Evaluation of Responses to Truancy in Clark County, Washington: Background Factors and Outcomes

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Executive Summary

- Clark County's approach to addressing truancy is multiply-layered and has evolved over time. Consistent with the literature on best practices to address truancy, Clark County's approach is characterized by cooperation and collaboration among the county's School Districts, Juvenile Court, and child welfare agencies (among others). Under the current policies, once a School District files a truancy petition, the youth and their parent/guardian are expected to attend a workshop which provides information on the truancy process and access to resources. At the workshop, students and their parents/guardians sign an agreement to "stay" the truancy petition for 12 months. If the youth continues to have unexcused absences, School Districts may refer them to the Clark County Truancy Project, at which Truancy specialists initiate a case management model tailored to each youth. If attendance problems persist, youth are referred to the Clark County Community Truancy Boards, and finally, a Judge or Court Commissioner may formally order the youth to attend school. At this stage of the process, the youth is assigned a Juvenile Court staff person and volunteer mentor to provide additional support. Youth who violate the court's order to attend school may ultimately be held in contempt and ordered to complete Restorative Community Service hours or to serve time in detention.

- The Evergreen and Vancouver School Districts have student populations that are more racially/ethnically diverse than the student populations in the outlying districts. Partially as a result of this diversity, these two (more urban) school districts contribute a higher share of truancy petitions to the overall total (compared to the proportion of Clark County students enrolled in these schools). Evergreen School District had 34.6% of all students in Clark County, but comprised 46.1% of all petitions filed, while Vancouver School District had 29.0% of all students in the county, but 37.8% of petitions file.

- Data from the Washington State Office of Superintendent of Public Instruction for Evergreen and Vancouver School District elementary and middle schools indicate that Asians have the lowest unexcused absence rates, followed by Caucasians. Rates for other racial/ethnic minority groups are considerably higher, as are rates for students from low income households. Unexcused absence rates in these schools are also strongly correlated with other problematic school behaviors, including bullying, fighting, alcohol and other drug, and weapons incidents.

- Compared to other Clark County School Districts, the larger and more urban districts of Evergreen and Vancouver had a comparatively lower proportion of truancy filings against Caucasian students, and a comparatively higher rate of filings against Black and Hispanic students. As the Hispanic population of Clark County increased over the 2003-2012 period, the proportion of truancy petitions filed against Hispanic students similarly increased.

- Analyses of data from the Massachusetts Youth Screening Instrument (MAYSI-2) for Clark County youth enrolled in the Truancy Project reveal that truant youth have relatively high incidence of mental health issues. The analyses also indicate that truant females generally scored higher than boys on all seven items. Compared to non-White youth, Whites were more likely to score above the caution cutoff on the "angry-irritable" and "somatic complaints" scales.

- Approximately 44% of youth enrolled in the Clark County Truancy Project had positive outcomes (defined as the youth returning to school and/or obtaining a diploma (including GED); approximately 21% had negative outcomes (defined as no positive change in the youth or the youth being referred back to the school district); the remaining 35% had neutral exits. Importantly, there were no statistically significant differences in Truancy Project outcomes by gender and race/ethnicity.

- Multivariate analyses of outcomes for youth enrolled in the Truancy Project indicated that youth with a greater number of Adverse Childhood Experiences (ACES) were significantly more likely to have negative outcomes, and significantly less likely to have positive outcomes, than youth with fewer ACES.

- Surveys administered to youth and their parents/guardians at the Truancy Workshop indicate that both youth and their parents/guardians are benefitting from the workshop. Parents generally appreciated the opportunity to interact with school district representatives and Truancy Project specialists at the Workshop. Both the quantitative and qualitative survey data indicated that a significant proportion of youth and parents/guardians understood the message of the workshop, and a several parents noted that the structure of the workshop reflected that the larger Clark County community is concerned about truancy. The relatively few suggestions for improving the workshop were primarily related to its structure (time of day, length, physical setting).

- The Truancy Workshop survey data were also analyzed to determine if there were demographic differences in responses. There were no statistically significant difference in responses according to gender, age, and grade. However, non-Caucasian parents/guardians and youth were significantly more likely to agree that the workshop information was helpful, that the staff was helpful, and to indicate that they understood what they needed to do next as a result of attending the workshop.

- Data on the Adverse Childhood Experiences (ACES) of truant youth who had contact with the Clark County Juvenile Court either prior to, or after (or both) receiving a truancy petition were derived from assessments administered by probation counselors in the Juvenile Court. Analyses of these data reveal high levels of ACES among the youth and significant demographic differences in both the total ACE score, and the experience of individual ACEs. Females had significantly higher ACE scores, and were more likely than males to have experienced several of the individual ACES. In addition, youth from the lowest household income categories had significantly higher ACE scores, and were more likely to have experienced several individual ACES.

- Bivariate analyses of the relationship between ACES and outcomes, attitudes, and behaviors, reveal that youth with higher ACE scores are significantly more likely to be current users of alcohol and other drugs, hard and/or poly-drug users, and to report gang affiliation. Those with higher ACE scores were also more likely to drop out of school, to have lower grades, to place less value on obtaining an education, and had lower general aspirations.

- Multivariate analyses (statistically controlling for demographic and other factors) of the relationship between ACES and outcomes, attitudes, and behaviors were consistent with the bivariate analyses in revealing a strong impact of ACES.

- Additional multivariate analyses of the relationship between individual ACES and outcomes, attitudes, and behaviors indicate that the experience of psychological abuse, household substance abuse, and domestic violence have the most deleterious impacts on youth.

- Approximately 31% of Clark County truants had charges prior to receiving a truancy petition and 34% had charges after receiving a truancy petition. However, youth in the Truancy project and especially those who had positive exits from the program were significantly less likely to have charges after receiving a truancy petition. The generally positive outcomes with respect to further juvenile justice system involvement indicate that the Truancy Project is having a positive impact on youth who have been enrolled in the project.

- Detailed School-District Level data for Vancouver schools indicated that 51.5% of youth with truancy petitions had positive outcomes, 35.2% had neutral outcomes, and 13.3% had negative outcomes. For Evergreen schools, 38.8% of youth with truancy petitions had positive outcomes, 47.9% had neutral outcomes, and 13.3% had negative outcomes.

- 70% of Vancouver School District students with truancy petitions obtained at least one school credit after receiving a petition, with an average of 3.1 credits per student.

- 87% of Vancouver School District students with truancy petitions reduced their number of excused absences in the post-petition filing period, while more than three-quarters reduced their number of unexcused absences in the post-petition filing period.

