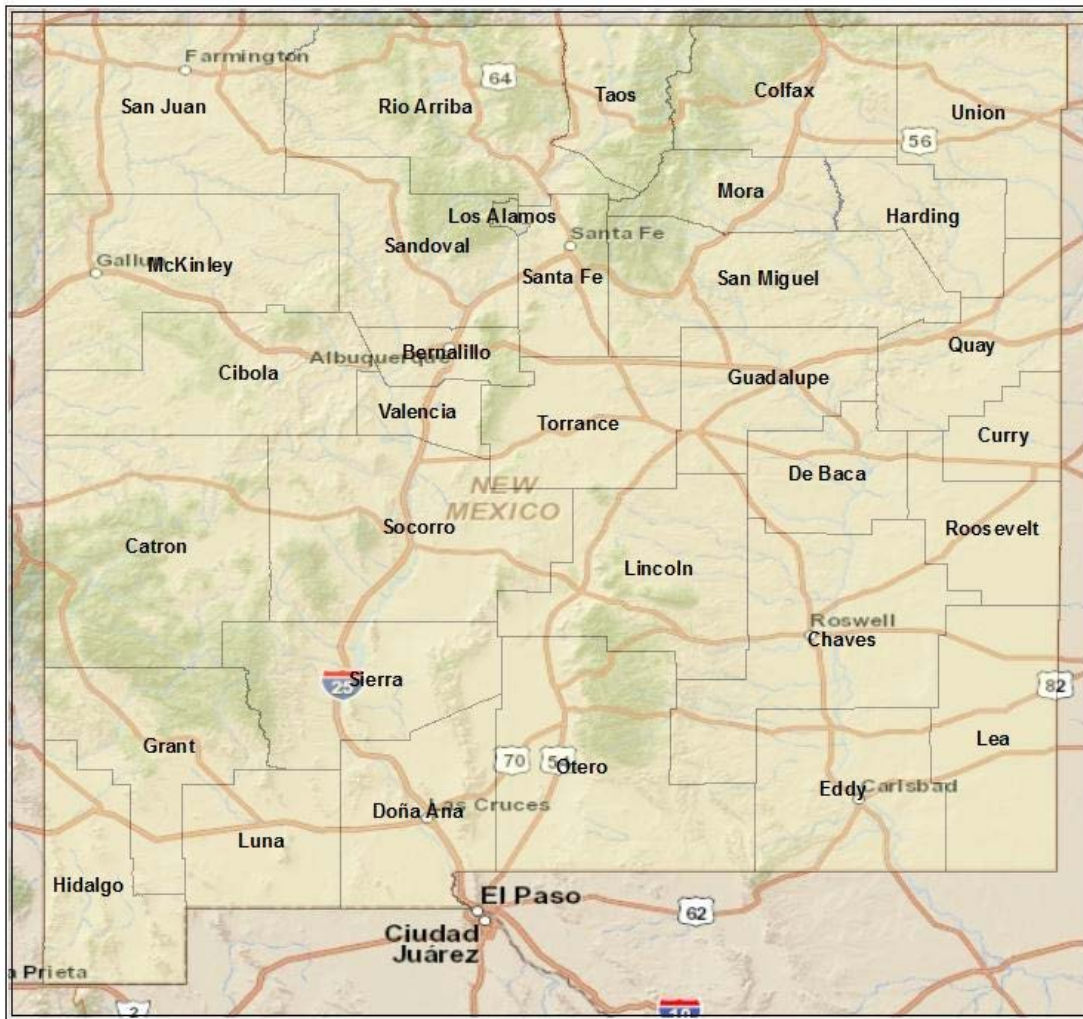
(3) ‘unexcused absence’ means an absence from school or classes for which the student does not have an allowable excuse pursuant to the Compulsory School Attendance Law or rules of the local school board or governing authority of a charter school or private school.”

Habitual Truancy – Enforcement and Penalties

PED	School	Probation Services Office (PSO) & CYFD	District Attorney's Office or Law Enforcement Agency
<p>PED <u>shall</u> review and approve district and charter school attendance policies.</p> <p>PED <u>shall</u> compile reports on rates of unexcused absences and habitual truancy.</p>	<p>The school <u>shall</u> maintain an attendance policy that provides for early identification and provides intervention strategies.</p> <p>To initiate enforcement of the Compulsory School Attendance Law, the school <u>shall</u> give written notice to parent.</p> <p>The notice <u>shall</u> include a time and place to meet to develop intervention strategies to keep the student in school.</p>	<p>If unexcused absences continue, student <u>shall</u> be reported to PSO in local judicial district.</p> <p>The PSO <u>may</u> send a written notice to parents. The children's court <u>may</u> suspend driving privileges.</p> <p>If a juvenile probation officer determines the truancy has been caused by the parent, then the matter <u>will</u> be referred to the district attorney's office or any law enforcement agency with jurisdiction.</p>	<p>Charges <u>may</u> be filed against the parent in court.</p> <p>If convicted, the parent <u>may</u> pay a fine (\$25-\$100), or perform community service.</p> <p>Upon a second or subsequent convictions, the parent <u>may</u> face a fine (not more than \$500) or imprisonment (up to six months).</p>

Reference Maps

New Mexico County Map Reference Guide



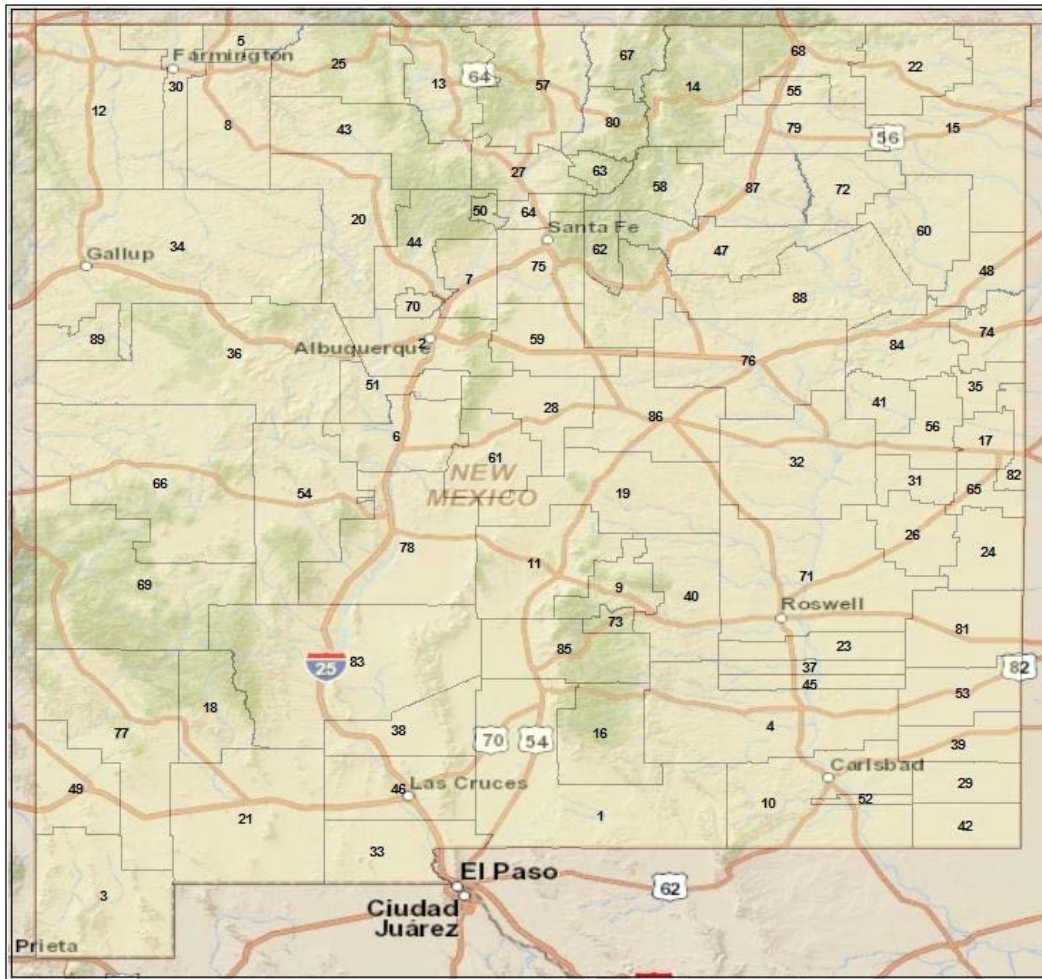
New Mexico School District Map Reference Guide

(See Map Next Slide)

District	Number	District	Number	District	Number	District	Number	District	Number
Alamogordo	1	Corona	19	Hagerman	37	Maxwell	55	Ruidoso	73
Albuquerque	2	Cuba	20	Hatch	38	Melrose	56	San Jon	74
Animas	3	Deming	21	Hobbs	39	Mesa Vista	57	Santa Fe	75
Artesia	4	Des Moines	22	Hondo Valley	40	Mora	58	Santa Rosa	76
Aztec	5	Dexter	23	House	41	Moriarity	59	Silver City	77
Belen	6	Dora	24	Jal	42	Mosquero	60	Socorro	78
Bernalillo	7	Dulce	25	Jemez Mountain	43	Mountainair	61	Springer	79
Bloomfield	8	Elida	26	Jemez Valley	44	Pecos	62	Taos	80
Capitan	9	Espanola	27	Lake Arthur	45	Penasco	63	Tatum	81
Carlsbad	10	Estancia	28	Las Cruces	46	Pojoque	64	Texico	82
Carrizozo	11	Eunice	29	Las Vegas City	47	Portales	65	Truth or Consequences	83
Central	12	Farmington	30	Logan	48	Quemado	66	Tucumcari	84
Chama Valley	13	Floyd	31	Lordsburg	49	Questa	67	Tularosa	85
Cimarron	14	Fort Sumner	32	Los Alamos	50	Raton	68	Vaughn	86
Clayton	15	Gadsden	33	Los Lunas	51	Reserve	69	Wagon Mound	87
Cloudcroft	16	Gallup-McKinley	34	Loving	52	Rio Rancho	70	West Las Vegas	88
Clovis	17	Grady	35	Lovington	53	Roswell	71	Zuni	89
Cobre	18	Grants-Cibola	36	Magdalena	54	Roy	72		

New Mexico School District Reference Guide

(See Legend Previous Slide)



Truancy Across New Mexico

Habitual Truancy Is A Problem

**51,034
Students
Were
Habitually
Truant In
2011-2012**



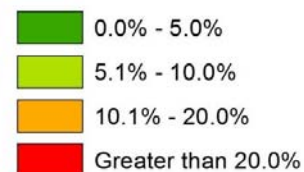
**50,929 Students Enrolled Are
Enrolled In These 66 Of New
Mexico's 89 Districts**

BERNALILLO, BLOOMFIELD, LOVINGTON, TAOS,
PORTALES, RUIDOSO, POJOAQUE, LAS VEGAS CITY,
SOCORRO, WEST LAS VEGAS, ZUNI, HATCH, TRUTH
OR CONSEQUENCES, COBRE, RATON, TUCUMCARI,
DEXTER, TULAROSA, ESTANCIA, DULCE, CUBA,
PECOS, SANTA ROSA, LORDSBURG, LOVING, EUNICE,
CLAYTON, TEXICO, QUESTA, CAPITAN, PEÑASCO,
MORA, JEMEZ VALLEY, CIMARRON, MAGDALENA,
CLOUDCROFT, HAGERMAN, CHAMA, JAL, MESA
VISTA, JEMEZ MOUNTAIN, MOUNTAINAIR, TATUM,
FT. SUMNER, FLOYD, ANIMAS, DORA, LOGAN,
SPRINGER, MELROSE, QUEMADO, CARRIZOZO,
RESERVE, HONDO, SAN JON, LAKE ARTHUR, ELIDA,
GRADY, VAUGH, DES MOINES, MAXWELL, CORONA,
HOUSE, WAGON MOUND, ROY, MOSQUERO

If All These Students Were In One
District, It Would Be The Second
Largest District In New Mexico And
Twice The Size Of Las Cruces

Source: NM Public Education Department: 2010SY 40D Enrollment by
District; Habitual Truant Students By District and School Type 2011-2012

18.9% 15.4% 52.5% 0.0% 8.0% 14.7% 6.7% 7.7% 3.5% 8.0% 3.9% 5.7% 0.0% 0.0% 0.0% 11.3% 15.5% 11.0% 4.2% 0.0% 0.0% 0.0% 13.5% 9.5% 6.8% 9.0% 38.4% 24.8% 0.0% 9.6% 0.0% 0.0% 7.2% 10.8% 8.2% 0.6% 18.1% 18.8% 0.8% 6.0% 5.5% 0.0% 0.0% 0.0% 0.0% 13.1% 16.4% 5.6% 4.5% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 38.4% 25.4% 40.0% 0.0% 0.0% 0.0% 0.0% 9.3% 2.5% 7.6% 10.5% 17.9% 15.3% 28.4% 0.0% 0.0% 0.0% 9.8% 17.7% 9.8% 8.2% 11.7% 6.0% 5.6% 1.2% 7.7% 11.0% 8.9% 8.5% 6.6% 0.3% 1.4% 5.0% 8.5% 9.8% 29.8% 0.0% 1.0% 1.5%



