

3-1-2014

## **REDUCING TRUANCY IN THE HAYWARD UNIFIED SCHOOL DISTRICT**

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REDUCING TRUANCY IN THE HAYWARD UNIFIED SCHOOL DISTRICT

Submitted by

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for

EMPA 396

Graduate Research Project in Public Management

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March 1, 2014

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### ABSTRACT

The Hayward Unified School District (HUSD) currently holds the highest truancy rate in Alameda County, California. This paper examines the effectiveness of implementing a case management program through the local community based organization (CBO), Eden Youth and Family Center. The program would consist of health care services, gang intervention, educational advocacy, employment opportunities, and mentoring, to help improve the truancy rate by five percent or more. The target population of youth for this project will be both male and female students, ages 14 through 18. Primary data was collected from Alameda County Deputy Probation Officers, Child Welfare Attendance Outreach Workers, Eden Youth and Family Center Case Managers, gang intervention specialists, and an educational advocate.

This researcher is currently employed by the Alameda County Probation Department as a Deputy Probation Officer, and is assigned to the Juvenile Field Services Division, with a caseload centered in the Hayward area. While attending San Jose State University, and working on earning a Bachelor of Science in Administration of Justice, this researcher was an intern for the San Jose Police Department, working in the community policing program titled T.A.B.S. which stands for Truancy Abatement Burglary Suppression. This unit of police officers patrols the city in an effort to find truant students, and brings them back to their home school. In 2003, the police department mentioned a decrease in daytime burglaries since the program's inception.

As seen with the SJPD example, San Jose was able to decrease crime by a large percentage just by decreasing truancy. Truancy is a problem not only for the police department, but also the city's citizens.

## CHAPTER 1 - INTRODUCTION

Truancy is defined by the California Department of Education (CDE), as “a student missing more than 30 minutes of instruction without an excuse three times during the school year” (California Department of Education, 2013). Truancy also has a direct correlation with dropping out of school, delinquency, substance abuse, and teen pregnancy (Improving School Attendance: A Resource Guide for Virginia Schools, 2005, p. 5).

In San Jose, CA. the police department implemented a program called T.A.B.S. which stands for Truancy Abatement Burglary Suppression. This program has police officers patrolling the streets for the specific purpose of bringing truant students back to their schools. The brochure from the T.A.B.S. program boasted a reduction in burglary during school hours by 80% since the time the program started.

The Hayward Unified School District (HUSD) has been identified as having the highest truancy rate in Alameda County. According to the Dataquest database, between 2011 and 2012, the HUSD had a cumulative student enrollment of 22,995 students (*Suspension, Expulsion, and Truancy Report for 2011-2012*), and a truancy rate of 62.6%.

In September 2013, the Hayward Unified School District (HUSD), in collaboration with the Hayward Police Department (HPD) and the Alameda County Probation Department (ACPD), conducted a city-wide sweep to find and return truant students to their respective schools. Over 20 students were transported back via yellow buses, but according to the HPD during the post-sweep debriefing, officers the year before brought over 70 students back to their schools. The school district felt the low number of truant students was not representative of their truancy

problem, and cited the low number due to students telling each other to stay indoors with the use of social media (Twitter, Facebook, Instant Messaging, and Texting).

This paper will seek to address the following questions:

1. What are the causes of truancy amongst students in HUSD?
2. What would motivate students to go to school?
3. Would a case management program that offers health care services, gang intervention, educational advocacy, employment opportunities, and mentoring, help to lower the truancy rate?

This paper focuses on piloting a program, which was implemented in Oakland High School by the community based organization EBAYC, East Bay Asian Youth Center, in the City of Hayward, to see if it would affect the truancy rate. The program would be a case management system, implemented in the community based organization, Eden Youth and Family Center (EYFC), to try to help lower the truancy rate amongst male and female students, ages 14-18, in the Hayward Unified School District. In order to reach this goal, key informant interviews and surveys were conducted with various experts in the field. Interviews with case managers from Shop 55 and EYFC offered insight into the causes of truancy and what their organization's role is when trying to improve the problem. Interviews were also conducted with gang counselors, and an educational advocate. Questions and responses will be discussed in later chapters.

The hypothesis for this project is, if the Community Based Organization Eden Youth and Family Center, in Hayward, CA. offered a case management program, consisting of health care services, gang intervention, educational advocacy, employment opportunities, and mentoring, it

would lower the truancy rate by 5% or more amongst students in the Hayward Unified School District.

The purpose of this research project is to provide a truancy case management proposal for the HUSD. The intended outcome of this study is to reduce the truancy rate by 5% or greater in the HUSD. Shop 55's Wellness Center works in collaboration with local community based organizations to offer a case management program offering health care services, peer mentoring, academic tutoring, substance abuse counseling, and other similar services.

Shop 55's goal is to "build community spirit at Oakland High by connecting students to convenient, high quality, culturally-competent youth development, mental health and medical services" According to one of the Shop 55 employees, the center also receives a list of approximately 150 truant students for the week, from the school. Calls are made to the families of these students and letters are sent home. As a way to educate youth about the effects of truancy, workshops are held every Saturday just for these students, in which she stated an average of 30 students show up.

## **CHAPTER 2 - LITERATURE REVIEW**

Several sources of literature were reviewed for this project, including articles and previous research conducted on truancy. Some of the articles focus on causes of truancy and ways to reduce it. Community involvement was mentioned in several articles, as well as programs that offered after-school programs, programs of mentoring and tutoring, and gang violence all affecting the truancy rate.

To help understand the issues of truancy, this chapter is broken down into three different sections: Understanding the Causes of Truancy, Community Involvement in Combatting Truancy, and Methods to Improve Truancy. Each provides the author's insight about the issue and relates their point of view to the purpose of this project.

### **Understanding Causes of Truancy**

The resource, *Improving School Attendance: A Resource Guide for Virginia Schools* (2005) covers the spectrum of truancy, starting at the causes of truancy, moving on to the consequences of truancy, and on to prevention. The article begins by identifying four risk factors:

School Factors – How does the school deal with truancy and can it work with the diverse culture of the school?

Family Factors – Lack of supervision/guidance, substance abuse in the home, domestic violence.

Economic Factors – Single-parent households, parents with multiple jobs, lack of transportation.



Student Factors – Substance use, mental health problems, poor physical health, lack of familiarity of school attendance laws. (Improving School Attendance: A Resource Guide for Virginia Schools, 2005, p. 4-5)

Researchers have found that truancy is directly related to a number of social problems relating to youth. “Researchers have linked low commitment to school to nearly all problem behaviors displayed during adolescence. Specifically, studies have established lack of commitment to school and truancy as risk factors for substance abuse, teen pregnancy, delinquent behavior, and -- most obviously -- school dropout” (p. 5). The article also mentions truancy having a correlation with daytime crimes such as burglary and vandalism (p. 5).

Other financial and social factors taking a toll on truants and dropouts include:

- Less educated workforce
- Business loss because of youth who “hang out” and/or shoplift during the day
- Higher daytime crime rates (in some cases)
- Cost of social services for families of children who are habitually truant
- Loss of federal and state education funding for schools (p. 6).

According to the article, providing academic support to students is the teacher’s job. Teachers should keep students stimulated with work that’s challenging enough to keep them interested. The author’s mention the need for an educational interventionist, and their ability to “engage the parents in helping, such as finding a place at home where the child can do homework, and deciding who will read to the child. The careful attention to each child's needs is paying off.” (p. 18). This project would offer an educational specialist who would be an

advocate for truant youth, a person who would help to determine the specific needs of each child on a case by case basis.

To better understand the need for educational advocacy, this researcher located an advocate. This agency offers various services to the youth. Services include holding weekly meetings with youth who have behavioral problems or issues with grades and attendance. This advocate also helps to understand the reason for low academic progress by contacting the student's teachers as well as parents. Contacting teachers and parents sometimes results in a student being diagnosed with an Individualized Education Program (IEP) or 504 Plan that could have gone undiagnosed for years.

The article, *Effects of Crime and Violence in Neighborhoods and Schools on the School Behavior and Performance of Adolescents* (1999), focuses on the violence youth see and how it relates to their school performance. The authors compare the effects with "Maslow's (1954) hierarchy, stating that perceptions of threat and danger are likely to be costly in terms of student achievement and development" (Bowen & Bowen, 1999, p. 321).

Students themselves believed crime and violence affected their performance at school: "one third of the students from at-risk neighborhoods (e.g., with high crime, gangs, lack of safety) in the TCC study attributed school-related problems to crime or the threat of crime in their lives (Harris & Associates, 1995). Of the respondents in the same study, 12% said crime had caused them to get lower grades in school than they would have otherwise" (p. 322).

Gangs and gang violence are issues that affect neighborhoods across the United States. The National Institute of Justice provides more information into their activity and prevalence, stating "more than half of state and local law enforcement agencies reported gang activity in

their jurisdictions in 2008. Both law enforcement reports and self-reported data indicate that gangs commit more than three-quarters of crime in many communities” (National Institute of Justice, 2011).

According to City of Hayward Police Chief Diane E. Urban (2013), the City Council and police department set goals that would aim to deal with the city’s gang population. The police department currently has the Special Duty Unit (SDU) and Special Duty Investigative Unit (SDIU) focusing on gangs and gang related activity throughout the city (Urban, 2013, p. 15). Gang-related actions taken include: 13 gang-related arrests, 8 gang-related investigations, 107 contacts with gang members, and 6 parole and probation searches resulting in guns and methamphetamine (p. 15).

The article, *Reducing Violence in Hayward, California: Learning from Homicides* (2004), is a working article that was written to help aid in curbing violence and homicides in Hayward, to be used as a source of additional information for the Hayward Police Department and other public safety departments and agencies. A strategy mentioned in the report is to hold gangs and individual members responsible for their activities to help reduce crime (Wilson, Macdonald, Grammich, & Riley, 2004, p. 10).