- Approximately 46% of Vancouver School District students had at least one disciplinary incident (with an average of 7.2 incidents per student) prior to receiving a truancy petition. In the post-petition filing period, only 16% of students had a disciplinary incident, with an average of 1.0 incidents per student.

Acknowledgements

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I would also like to thank Matt Peterson, Department Information Systems Coordinator at the Clark County Juvenile Court, who provided invaluable assistance in the compilation and merging of the various data sets used in this report.

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3. Introduction

a. The Multiply-Layered Approach to Truancy in Clark County

The Clark County Truancy Project was established in 1997 in partnership with Educational Services District 112 to intervene with youth and families who were issued truancy petitions under Washington State's Becca Law. While this program is still in place in the county and serves approximately 300 youth over the course of each school year, it is only one component of the multiply-layered approach to addressing truancy in the county. Consistent with recommendations from the literature on "best practices" to address truancy, Clark County's efforts have been rooted in a collaborative approach (Ramsey 2010), involving representatives of School Districts, the Juvenile Court, and child welfare agencies (among others) who have met monthly (since 2005) as part of a steering committee.

Responses to surveys administered at a workshop for stakeholders in October of 2012 emphasized the importance and success of Clark County's collaborative approach to truancy. One respondent noted that the approach was successful "… because of the collaboration we have. Also, we focus on solutions for youth and family – not being punitive."

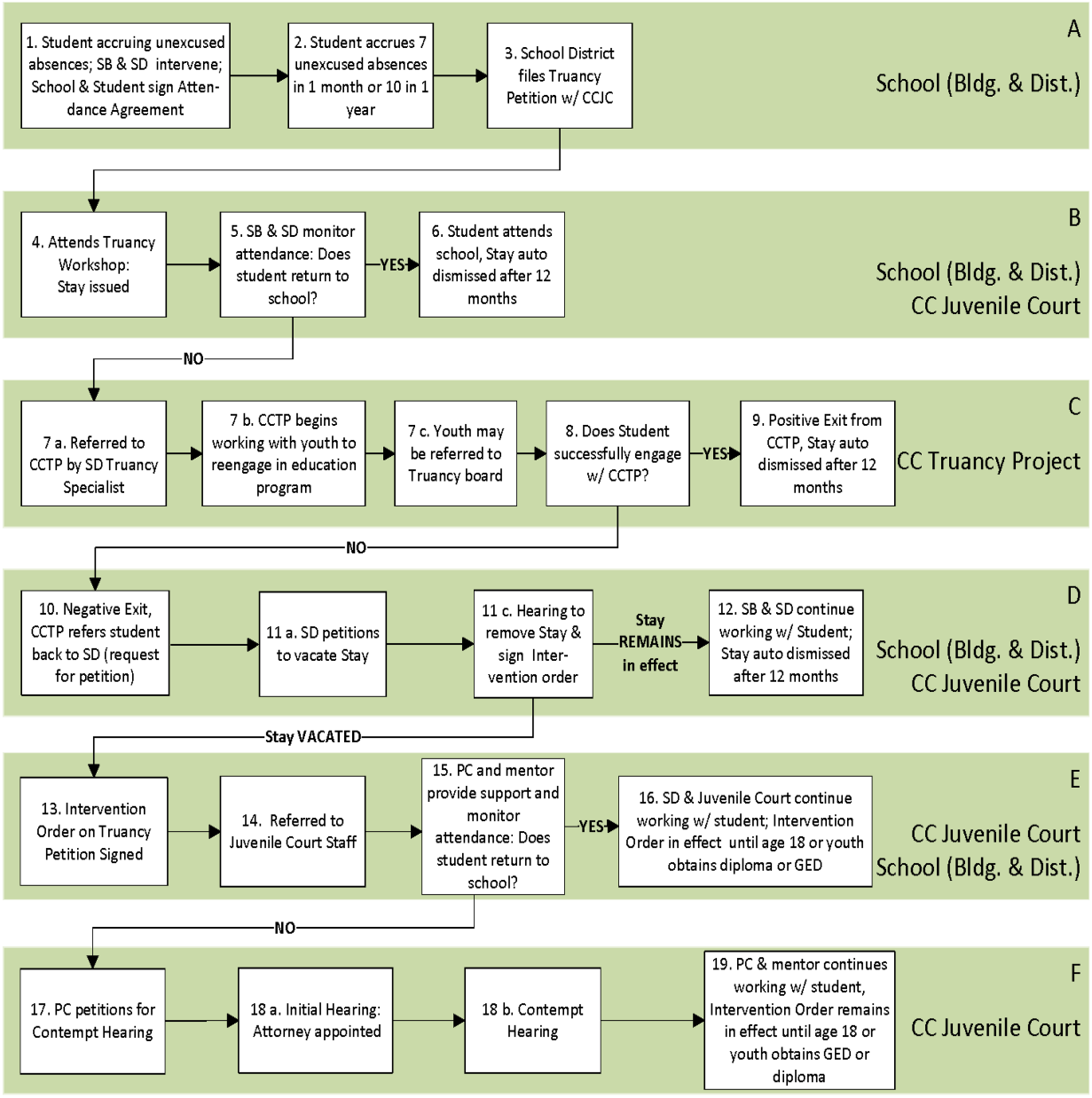
The approaches to truancy in Clark County have also evolved over time and have been responsive to a number of challenges. For example, in January of 2011, partially in response to pressures related to large numbers of juveniles with truancy petitions and their parents/guardians appearing in court, a Truancy Workshop was established to serve these youth and their families. In this (approximately 90 minute) workshop, information regarding Washington State's Becca Law, school attendance policies, "budget information," and community resources is provided by a Court Commissioner, and Truancy Project, Juvenile Court, and School District staff. Following these presentations, students and their parents/guardians meet individually with School District representatives to sign an order to "stay" the truancy petition for 12 months and create an agreement to address the individual student's barriers to attendance and actions necessary to improve their attendance. In response to the increasing number of Hispanic youth receiving truancy petitions and attending the workshops, Spanish-language versions of the workshop were initiated in March, 2011.

Similarly reflective of the responsive and evolving nature of approaches to truancy, in 2010, the Clark County Truancy Project recognized a need to provide assistance to parents of at-risk youth and began to offer the Parent Project. This program involves ten-week sessions specifically designed for parents with strong-willed or difficult to control children. An additional important component of the approach to truancy, which is also reflective of the collaboration between youth-serving agencies in the county, was the development of a detailed information sharing guide (completed in April, 2012). In addition to facilitating data-driven approaches to truancy and ultimately leading to more effective and targeted services for truant youth and their families, the information sharing guide allowed for the compilation of the multiple data sets used in this outcome evaluation.