0.0% - 5.0%

5.1% - 10.0%

10.1% - 20.0%

Greater than 20.0%

0.0% - 5.0%

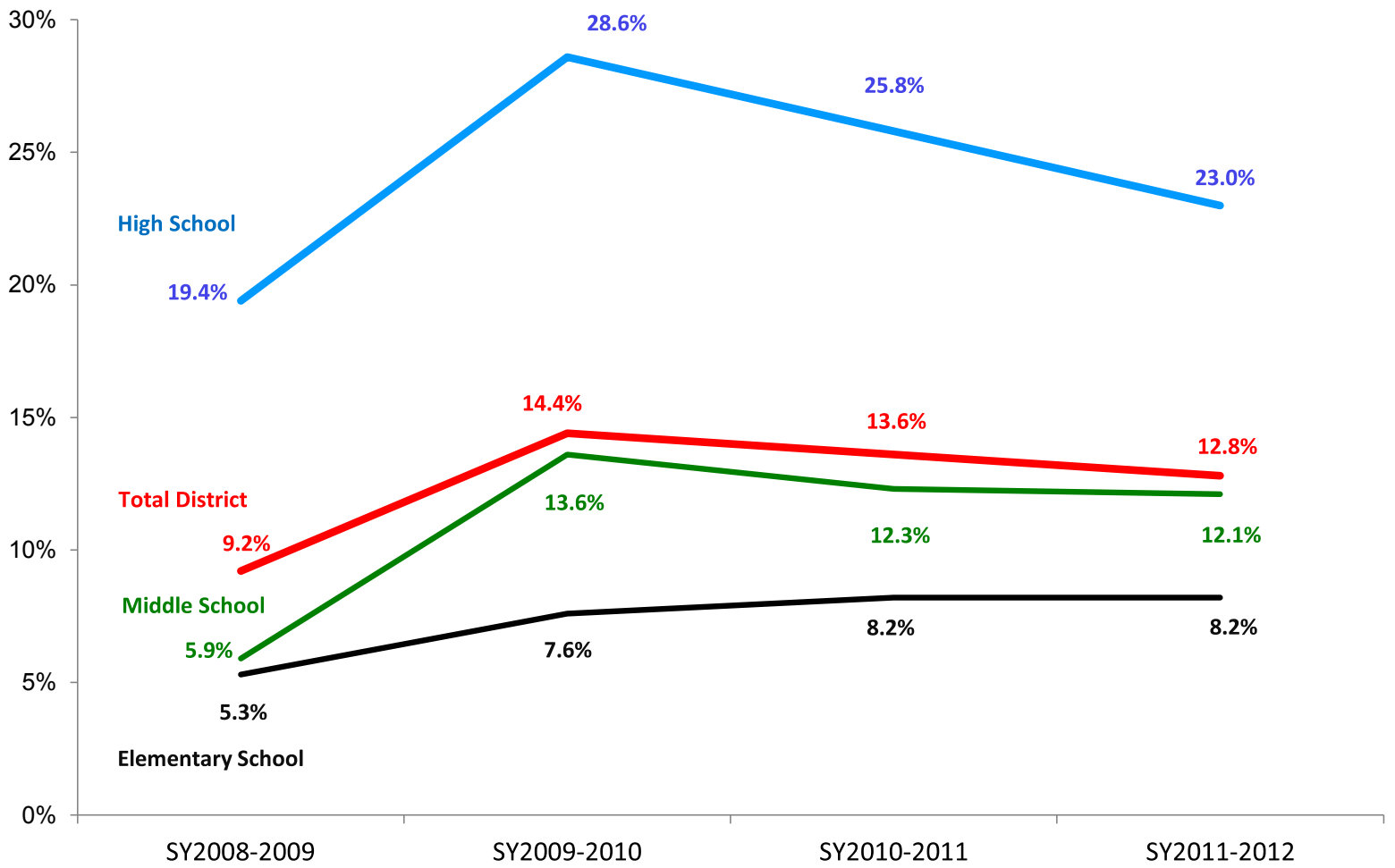
5.1% - 10.0%

10.1% - 20.0%

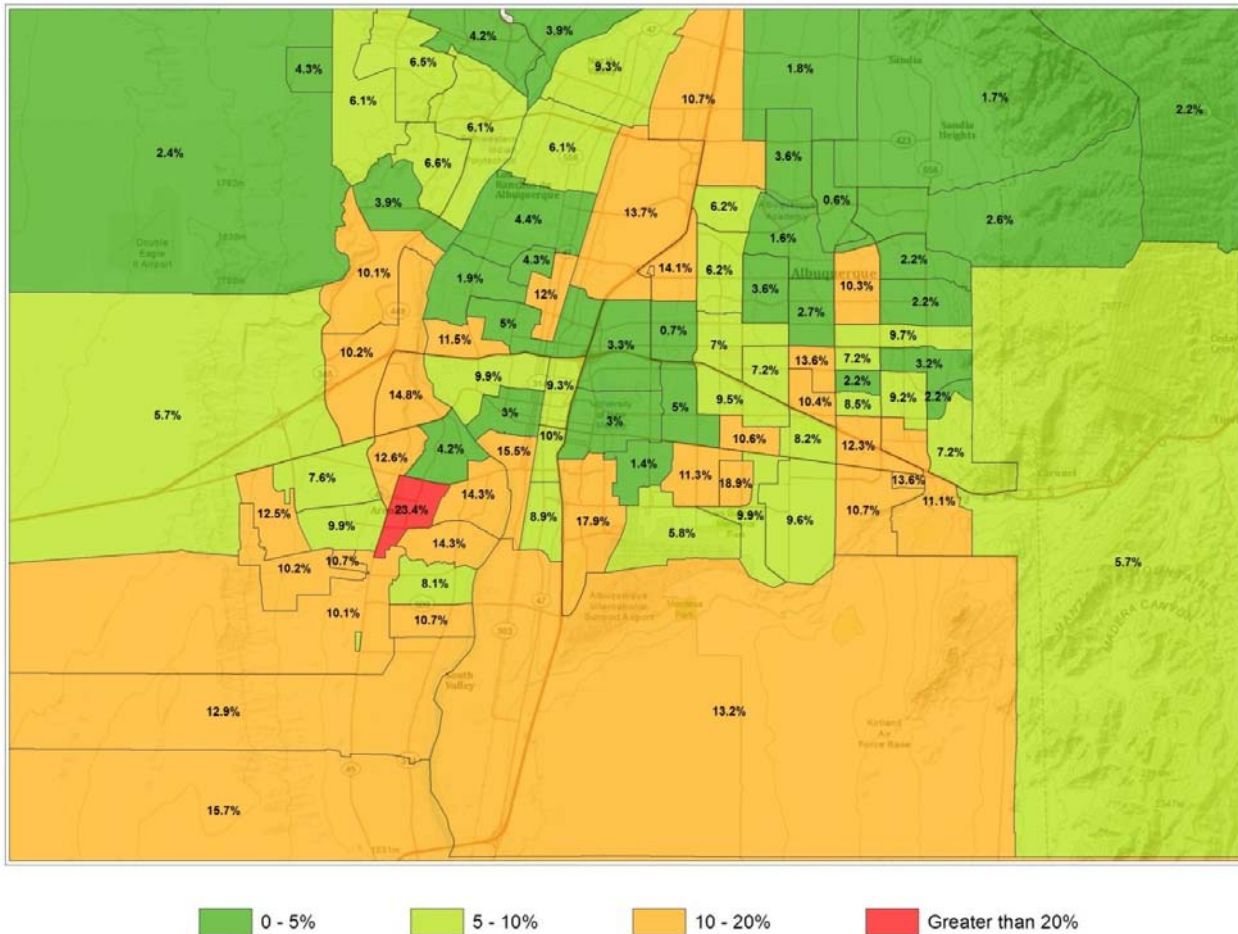
Greater than 20.0%

Truancy In Albuquerque

APS Habitual Truancy Rates For School Year 2008-09 to School Year 2011-2012

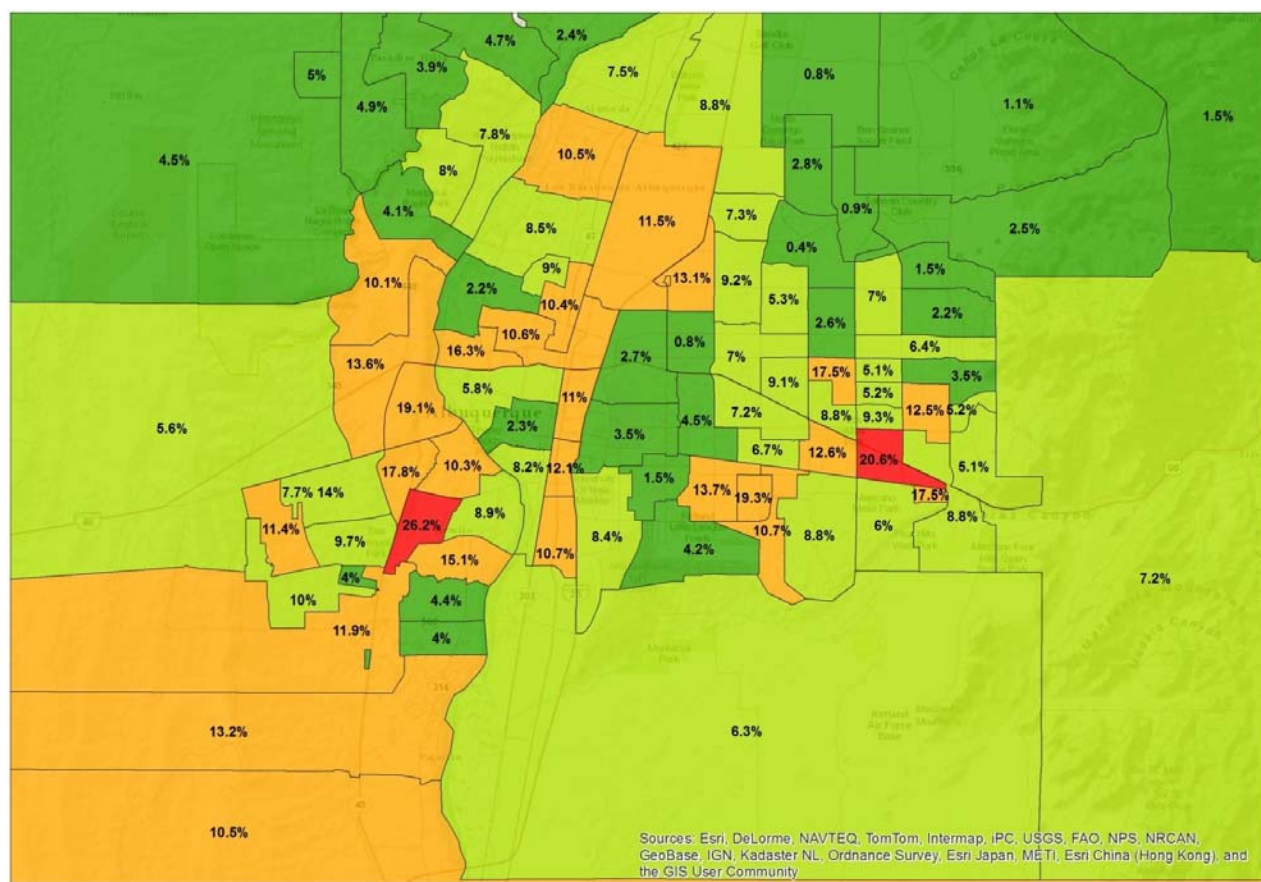


Percentage of Elementary School Students Who Were Habitually Truant In 2010-2011

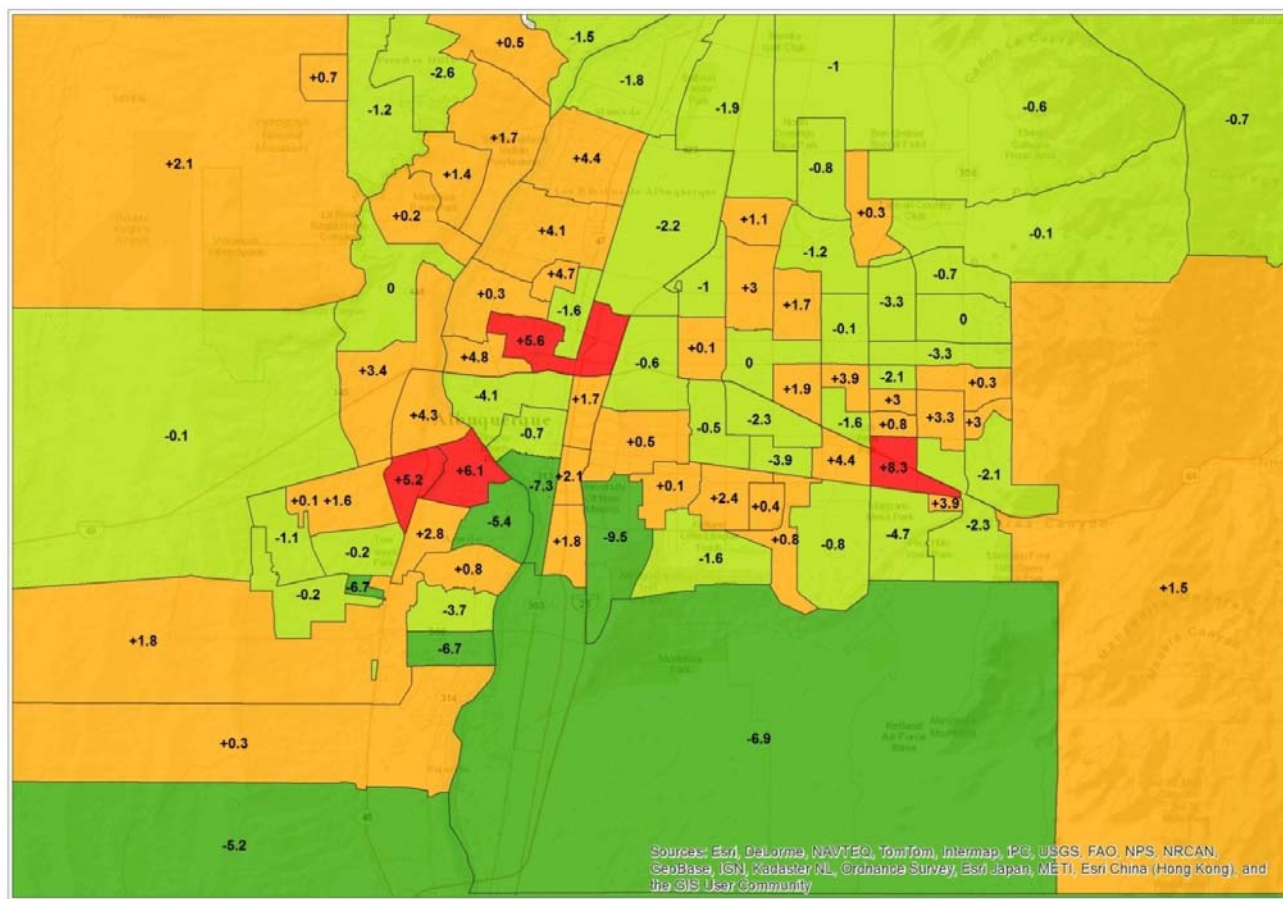


Source: Albuquerque Public Schools, RDA Department, 2010-2011 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.

Percentage of Elementary School Students Who Were Habitually Truant In 2011-2012

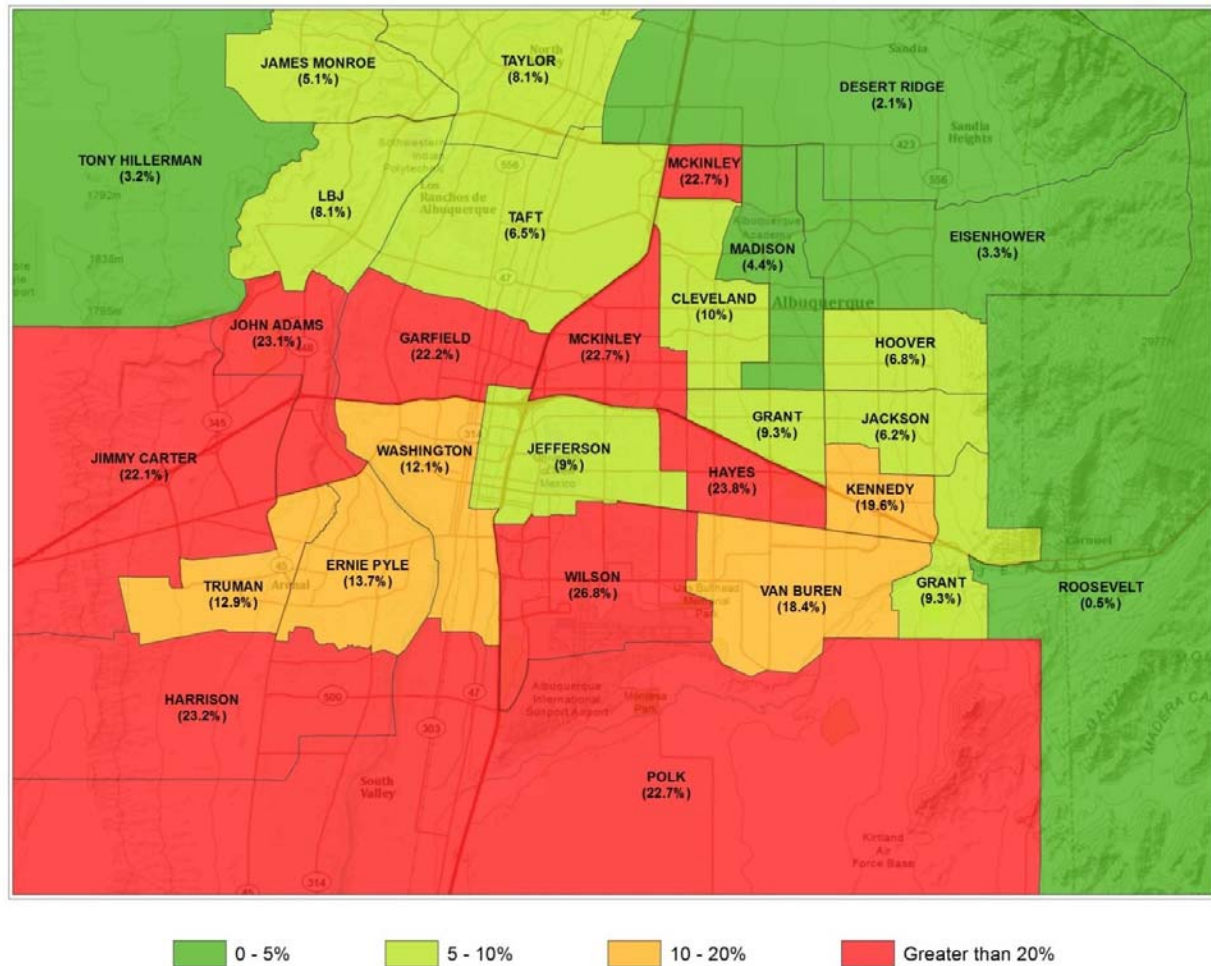


Change In Percentage of Elementary School Students Who Were Habitually Truant From 2010-2011 To 2011-2012