This intervention entails compiling a list of ‘vulnerabilities’ for each gang member. These serve as ‘levers’ that are ‘pulled’ for each individual when any member commits a violent act. Levers may include serving of outstanding warrants, seizure of assets, or stringent enforcement of regulations regarding parole and probation, public housing residency, vehicle licensure, child support, or truancy. (p. 10)

After researchers analyzed homicide findings in Hayward, available data was not able to determine if they were the result of gang violence. Researchers did note that over 40% of homicides were perpetrated by multiple offenders, indicating some type of group involvement (p. 10).

The Hayward Police Department has a gang intervention and education program called HPAY, or Hayward Positive Alternatives for Youth, that is focused on early gang prevention. The City of Hayward received a grant in the amount of \$500,000 to run said program, with a funded period running from January 1, 2013, through December 31, 2014 (n.d.). This project would utilize knowledgeable gang counselors to provide gang intervention, prevention, and education to youth most at risk of joining gangs.

### **Community Involvement in Combatting Truancy**

The article, *The Rural School Community Center (1916)*, offers insight into a small rural area in West Virginia. A community center was formed, and was able to bring neighboring towns together on issues like truancy, farming obligations, and adult illiteracy. The district supervisor developed a plan to obtain buy-in from community members, and began with surveys conducted in the community to find out different issues, including truancy.

While visiting the homes... the teachers were able to interest a good many absentees into going to school, or to persuade their parents to send them... this personal work of the teachers in the homes and of the discussions at the community meetings the percentage of average daily attendance was actually increased by 14 percent that of the preceding year. (Hanifan, 1916, p. 134-135)

Hanifan credits “social capital” as the reason the towns came together in support of the supervisor and his plan to empower its citizens. Through the use of surveys, the community center offered parents the chance to take an interest in wanting to send their truant children to school.

The article, *Present and Accounted for: Improving Student Attendance through Family and Community Involvement* (2002) discusses the importance of school attendance and its correlation with the drop-out rate. Researchers sent surveys to schools to determine their attendance goals, parental and community involvement to improve attendance (Epstein & Sheldon, 2002, p. 310).

In the section, *Activities that Improve Daily Attendance and Reduce Chronic Absenteeism* (p. 315), the author’s note that awards to students, communications with families, school contact for families, workshops for parents, and after-school programs all would affect attendance. The article goes on to state a school that has an after-school program may motivate students to want to go to school for that program (p. 315-316). EBAYC’s program offers during school as well as after-school activities that help in the development of youth.

### **Methods to Reduce Truancy**

The article, *Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention* (2005), lists effective strategies relating to truancy and the drop-out rate. One strategy offered is the use of mentoring/tutoring, mentoring being “a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific

needs such as reading, writing, or math competencies” (Smink & Reimer, 2005, p. 13). Shop 55 utilizes both mentoring and tutoring as a way to empower youth participating in their program.

Two studies have been conducted concerning truancy and mentoring. The first by Tierney and Grossman (Tierney & Grossman, 1995), stating those participating in the Big Brother/Big Sister program decreased truancy by 37%, and the second by the Commonwealth Fund’s Survey, finding a 52% decrease in truancy for those participating in a mentoring program (McLearn, Calasanto, & Schoen, 1998).

The article also mention the use of after-school opportunities as a way to decrease truancy, stating that it fills the afternoon with constructive and engaging activities (p. 15). A trend with articles is the use of activities to keep youth busy while in and out of school.

Another strategy in the article is the use of career and technical education (p. 20), which is defined as offering programs that teach skills to prepare youth for the work place. Learning through job placement and job training workshops help to teach youth about the value of money as well as how to behave in the work place.

The City of Hayward currently has various community based organizations offering these services to youth, from the EYFC, or Eden Youth and Family Center, Soulciety, YEP, or the Youth Employment Program, as well as the school Eden Area ROP, or Regional Occupation Program. The community based organizations hold various workshops pertaining to learning how to save money, how to fill out resumes, and how to dress in the work place, and ROP holds certification programs offered in disciplines like welding or auto painting, just to name a few.

The article, *After-School Youth Development Programs: A Developmental-Ecological Model of Current Research* (2004) assesses after-school funding for programs and their impact

on youth development. “After-school programs are increasingly seen as one potential strategy for reducing the risks children face immediately following the school hours. However, there is a paucity of methodologically rigorous research confirming that after-school programs can positively impact children’s developmental trajectories” (Riggs & Greenberg, 2004, p. 188).

Although the author’s cite not enough research has been conducted to determine effectiveness, there are countless community based organizations offering after-school programs, aimed at trying to “help” at-risk and underprivileged youth. The Alameda County Probation Department works closely with these CBOs to help “rehabilitate” and help the youth work towards becoming a law-abiding member of society.

### CHAPTER 3 - METHODOLOGY

Using a qualitative research design, this researcher decided to start with a case study of the Shop 55 program to see what services was offered and what agencies they were partnered with to provide services to students. The best way of conducting this study was to go to the online website, Shop55.org, and conduct as much background as possible about the program. Next was to visit the Wellness Center located at Oakland High School, interview staff, and collect literature and pamphlets.

This paper will focus on determining if a case management program, implemented in Hayward, will help to lower the truancy rate amongst students by 5% or more. This paper will seek to determine the following questions:

1. What are the causes of truancy amongst students in HUSD?
2. What would motivate students to go to school?
3. Would a case management program that offers health care services, gang intervention, educational advocacy, employment opportunities, and mentoring, help to lower the truancy rate?

These questions were important to the project because they represent a starting point in figuring out why Hayward has the highest truancy rate in Alameda County. After starting with the causes, it's important to understand what would motivate these students, and then move on to determine if a case management program offering various services, would help to lower the truancy rate.

Based on the literature review chapter, it was mentioned that after-school programs, as well as a host of other services, would have an impact on truancy. The Wellness Center offers



during school and after-school services to their students. To further understand the truancy problem, a number of assumptions were made. The first was a case management approach, offered in Hayward during and after-school, and would help motivate students to attend class regularly and on time. The second was motivating youth to attend school would help lower the truancy rate.

The independent variable is if the Community Based Organization Eden Youth and Family Center, in Hayward, CA. offered a case management program consisting of health care services, gang intervention, educational advocacy, employment opportunities, and mentoring. The dependent variable is it would lower the truancy rate by 5% or more amongst students in the Hayward Unified School District.

Conducting this project, it is important to remember, "... identifying independent and dependent variables does not guarantee that the research data will support the existence of a cause-and-effect relationship" (Leedy & Ormrod, 2013, p. 42). Based on the literature review and the multitude of services provided by various service providers, this researcher predicts there will be a correlation between the cause and effect variables, which will in turn lead to a lower truancy rate.

Operational definitions for this paper are as follows:

Eden Youth and Family Center – A community based organization that offers programs to serve the underprivileged citizens of Hayward, CA. Programs include an after school employment program, tattoo removal program, early childhood development center, a music studio, and a computer "clubhouse."

Case management program – A case manager who assesses students using a needs assessment tool. Referrals would be provided through self-referrals, teachers, school administrators, parents, and probation officers. The max number of students on each caseload would be 50 ethnically diverse students. During the pilot program period, case managers would also be required to provide monthly statistics relating to their students and truancy.

Health care services – Students would be able to make annual checkup appointments with medical doctors (MD) as well as registered nurses (RN). Shop 55 currently has a MD and RN that rotate in to offer services to those in need. Depending on urgency of the medical need, all case managers would be required to obtain CPR/First Aid Certification. This would ensure basic triage services such as bandaging, and bleeding control, until the person could be brought to a hospital. Counselors would provide individual counseling, crisis intervention, anger management, and reproductive health.

Gang intervention – The program would have the two gang counselors come in and speak to peer groups twice a week, one on Mondays and the other on Fridays. These counselors would speak to their groups by themselves or with special guest speakers who have changed their negative behavior and now live as a productive member of society. Topics and areas of interest include negative effects of gangs, drugs, and gang violence in neighborhoods. Each student who attended the program would have to attend 12 weeks of sessions.

Educational advocacy – An educational specialist would come to school twice a week, and maintain a caseload of students who were identified as having behavioral issues on campus, and monitor weekly grades and attendance provided by the school and teachers. The specialist

would also help to identify issues for low achievement and assist in identifying students in need of Individualized Education Programs (IEP) or 504 Plans.

Along with the advocate would be a team of three tutors, to help students in a one-on-one basis, after-school in one hour increments, with subjects of the student's choice. These tutors would manage a caseload of students who were assigned based on their needs assessment.

Employment opportunities – Case managers would work with the schools in obtaining work permits for students. Before being considered, students would need to have qualifying grades and attendance. Case managers would identify job sites for these students to work, and would provide weekly workshops teaching students problem solving skills, teach youth about proper money management techniques, and how to deal with difficult people.

Mentoring – Based on the Big Brothers Big Sisters of the Bay Area (<http://www.bbbsba.org/>) program. Mentors would meet with their mentees once a week for one hour at a time. Mentors would spend time with their matched mentee doing any activity of their choosing. Activities are limitless and could include, playing catch with a baseball or football, batting cages, playing basketball, going out for a meal.

Truant – “A student missing more than 30 minutes of instruction without an excuse three times during the school year” (California Department of Education, 2013). This program aims to lower the truancy rates amongst students by 5% or more. Due to this being a pilot program, data would come from the monthly statistics provided by case managers.

Students – Male and female students, aged 14-18, all ethnic backgrounds, attending school in the Hayward Unified School District.

It should be noted, all case managers, mentors, and counselors at the program would maintain positive attitudes as serve as a positive role model for all students.

This researcher chose to begin the project by traveling to the Shop55 program, located in the back of Oakland High School's campus. Through a conversation with the Shop 55 Coordinator, located at the front desk, it was discovered the program had two directors and three case managers working directly with the youth.