Under the current approach to truancy in Clark County, if the youth continues to have unexcused absences following attendance at the Truancy Workshop, the School District may refer them to the Truancy Project (CCTP). In this program, the youth receives a risk/needs screening (The Massachusetts Youth Screening Inventory- MAYSI- 2) to assist in identifying barriers (such as mental health and chemical dependency issues) to their school attendance. Truancy specialists at the CCTP then initiate a case management model tailored to each youth, which includes regular checks on attendance. Specialists check in with students at school, and if the youth is not attending, may conduct home visits. The Truancy Project also offers a variety of classes and activities to help engage youth in productive and positive social activities.

If the youth's attendance problems persist, they are referred to the Clark County Community Truancy Boards, and finally, a Judge or Court Commissioner may formally order the youth to attend school. At this stage of the process, the youth is assigned a Juvenile Court staff person and volunteer mentor to provide additional support. Youth who violate the court's order to attend school may ultimately be held in contempt and ordered to complete Restorative Community Service hours or to serve time in detention.

Clark County — Flowchart of Truancy Proceedings



Abbreviations: CC: Clark County; CCJC: Clark County Juvenile Court; CCTP: Clark County Truancy Project; PC: Probation Counselor; SD: School District; SB: School Building

b. Methodology and Focus of Outcome Evaluation

This report is based on multiple, and multiply-layered data sets that include both qualitative and quantitative components. While the report focuses on "outcomes" (re-engagement with school, future juvenile justice system contact) for truant youth in Clark County, we also place considerable emphasis on background factors (primarily individual-level and familial) that are associated with school-avoidance behavior on the part of youth (see Yeide & Kobrin 2005). These background factors include adverse childhood experiences as measured in the Positive Achievement Change Tool, administered by probation counselors in Clark County, and current mental health and substance use issues as measured in the Massachusetts Youth Screening Instrument (MAYSI-2) (administered by Truancy specialists at the Clark County Truancy project).

The report also examines differences in these background factors and (where the data allow) outcomes by key demographic variables, including gender, race/ethnicity, and household income. The importance of such analyses is emphasized in Jones and Lovrich's (2011) recent review of the research literature on truancy. Jones and Lovrich's report devotes considerable attention to the increasing proportion of minorities (in particular Hispanics) in Washington State and their disproportional involvement in truancy. Clark County is no exception to this trend, and as will be documented in more detail below, schools in the county are becoming more diverse, and students from minority groups are disproportionately likely to receive truancy petitions. George (2011) similarly notes that an avenue for future research is an examination of the role of race, ethnicity, and gender in involvement in truancy and outcomes.

At the same time, Jones and Lovrich (2011) note that a substantial proportion of truant youth come from economically disadvantaged situations. They suggest that poverty is an important variable to consider in analyzing the causes and consequences of truancy because youth in such disadvantaged situations may have to remain at home to care for sick or unsupervised siblings, or drop out of school to obtain employment to contribute to the household income. In addition, studies indicate that youth from economically disadvantaged situations are disproportionately likely to have health problems such as asthma, high blood-lead levels (and others) (e.g., American Psychological Association 2012) which may be associated with repeated absences from school. As such, and where the data allow, our analyses examine and/or control for, the effects of household income on attitudes, behaviors and outcomes for truant youth.

c. Outline of Report

In order to contextualize truancy issues in Clark County, this report begins with a discussion of key demographic and other characteristics of the eight School Districts of Clark County. This section is followed by an analysis of unexcused absence rates by demographic characteristics for Evergreen and Vancouver School District elementary and middle schools. The analysis of these data (and their relationships to other problematic school behaviors) assist in understanding the disproportional number of truancy petition filings received by youth who are members of minority groups (compared to their representation in the School Districts' student populations). Section 6 of the report extends this analysis

by examining the demographic characteristics of truancy petition filings for the eight School Districts in Clark County.

The next section of the report presents data on the background (from the MAYSI-2) and demographic characteristics of youth who have participated in the Clark County Truancy Project, followed by bivariate and multivariate analyses of outcomes for these youth.

Section 8 includes qualitative and quantitative data from surveys administered to youth and their parents/guardians who attended the Truancy Workshop, focusing on their ratings of the workshop, and their suggestions regarding how the workshop might be improved.

As noted above, it is important to examine the background factors that are associated with truancy. As such, Section 9 of the report includes a detailed analysis of the adverse childhood experiences (ACES) of a sample of over 1,200 youth in Clark County (those who had contact with the Clark County Juvenile Court prior to, or after receiving a truancy petition). Demographic differences in ACES are examined in detail, and their effects on outcomes, attitudes and behaviors are reported in bivariate and multivariate analyses.

Although the primary goal of intervening with truant youth is to facilitate their re-engagement in school, it is also true that such intervention may lead to reduced future contact with the juvenile justice system. Thus section 10 of the report examines data on pre- and post- juvenile justice system contact for Clark County truant youth.

The final section of the report presents analyses of outcomes, school credits, excused and unexcused absences, and disciplinary incidents of Clark County truant youth, based on data provided by the Evergreen and Vancouver school districts (pre- and post-truancy petition filing, where the data allow)