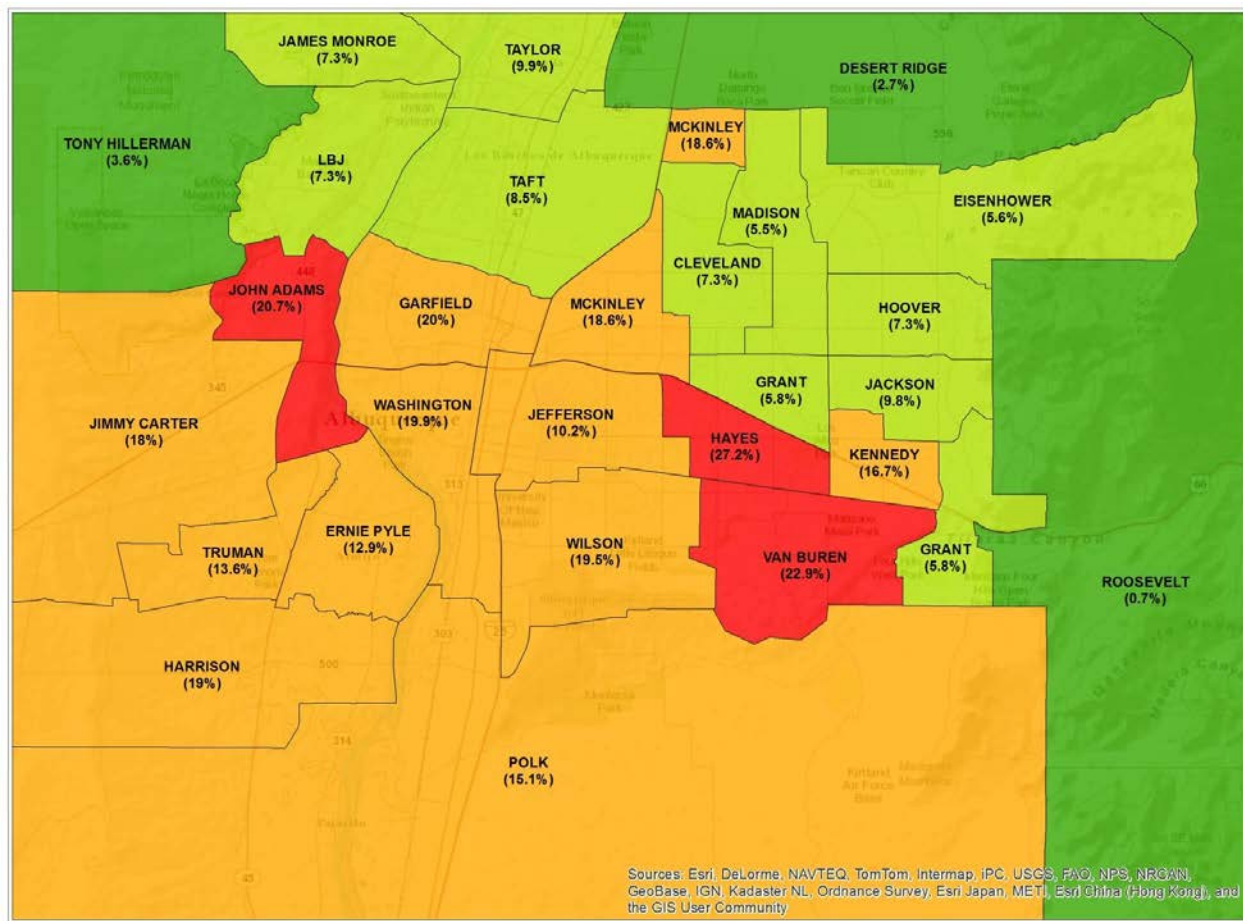
 Greater than 5 point decrease
  0 - 5 point decrease
  0 - 5 point increase
  Greater than 5 point increase

Percentage of Middle School Students Who Were Habitually Truant In 2010-2011



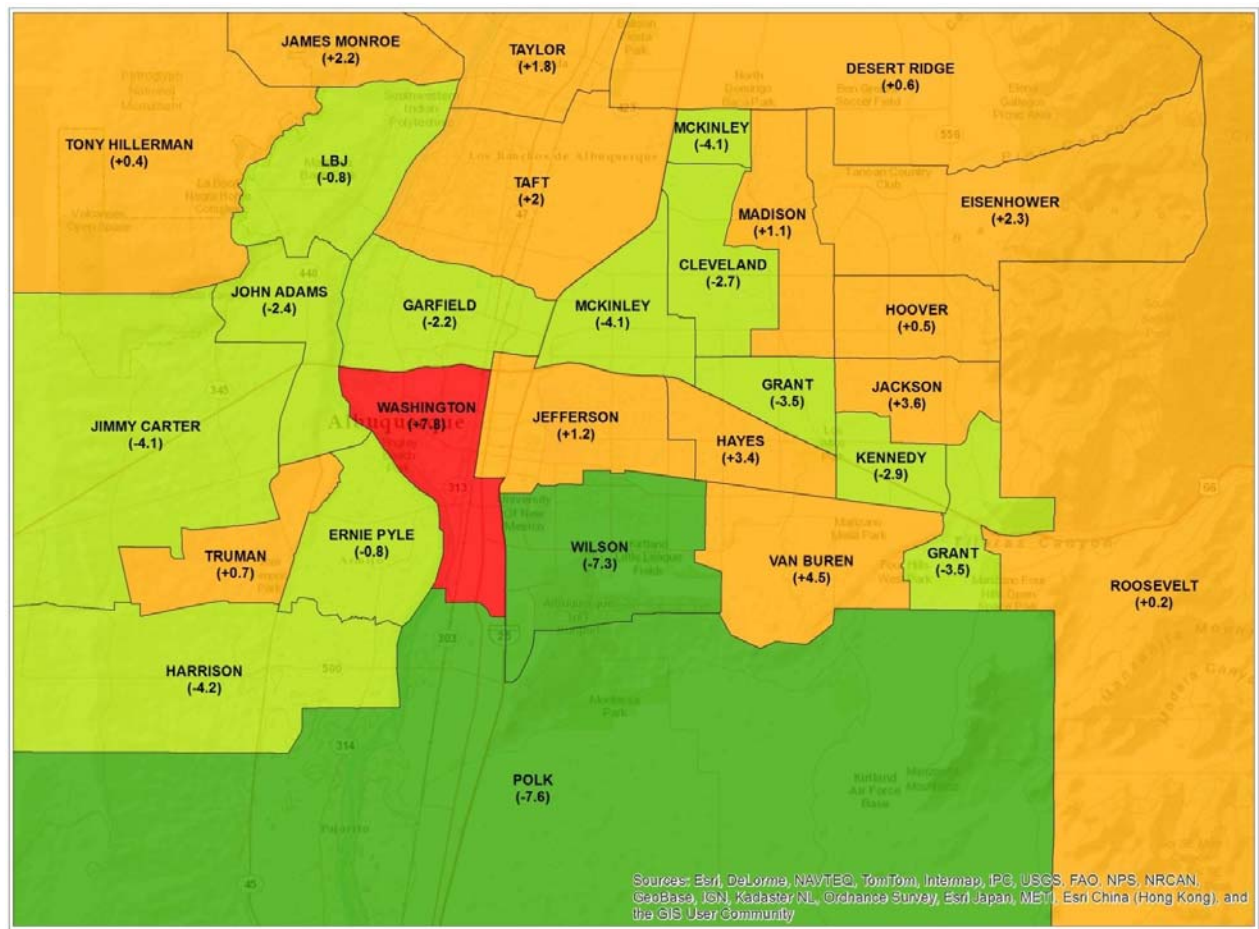
Source: Albuquerque Public Schools, RDA Department, 2010-2011 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.

Percentage of Middle School Students Who Were Habitually Truant In 2011-2012



Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.

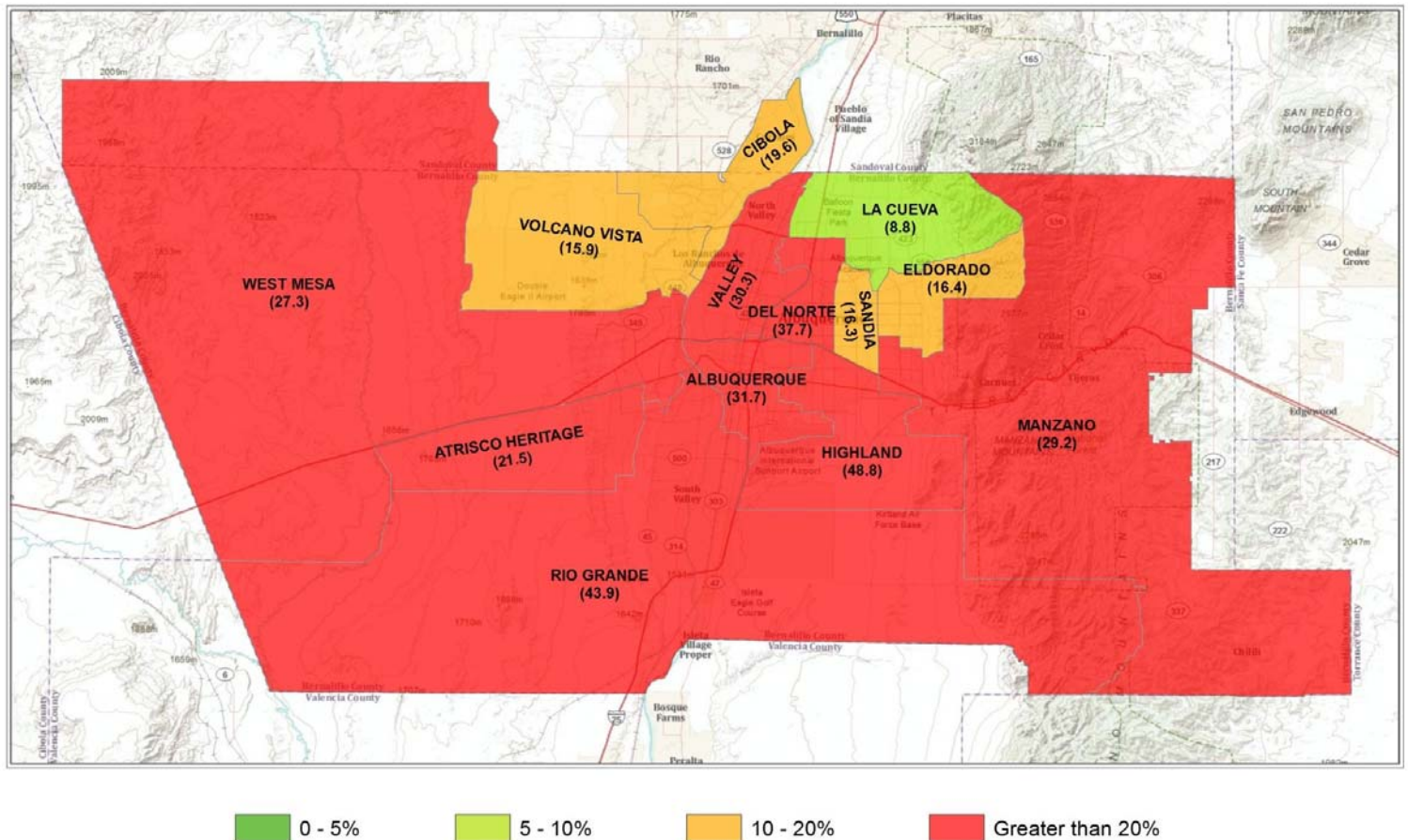
Change In Percentage of Middle School Students Who Were Habitually Truant From 2010-2011 To 2011-2012



■ Greater than 5 point decrease
 ■ 0 - 5 point decrease
 ■ 0 - 5 point increase
 ■ Greater than 5 point increase

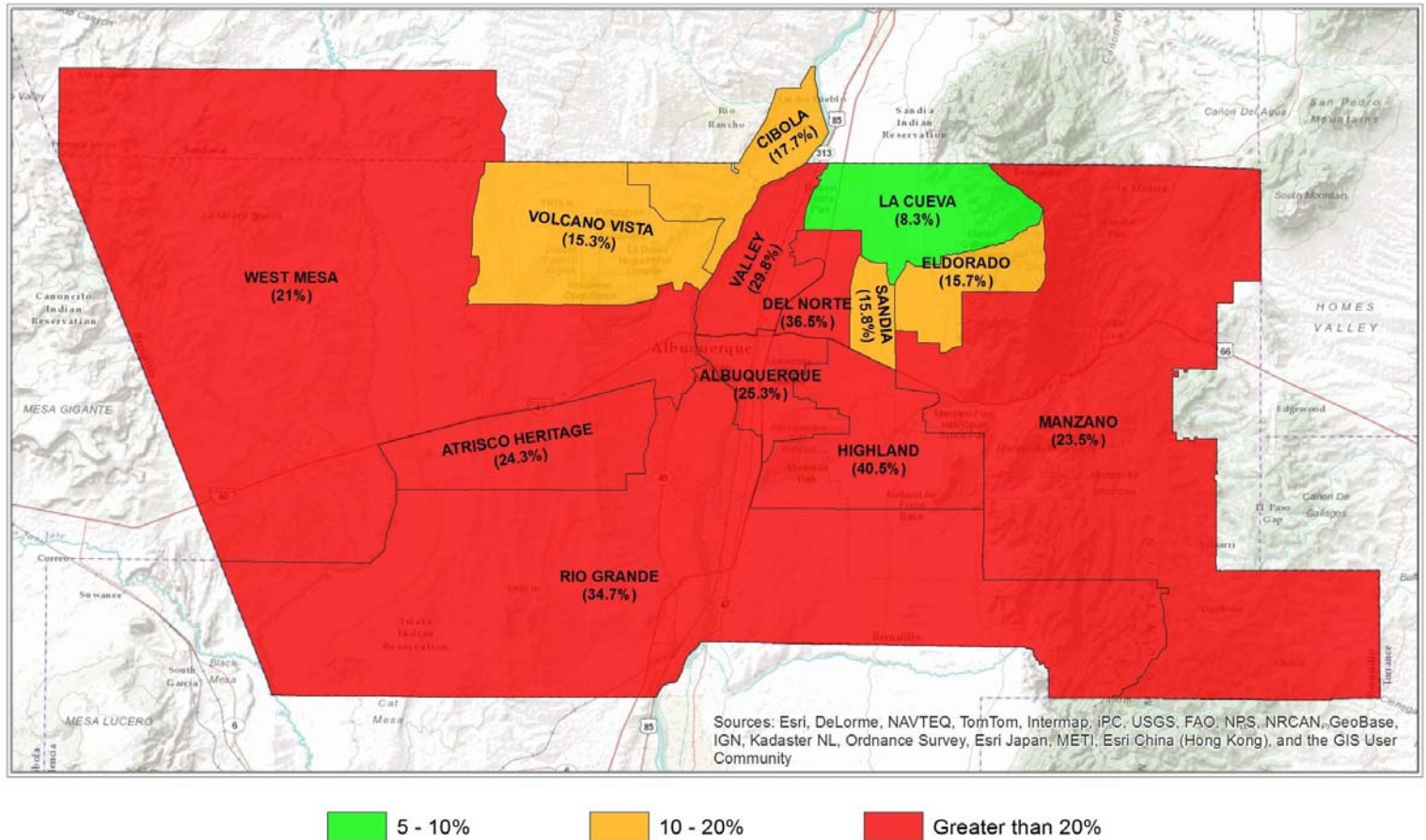
Source: Albuquerque Public Schools, RDA Department. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.