This researcher conducted an unstructured interview with one staff. Information obtained included the program's background, program involvement in the community, and their impact on truancy. From the initial interview, a structured key informant interview questionnaire, Appendix A, was developed strictly for the program's directors and case managers.

Case managers at the organization receive new cases through student self-referrals, referrals by school staff, student's parents, or probation officers. Each case manager has a caseload of approximately fifty students each, and refers these youth to services based on needs. Shop 55 collaborates with local community based organizations to offer a variety of services listed in the Introduction section. Aside from offering services by Registered Nurses, Nurse Practitioners, Medical Doctors, and licensed therapists, the Shop 55 Wellness Center on campus also offers basic first aid and triage health care services, with the front desk coordinator being a Certified Medical Assistant. Basic first aid covers issues like CPR, bandaging, and bleeding control, until the person could be brought to a hospital.

Using the first unstructured interview as a basis, this researcher compiled an additional key informant interview questionnaire, Appendix B, to be used for community based organizations located in Hayward. Face to face key informant interviews were conducted with

all three case managers at the CBO Eden Youth and Family Center. The community based organization offers programs to serve at-risk as well as youth on probation, living in Hayward. Programs include an after school employment program, job training workshops, school tutoring, a tattoo removal program, an early childhood development center, a music studio, and a computer “clubhouse.”

A key informant interview was conducted over the phone, with a gang counselor. The weekly workshops held offer peer group therapy that covers issues affecting youth, like substance abuse, gangs, sex, issues with parents, job readiness, job placement, importance of education, etc.

Similar to the goal of counseling above, a key informant interview was conducted over the phone with another gang counselor. This organization offers services specialized in working with street gangs based in the Alameda County, and offers similar services that the other counselor provides. Both organizations also offer a chance for guest speakers to speak to the youth, and tell them about their specific life experiences.

A key informant interview was conducted face to face with an education specialist/advocate. This educational program monitors a caseload of youth with various educational needs, ranging from youth needing to be reenrolled in school, needing a behavioral diagnoses, credit recovery, as well as monitoring grades and attendance for each minor. The educational advocate of this program also attends SART, Student Attendance Review Team, and SARB, Student Attendance Review Board, meetings for students who have been reported by the school district as having truancy issues.

Along with all of these specialists, this researcher sent descriptive emails with the questionnaire attached, to the five Hayward Unified School District Child Welfare and Attendance (CWA) Outreach Worker Unit, who have caseloads of truant students. The CWA workers were chosen because they had specific knowledge as to the causes and effects of truancy on Hayward's youth. Of the five emails sent, one CWA Outreach Worker responded to the email for this study.

Information obtained from Appendix A and B included their agencies role in reducing truancy, what was working to reduce the truancy rate, what was not working to reduce the truancy rate, and rating topics on a scale of one to five to determine effectiveness in lowering truancy. This researcher developed a survey, Appendix C, which was given to Deputy Probation Officers (DPO) who has, at one time in their career, supervised at least one youth in Hayward.

Due to time constraints, this researcher decided to physically travel from unit to unit within the Alameda County Probation Department to survey DPOs. The department currently has probation locations in Hayward, San Leandro, Fremont, Pleasanton, and Oakland. Starting in the Hayward Probation Office, this researcher went from DPO to DPO to ask if they have ever supervised a youth or juvenile caseload in Hayward. If the answer was yes, that officer was asked to participate in the survey and told they would be entered into a raffle in which three officers would be chosen to win \$5 gift cards to Starbucks Coffee Company. Each DPO was also asked if they knew any other DPOs who have ever worked a juvenile supervision caseload in Hayward. Each of those names obtained were contacted to take this survey. From the five separate probation locations, this researcher was able to obtain 23 responses, from the 27 surveys given, which was 85% of respondents.

Information obtained from Appendix C included if they have, at any time in their career, supervised at least one youth or a caseload centered in Hayward, their agencies role relating to youth and truancy, and why they felt Hayward had the highest truancy rate in Alameda County.

This researcher originally planned to conduct a focus group with the three case managers at the EYFC, but decided to conduct key informant interviews with each due to their separate schedules. Case Managers spend a majority of their days traveling from school to school, obtaining grades and attendance. These youth supervisors help minors get work permits from their schools, help to set youth up with job placement, teach various workshops, and keep notes for each of their caseloads. The average caseload for each case manager is around fifty youth.

In an effort to receive calls back from the CWA Workers, Appendix B could have been sent in the mail to each worker. This form of follow-up could have produced better results than what was received for this project.

As a way to control for bias, each of the three questionnaires had open-ended questions which allowed respondents to write their responses. Each person that was interviewed and each survey conducted had specific knowledge of either the program in Oakland, or expertise pertaining to the youth in Hayward.

In order to maintain internal validity, each questionnaire was kept short, in an effort to keep volunteers interested long enough to finish. With the face to face key informant interviews, this researcher only asked questions listed on the questionnaires, in an attempt to not contaminate interviewee information.

Although this project is specific to Hayward and its high truancy rate, this case management program could be applied to any school district trying to fight truancy. The key

informant interviews as well as questionnaires would have to be changed in order to apply it to their prospective school district. Other cities might not have the same demographics, population size, or student body size.

The next chapter is divided into three separate sections, each by Appendix A, B, and C. Appendix A was designed specifically for Shop 55's staff. A face-to-face key informant interview was conducted with one staff, one key informant interview was conducted by phone, and one response was received by email.

Appendix B was written for staff with specific knowledge of truancy in Hayward. This key informant interview questionnaire was geared towards EYFC case managers, gang specialists, the educational advocate, and Child Welfare Attendance Outreach Workers. Key informant interviews were conducted face-to-face with EYFC case managers, the two gang counselors were interviewed by phone, and the advocate was interviewed face-to-face. One of the CWA responded to email correspondence.

Appendix C was developed for Alameda County Deputy Probation Officers with a background of youth supervision in Hayward. Of the 27 questionnaires passed to DPOs, 24 were returned, resulting in an 89% response rate.



## CHAPTER 4 – RESULTS AND FINDINGS

As mentioned in the previous chapter, the findings for this study are provided in three different sections. Data was collected through various platforms, utilizing face-to-face key informant interviews, key informant interviews by phone, and survey questionnaires handed out, and email requests to take the questionnaires.

Appendix A was developed to collect data from Shop 55 staff, and resulted in a response rate of three of five employees. One was conducted through the use of an unstructured key informant face-to-face interview, one was conducted through a structure questionnaire email response, and one key informant interview was conducted over the phone.

The first unstructured interview led to some noteworthy information. The Shop 55 program began a campaign to help families and parents of students. This campaign “modernized” in 2011, when the agency started to become more “organized.” Case managers started to work with high school students in developing plans for the future, demonstrating how to fill out resumes, and how to communicate professionally. Other services provided by the Wellness Center include tutoring, credit recovery, and “academic action plans.”

When asked if the Shop 55 program helped reduce truancy, the response was, “I won’t say it’s motivating to students to go to school... but hopefully it can be used as ‘inspiration.’” They also stated that their Saturday program for truants helped those who decided to show up. As previously mentioned, the school sends the program a list of approximately 150 students who were truant for the week. Working with the truancy coordinator, student’s families are called to notify them of their student’s absences and instructed to come to class on Saturday. On average, 30 of 150 students attend.

The interviewee believed that there are three “key things” that need to be done in order to combat truancy. The first was to have the “right” leadership in place, meaning the right school administration. They felt the administration would have to work with community based organizations and partners to “share the same vision.” They also noted that the school has gone through four different principals and a new superintendent. With the new superintendent came a different vision, as was the case with all new leadership.

The second key was to have buy-in from all involved parties, including stakeholders, students, teachers, and parents. They felt the community needed come together along with all other parties in order to fight truancy.

The third key was working to “understand capacity.” The small size of the Wellness Center, small amount of staff, and all community partners come together to serve over 1400 students. Although everyone does their part to help, they admitted they “don’t have the power to serve everyone.” Only after all three elements are present, then the situation might be “promising,” meaning there would be a better chance of lowering truancy.

It appears that data was unavailable, but this researcher was able to obtain flyers and pamphlets from the center, as well as information from their online website.

The first unstructured interview led to this researcher forming a structured interview, Appendix A. After developing this interview questionnaire, it was sent to the remaining four employees at EBAYC, in which two responses were received.

Question 1: Please explain your role in EBAYC’s Shop 55 program.

After conducting a key informant interview by phone with another staff member, it was discovered that case managers play many roles, ranging from therapist, to counselor, to internship coordinator, to program planner. Another employee stated they were a wellness

counselor that “assisting them (students) with staying on track to graduate... or if they are having issues with not passing classes, getting them into classes they can keep up with... I also assist with conflict mediation...”

Based on the response, case managers serve as positive role models for students who seek out their services. Case managers have to play many roles that ultimately benefit the client, in this case students at Oakland High School. Aside from serving as a role model/counselor, they also help students with credit recovery and helping them to figure out educational as well as life plans during and after high school.

Question 2: How did Shop 55 progress into what it is today, as far as services offered?

One response was “Shop 55 progressed to what it is today through a lot of hard work and research from students and employees. Students and adults surveyed the school population, collected the data and presented it to Alameda County... after five or six years, our new wellness center was built.

Another response mentioned that over time, the school started to see a need for a place where students could go who were “experiencing the loss of a loved one, or overwhelmed by tests, or just having a place to deal with issues.” This employee also stated the “facility is only so big,” and that all students are not able to receive services.

The Wellness Center has developed through the years, and offers services like health care, counseling with outside agencies, mentoring, tutoring, etc. To zero in on the needs and wants of the students, EBAYC went to the source and found out what the families and what the community wanted. “Listening campaigns,” questionnaires, and surveys were conducted to help the Wellness Center become what it is today.

Question 3: How did you decide which students need what services?

“We don’t necessarily decide what services the students need versus the students coming to us asking for services... Students are referred to Shop 55 by teachers and administration if they observe behaviors that present a concern to the administrator and then we screen the student and assess to see if the student wants services.”