4. Characteristics of Clark County School Districts

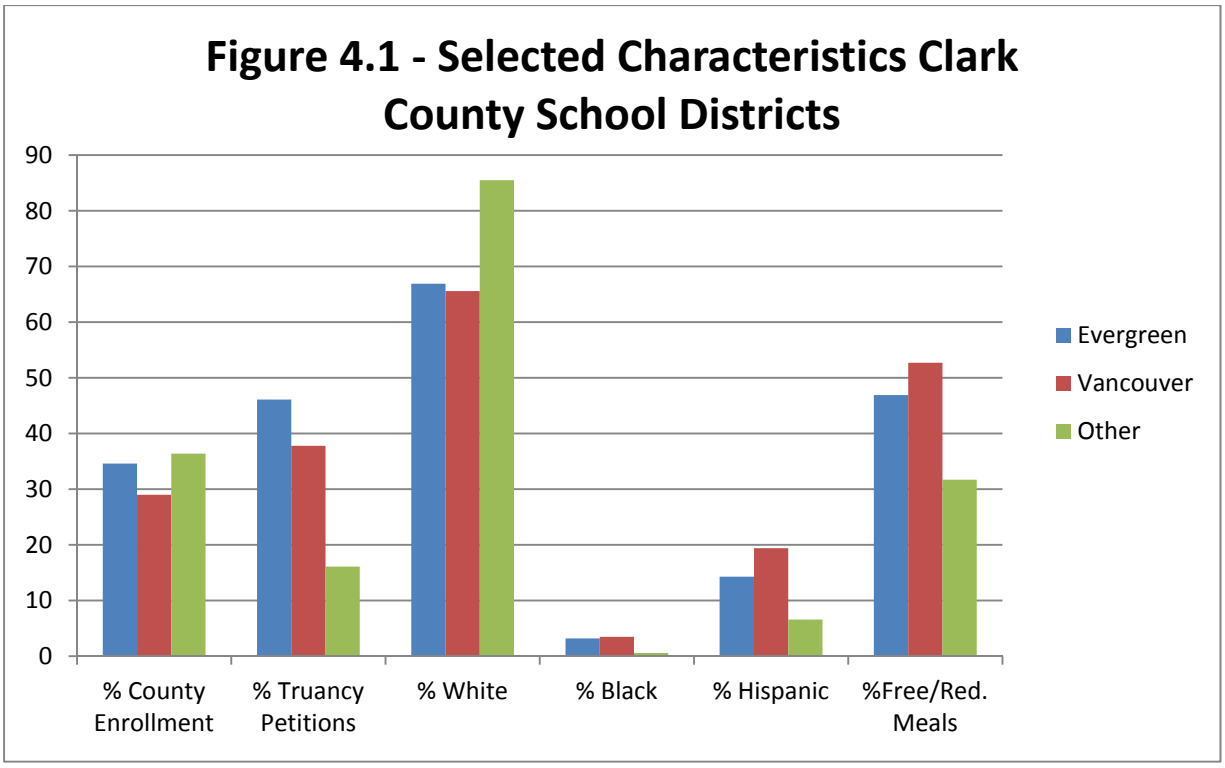
The first section of the report presents data on the key demographic and other characteristics of schools in the eight School Districts of Clark County (as of May, 2012) derived from the Washington State Office of Superintendent of Public Instruction.

Table 4.1 – Characteristics of Clark County School Districts

Variable	B Ground	Camas	Evergreen	Hockinson
Total Enrollment (May 2012)	12,909	6,207	26,453	1,960
% of County's Enrollment	16.9%	8.1%	34.6%	2.6%
4-year Cohort Graduation Rate	83.7%	88.5%	81.2%	97.9%
Unexcused Absence Rate	**0.3%**	**0.2%**	**0.5%**	**0.5%**
% of Total Truancy Petitions	9.9%	1.9%	46.1%	0.2%
White	84.6%	79.1%	66.9%	91.7%
American Indian/Alaska Native	0.4%	0.4%	0.7%	0.6%
Asian/Pacific Islander	2.0%	5.9%	8.3%	2.4%
Black	0.8%	1.1%	3.2%	0.9%
Hispanic	7.5%	6.8%	14.3%	3.6%
2 or more races	4.7%	6.8%	6.6%	0.9%
Free/Reduced Price Meals	39.7%	21.3%	46.9%	23.5%
Special Education	13.2%	12.9%	13.8%	10.8%
Transitional Bilingual	7.8%	1.8%	8.3%	1.0%

Table 4.1 (cont'd) – Characteristics of Clark County School Districts

Variable	La Center	Ridgefield	Vancouver	Washougal
Total Enrollment (May 2012)	1,586	2,178	22,194	2,984
% of County's Enrollment	2.1%	2.8%	29.0%	3.9%
4-year Cohort Graduation Rate	90.6%	89.4%	72.1%	78.4%
Unexcused Absence Rate	**0.3%**	**0.3%**	**0.2%**	**0.2%**
% of Total Truancy Petitions	0.9%	0.3%	37.8%	2.9%
White	91.1%	83.6%	65.6%	83.1%
American Indian/Alaska Native	0.9%	0.4%	0.8%	0.8%
Asian/Pacific Islander	1.1%	2.4%	5.4%	1.9%
Black	0.4%	0.9%	3.5%	0.7%
Hispanic	5.3%	9.0%	19.4%	7.8%
2 or more races	9.1%	3.8%	5.3%	5.7%
Free/Reduced Price Meals	30.1%	33.5%	52.7%	42.0%
Special Education	11.4%	11.7%	12.7%	15.1%
Transitional Bilingual	1.1%	2.4%	8.7%	1.9%



The two larger, and more urban School Districts in Clark County (Evergreen and Vancouver) have student populations that are more racially/ethnically diverse than the student populations in the outlying districts. 3.2% of students in the Evergreen School District, and 3.5% of those in the Vancouver School District are African-American, while 14.3% in Evergreen, and 19.4% in Vancouver, are of Hispanic origin. These two districts also have higher percentages of students receiving free or reduced price meals, and a higher proportion of transitional bilingual students, factors that may increase the risk of being involved in truancy.

At least partially as a result of these differing demographic characteristics which have been demonstrated to be related to truancy, the Evergreen and Vancouver School Districts contribute a higher share of truancy petitions to the overall total (compared to the proportion of Clark County students enrolled in these schools).

5. Unexcused Absence Rates by Demographic Characteristics – Evergreen and Vancouver School District Elementary and Middle Schools

Jones and Lovrich (2011) note that school-level factors are important predictors of truancy. For this section of the report, we compiled data on unexcused absence rates for various demographic groups for Evergreen and Vancouver School District elementary and middle schools for the 2010-2011 school year (retrieved from the Washington State Office of Superintendent of Public Instruction's website (http://reportcard.ospi.k12.wa.us/summary.aspx?year=2011-12)[1]. We also compiled data on a number of school-level factors that may be correlated with unexcused absences (bullying, fighting, alcohol and other drug use, and weapons carrying rates (per 100 students) at these schools).

[1] Unfortunately, data on unexcused absence rates for high schools were not available.