Percentage of High School Students Who Were Habitually Truant In 2010-2011



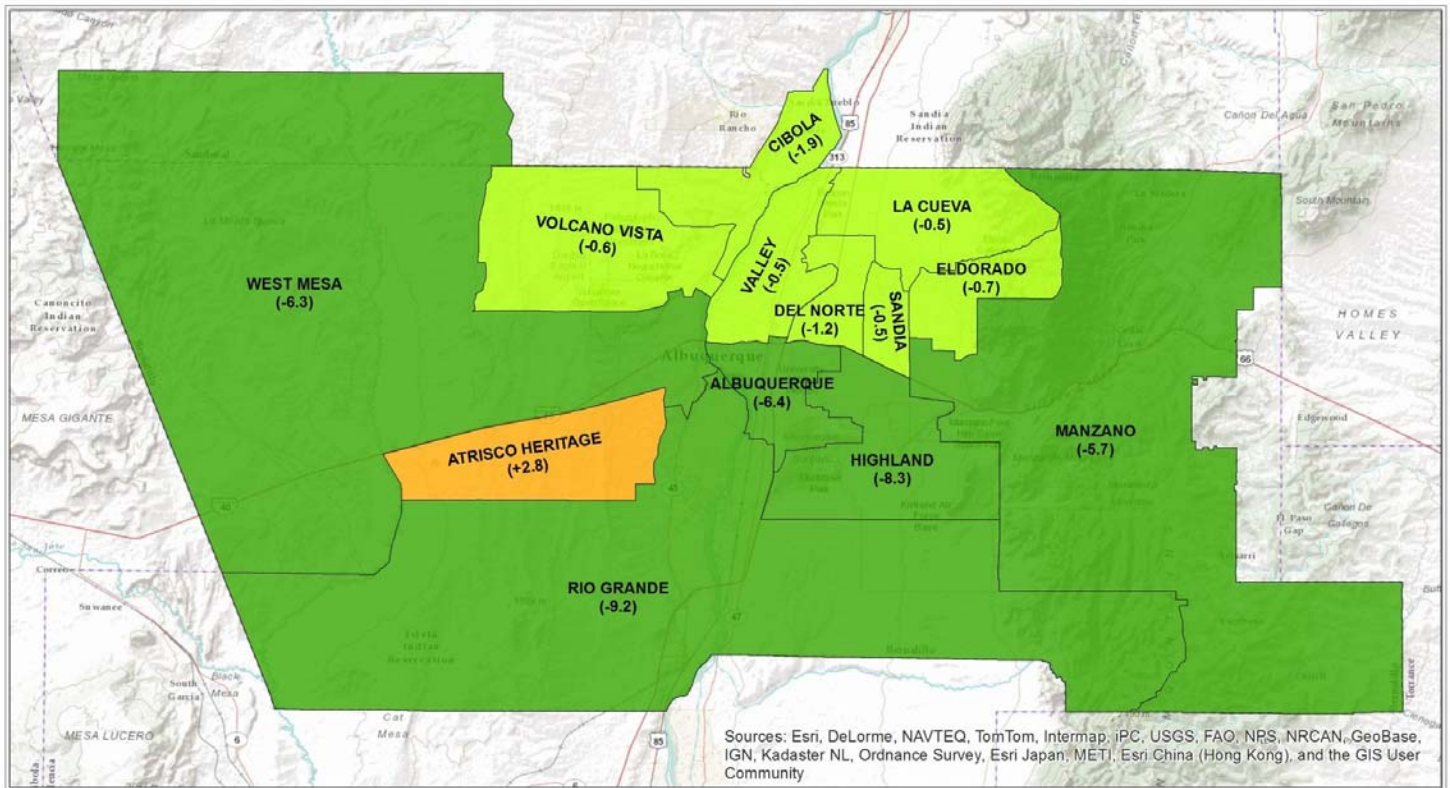
Source: Albuquerque Public Schools, RDA Department, 2010-2011 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.

Percentage of High School Students Who Were Habitually Truant In 2011-2012



Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.

Change In Percentage of High School Students Who Are Habitually Truant 2010-2011 To 2011-2012



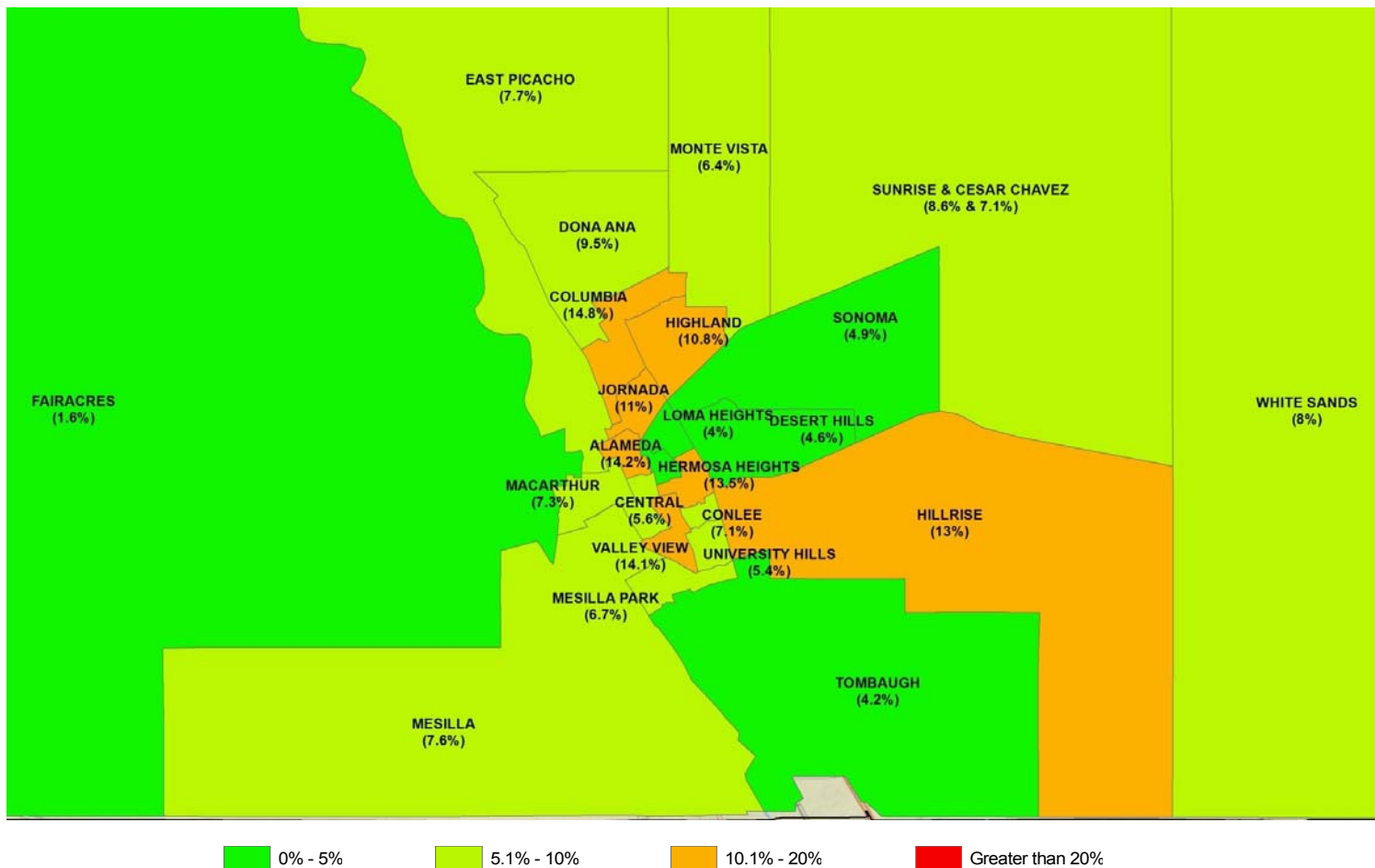
Greater than 5 point decrease

0 - 5 point decrease

0 - 5 point increase

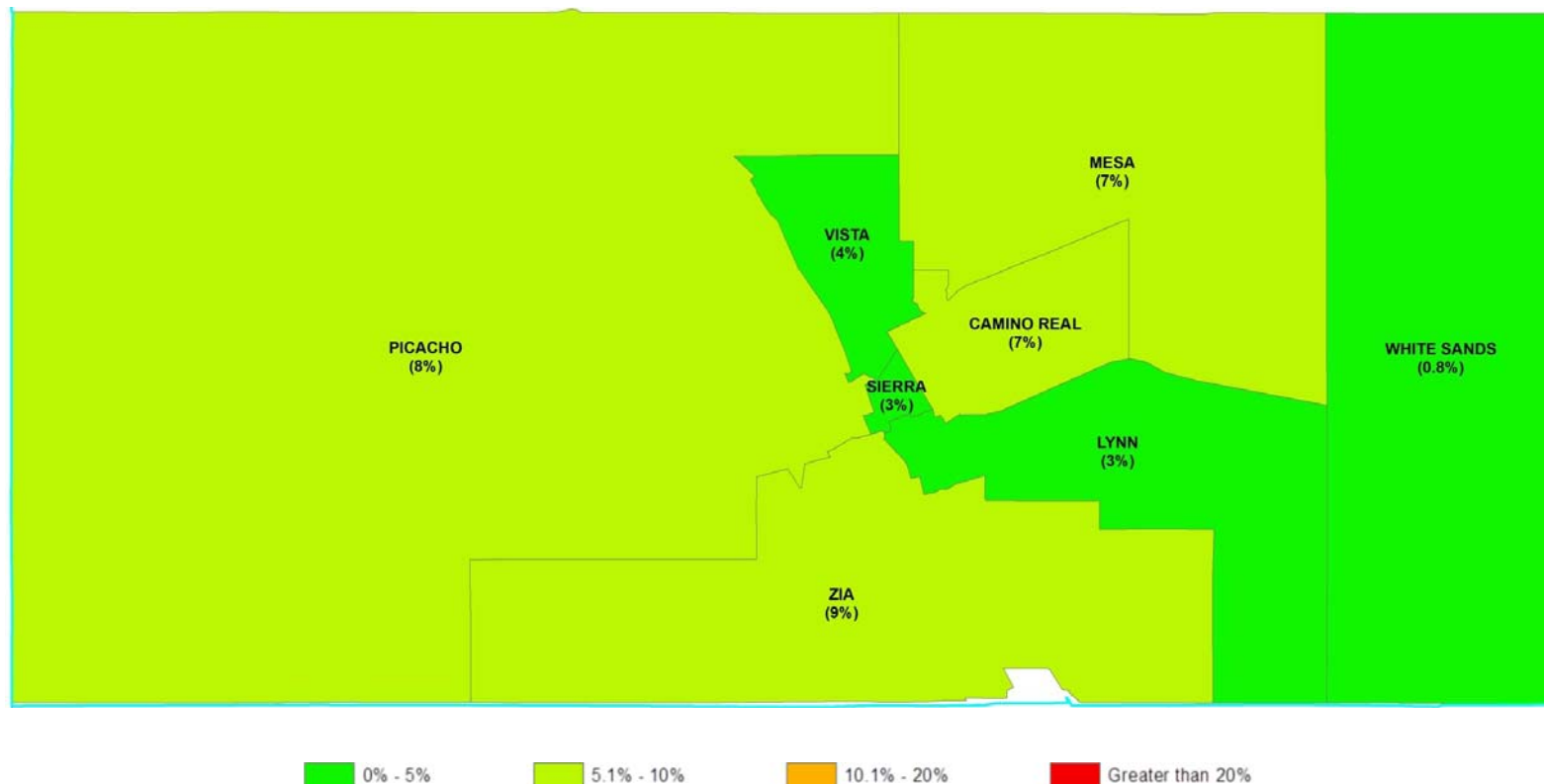
Truancy In Las Cruces

Percentage of Las Cruces Elementary School Students Who Were Habitually Truant in 2011-2012

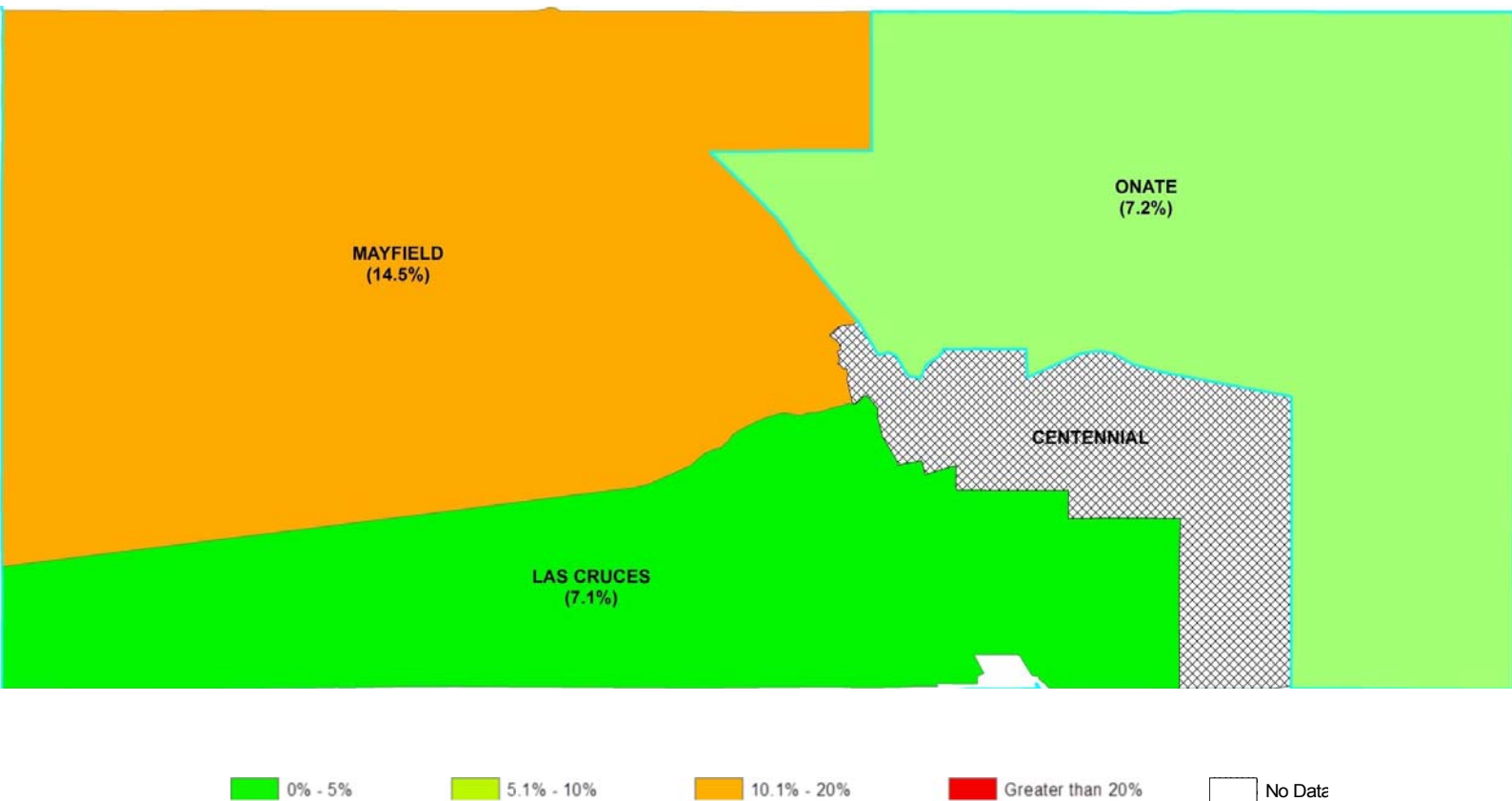


Source: Las Cruces Public Schools, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.