One main point that needs to be mentioned, people cannot receive services if they do not want services. The same goes for probation officers referring clients to services and providers. Clients are often ordered by the Court to complete certain types of counseling, but a lot of times these clients feel like they don’t need services, and end up not participating.

Question 4: What does Shop 55 do to reduce truancy?

“Shop 55 doesn’t directly deal with truancy, but Shop 55 does assist with Saturday school that caters to students who have missed school or an alternative to suspension. We also make calls to parents/guardians to make appointments to meet to see if we can assist and resolve issues with student’s attendance and classes.”

Another respondent mentioned that one way the program deals with truancy is to look at their caseload, and determine who needs to be pulled in and “talked to.” Case managers let the students know consequences of truancy and where the student will end up if they continue to not attend school. Another situation that was mentioned was the fact that the youth might want to participate in programs of counseling to help them get back to school, but the parents might not be compliant.

Another step case managers take is to “find out what’s best for the child,” by helping them determine if going to a smaller school would help. They also try to help the youth decide what’s best for them, by exploring the idea of attending a trade school or a GED program.

Programs like AmeriCorps, Job Corps, and Civil Corps all pay individuals to go to school, and help them earn their high school diplomas.

Although one respondent stated the agency doesn't directly deal with truancy, truancy is still addressed when there is a need. Saturday classes are held for these truant students as well as a "caseload audit" for students with truancy issues. The other respondent stated that they will bring a student in and speak to them about why they're missing school, and try to assess and build a plan that would help the student become successful. If the student was of age, then the case manager would help them to work towards their high school diploma or GED using alternative methods, like job readiness and placement programs.

Question 5: Has the Shop 55 program made an impact on truancy? If yes, has it been positive or negative?

One respondent stated, "I would like to say Shop 55 has had an impact on truancy, but I'm not sure."

Another respondent stated that after identifying a student and speaking to them, the interviewee stated they noticed a "slight" improvement in attendance, but "you have to stay on top of it." For students behind on work, they have an after-school drop-in if they need academic mentors, "some in college and some who finished college." They also mentioned that the Center is a "safe place" and the workshops they hold are peer groups, where "everyone is struggling, not just them."

Through these two responses, it seems like the program has had little to no impact on truancy. To combat truancy, they stated that if the youth was on their caseload, and they were able to catch the truancy problem early, then they would be able to have an impact. The interviewee suggested "if there was a team of one or two, just for safety, to go out to homes and

say ‘hey look, you guys aren’t coming to school, what’s going on?’” They also mentioned that there was no funding for such a team, but it would help the truancy problem.

Question 6: What changes, if any, would need to be made to the Shop 55 program to help improve truancy?

One respondent stated, “... since that is not our main focus I would say none.”

Another stated, “... direct more staff to deal with just truancy... if they still don’t want to go to school, they would find the best alternative... another school, AmeriCorps, Job Corps, or Civil Corps.”

One respondent mentioned their focus wasn’t on truancy, while the other gave a suggestion. The second respondent’s idea of hiring more staff to deal with truancy would require more money. They stated that it would be beneficial to have one or two full time staff go from home to home and track truant students down.

This idea of going from home to home sounds similar to the San Jose Police Department’s TABS program, as previously mentioned. Officers would go out, either on the West Side or East Side of San Jose, and bring truant students back to their school. The program stated it had cut down on day time burglaries by more than 80% since the program began. The program ended due to budget cuts but has recently started back up again. More information about the TABS program can be found on <http://www.sjpd.org/iNews/viewPressRelease.asp?ID=1530>.

The next questionnaire that was formatted was Appendix B, structured to be given to staff with expertise in the Hayward area. The first three key informant interviews were conducted face-to-face, and at separate times with staff at EYFC. Two key informant interviews

were conducted on the phone with gang specialists and one face-to-face interview was conducted with the educational advocate. An email response was also received from an outreach worker.

Question 1: Please explain your current role in the agency.

“My role consists of acting as a liaison between the district, the school sites, and the parents concerning attendance. I primarily work with parents and students to improve attendance. If attendance for habitual truants does not improve, it is my role to refer those cases to the Alameda County Superior Court for a truancy citation hearing.”

Case managers stated they had caseloads as high as 50 youth, make sure they go to schools to ensure valid work permits, get the youth work sites, instruct various workshops, keep in contact with probation officers, and update judges every time they have Court.

One respondent stated he worked with various law enforcement agencies and outreach programs, trying to stop the violence. They also stated they “worked with a population of those who have been incarcerated, or have found themselves with barriers to long-term gang involvement and/or not tying in to mainstream society for everything including drugs and criminal behavior.”

“Work with students to ensure that their educational and behavioral success at school, certainly to improve their academic performance and behavior while they’re on probation.”

Each of the participants work on the front lines with youth in Hayward, ranging from case managers supervising their caseloads, to an educational specialist, to gang counselors all working with their own caseloads.

Question 2: What measures does your agency use to help reduce truancy within the HUSD?

One participant answered that their agency told students if they didn't go to class, then they wouldn't be allowed to work that same day, and that they would not receive their incentive pay for attending school. Pay incentives will be discussed later in this chapter.

Another respondent responded to the same question by saying something similar about not being able to work for the day they didn't go to class. They also mentioned that students get financial incentives for grades and attendance. "If you're in school, above a certain percentage, I believe it's 90 or 95%... other financial incentives in regards to grades." The interviewee also stated they "have relationships with the people who give work permits... let the youth know if you want to work you're going to have to do 'XYZ.'" "If they continue to not go to school, they can get their work permit revoked." The third respondent also stated financial incentives were the way their agency dealt with the truancy problem.

Once a youth has been referred to the EYFC, they are assigned a case manager. Upon initial assessment, the youth is interviewed and the case manager fills out a "Youth Individual Service Strategy Plan" that allows them to see what specific services that youth might need. Aside from the program offering job workshops, they also offer financial incentives for attendance, credit recovery, GPA increase, satisfactory teacher report, passing the CAHSEE Exit Exam, earning a high school diploma, college enrollment, job retention, and honor roll status. Some of the listed incentives are a "one time only" bonus.

Another respondent stated, "I always tell the kids, based on my own personal experience, if you think your education is expensive... wait until you pay the cost to be ignorant. I get a chance to tell them a lot of the mistakes I made by not continuing in school... We do the benefits of schooling, social structuring... I'm able to help tie it in to a normalcy in an advancement of a



normal life... You learn how to obey rules, you follow instructions, get somewhere on time, and listen to somebody... This is the beginning of that.”

“Work hand in hand with the academic counselors at school sites, and using our therapists, we figure out what’s going on with each... we look for other options to bring them on board to help get them their GED and move forward. If they’re younger than that, and they still have the capacity to get their high school diploma, we work with the counselors and see how we’re going to be able to get this kid to get his high school diploma... It takes more than one person to help and adolescent.”

“I monitor their attendance, I monitor their academic progress, I counsel with them one on one to intervene, in terms of any problems they might be having. I also work with them on a group basis so that they can share with each other and help each other, and to show successes... Peer motivation is really a strong element in success, and also understanding that peer relationships has a place... they also have to learn how not to allow peer pressure to have an adverse impact on their own growth and development... I also engage the parents in this whole process... parents are crucial to their child’s development... parents are responsible for... preparing their kids to become academically ready.”

Another respondent stated they referred youth to the Hayward Youth and Family Services Bureau for crisis intervention and to teach parents how to deal with defiant youth who won’t attend school. Another alternative was to send youth to Eden Youth Court, “a peer group designed to bring the mistakes the student is making to their attention, and give them ways to make up for their misbehavior.” They also stated they would refer gang affiliated and gang involved students to Hayward Positive Alternative for Youth (HPAY). Services provided are gang prevention and gang intervention services. Youth are also referred to a youth employment

agency in the city, similar to the EYFC. Students with substance abuse issues are referred to a local program.

Another program that they are implementing in the city is called the Parent Project, in which other unified school districts have already implemented. Claims include: “Put a stop to parent-child arguments forever... Improve your child(ren)’s grades and school attendance. Recognize and prevent involvement with drugs, alcohol and gangs. Learn how to ‘out will’ your strong-willed youth” (San Lorenzo Unified School District, 2013-2014).

“We are working with the City of Hayward, Hayward Police, and Hayward businesses asking them and community organizations to post decals provided by HUSD in their establishments declaring their commitment not to have students in their establishments during school hours.”

According to an article on [contracostatimes.com](http://contracostatimes.com) (Parr, 2014), Child Welfare and Attendance Outreach Worker Coordinator Andrew Kevy stated “it's pretty simple; we can't teach you if you're not in school... Once kids get so far off track and they can't graduate traditionally, they often give up and stop coming to class... Even if they're behind, there are ways for them to earn their diploma. But they have to first be in school” (2014).

Each agency has their own ways of helping to reduce the truancy rate. Case managers monitor their caseloads to ensure that youth obtain and maintain work permits, as well as maintain employment at job sites. Having a job allows the youth to earn money, but when they miss school, they are taught that there are consequences for their actions.

The gang counselors mentioned a similar approach to case managers from the Oakland program, in which youth are told about consequences of not going to school. Another approach was to educate the parents and hold peer groups, so that the youth could realize they weren't

alone and they could help each other. Another approach was also similar to the Oakland program, in which they would help each student, on a case-by-case basis, try to figure out a plan for the future. They would help the youth decide how far behind they were with school credits, or if testing for a GED was more effective than staying at school and not graduating.

Question 3: In regards to truancy, what do you see is working to reduce the rate?

All three case managers unanimously reiterated about the financial incentives and how they have seen significant reductions in truancy. “They get paid up to 10 hours per week, which equals to \$100 per week just to go to school... By monitoring their attendance, them realizing they do need money, they’re going to try harder and try to go to school on time.” An interviewee also responded “without being able to obtain a work permit, you can’t work... so there’s no way you’re making money.” Another stated “there should be more programs like this. Programs that pay the kids that are truant to be in school.”