Table 5.1 – Unexcused Absence Rates[2] and Related Variables – Evergreen and Vancouver School District Elementary and Middle Schools

Variable	Elementary (n=43)		Middle (n=12)	
	Mean	Range	Mean	Range
Overall	.18	.00 - .89	.54	.11 - .98
Caucasian	.15	.00 - .72	.56	.08 – 1.61
Hispanic	.26	.00 – 1.45	.76	.19 – 1.50
American Indian/Alaska Native	.25	.00 – 3.57	.99	.00 – 3.46
Asian	.07	.00 - .77	.18	.00 - .34
Black	.36	.00 – 3.38	.87	.00 – 2.02
Hawaiian	.24	.00 – 3.33	.64	.00 – 1.70
More than one Race	.24	.00 – 1.83	.67	.00 – 2.24
Special Needs	.24	.00 - .99	.79	.02 – 1.78
English Language Learner	.19	.00 – 1.06	.68	.00 – 1.71
Low Income	.27	.00 – 1.02	.77	.10 – 1.51
Bullying/100 students	.59	.00 – 2.60	3.33	.50 – 6.90
Fighting/100 students	1.39	.00 – 6.00	6.23	1.60 – 11.80
Alcohol Incidents/100 students	.00	.00	.08	.00 - .30
Drug Incidents/100 students	.00	.00	.85	.00 – 2.00
Knife Incidents/100 students	.12	.00 - .80	.47	.00 - .90

Table 5.1 reveals considerable variation in unexcused absence rates for elementary and middle schools across the demographic variables. Asians have the lowest unexcused absence rates in elementary and middle schools, followed by Caucasians. Rates for other racial/ethnic minority groups are considerably higher, and the range of unexcused absence rates across the schools in the two districts is quite large. While, as noted above, we were unable to obtain similar data for all high schools in the Evergreen and Vancouver school districts, it is unlikely that these disproportions in unexcused absence rates by race/ethnicity would be lower among older students.

[2] **Unexcused Absence Rate** - The percentage of student enrollment days in the school year that students had an unexcused absence. The definition of an unexcused absence is a local decision, so the definition differs among schools and districts. In general, a student who has an unexcused absence has not attended a majority of hours or periods in a school day, or has not complied with a more restrictive district policy, and has not met the conditions for an excused absence (see RCW 28A.225.020).

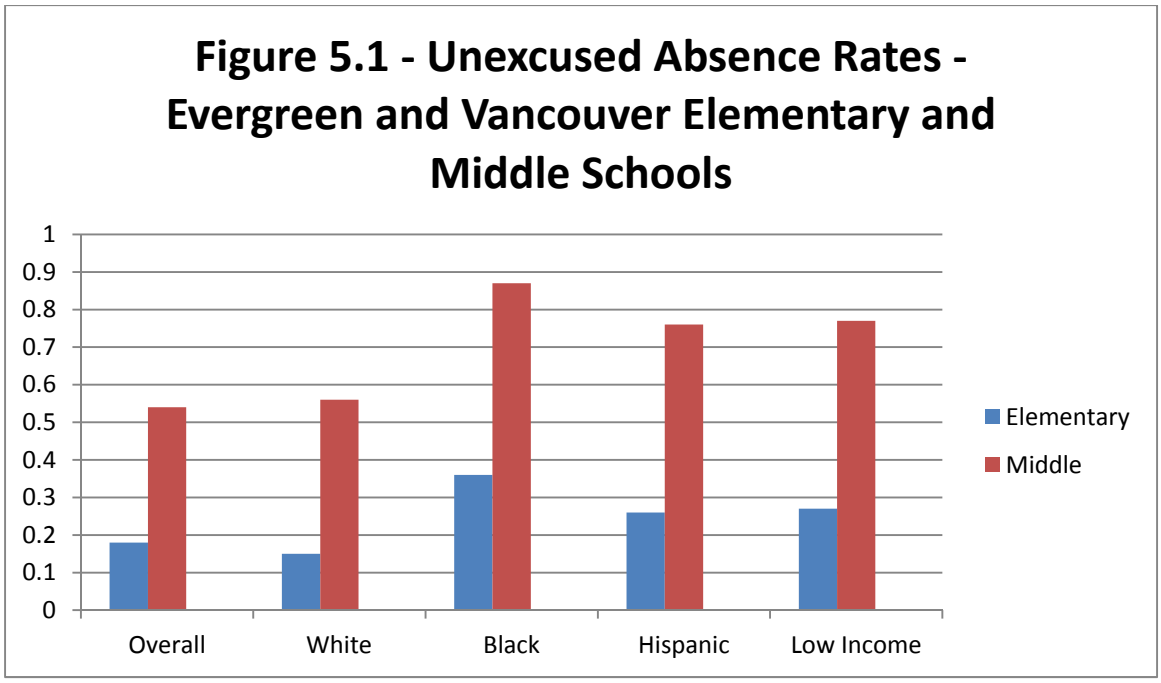


Table 5.1 also reveals considerable variation in the rates of "problem behaviors" across elementary and middle schools in the Evergreen and Vancouver School Districts.

Table 5.2 – Correlations – Unexcused Absence Rates with Other Problem Behaviors

Variable	Overall Unexcused Absence Rate
Bullying/100 students	.60**
Fighting/100 students	.51**
Alcohol Incidents/100 students	.37**
Drug Incidents/100 students	.63**
Knife Incidents/100 students	.40**

Data in Table 5.2 indicate that the other problem behaviors are strongly correlated with the overall unexcused absence rates at elementary and middle schools in the Evergreen and Vancouver School Districts.