Percentage of Las Cruces Middle School Students Who Were Habitually Truant in 2011-2012



Percentage of Las Cruces High School Students Who Were Habitually Truant in 2011-2012

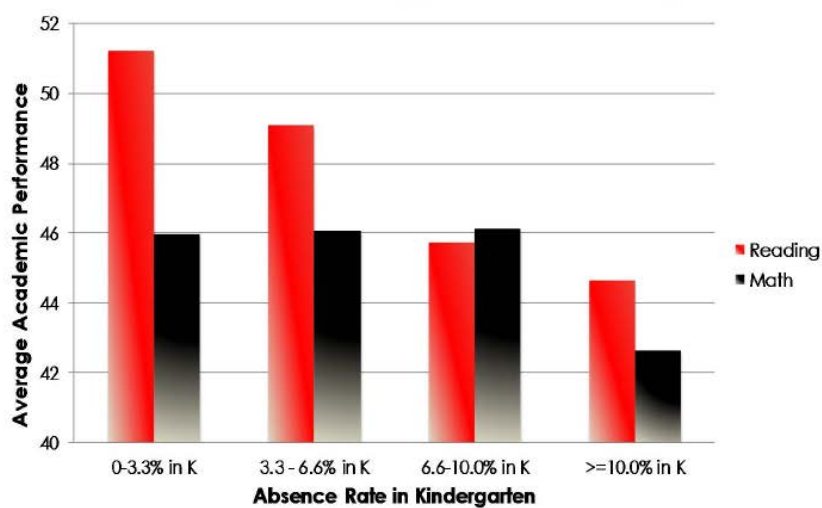


The Academic And Social Costs of Truancy



Chronic Kindergarten Absence Lowers 5th Grade Achievement for Poor Children

5th Grade Math and Reading Performance By K Attendance

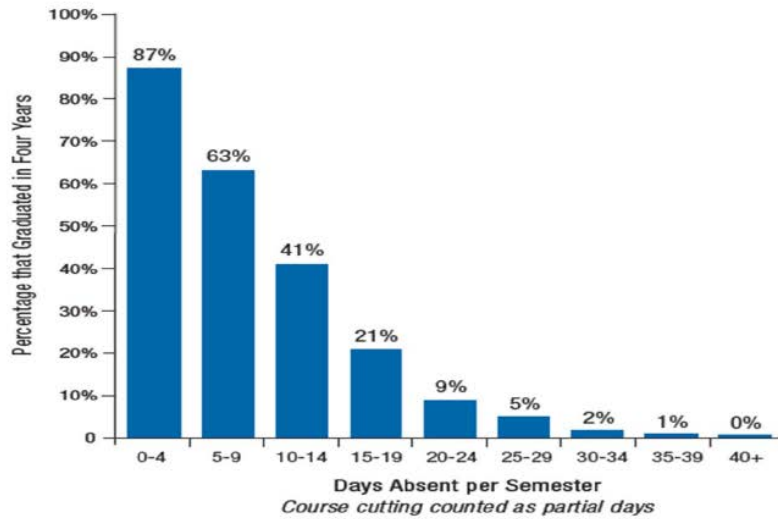


9

Source: ECLS-K data analyzed by National Center for Children in Poverty (NCCP)
Note: Average academic performance reflects results of direct cognitive assessments conducted for ECLS-K.



9th Grade Attendance Predicts Graduation for Students of All Economic Backgrounds

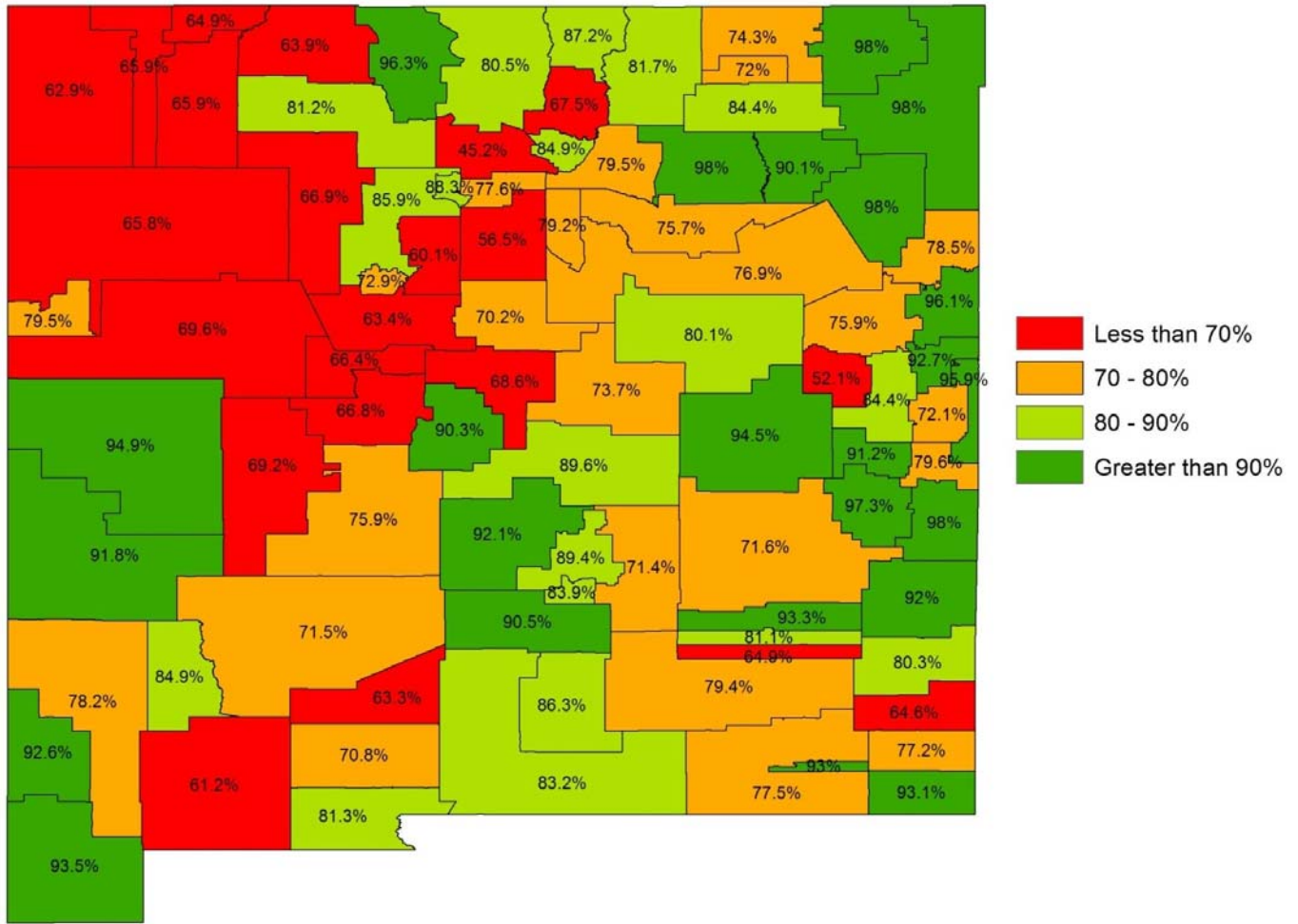


Note: This Chicago study found attendance was a stronger graduation predictor than 8th grade test scores.

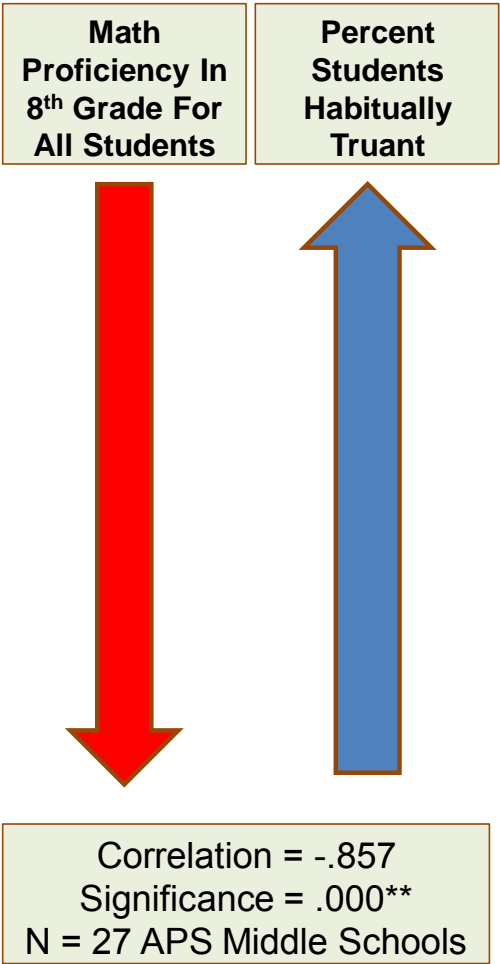
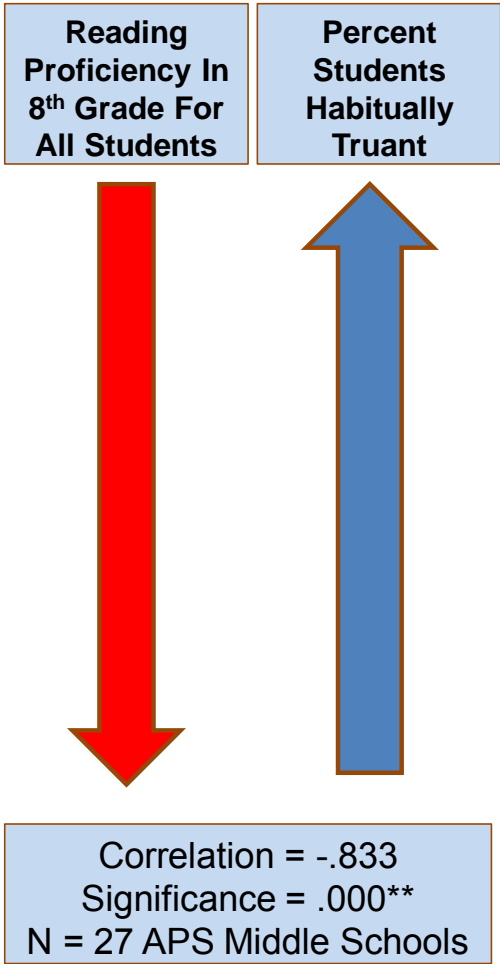
Source: Allensworth & Easton, *What Matters for Staying On-Track and Graduating in Chicago Public Schools*, Consortium on Chicago School Research at U of C, July 2007

15

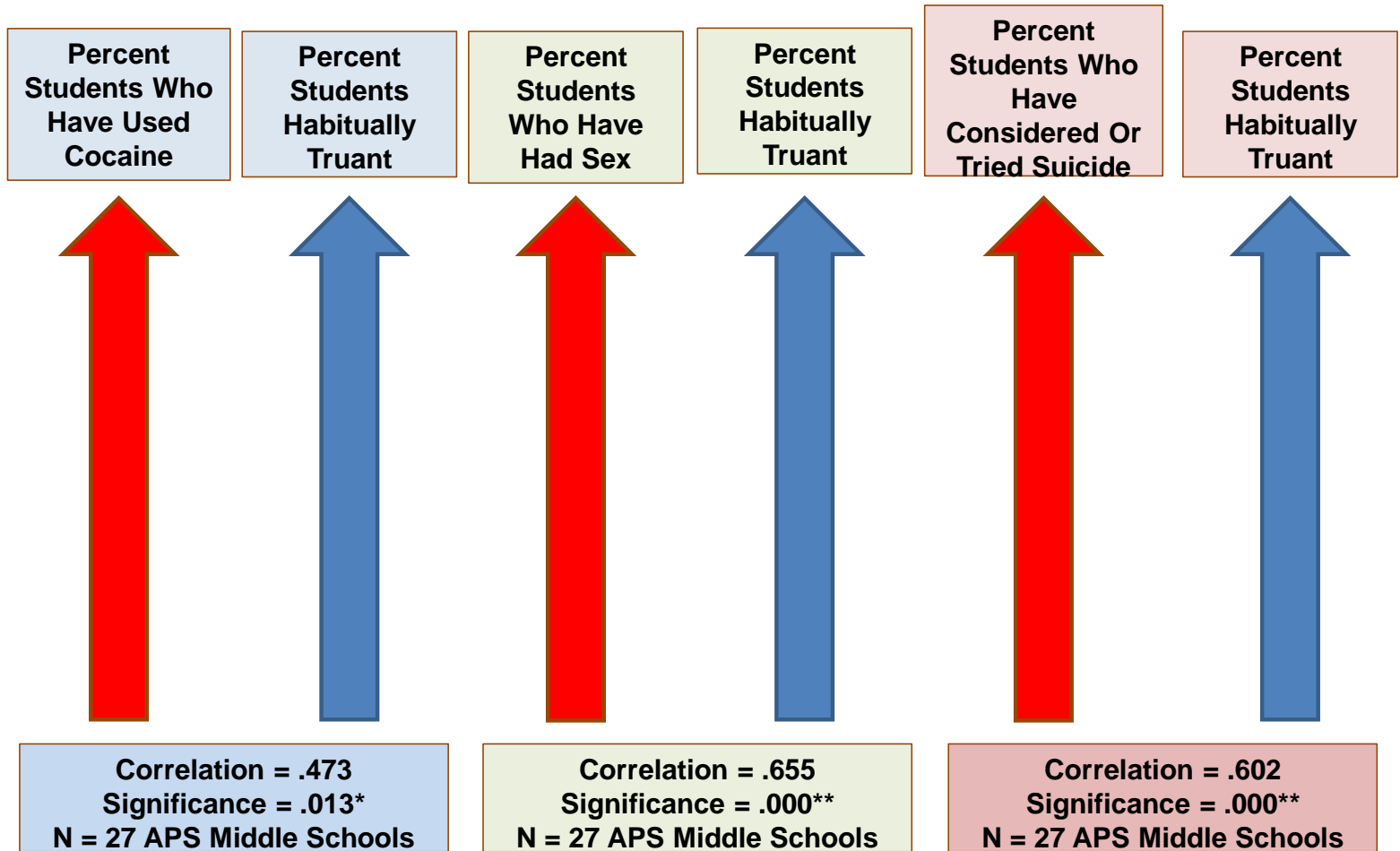
4-Year High School Graduation Rate, All Students, By District, Class of 2011