“One program is Youth Courts... they would have the parents involved... getting the parents to know their kids aren’t attending, offers a level of support, but also another level of responsibility... it’s too easy for kids to get kicked out (of school)...” This interviewee also added that “the group of youth now don’t have the support to learn structure. Schools also need to work with parents and kids, when youth have no structure.” Also mentioned was school need to “be more empathetic” to kid’s situations and understand that all kids don’t grow up the same.

One respondent answered the question from both sides of the spectrum, one youth being on probation and one youth not on probation. For the youth on probation, this respondent stated the judges and probation officers are helping because they can’t get off probation until they start doing well in school. They also mentioned for both youth, working with the parents was an important factor. “We need the parent’s involvement...” The respondent said they educate the

parents, on making sure they understand the importance of earning credits and passing high school exit exams.

“I don’t really see a lot being done on the educational side... I’m not sure how effective their strategies are... I ask students who are having have attendance issues, why are they not in school... regardless of gender, age, or ethnicity, the answer is always the same. There is too much drama at school. Kids don’t feel safe at school, they too often feel that the adults in that environment don’t care for them and too often they don’t nurture them. Too often, adults feel that when youngsters get to high school that they no longer need nurturing, and in fact they need more nurturing in high school. There’s not much community support surrounding schools. There’s not a lot of interaction with parents and teachers outside of school... They aren’t vested here.”

Parental support and education has been mentioned by a few respondents. From the interviews, everyone has to do their part to ensure youth go to school. Based on the literature reviews, authors also mention the need for parental and community involvement in order to combat truancy.

Another response by respondents was the financial incentives involved. Some incentives are given for attendance, grades, credit recovery, passing the high school exit exams, and graduating high school. With this group of respondents, they all stated they noticed a decrease in truancy because of the financial incentives, as well as the jobs offered.

Question 4: In regards to truancy, what do you see is not working to reduce the rate?

One respondent stated “kids that don’t care. Regardless of the money that we offer... they either stop caring... if they don’t want to take the initiative to come and talk to us,

sometimes they fall off track... and that's what causes them to be truant, not go to school, and dropout of school."

"A lot of kids don't respond to discipline, they're at an age where they like to rebel against authority." This respondent went on to say they did not have a problem with truancy on their caseload.

An interviewee mentioned "number one, there's no parents involved. Number two there's no adults involved to help the minor to help them see what's out there... There's not a mentor or a strong adult in their life. Schools aren't really doing anything about it. Once the minor has up to four months or three months of not attending school, that's when it's taken to probation for truancy... There's not a lot of people that care. A lot of those schools will give the kids credit when they're not even in class every day." This respondent went on to mention that "it comes from the top," in terms of school administration not motivating kids to want to go to school.

"The school system and the new rules are putting youth out even when they know they're putting them out to... the criminal justice system... The school system is trained... not just reading writing and arithmetic... teachers are not dealing with a textbook student anymore..." This respondent explained that the youth now are a different generation that's unlike previous generations. They explained that schools need to come together and collaborate to help youth want to go to school, instead of punishing the kids.

"I don't see the police pulling officers out there really pulling these kids over and saying you should be in school... and taking them back... one thing that's missing is law enforcement... and parent involvement... Aside from not seeing law enforcement playing a part in the truancy problem, the issue of parental involvement comes up yet again. Within just the

first few questions, a trend of parental and community involvement have come up numerous times by various interviewees, or experts in the Hayward area.

“Schools do not provide kids with the emotional connection they need to feel like this is important... Attitude... and how they think about themselves in relation to that environment, and where they’re going... I try to help them assess... you have to redirect youngsters, you have to connect with them. It’s not enough just to say ‘go to class.’ ‘Why should I, I ain’t learning nothing.” It starts when they first walk into the door, how welcoming is that environment... ‘They don’t care whether I learn or not.’”

“The lack of parental involvement in the student’s academic progress and school life is the biggest factor that I see in truancy prevention... Also, the lack of parental follow through concerning accessing the services they were referred to. Parent’s just don’t follow through on the referrals.”

With this question, opinions gathered offered a glimpse into what was not working to reduce the truancy rate. Multiple respondents’ opinion thought that student attitude played a part in truancy. Just like the article from [contracostatimes.com](http://contracostatimes.com) (2014), students have to go to school to learn. If students have no “nurturing” at school, or they aren’t learning, then they don’t see an urge to go. Another popular response was the schools themselves. Many thought that schools weren’t doing their parts to help students, and would rather punish them than help them. One thought was that schools were throwing kids to the streets because they didn’t want to deal with them, and that it “comes from the top.”

Question 5: Listed below are a number of different topics that could help improve truancy. If each topic was offered on campus, during and after school, how much would it help improve truancy? On a scale of 1 to 5, please circle the number that represents how much each

topic could improve the truancy rate. 1 meaning the issue has the least impact on improving truancy and 5 meaning the issue has the most impact on improving truancy. Results from Appendix B and C are located on Table 4.1.

Table 4.1

Issues	1 Least Likely	2	3	4	5 Most Likely	Total
Basic Triage Health Care Services	6	6	12	3	4	31
Gang Intervention	1	1	4	10	15	31
Gang Education	1	1	6	8	15	31
Gang Prevention	1	0	3	12	15	31
Educational Tutoring	0	0	3	9	19	31
Attendance Monitoring	1	0	5	10	15	31
Job Training Workshops	0	1	10	11	9	31
Job Placement	2	1	3	7	18	31
Peer Mentoring	2	2	5	9	13	31
Adult Volunteer Mentoring	1	2	8	15	13	31

For question 5, the most significant issue was Job Placement, with 61% of respondents scoring this a 5. The EYFC currently finds appropriate job sites for youth referred to their agency. Job fields that are currently offered by this agency include a car detailing business, working in the maintenance department of a local state college campus, and working in restaurants. This array of sites allows the youth to choose which field they want to participate in.

Although a majority of respondents claimed job placement having the highest impact on the truancy rate, a source provided contradictory findings. In the article, Dropout Prevention Grants: An Update (Stoops, 2008), the author mentions that some counties that received grants, did not raise their graduation rates in North Carolina. In Table 1 of the article, Clay County received a grant to provide job placement and other services to their students. The 2007 District

Grad Rate was 83.4%, but in 2008 District Grade Rate ended with 76.5%, and they received a \$150,000 grant. Based on the article, not all programs will work in all locations, and like this project, there is no guaranteed way to combat truancy.

The next significant issue was the need for Education Tutoring, with 54% of respondents recording this issue with a 5. As mentioned in the literature review chapter, it is evident that the use of tutoring is an effective strategy to battle truancy. The educational advocate would provide services that work with youth on a case by case basis, helping to understand educational needs that can lead them to success. Just like the educational advocate interviewed for this study, they would help the youth identify if they were in need of an Independent Education Program (IEP) or a 504 Plan. They would also help the youth to write out a plan necessary for credit recovery or graduation. Tutors could come from a variety of sources, ranging from adult volunteers to high school students needing community service hours.

Also very noticeable results came from the issue of gangs. With the issues of Gang Intervention, Gang Education, and Gang Prevention, all three were scored with a 5 by 48% of respondents. As stated in the previous chapter, combatting gangs in the city has been focused on by two task forces within the Hayward Police Department. This issue has been a problem with the City of Hayward, and has a program of guidance and therapy for youth dedicated to combatting this problem. In the literature review chapter, it was also evident that over 40% of homicides were perpetrated by multiple offenders in the city.

Another area that scored high on level of importance was volunteer adult mentoring, with 42% of respondents scoring this issue with a 5. The Shop 55 Wellness Center in Oakland has adult mentors come into their agency on a regular basis, some still attending college and some who have graduated. Again, as mentioned in the literature review chapter, mentoring was also



mentioned as an effective strategy to use to help with truancy. The program Big Brothers/Big Sisters has been offering a mentoring program in the San Francisco Bay Area since 1958. After conducting a survey with former mentees, 83% agreed that their mentors instilled values and principles that have guided them throughout life (Big Brothers Big Sisters of the Bay Area, 2013).

Question 6: Using the topics listed above, which one topic is the most important to offer to reduce truancy at the Hayward Unified School District? Results from Appendix B and C are located on Table 4.2.

Table 4.2

Issues	Number of Respondents
Basic Triage Health Care Services	0
Gang Intervention	3
Gang Education	1
Gang Prevention	2
Educational Tutoring	10
Attendance Monitoring	7
Job Training Workshops	3
Job Placement	2
Peer Mentoring	0
Adult Volunteer Mentoring	3
Total	31

Based on the results from Question 6, Educational Tutoring was ranked by 32% of respondents, as the number one issue most likely to have an effect on truancy. This finding was not a surprise because it also had the highest ranking in Question 5. Literature review and interviews indicate that this topic is one that would have a significant effect on truancy.

Question 7: Using the topics listed above, which one topic is the least important to offer to reduce truancy at the Hayward Unified School District? Results from Appendix B and C are located on Table 4.3.

Table 4.3

Issues	Number of Respondents
Basic Triage Health Care Services	17
Gang Intervention	1
Gang Education	1
Gang Prevention	0
Educational Tutoring	0
Attendance Monitoring	1
Job Training Workshops	1
Job Placement	4
Peer Mentoring	4
Adult Volunteer Mentoring	2
Total	31

An overwhelming majority of respondents, 55%, ranked Basic Triage Health Care Services as having the least impact of truancy. The article, *The Efficacy of a Comprehensive Health Care Project: An Empirical Analysis* (Kaplan, Lave, & Leinhardt, 1972), relates health care to school attendance. The findings of the study show that “a comprehensive care project does produce an improvement in attendance, but the effect is small compared to other variables, such as the proximity of the school, race, sex, and socioeconomic conditions” (p. 929). Although the study did find a correlation with health care services and school attendance, it wasn’t a strong finding and had a small effect on truancy.