6. Demographic Characteristics of Truancy Petition Filings by School District

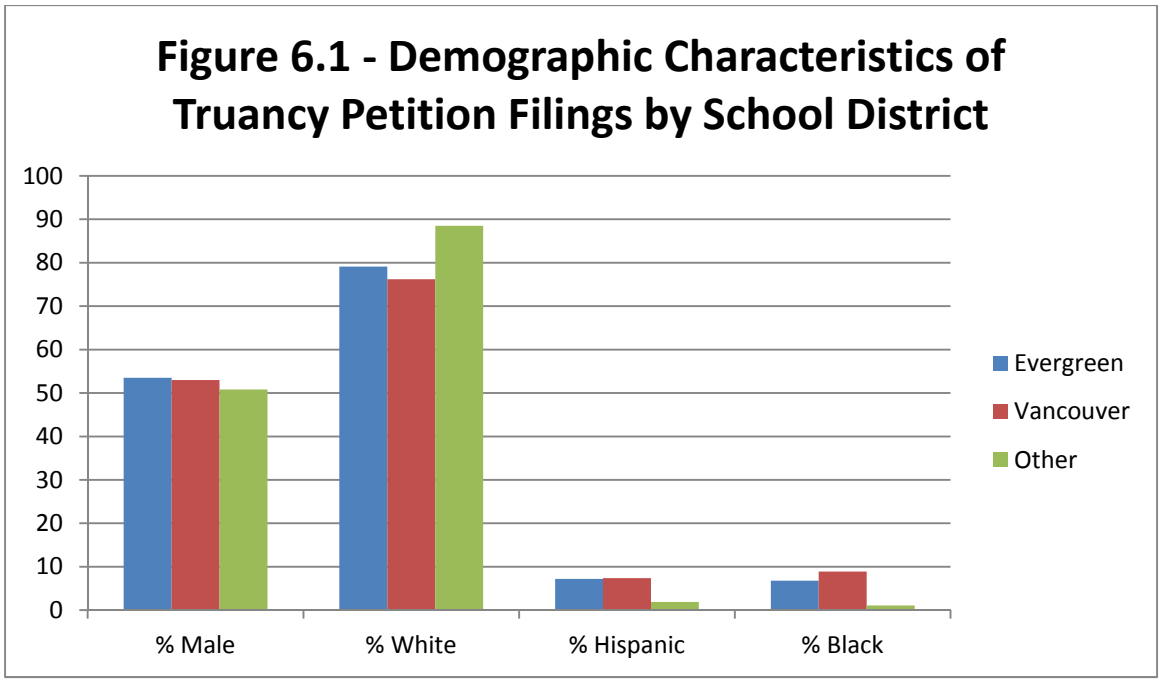
This section of the report examines the demographic characteristics of truancy petition filings for the eight School Districts in Clark County.

Table 6. 1 – Demographic Characteristics of Truancy Petition Filings by School District (n=6,041)

Variable	B Ground	Camas	Evergreen	Hockinson
Male	41.0%	50.9%	53.5%	45.5%
American Indian/Alaska Native	0.5%	0.9%	1.1%	0.0%
Asian/Pacific Islander	1.7%	1.7%	4.2%	0.0%
Black	2.8%	2.6%	6.8%	0.0%
White	85.5%	85.3%	79.1%	100.0%
Unknown[3]	9.5%	9.5%	8.8%	0.0%
Hispanic	2.3%	3.4%	7.2%	0.0%

Variable	La Center	Ridgefield	Vancouver	Washougal
Male	64.2%	52.6%	53.0%	50.8%
American Indian/Alaska Native	1.9%	5.3%	0.7%	1.7%
Asian/Pacific Islander	1.9%	0.0%	2.1%	2.3%
Black	0.0%	0.0%	8.9%	1.1%
White	88.7%	89.5%	76.2%	82.5%
Unknown	7.5%	5.3%	12.2%	12.4%
Hispanic	1.9%	0.0%	7.4%	4.0%

[3] The 'unknown' race/ethnicity category includes Hispanic and mixed-race youth.



The Battle Ground and Hockinson School Districts filed a higher percentage of truancy petitions on males, while the other School Districts had roughly equal proportions of filings on males and females.

The larger and more urban School Districts of Evergreen and Vancouver had a lower proportion of filings against white students, and in both of these districts the proportion of filings against Black and Hispanic students was higher than the representation of those students in each district's total student population. It is also important to note that the proportion of truancy petition filings against Hispanic youth has generally increased over the 2003-2012 period – in 2003, only 1.8% of petitions in Clark County involved Hispanics while in 2010, 12.7% of petitions involved Hispanics. Clearly, part of this increase in filings against Hispanic youth is due to the growing Hispanic population in the county (the number of Hispanics in Clark County increased from 16,248 (4.7% of the population) in 2000, to 32,166 (7.6% of the population) in 2010 and the proportion of Hispanics in the school-age population is even higher), but is also due to the higher unexcused absence rates of Hispanic youth, noted above.

7. Clark County Truancy Project

Data were available on 788 youth who were enrolled in the Clark County Truancy Project. Before examining outcomes for youth enrolled in the Truancy Project, we provide data from 100 youth who were administered the Massachusetts Youth Screening Instrument (MAYSI) in order to shed light on mental health and other factors that may be related to truancy.

a. MAYSI-2 Data

In working with youth in the Clark County Truancy Project, truancy specialists would frequently identify issues that may have been contributing to the youth's truancy – these could include mental health and/or alcohol and other drug problems. As the Clark County Truancy Project began work with the Models for Change NRB partners, discussions surrounding the use of a screening tool to assist the truancy specialists in identifying these issues more quickly and systematically resulted in the selection of the Massachusetts Youth Screening Instrument, Second Version (MAYSI-2).

This instrument, developed by the University of Massachusetts Medical School's National Youth Screening Assistance Project (NYSAP) has several advantages: It is easy to administer and age appropriate (the average age range of youth in the Truancy Project is 12-17 years old); it can be administered in a number of different settings (e.g., school, home, public area); it can be completed in a short-time frame; and it can be administered by a layperson (does not require a clinician or psychologist).

After purchasing laptops and earphones to facilitate the administration of the MAYSI and working on a variety of protocols, in the spring of 2009, staff at the Truancy Project began administering the (MAYSI-2) to a portion of youth who entered the program. The instrument is a 52-item, true-false method for screening youth to identify potential mental health and behavioral problems, comprised of seven scales (Alcohol/Drug Use, Angry-Irritable, Depressed-Anxious, Somatic Complaints, Suicide Ideation, Thought Disturbance, Traumatic Experiences) (see Grisso & Barnum 2006).

Although we are not able to analyze the impact of the mental health and behavioral problems identified on the MAYSI-2 on outcomes for truant youth[4], these data provide an additional measure of the background factors that may lead to youth becoming truant and are also of assistance in explaining differential outcomes across demographic categories at the aggregate level. In addition, the results of 100 MAYSI-2 instruments[5] reported below allow for further exploration of how the problems of youth vary across certain demographic characteristics (e.g., gender, race/ethnicity). The MAYSI-2 data are also generally representative with respect to demographics of youth in Clark County who have truancy petitions – 49% of the sample is female, 62% Caucasian, 31% Hispanic (slight overrepresentation), with an age range of 11 to 17 years old (26% were 15 years of age, 31% 16, and 21% 17).

Data from MAYSI-2 scales are typically reported according to "caution" and "warning" cutoffs – this convention is followed below; in addition, we report mean scores and tests of statistical significance (given the relatively small sample size, we use probabilities of .10 and .05) for each scale. Similar to data on Adverse Childhood Experiences included elsewhere in this report, female truant youth are more likely to score in the caution/warning categories for several of the MAYSI-2 scales, as are white youth.