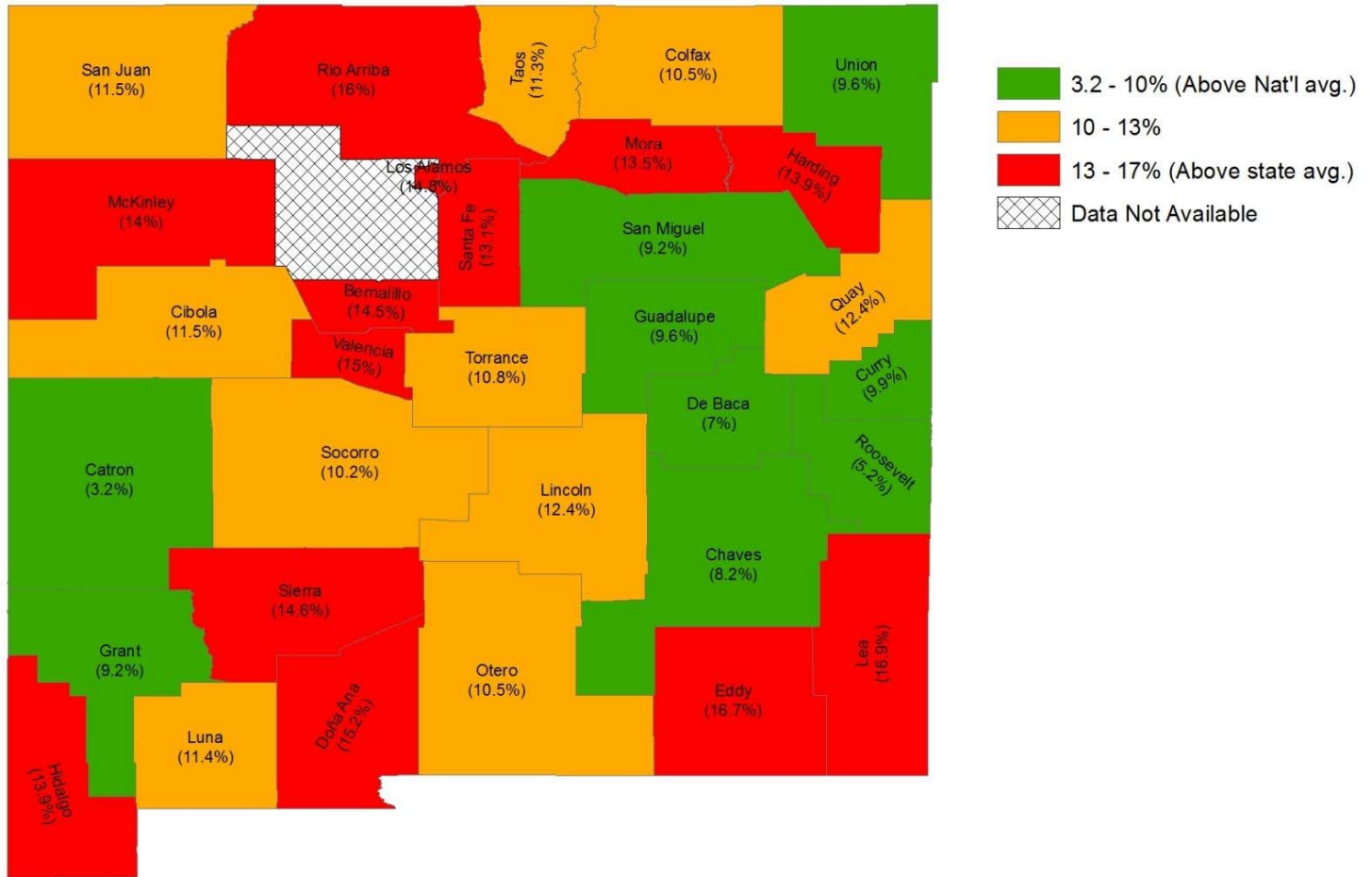
The Relationship Between Habitual Truancy And Academic Proficiency in Albuquerque Public Schools



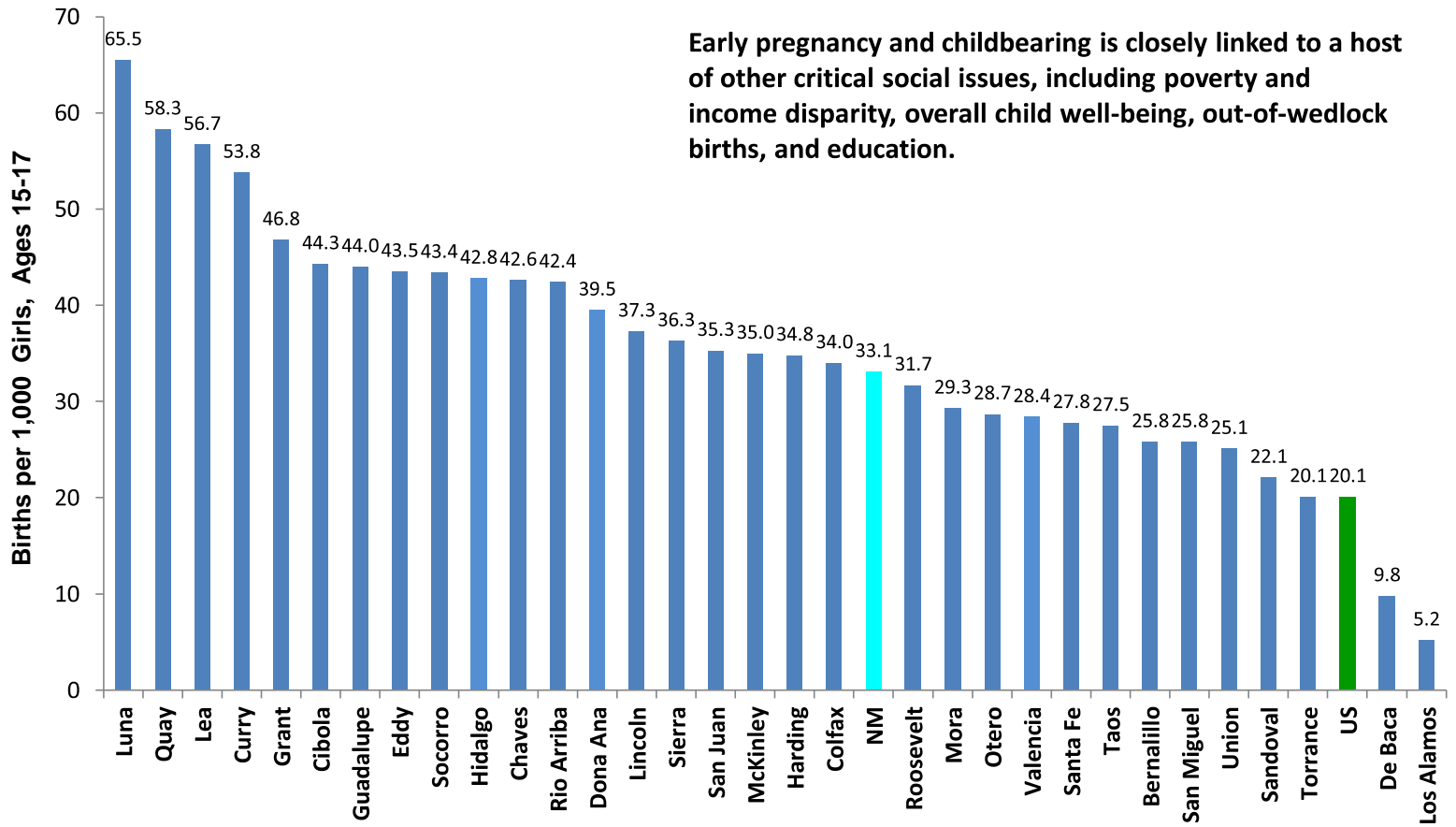
The Relationship Between Habitual Truancy And Risk Behaviors in Albuquerque Public Schools



Percentage of High School Students Who Reported Using Cocaine in the Past 30 Days

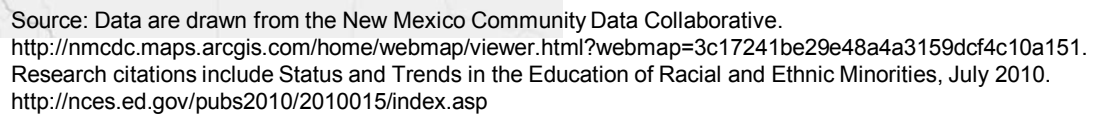


Teen Birth Rate - Girls Ages 15-17, by County, 2008-2010



Research has shown a link between parental education levels and child outcomes such as educational experience, attainment, and academic achievement.

No Data
 1.0% - 17.65%
 17.66% - 27.29%
 27.3% - 38.3%
 38.31% - 50.37%



10.9%

6.6%

11%

5.5%

5.9%

9.5%

13.4%

10.2%

7.4%

3.8%

7.1%

6.6%

3.9%

2.8%

7.1%

8.7%

8.4%

3.9%

8.6%

5.2%

6.4%

6.6%

7.2%

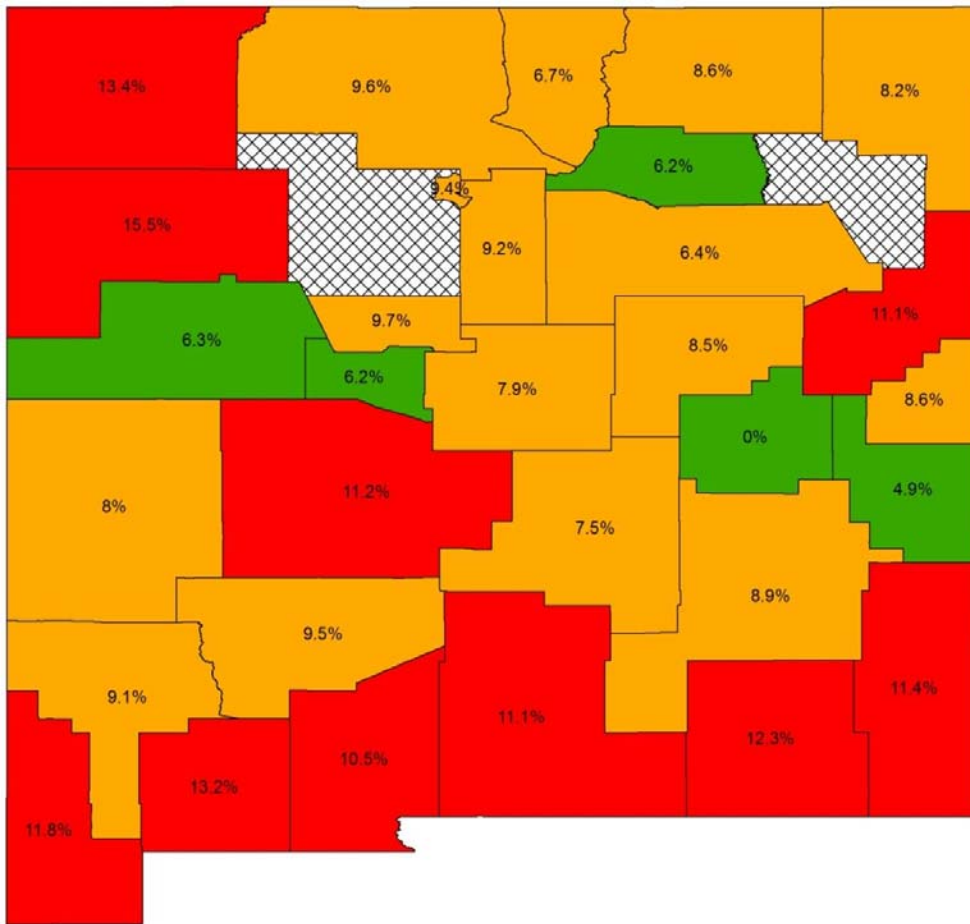
8.4%

5.7%

0%

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, how many times did you actually attempt suicide?" The percentage reported here reflects respondents who answered one or more times.

Percentage of High School Students Who Attempted Suicide



Counties shaded **green** have rates below the national average of 6.3%. Counties shaded **orange** have rates above the national average but below the state average of 9.7%. Counties shaded **red** have rates above both the state and national averages.

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, how many times did you actually attempt suicide?" The percentage reported here reflects respondents who answered one or more times. The national rate of 6.3% is drawn from the Youth Risk and Behavior Surveillance System survey, Centers for Disease Control and Prevention, 2009.

The School-To-Prison Pipeline

The Issue Is Timely And National

“Today the Subcommittee on the Constitution, Civil Rights and Human Rights considers the important issue of whether we are creating a school-to-prison pipeline. This is a timely hearing on an issue of pressing national importance. I am concerned that too many young people are being funneled into the criminal justice system, where their problems only multiply. I have long supported a strong commitment to prevent youth violence. As a former prosecutor, I know the importance of holding criminals accountable for their crimes. But when we are talking about young people, we must also think about how best to teach them to become responsible, contributing members of society as adults and to rehabilitate them away from lives of crime. Doing so will help us keep our communities safer.”

Statement of Senator Patrick Leahy,
Chairman, Senate Judiciary Committee,
On “Ending the School-to-Prison Pipeline”
December 12, 2012

The Stops Along The Pipeline Include:

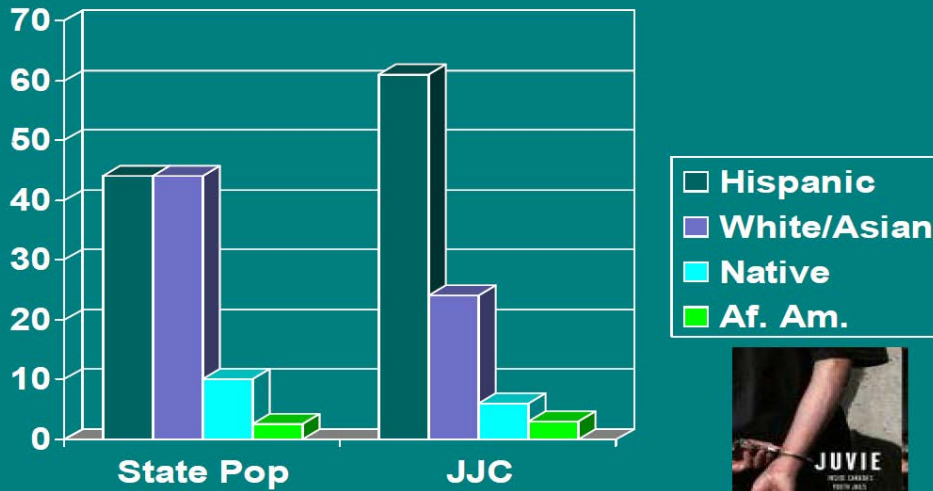
- Inadequate Resources in Public Schools
- Zero-Tolerance and Other School Discipline Policies
- Increased Reliance on Police Rather Than Educators To Maintain Discipline
- Disciplinary Alternative Schools
- Court Involvement and Juvenile Detention

*“The ‘**school-to-prison pipeline**’ refers to the policies and practices that push our nation’s schoolchildren, especially our most at-risk children, out of classrooms and into the juvenile and criminal justice systems. This pipeline reflects the prioritization of incarceration over education.”*

Source: **Locating the School-to-Prison Pipeline**. ACLU.
https://www.aclu.org/images/asset_upload_file966_35553.pdf

New Mexico Mirrors the Nation

End of the pipeline: NM Juvenile Justice Cases by Race
cf. NM State Total Population 2007



In 2009, Jane Hood & Nancy Lopez conducted a detailed study of the school-to-prison pipeline in New Mexico. Their findings mirrored the national trends: Young people from minority communities are overrepresented in the juvenile justice and criminal justice systems.