A study based in Finland found that “trust and opportunity for participation among the school staff seem to be especially important for pupils’ health problems and truancy, whereas

accepted and clear goals may be important for pupils' perceptions about the sufficiency of health education" (Virtanen et al., 2009). This study related health care services at school to truancy and feelings of trust among adults at school. These two sources contradict the opinions given by all respondents for this project. Respondents felt as though this issue was the least likely to affect the truancy rate in Hayward.

Throughout this questionnaire, it is evident that gang issues, educational tutoring, and attendance monitoring need to be an area of focus for the school district. Key informant interviews, as well as responses from this questionnaire, and literature review all point to these topics affecting the truancy rate.

For Appendix C, questionnaires were given out to 27 Alameda County DPOs, in which 23 responded. All questionnaires were given to DPOs, who at one time in their career, supervised a caseload of one or more youth in Hayward.

Question 1: If you are a Deputy Probation Officer, have you at any time in your career, supervised a youth or caseload centered in Hayward? If yes, from which year to which year?

After adding up years of service from all respondents, the total was 47 years of experience working with a juvenile Hayward caseload. Since DPOs are on the front lines with these youth, the expertise offered in responses should offer solid findings in helping to lower the truancy rate.

Question 2: Question 2 is the same question asked from Appendix B, Question 5. Please refer to Table 4.1 for results.

Question 3: Question 3 is the same question asked from Appendix B, Question 6. Please refer to Table 4.2 for results.

Question 4: Question 4 is the same question asked from Appendix B, Question 7. Please refer to Table 4.3 for results.

Question 5: Would a case management program, offering health care services, gang intervention, educational advocacy, employment opportunities, and mentoring, have a positive or negative effect on the Hayward Unified School District truancy rate? Please Explain.

“It could, but you have to be able to reach the kids, give them ‘buy in.’”

“Little to no positive effect, but no negative effect either. We have neglected our inner city and urban school districts for so long that the basic infrastructure, staff, teacher, quality of classes, and after school programs cannot address the needs of the community as a whole.”

“Positive, the more support the kids have, the better towards their success.”

“Several minors on my caseload that have a high number of truancy are not aware of what health care services they are eligible for or many of them lack medical care. The same minors are involved in gangs. Their parents choose to believe their children are not involved in gang activities or belong to street gangs. Parents do not know what a gang is, the dangers and/or practices of gangs. These minors were never educated on street gang life, the involved criminal activity, involved drug use, and consequences that come from gang involvement.”

“Positive effect, if consistent and parents on board with enforcing programming upon minor.”

“Positive. Gang affiliation is one of the most destructive influences that impact the education of Hayward youth.”

“Positive. If there were funding to implement these programs, and you have well-trained staff to maintain, enforce, and follow through with programs, I believe the truancy rate would be reduced.”

“Yes, providing health care would insure that the students are healthy. Once they are healthy, educational advocates to insure proper school assignment and educational placement would increase the student’s likely attendance. Gang intervention would make the students feel safe. Mentoring would help them make better choices, and employment opportunities would provide an incentive to excel.”

“It would be positive because it will be an extra resource for students to have. However my main concern is why students are not captivated by their teachers? This is due to the lack of teachers and their training.”

“I believe it could have a positive impact on truancy due to offering wraparound services that provide support to address issues that may be impacting school attendance.”

“It would be positive as minors in this area need more guidance and support than they are often receiving in the home. The minors here often need to see positive examples from both their adults and peers in their lives.”

“Wraparound services of this type are shown to be helpful with various populations. Many children seem to have underlying issues that adversely impact attendance, including problems with bullying, self-esteem, lack of family support, learning disabilities, etc. A whole-child approach would, for these children, help reduce some of these problems.”

“It would be positive because it would provide tools and information to be successful.”

“Positive. These resources are needed in Hayward with the one single-parent homes and gangs in the area.”

“Yes. It addresses the reasons kids don’t attend school”

“I believe it would have a positive effect because the youth need to know they will be held accountable, and home support.”

“Yes, I think it would be positive. There are not enough programs that educate the school district.”

“Of the aforementioned services, I believe that only employment opportunities may have a positive effect on the truancy rate. Many students with truancy issues may be persuaded to attend school if there is a monetary incentive.”

“Positive effect. Offering assistance and interventions to address issues/concerns that impact a student’s ability to get to school will lead to consistent attendance and greater success.”

“I believe it would have a positive effect. By providing additional resources, issues of concern will likely be addressed. Employment opportunities will provide as an incentive. Educational advocacy provides support and someone to oversee their individual education situation.”

“Positive. At risk communities are best served when the service(s) is offered at one location and “wraparound” the family. Schools are considered a neutral/non-judgmental zone.”

“Yes. Many students need services like these but do not have access to them.”

“Positive because the totality of services should assist in impacting truancy in a positive way. By monitoring attendance, assisting with education, and mentoring would keep the youth in schools and break down the barriers that might be reason for their truancy.”

“Most minors with no interest in school have parents that have no interest in them. So, sadly, they never receive the necessary enforcement and information that would generate a positive outlook for their own future. Any positive reinforcement, attention, and education would help these minors.”

Almost all responses to this question resulted in having a positive effect on the truancy rate. A few responses referred to schools and parents not having the necessary education to help

their students become academically successful. A few responses also mentioned that educational advocacy would offer a way for youth to work through their problems and issues leading to attending school regularly.

Responses also referred to the known gang issues in Hayward, mentioning any type of gang intervention would be helpful. This researcher would like to relate the gang prevention program with the DARE, or Drug Abuse Resistance Education campaign, prevention program which was founded in 1983. This program's mission, "is a police officer-led series of classroom lessons that teaches children from kindergarten through 12th grade how to resist peer pressure and live productive drug and violence-free lives" (Drug Abuse Resistance Education, n.d.).

Question 6: Why do you think the HUSD has the highest truancy rate in Alameda County?

"Issues with immigration, depression, high unemployment, absent parents, etc."

"Neglected and underfunded and understaffed."

"Gang activity, parents that don't care, and poverty."

"... parents, schools, and the community are not working together with a system to make sure minors are going to school, are held accountable for failing to attend, and the minors are not given consequences. Parents should also be held accountable if their children are not attending school so they could focus on finding a system with their kids to make sure their kids are attending school. Parents are not focused on their kids and not communicating with schools and teachers."

"Language barrier (parents), gangs, lack of parenting."

"Generational gang involvement."

"Low staff. Staff who don't have support from management to fund these programs."

“Lack of resources.”

“Hayward is a big city other than Oakland.”

“Possibly lack of staff, people who are able to follow through.”

“Lack of adult supervision and parental skills.”

“I would have thought OUSD (Oakland Unified School District) would be highest. Not sure why it’s HUSD.”

“High number of gangs and association.”

“Gangs and lack of parent’s supervision.”

“Gang and family issues.”

“Gang activities and density in population.”

“Gangs and lack of parent participation.”

“Behavioral problems, gangs, drugs, peer-pressure, plus a high percentage of ESL (English as a Second Language) students.”

“Under reporting by other counties.”

“Unsure.”

“High turnover in district administration, inconsistency in unified message and delivery of services.”

“Lack of resources to provide services for at-risk students.”

“Consequences are minor.”

“Low socio-economic areas, cultural groups with little value on education.”

A majority of respondents blame gangs and gang activity as being a reason for the high truancy rate. As previously mentioned, gangs are a problem in Hayward, with the Chief of Police having two specialized units working with gangs. Based on the literature review, we can



also see many crimes are committed by groups of participants, possibly being gang-related. A few responses also pointed to cultural differences and differences in language being a factor. Another response that's related to language and cultural differences, is the lack of parental and adult supervision.

The article, *Epidemiology of Juvenile Violence* (Farrington & Loeber, 2000), explains a list of important family risk factors for juvenile violence. The following quote relates to what a majority of respondents stated in their questionnaire about family involvement.

“among the most important family risk factors for juvenile violence are parental criminality, parental child-rearing techniques (physical discipline, poor supervision, low attachment), child maltreatment, parental conflict, disrupted families, large family size, and family poverty” (p. 738).

This is not the first time lack of parental supervision has come up. The issue was also mentioned during key informant interviews and has been brought up multiple times during this project.

Question 7: What does your agency do to reduce truancy?

“Report to the Courts, provide transportation (bus and BART), praise success, admonish with care, encourage success.”

“Very little real effect. A number of outputs and programs but little measureable success.”

“We have a truancy unit to address truancy in Alameda County.”

“Minors are held accountable and are violated for failing to attend school. Parents are notified. The DPO meets with the minor often at school, checks their attendance records often to make sure they are not missing school.”

“Bring probation into the partnership with HUSD by adding a probation element to the situation.”

“Probation does routine school checks and when they are all truant, we have school meetings, have them sign contracts, and if that fails, we will do a probation violation.”

“Refer to resources, and monitor participation and attendance.”

“We have truancy probation. Also hold clients accountable for not going to school when on probation.”

“Truancy deputies, POs who pay close attention to attendance, and specialized caseloads, more intense supervision.”

“There is a truancy unit here and minors are held accountable and sometimes ordered consequences.”

“School officials and DPOs, ideally, work together. Unfortunately, caseload sizes make this kind collaboration difficult.”

“Provide education.”

“Consequence like more WETAs (Weekend Training Academy) and community service.”

“Monitor school attendance, bus passes, possible sanctions if minor does not attend school”

“Truancy unit.”

“My agency offers all the aforementioned services, to aid in reducing the truancy unit.”

“Supervise students, monitor attendance, offer incentives for good attendance, offer consequences for truancy.”

“Truancy Court.”

“Impose consequences for chronic truants and offer incentives for school attendance.”

“Monitor attendance of probationers and report it to Court.”