[4] Identifying information on the MAYSI-2 was limited to basic demographic data.

[5] Several more MAYSI-2 instruments were administered. However, due to a computer malfunction, these data were not retrievable.

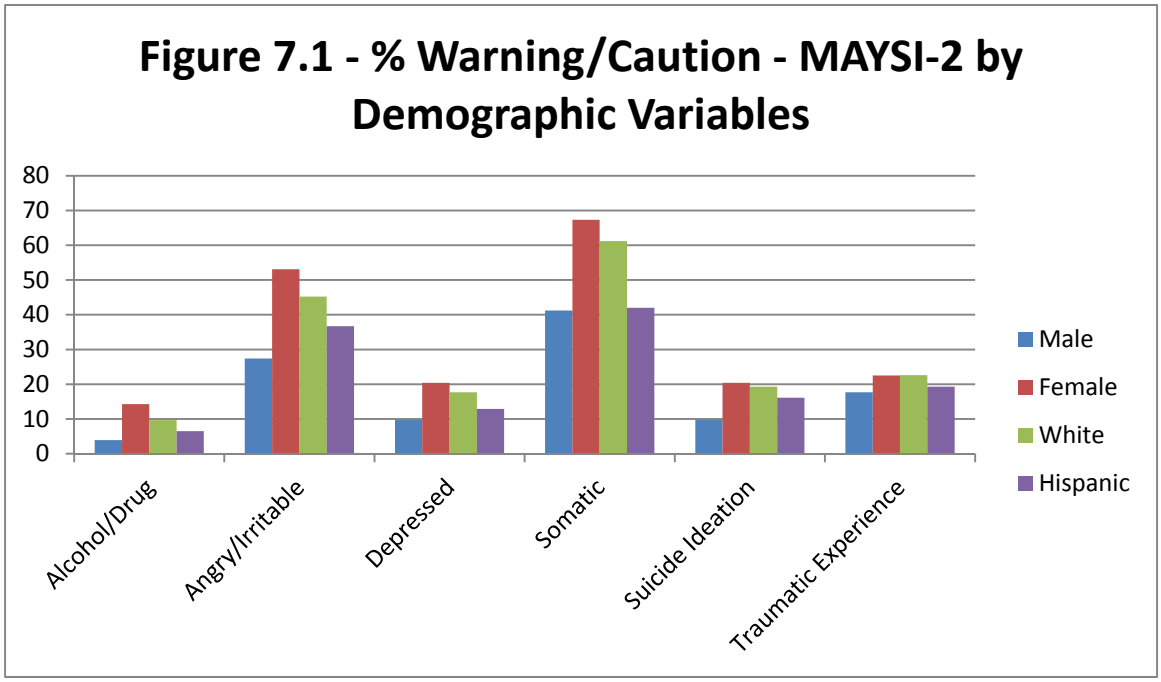


Figure 7.1 - % Warning/Caution - MAYSI-2 by Demographic Variables
80
70
60
50
40
30
20
10
0
Alcohol/Drug
Angry/Irritable
Depressed
Somatic
Suicide Ideation
Traumatic Experience
Male
Female
White
Hispanic

Table 7.1 – Scale 1 – Alcohol/Drug Use (8 items)

(Frequent use of substances; risk of substance abuse or psychological reaction to the lack of access to substances)

	Gender		Race		Hispanic Ethnicity	
	Male	Female	White	Non-White	Hispanic	Non-Hispanic
% Caution	3.9	14.3*	9.7	7.9	6.5	10.1
% Warning	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Mean	.59	1.33**	.94	.97	1.03	.91

*p <.10

**p < .05

Although none of the youth administered MAYSI-2s scored in the "warning" category on the alcohol/drug use scale females scored significantly higher on this scale[6]. The 14.3% of females scoring in the caution category on this scale is slightly higher than Grisso's (n.d.) finding that approximately 12% of his sample of Massachusetts and California youth were in the caution or warning category at intake.

[6] In a 2011 separate summary report prepared by the National Youth Screening & Assessment Project, it was noted that the relatively low alcohol/drug use scores for Clark County truant youth may be due to under-reporting of substance use by participants.

Table 7.2 – Scale 2 – Angry-Irritable (9 items)

(Feelings of frustration, lasting anger, moodiness; risk of angry reaction, fighting, aggressive behavior)

	Gender		Race		Hispanic Ethnicity	
	Male	Female	White	Non-White	Hispanic	Non-Hispanic
% Caution	17.6	34.7**	25.8*	26.3	29.0	24.6
% Warning	9.8	18.4	19.4	5.3	9.7	15.9
Mean	1.96	3.37**	3.06**	1.97	2.32	2.80

*p <.10

**p < .05

A significantly higher proportion of females scored in the caution and warning categories on the angry-irritable scale, and their mean scores on this scale were significantly higher than males. In addition, white youth were more likely to score in the caution and warning categories, and their mean scores on the angry-irritable scale were significantly higher than non-white youth. The proportion of Clark County female truant youth scoring in the caution or warning category on this scale is substantially higher than the proportion reported in Grisso's (n.d.) sample (in that study, 31% of youth at intake, 38% in pretrial detention, and 31% in corrections scored in the caution or warning category).

Table 7.3 – Scale 3 – Depressed-Anxious (9 items)

(Feelings of depression and anxiety; risk of impairments in motivation, need for treatment)

	Gender		Race		Hispanic Ethnicity	
	Male	Female	White	Non-White	Hispanic	Non-Hispanic
% Caution	9.8	20.4	17.7	10.5	12.9	15.9
% Warning	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Mean	.92	1.37	1.27	.92	1.00	1.20

*p <.10

**p < .05

Although females and white youth were more likely to score in the caution category on the depressed-anxious scale, the differences were not statistically significant. The proportion of youth in the Clark County Truancy project who scored in the caution or warning category on this scale is substantially lower than the proportion reported in Grisso's (n.d.) report (in that report, 29% of youth at intake probation scored in the caution or warning category on this scale).

Table 7.4 – Scale 4 – Somatic Complaints (6 items)

(Bodily discomforts associated with distress; risk of psychological distress not otherwise evident)

	Gender		Race		Hispanic Ethnicity	
	Male	Female	White	Non-White	Hispanic	Non-Hispanic
% Caution	35.3	46.9**	43.5*	26.3	32.3	44.9
% Warning	5.9	20.4	17.7	5.3	9.7	14.5
Mean	2.39	3.45**	3.26**	2.34	2.35	3.16

*p <.10

**p < .05

More than two-thirds of females scored in the caution or warning category on the somatic complaints scale, and their mean scores on this scale were significantly higher than the mean scores for males. In addition, white youth were significantly more likely to score in the caution or warning category on this scale, and their mean scores were higher than those of non-whites. The proportion of Truancy Project youth scoring in the caution or warning category is substantially higher than the proportion in Grisso's data (39% of youth at probation intake, 41% at pretrial detention, and 40% in corrections were in the caution or warning category on the somatic complaints scale).