Source: The University of New Mexico,
<http://healthpolicy.unm.edu/sites/default/files/documents/Untangling%20the%20School%20Segment%20of%20The%20School-to-Prison%20Pipeline.pdf>

**The School To Prison Pipeline Is Important In Our
Discussions About Truancy Because We Face A Difficult
Choice:**

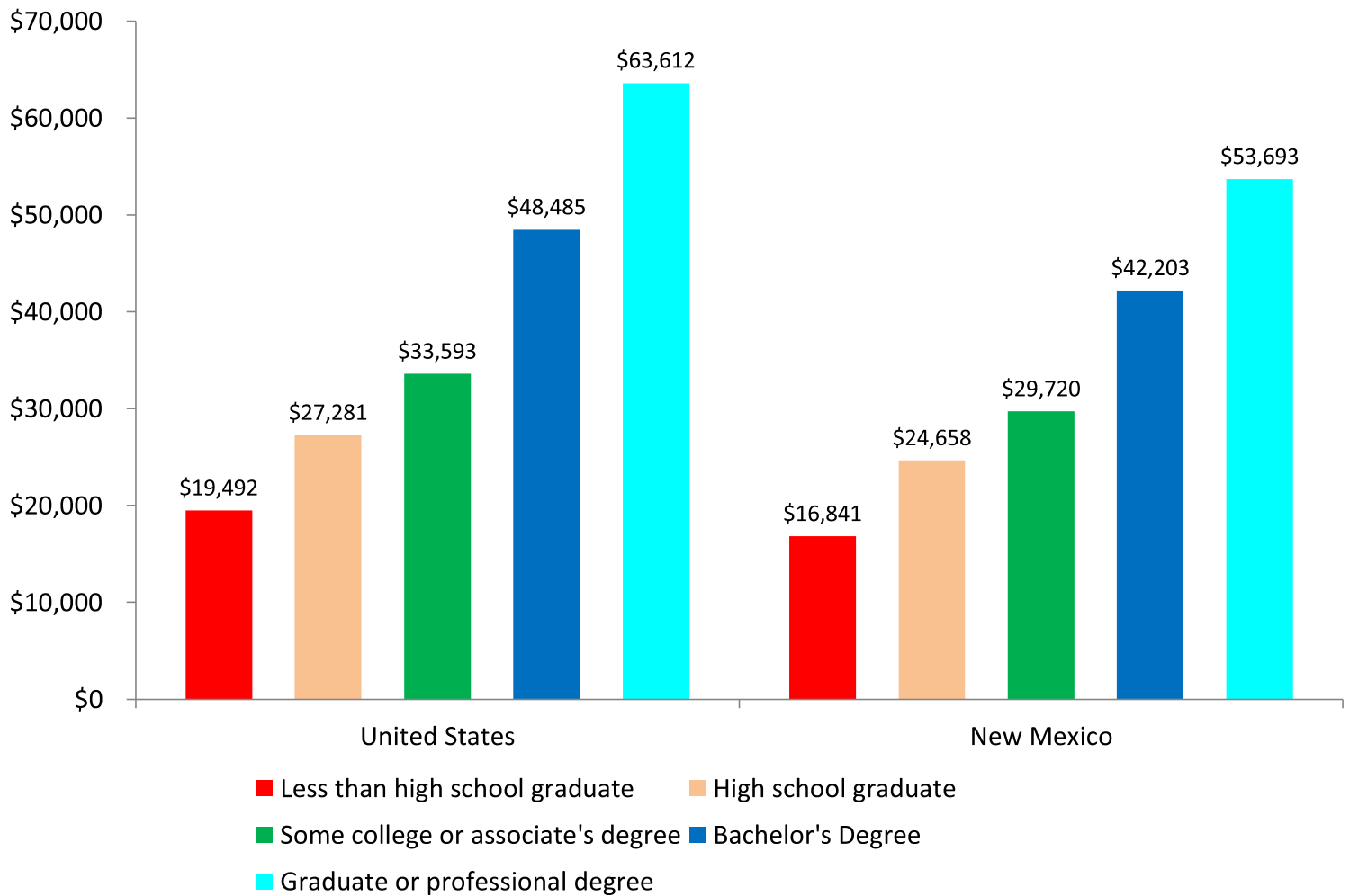
Do we Criminalize More Of Our Children's Behavior?

Or

**Do We Invest The Resources To Ensure Our Children Are
More Engaged And Supported?**

The Economic Costs Of Truancy

The Financial Benefits Of Educational Attainment



The Lumina Foundation Estimates That 58% Of Jobs Will Require A College Degree By 2018

New Mexico

[Return To National Map](#)
[Compare States](#)
[Select a State](#)

HERE'S HOW NEW MEXICO STACKS UP

33.08%

Current % of adults with college degrees (2010)

60%

Goal for 2025

35.8%

Projected rate in 2025

24.2%

Projected gap for 2025

41st

Rank among states in terms of college attainment

58%

Percentage of jobs requiring a college credential by 2018

TRACKING THE TREND IN NEW MEXICO

33.08% of the state's 1.1 million working-age adults (25-64 years old) hold at least a two-year degree.

2008

33.4%

2009

33.9%

2010

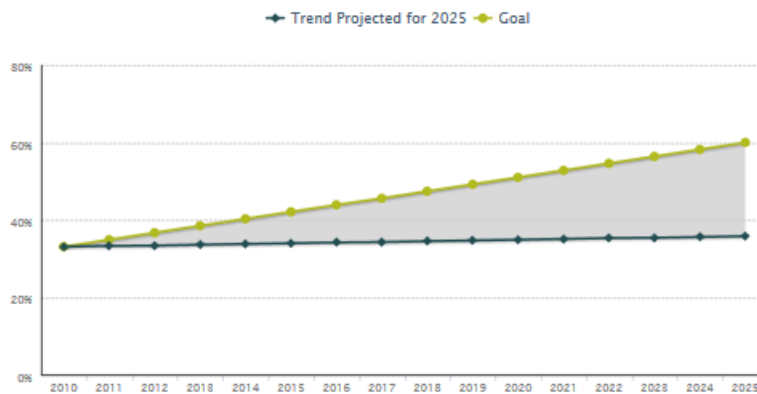
33.1%

The national average is 38.3%
(According to 2010 Census data).

National Average

38.3%

Projected Degree Gap



THE QUICK BREAKDOWN

60%

Goal for 2025

24.2%

Projected gap

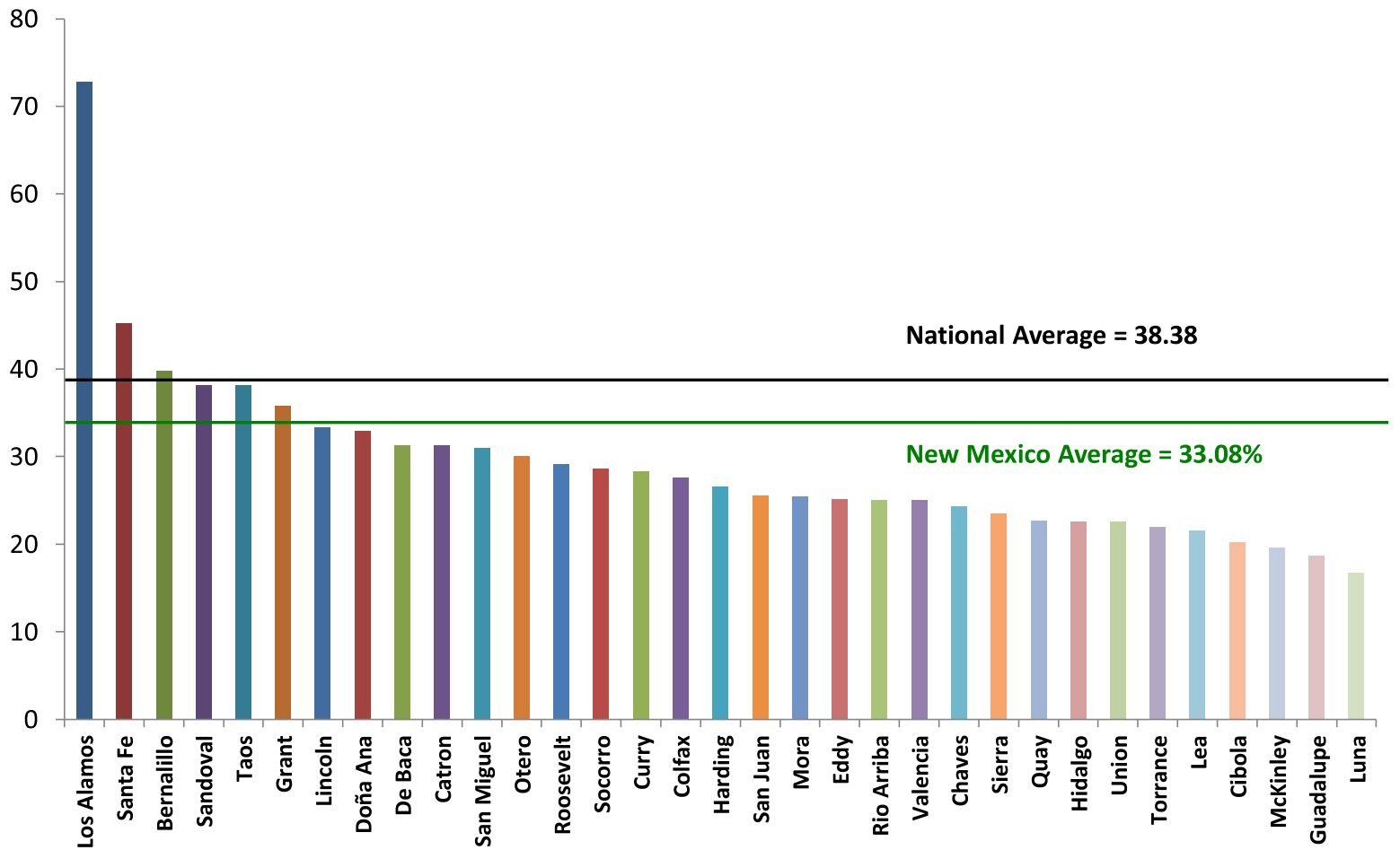
234,830

Additional degrees required to meet workforce needs in 2025

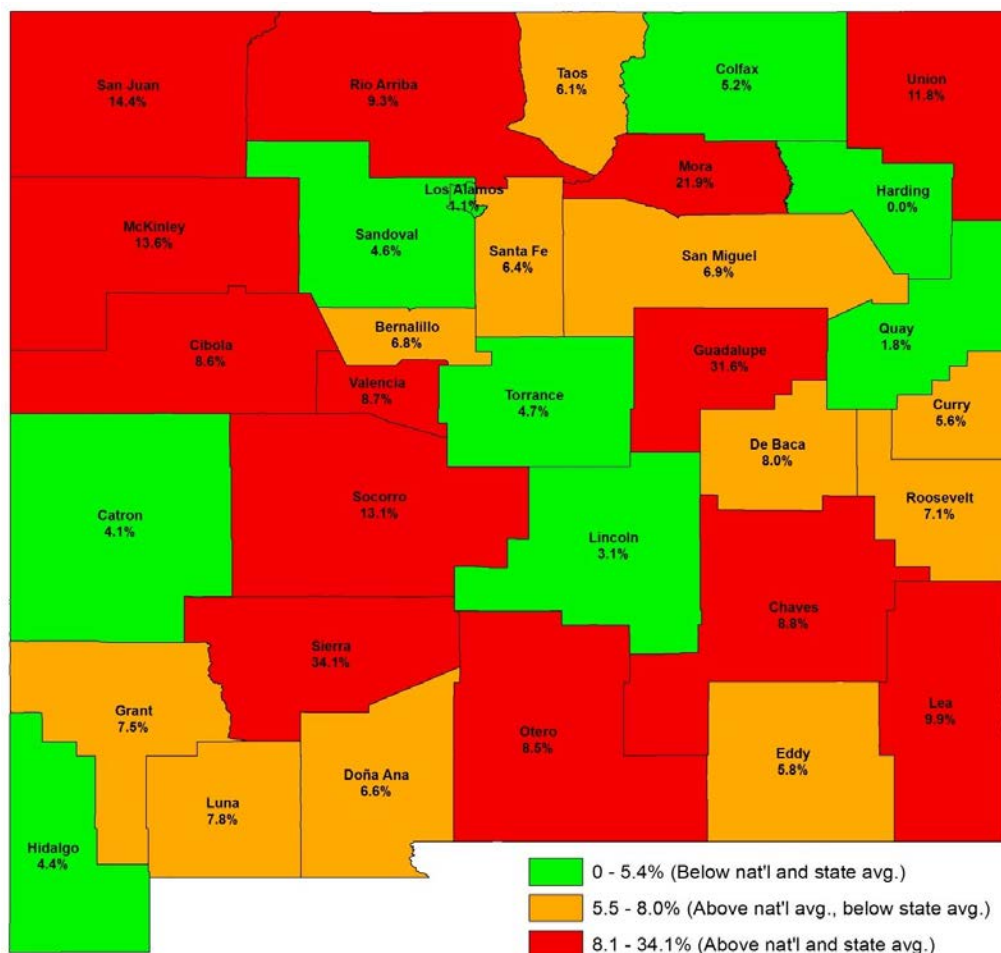
35.8%

Projected rate in 2025

Percentage of Working-Age Adults, 25-64, With an Associate's, Bachelor's or Graduate Degree 2010



Percentage of Individuals, 16-19 Years of Age, Who Are Not Enrolled in School and Not in the Labor Force



Source: U.S. Census, American Community Survey, 2006-2010.