“Meets with parents and DA (District Attorney) to explain truancy, and being charged by DA’s Office if truancy continues.”

“We have a truancy unit that investigates the minor. Unfortunately, rarely are the parent’s needs or limitations addressed and they are usually the root of the problem.”

A majority of responses point to the Alameda County Truancy Unit, within the Probation Department. The truancy unit works closely with the Court in trying to get the youth to attend school. In cases involving chronic truancy, the Courts have the option of detaining youth in the Juvenile Justice Center.

Significant Finding 1: Based on Shop 55 respondents, their all-around service center is not aimed at primarily trying to end truancy. With all of the services provided, they saw “slight” to no change in the truancy rate, but only when they have truant students on their caseload. Based on the literature review, an after-school program could help to motivate a student to want to go to school.

Significant Finding 2: Educational tutoring has been mentioned throughout the literature review, key informant interviews, and questionnaires, as ways to reduce truancy. This issue, based on Appendix B and C, was given the highest ranking in affecting the truancy rate by 62% of respondents. The same issue of educational tutoring also came up on the questionnaire targeted at DPOs, as being the most likely to affect the truancy rate. Of the ten available topics, this was chosen by 32% of DPO respondents.

Various people who responded to Appendix B also stated that tutoring was important. Just recently the CBO EYFC just brought a tutor in to help the youth who needed help with

school work. The tutor has their own caseload of students and spends hours a day seeing different students.

Significant Finding 3: Parents need to be involved in their children's lives if they want to keep them in school and away from the negativity on the streets of Hayward. Many respondents from Appendix A, B, and C, all stated some form of parental involvement. Literature also shows the need for their involvement in youth's lives, claiming it could lead to juvenile violence.

Lack of parental supervision and youth not being in school means youth are on the streets during school hours. Lack of supervision leads to youth meeting others who also have no supervision. "Peers are thought to supply the adolescent with the attitudes, motivations, and rationalizations to support antisocial behavior as well as providing opportunities to engage in specific delinquent acts" (Patterson, Debaryshe, & Ramsey, 1989, p. 266). The SJPD TABS program was implemented to bring these youth back to school.

Significant Finding 4: Related to parental involvement and supervision, 48% of respondents felt gang intervention, education, and prevention was necessary to help reduce truancy. The HPD already has the HPAY, Hayward Positive Alternatives for Youth program, but according to the website, the services offered are based on "needs assessed," which means this program is reactionary as opposed to proactive. A respondent of Appendix C also mentioned the fact that gangs and gang activity was generational, assuming the respondent meant being passed down between family members. Gang counselors interviewed also mentioned the need for parents to be involved in their children's lives.

## CHAPTER 5 – CONCLUSION AND RECOMMENDATIONS

This case study examined the success of the EBAYC's Shop 55 Wellness Center, in Oakland, California in order to replicate its best practices and develop a pilot program in the City of Hayward to help lower the truancy rate. As reviewed in this study, the HUSD has the highest truancy rate in Alameda County. The hypothesis for this study is, if the Community Based Organization Eden Youth and Family Center, in Hayward, California offered a case management program, consisting of health care services, gang intervention, educational advocacy, employment opportunities, and mentoring, it would lower the truancy rate by 5% or more amongst students in the Hayward Unified School District.

Sub-questions for this project helped to guide the conduct of this study:

1. What are the causes of truancy amongst students in HUSD?
2. What would motivate students to go to school?
3. Would a case management program that offers health care services, gang intervention, educational advocacy, employment opportunities, and mentoring, help to lower the truancy rate?

### Conclusions

Conclusion 1: Gang issues are the leading cause for truancy in the city. Literature reviews on this topic suggest that gangs are a known issue for the City and the HPD. In a recent board meeting, the HPD Police Chief mentioned the use of two police units working on the gang problem. The literature review provides that over 40% of criminal activity in Hayward is conducted by a group of perpetrators, possibly gang members. Unlike other local San Francisco Bay Area government websites, the City of Hayward provides an anonymous gang tip phone

number on their homepage to report gang activity. The tip line also states that they speak Spanish, which takes into consideration the demographics of the city. According to the Bay Area Census (n.d.), in 2010, Hayward had 58,730 residents of Hispanic or Latino (of any race), making up 40.7% of the local demographic.

Conclusion 2: Youth need a safe environment to motivate them to go to school, a place where truants aren't given punitive consequences because they aren't attending school. "For starters, it doesn't really work, educators admit. Research has repeatedly shown suspended students are more likely to fail in school and drop out" (Tucker, 2014, p. A1). The article also stated that Los Angeles has already banned suspension for "willful defiance or disruption," along with a few other districts (A1).

Conclusion 3: Multiple sources cited that there was a lack of parent involvement and supervision of their children. The right education for parents could lead to more motivation for their children to want to go to school. Referring back to the article, The Rural School Community Center (1916), a community came together to not just try to get youth back to school, but also to help educate the parents. The center offered a place where parents could learn the advantages of regular school attendance, and a place to learn how to read and write.

Conclusion 4: Educational tutoring is one of the most important activities to offer to reduce truancy. Over 60% of key informants, as well as DPOs, identified tutoring as an essential element of a holistic program aimed at decreasing truancy rates. Tutoring was also touted in the literature review as helping to reduce truancy. "The after-school tutoring sessions were nurturing environments in which students received support for academic learning and guidance about career choices" (Harmon, Keehn, & Kenney, 2004, p. 48).

Appendix C was developed with the intention of gathering data from DPOs who have, at any time in their careers, supervised a youth or youth caseload in Hayward. Question 5 asked would a case management program that offers health care services, gang intervention, educational advocacy, employment opportunities, and mentoring, help to lower the truancy rate? An overwhelming majority believed it would be beneficial and thought that a case management program was necessary to help with the truancy problem.

The data helped to understand more about what services Shop 55 offer to their students, and it also helped to understand that the program is not geared towards lowering the truancy rate. The Wellness Center is more of a support system for the students who do attend school. Case Managers have many roles, including being a role model for the youth and helping them figure out the best path towards high school graduation and beyond. They often ask the students what their goals are and help them determine if they should take a GED program or if it's more beneficial to go into a trade program that helps them learn a trade and earn their high school diplomas.

### **Recommendations**

Although a majority of responses from Appendix C agreed with piloting a program like Shop 55, this researcher feels there are more effective methods to reducing truancy that are already in place. Instead of an "all-in-one" center for youth and students, similar to the Shop 55 program, the cumulative data suggests it would be more beneficial to have separate services which specifically target this population.

Educational tutoring and gang intervention already take place throughout the city, but in order for it to be effective, the program would have to be tweaked. As indicated by Maynard, McCrea, et. al, there are hundreds of truancy interventions in operation with a goal of increasing

attendance, many of which have been described in the literature as positively impacting the students and communities they are serving. Unfortunately, rigorous research to support truancy interventions is either not being conducted or is not being disseminated in a way that can inform others. (Maynard, McCrea, Pigott, & Kelly, 2012, p. 14-15)

Initiative 1: Gang Intervention, Education, and Prevention Program. Currently, there are six School Resource Officers (SROs) in Hayward who already teach the GREAT, or Gang Resistance Education and Training course. This course is “intended as an immunization against delinquency, youth violence, and gang membership for children” (Gang Resistance Education and Training, n.d.). By May 1, 2014, HPD SROs should develop a gang intervention, education, and prevention program that combines both the GREAT and the HPAY curriculums, to teach to elementary school youth. Program activities should be conducted at least one day per week in 25% of the HUSD elementary schools. There are 22 elementary schools in Hayward, but this program targets the five schools identified to be in high-crime and high-gang populated areas.

The GREAT program model is comparable to DARE, which teaches students in elementary school about drug abuse and the dangers of drugs. “We found little support for DARE’s direct effect on adolescent drug use or on attitudes or skills believed to be related to drug use” (Ennett et al., 1994, p. 123). Although the results found little support, any program would be better than no program, and the intervention, education, and prevention is necessary for the city. The program will be developed to cover 100% of elementary schools by 2018.

Initiative 2: After-School Tutoring Program. Most high schools in Hayward offer tutoring services after school, but it is only effective for students who attend. Similar to youth on probation, truants sometimes choose not to participate in referred services. Tutors for this program include certified school teachers to students over the age of 18. They would receive a



fair stipend, amount to be established and funded by local community based organizations. By October 1, 2014, all HUSD high schools identify truant students and establish realistic goals for truants to attend this after school tutoring program at least two times each week.

Attendance incentives should be established to encourage session attendance. Low to mid-level cost prizes and events will be provided to students for attendance. Details for winning of prizes should be established and communicated to all students. For example, a prize might be established for students who attend at least 10 consecutive after-school sessions.

“This year, one lucky Temecula Valley (California) high schooler will win a 2006 Chevrolet Cobalt. Others will receive iPods, digital cameras, computers with printers, mountain bikes, or a trip for four to Disneyland -- hotel included! Still more students will be given tens of thousands of gift certificates to local establishments. What will they do to earn these generous prizes? Come to school!” (“Triumph Over Truancy,” n.d.)

The Temecula school district has a high attendance rate of 96%, and the students who are absent, are out with an excused illness. The incentivized after-school tutoring program will be developed to reduce the overall truancy rate by 10% by October, 2015.

Initiative 3: Gang Suppression Program. As seen throughout this study, gangs have been an area of focus throughout the city. By May 1, 2014, the HPD will implement a gang suppression program with specialized patrols (similar to the one implemented in Dallas, Texas) to reduce crime. In the article, *Gang Suppression through Saturation Patrol, Aggressive Curfew, and Truancy Enforcement: A Quasi-Experimental Test of the Dallas Anti-Gang Initiative* (Fritsch, Caeti, & Taylor, 1999), various high-gang areas were targeted for saturation patrols and curfew enforcement for juveniles.

Overall, there was a statistically significant decrease (57 percent) in gang-related violence in the target areas during the grant period. Statistically significant decreases in gang violence were observed during the anti-gang initiative in the control areas as well, but the overall decrease was less substantial than in the target areas—37 percent in the control areas in comparison to 57 percent in the target areas. (p. 130)

In 2012, the City of Hayward implemented a crime mapping website that shows crimes and their locations. Police Chief Urban stated "This is an opportunity to look at crime statistics citywide, or in your neighborhood," (Neysa & Parr, 2012). This type of website would help citizens to understand the areas they live in and see a significant decrease with these directed patrols. The program will be developed to reduce overall crime in the City by 25% by May 2015.

Initiative 4: Daily Truancy Sweeps. By September 1, 2014, the HPD should operate three units per day to patrol for truant students on the streets during school hours. The program would be based on the SJPD TABS model, in which students are identified, their information taken and recorded on field interview cards, brought back to their school, and their parents would be notified.

The City of San Jose is not the only government entity operating a program with police officers picking up truant youth and bringing them back to school. The Truancy Habits Reduced Increasing Valuable Education (THRIVE) program, implemented in Oklahoma, has "successfully removed truant students from the streets during school hours and reduced absenteeism, dropout rates, and daytime crime rates" (Garry, 1996, p. 3). The program also claims to have been patterned after TABS .

Police officers transport truant students to the centers, where they are interviewed and their parents are contacted. School officials are also contacted to confirm students' school status and to determine if a pattern of absences exists. This information is provided to parents when they arrive at the center. (Garry, 1996, p. 3)

The Oklahoma program is collaboration between law enforcement, social service, and community agencies (p. 3) and takes a non-punitive approach to working with truant students. This approach combines community involvement, parental involvement, and student consequences.

Initiative 5: Weekly Parent and School Contact. By September 1, 2014, all high schools will hold weekly school meetings with parents. Parents will receive flyers in the mail and automated phone calls about each upcoming session, as a way to reach out to as many parents as possible. These meetings will allow parents to talk with teachers and administrators about any concerns they have with their children. The meetings will also provide an environment where parents who want to learn English, can come and learn together.

High schools in Hayward have online "parent centers" that offer information and resources for parents. The website designed for parents allows them to see their child's grades, attendance, and other pertinent information. "When parents are involved, students report more effort, concentration and attention. Students are more inherently interested in learning, and they experience higher perceived competence" (Gonzalez-DeHass, Willems, & Doan Holbein, 2005, p. 117). Some of the high schools already offer a chance for parents to come in and attend workshops, but the ones listed on the website do not specifically focus on the importance of

regular school attendance, the consequences of truancy, or other forms of parental involvement in their student's lives.

Although the high schools have resources available, it appears the school district still has the highest truancy rate in Alameda County. There is no "one size fits all" answer to the truancy problem. Each city in each state has their issues with truancy, but some are worse than others. Hayward has underlying issues on why youth don't want to go to school, but the city could benefit from the ideas and tactics listed above. Interviews and literature review brought the realization that students who don't want to go to school, won't benefit from services. Community involvement, educational tutoring, gang intervention, education, and prevention, school and police collaboration are a start. The recommendations listed above are more ideas that could help to reduce the truancy rate in Hayward.

### **Areas for Further Research**

The information from this study interviewed and surveyed a small percentage of employees working with Hayward youth. If time were not an issue, a way to gather more information would be to conduct key informant interviews with executive level management from various departments throughout the county. A place to start would be Principals and Vice Principals of the local high schools, the District Attorneys involved with the truancy division, the Public Defenders who also work with the truancy population, the Juvenile Court Judge who heads the truancy Courtroom, the HPD Police Chief, the Mayor, the City Manager, etc.

These experts would provide an even deeper insight into what's being done to combat truancy, what's working, and what's not working to fight the problem. Truancy is an ongoing issue in every city and state throughout the United States. Looking for sources for the literature

review netted endless articles about what could be done to reduce truancy, but every city has their share of problems, so the answer for one location might not necessarily work in another.

Another area of focus would be to find out the most effective way to reach out to parents in the community, to education them on the importance of school for their children. A number of sources throughout this study pointed to the lack of parental involvement and supervision, and some mentioned cultural differences and language barriers. With Hayward having the highest truancy rate, education needs to start with the parents. After working with the parents to see what would possibly work, only then can we start to work with the youth. Just telling a student to “go to school” isn’t enough to motivate them to want to go, regardless of who’s telling them. Students now are hearing it from teachers, police officers, probation officers, judges and Courts, and the issue persists.

The information obtained would be helpful for those interested in learning more about the truancy problem in Hayward, or anyone wanting to learn ways to reduce the rate in their city or state. Insight and opinions offered just scratch the surface in determining how to slow the problem.

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## APPENDIX A

## Key Informant Interview Questions for EBAYC Staff

The Hayward Unified School District has been identified as having the highest truancy rate in Alameda County. The purpose of this questionnaire is to decide whether EBAYC's Shop 55 program could be implemented in Hayward, CA. and if it would have a positive or negative impact on the truancy rate.

The purpose of the research project is to determine if a case management program that offers health care services, gang intervention, educational advocacy, employment opportunities, and mentoring, will improve attendance rates amongst youth in Hayward, CA.

Thank you for taking time to participate in this research project.

Name:

(In order to ensure anonymity and confidentiality, your name will not be released publicly).

Job Title:

1. Please explain your role in EBAYC's Shop 55 program.
2. How did Shop 55 progress into what it is today, as far as services offered?
3. How did you decide which students need what services?
4. What does Shop 55 do to reduce truancy?
5. Has the Shop 55 program made an impact on truancy? If yes, has it been positive or negative?
6. What changes, if any, would need to be made to the Shop 55 program, to help improve truancy?

APPENDIX B

Key Informant Interview Questions for Employees in Hayward

The Hayward Unified School District has been identified as having the highest truancy rate in Alameda County. The purpose of this questionnaire is to decide whether a case management program, offering health care services, gang intervention, educational advocacy, employment opportunities, and mentoring, could be implemented in Hayward, CA. and if it would have a positive or negative impact on the truancy rate.

The purpose of the research project is to determine if a case management program that offers health care services, gang intervention, educational advocacy, employment opportunities, and mentoring, will improve attendance rates amongst youth in Hayward, CA.

Thank you for taking time to participate in this research project.

Name:

(In order to ensure anonymity and confidentiality, your name will not be released publicly).

Job Title:

1. Please explain your current role in the agency.
2. What measures does your agency use to help reduce truancy within the HUSD?
3. In regards to truancy, what do you see is working to reduce the rate?
4. In regards to truancy, what do you see is not working to reduce the rate?

Listed below are a number of different topics that could help improve truancy. If each topic was offered on campus, during and after school, how much would it help improve truancy?

5. On a scale of 1 to 5, please circle the number that represents how much each topic could improve the truancy rate. 1 meaning the issue has the least impact on improving truancy and 5 meaning the issue has the most impact on improving truancy.
  - a. Basic triage health care services    1       2       3       4       5
  - b. Gang intervention    1       2       3       4       5
  - c. Gang education    1       2       3       4       5
  - d. Gang prevention    1       2       3       4       5
  - e. Educational tutoring       1       2       3       4       5

- f. Attendance monitoring    1      2      3      4      5
- g. Job training workshops    1      2      3      4      5
- h. Job placement            1      2      3      4      5
- i. Peer mentoring            1      2      3      4      5
- j. Volunteer adult mentoring 1      2      3      4      5

6. Using the lettered topics listed above, which one topic is the most important to offer to reduce truancy at the Hayward Unified School District? \_\_\_\_\_
7. Using the lettered topics listed above, which one topic is the least important to offer to reduce truancy at the Hayward Unified School District? \_\_\_\_\_

APPENDIX C

Survey Questionnaire

The Hayward Unified School District has been identified as having the highest truancy rate in Alameda County. The purpose of this questionnaire is to decide whether a case management program, offering health care services, gang intervention, educational advocacy, employment opportunities, and mentoring, could be implemented in Hayward, CA. and if it would have a positive or negative impact on the truancy rate.

The purpose of the research project is to determine if a case management program that offers health care services, gang intervention, educational advocacy, employment opportunities, and mentoring, will improve attendance rates amongst youth in Hayward, CA.

Thank you for taking time to participate in this research project.

1. If you are a Deputy Probation Officer, have you at any time in your career, supervised a youth or caseload centered in Hayward? \_\_\_\_ From which year to which year? \_\_\_\_

(If yes, please complete the survey. If no, thank you for your time)

Name:

(In order to ensure anonymity and confidentiality, your name will not be released publicly).

Job Title:

2. Listed below are a number of different topics that could help improve truancy. If each topic was offered on campus, during and after school, how much would it help improve truancy?

On a scale of 1 to 5, please circle the number that represents how much each topic could improve the truancy rate. 1 meaning the issue has the least impact on improving truancy and 5 meaning the issue has the most impact on improving truancy.

a. Basic triage health care services	1	2	3	4	5
b. Gang intervention	1	2	3	4	5
c. Gang education	1	2	3	4	5
d. Gang prevention	1	2	3	4	5
e. Educational tutoring	1	2	3	4	5
f. Attendance monitoring	1	2	3	4	5
g. Job training workshops	1	2	3	4	5
h. Job placement	1	2	3	4	5
i. Peer mentoring	1	2	3	4	5
j. Volunteer adult mentoring	1	2	3	4	5

3. Using the lettered topics listed above, which one topic is the most important to offer to reduce truancy at the Hayward Unified School District? \_\_\_\_

4. Using the lettered topics listed above, which one topic is the least important to offer to reduce truancy at the Hayward Unified School District? \_\_\_\_

5. Would a case management program, offering health care services, gang intervention, educational advocacy, employment opportunities, and mentoring, have a positive or negative effect on the Hayward Unified School District truancy rate? Please explain.

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6. Why do you think the HUSD has the highest truancy rate in Alameda County?

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7. What does your agency do to reduce truancy?

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