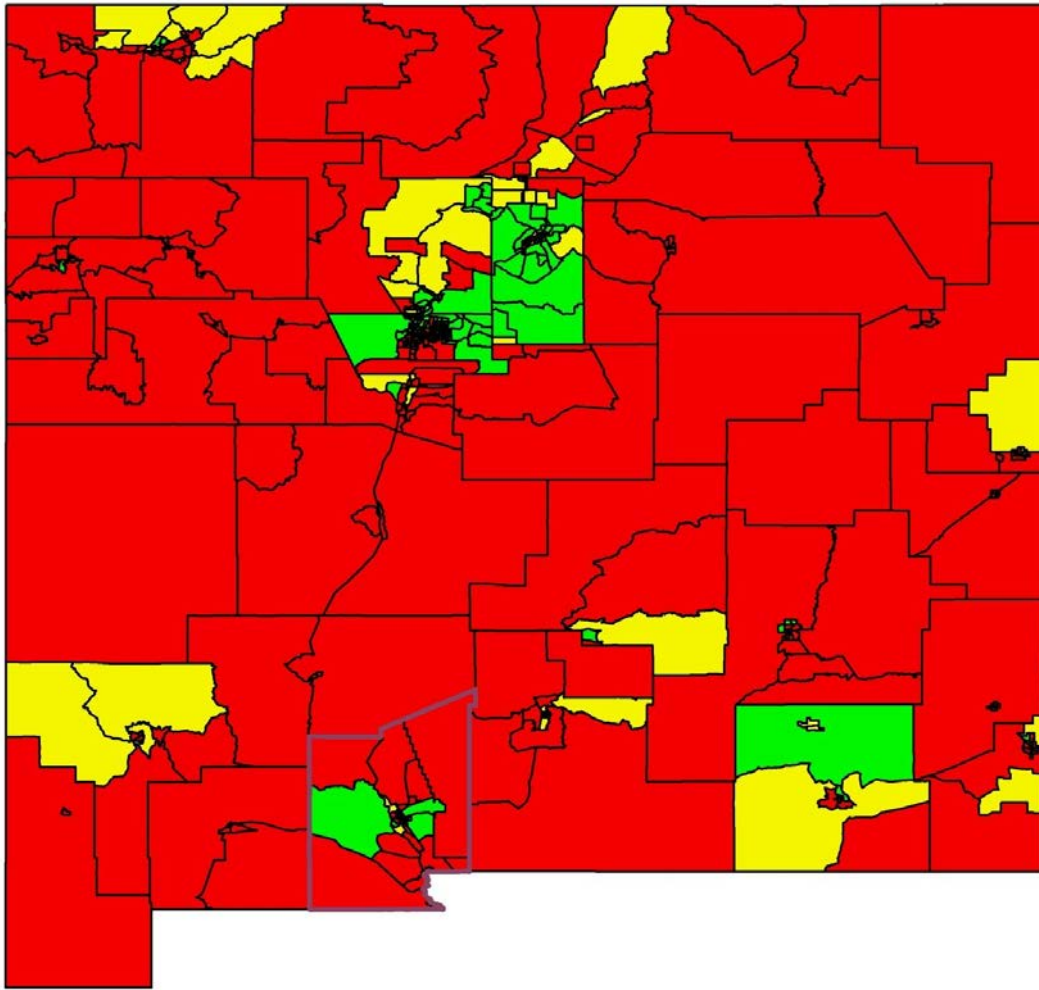
Per Capita Income In New Mexico

Per Capita Income is a frequently-used way to measure a community's economic health. The per capita income in most of New Mexico's communities is below the state average of \$22,966 and the national average of \$27,334.

Legend

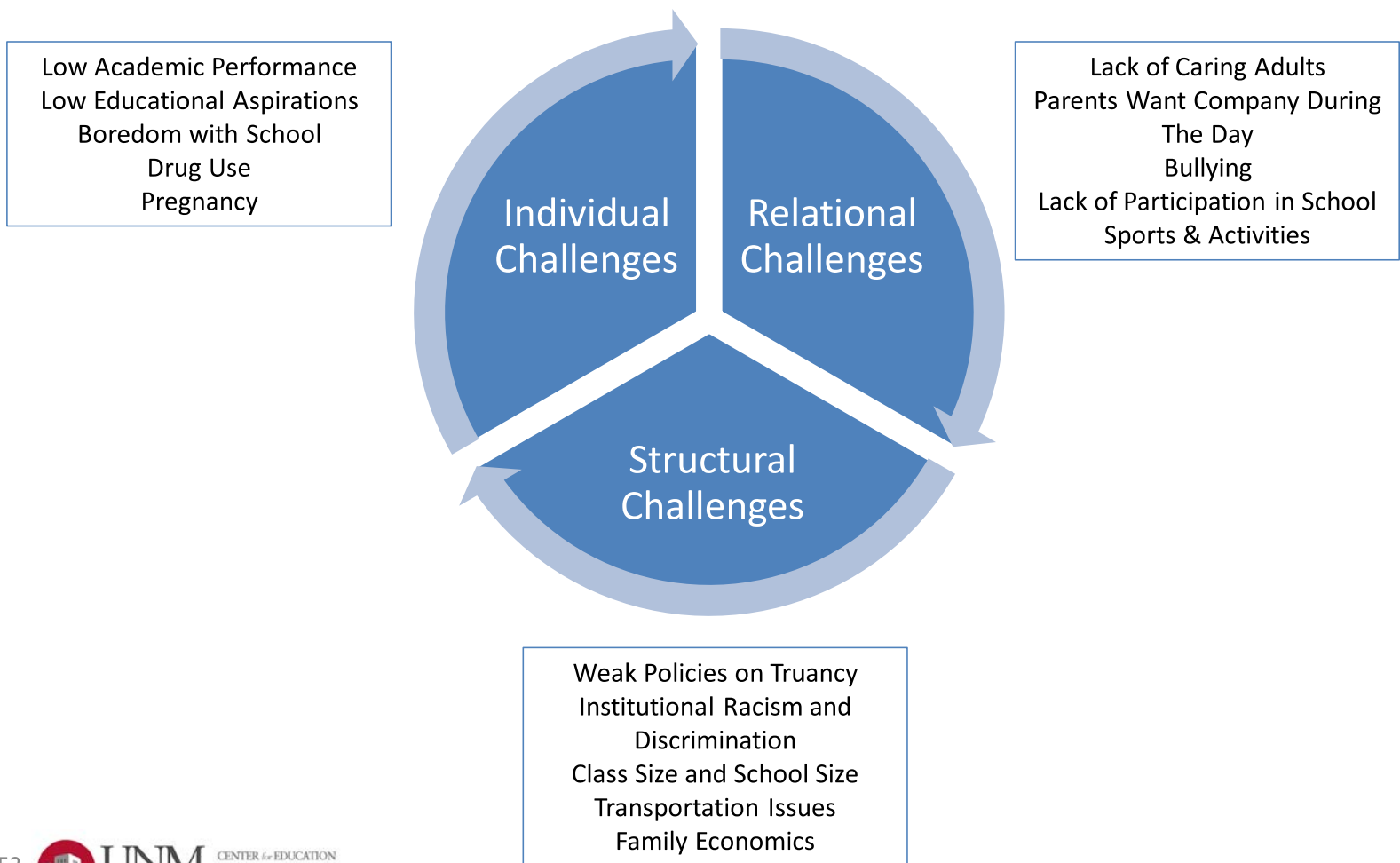
Per Capita Income
in the Last 12 Months
(in 2010 Inflation-Adjusted
Dollars)

- \$2,077.00 - \$22,966.00 (Below state & nat'l avg.)
- \$22,966.01 - \$27,334.00 (Between state & nat'l avg.)
- \$27,334.01 - \$81,545.00 (Above nat'l avg.)



A Framework For Understanding Truancy

The Causes Of Truancy Are Complex

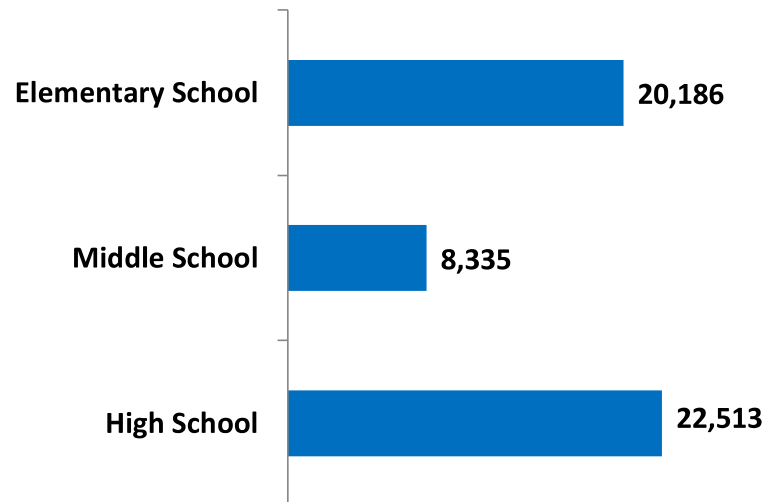


Key Questions

- How do we track what happens to students who are declared habitually truant?
- What truancy reduction programs are currently working in New Mexico?
- How do we ensure that all districts have effective truancy reduction policies?
- How do we ensure that schools have the resources they need to reduce truancy?
- How do we reduce the school-to-prison pipeline and strengthen the pathways from school to college and careers?

What Happens To The 51,034 Students Declared As Habitually Truant in 2011-2012?

What Happens At School?	What Happens At Probation Services?	What Happens At The District Attorney's Office?	And Then?
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**The Strongest Message We Hear Nationally
And From Across New Mexico Is This:**


**Truancy Should Not Be Defined As
A Delinquent Act Or Criminal Offense.
Rather, Truancy Should Be Viewed As A Symptom
And Addressed By A Partnership Among
Schools, Communities, Probation, Juvenile Courts, Law
Enforcement, Parents, and Youth.**

The Good News

We Have A Great Deal Of Knowledge And Experience with Successful Truancy Reduction Programs Both Nationally And Locally. The National Center For School Engagement, For Example, Identifies The Following Components of Effective Truancy Programs:

- Collaboration
- Family Involvement
- Comprehensive Approach
- Use Incentives and Sanctions
- Develop a Supportive Context
- Evaluate the Program

Source: <http://schoolengagement.org/>

A young girl with long brown hair and glasses is sitting at a desk in a classroom. She is wearing a light blue short-sleeved shirt and has her right arm raised high, pointing towards the top of the frame. She is looking up and to the left with an attentive expression. The background is slightly blurred, showing other students and classroom furniture.

**THEY ARE
OUR
CHILDREN**

**□ e Can't
Afford To
Waste A
Single One**



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Appendix

Truancy: A Brief Review Of The Literature

The Causes of Truancy and Absenteeism

Exist at Three Levels

- **Individual**
 - The causes at the individual level relate directly to the choices, actions, and attitudes, of students that negatively impact school attendance.
- **Relational**
 - The causes at the relational level involve the types and quality of interactions with peers and adults that students experience at school, in the home, and within the community, and how those interactions influence students' attitudes toward attending school.
- **Structural**
 - The causes at the structural level exist within schools, families, and communities.
 - Within the school, structural challenges relate to the quality and type of truancy and attendance policies in place, the climate and culture of campus, and general school characteristics like enrollment and class size.
 - Within the family, challenges relate generally to poor socio-economic circumstances.
 - Within the community, structural challenges relate to safety issues and the availability of academic and social support systems.

Individual-Level Factors

Subcategory	Factor	Reference
Academic	Low academic confidence/performance	Corville-Smith et al. (1998)
Academic	Low educational aspirations	Henry & Huizinga (2007b)
Academic	Grade retention	Kearney (2008)
Engagement	Coursework considered to have no future value	Harte (1995)
Engagement	Getting behind in school work	Gonzales et al. (2002)
Engagement	Boredom with school/coursework	Gonzales et al. (2002)
Engagement	Lack of awareness of attendance policies	Baker et al. (2001)
Risky Behaviors	Drug use	Henry & Huizinga (2007b)
Risky Behaviors	Pregnancy	Kearney (2008)
Health	Mental/physical health issues	Baker et al. (2001)
Health	Trauma	Kearney (2008)
Self-confidence	Phobia of school; avoidance of particular school events	Bimler & Kirkland (2001)
Self-confidence	Low self-esteem	Corville-Smith et al. (1998)
Self-confidence	Afraid of failure and/or its consequences	Bimler & Kirkland (2001)
Self-confidence	Feels physically different from peers--embarrassment	Bimler & Kirkland (2001)
Self-confidence	Difficulties adjusting to new school	Bimler & Kirkland (2001)
Maturity	Over-reactionary	Bimler & Kirkland (2001)
Maturity	Attention seeking	Bimler & Kirkland (2001)
Maturity	Rebellion against authority; excitement in breaking rules	Bimler & Kirkland (2001)

Relational Factors

Subcategory	Factor	Reference
Student-Adult	Lack of caring adults and teachers	Gonzales et al. (2002)
Student-Adult	Problematic relationships with authority figures	Kearney (2008)
Student-Teacher	Poor student-teacher relationships	Atwood & Croll (2006); Henry & Huizinga (2007b)
Student-Teacher	Lack of praise for student achievement/attendance	Kearney (2008)
Student-Parent	Permissive/Authoritarian parenting styles	Kearney (2008)
Student-Parent	Low expectations of academic performance/attendance	Kearney (2008)
Student-Parent	Negative parental attitudes towards school (e.g. school dropout in parents)	Kinder et al. (1996); Baker et al. (2001)
Student-Parent	Less acceptance from families	Corville-Smith et al. (1998)
Student-Parent	Lack of parental involvement (homework monitoring)	Atwood & Croll (2006)
Student-Parent	Lack of parental control: insufficient parenting skills	Baker et al. (2001)
Student-Parent	Parents with poor communication with school	Kearney (2008)
Student-Parent	Parents want company during the day	Bimler & Kirkland (2001)
Student-Student	Poor relationships with other students	Corville-Smith et al. (1998)
Student-Student	Bullying	Gastic (2008);
Student-Student	No friends at school; feelings of isolation	Bimler & Kirkland (2001)
Student-Student	Lack of participation in school sports	Henry & Huizinga (2007b)
Student-Student	Gang involvement	Fritsch et al. (1999)
Student-Student	Association with delinquent/truant peers	Henry & Huizinga (2007a)
Student-Student	More friends outside of school; more interesting activities	Bimler & Kirkland (2001)
Student-Student	Easily manipulated by peers	Bimler & Kirkland (2001)
Student-Student	Peer pressure to truant	Bimler & Kirkland (2001)

Structural Factors

Subcategory	Factor	Reference
School	Weak policies on truancy	Epstein & Sheldon (2002)
School	Inconsistently applied attendance policies	Bell et al. (1994)
School	Poor attendance monitoring	Kearney (2008)
School	Highly punitive/legal means of dealing with absenteeism	Kearney (2008)
School	Institutional racism and discrimination	Kearney (2008)
School	Bullying	Gastic (2008);
School	Perception that school is unsafe	Henry & Huizinga (2007b)
School	Lack of community climate within school	Henry & Huizinga (2007b)
School	Teacher absences	Kearney (2008)
School	Failure to meet diverse cultural and learning styles	Baker et al. (2001)
School	Ethnic differences between family and school officials	Kearney (2008)
School	Inappropriate class placement	Jones et al. (2002)
School	Class size and school size	Brookmeyer et al. (2006)
School	Natural transitions, e.g., elementary □ middle school & middle □ high school	Seeley (2008)
Family—SES	Poverty: Students working and/or have care-giving responsibilities.	Jones et al. (2002); Bell et al. (2002)
Family—SES	Parents who work multiple jobs	Baker et al. (2001)
Family—SES	Transportation issues	Jones et al. (2002)
Family—SES	Foster care	Conger et al. (2001)
Family—SES	Single-parent Families	Jones et al. (2002)
Family—SES	Large family size	Jones et al. (2002)
Family—SES	Less cohesive families; Family conflict	Corville-Smith et al. (1998)
Family—SES	Abuse/neglect	Baker et al. (2001)
Family—SES	Family resistance to acculturation	Kearney (2008)
Family—SES	Stressful transitions (divorce, unemployment, moving)	Kearney (2008)
Community	Interracial tension within community	Kearney (2008)
Community	Lack of social and academic support systems in community	Kearney (2008)
Community	Safety issues within community	Kearney (2008)

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