Table 7.5 – Scale 5 – Suicide Ideation (5 items)

(Thoughts and intentions to harm oneself; risk of suicide attempts or gestures)

	Gender		Race		Hispanic Ethnicity	
	Male	Female	White	Non-White	Hispanic	Non-Hispanic
% Caution	3.9	0.0	1.6	2.6	3.2	1.4
% Warning	5.9	20.4**	17.7	5.3	12.9	13.0
Mean	.39	.92*	.81	.39	.65	.65

*p <.10

**p < .05

Approximately one-fifth of females scored in the warning category on the suicide ideation scale. Although the difference was not statistically significant, a higher proportion of white youth scored in the warning category on the suicide ideation scale. This proportion is similar to that reported by Grisso (18% of youth at probation intake and pretrial detention, and 16% at corrections, scored in the caution or warning category on this scale).

Table 7.6 – Scale 6 – Thought Disturbance [7] (5 items)

(Unusual beliefs and perceptions; risk of thought disorder)

	Gender		Race		Hispanic Ethnicity	
	Male	Female	White	Non-White	Hispanic	Non-Hispanic
% Caution	19.6	24.5	24.2	18.4	19.4	23.2
% Warning	11.8	14.3	16.1	7.9	16.1	11.6
Mean	.49	.59	.65	.37	.58	.52

*p <.10

**p < .05

There were no statistically significant differences across demographic categories on the thought disturbance scale.

[7] Archer et al. (2010) note that this scale is only interpretable for males, however, we include it here for heuristic purposes.

Table 7.7 – Traumatic Experience (5 items)

(Lifetime exposure to traumatic events or experiences (e.g., abuse, rape, witness to violence); risk of trauma-related instability in emotion and/or perception)

	Gender		Race		Hispanic Ethnicity	
	Male	Female	White	Non-White	Hispanic	Non-Hispanic
% Caution	15.7	14.3	16.1	13.2	16.1	14.5
% Warning	2.0	8.2	6.5	2.6	3.2	5.8
Mean	1.14	1.33	1.37	1.00	1.03	1.32

*p <.10

**p < .05

There were no statistically significant differences across demographic categories on the traumatic experience scale (comparable data on this scale were not available in the Grisso (n.d.) study).

Collectively, the MAYSI-2 data (and consistent with the ACES data reported below) confirm that truant youth, and in particular female truants, have a number of issues that may be contributing to their school-avoidance behaviors.

b. Table 7.8 - Demographic Characteristics – Youth Enrolled in Truancy Project

	N (%)
Female	431 (54.7)
Male	357 (45.3)
American Indian/Alaska Native	9 (1.1)
Asian/Pacific Islander	31 (3.9)
Black	54 (6.9)
Unknown	2(0.3)
White	692 (87.8)
Hispanic	143 (18.1)
Battle Ground S.D.	79 (10.0)
Camas S.D.	10 (1.3)
Evergreen S.D.	400 (50.8)
Hockinson S.D.	2 (0.3)
Vancouver S.D.	275 (34.9)
Washougal S.D.	18 (2.3)

Compared to the larger sample of all truancy petition filings, females, Hispanics, and students from the Evergreen School District are slightly over-represented among students who enrolled in the Truancy Project.

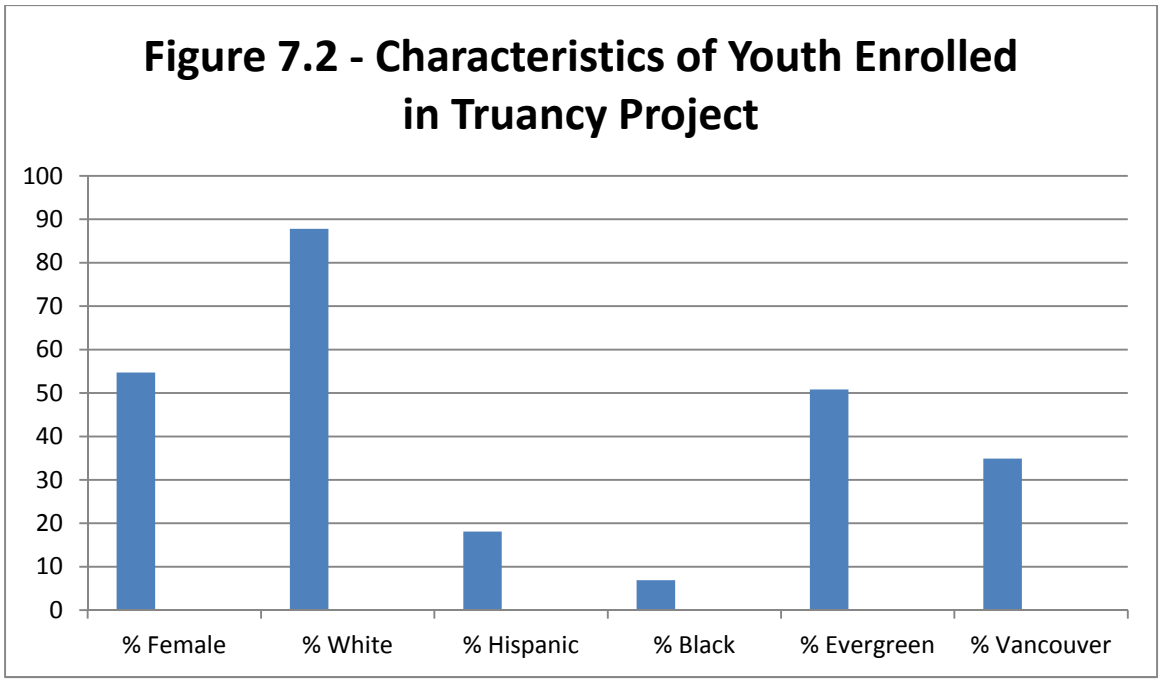


Figure 7.2 - Characteristics of Youth Enrolled in Truancy Project
100
90
80
70
60
50
40
30
20
10
0
% Female
% White
% Hispanic
% Black
% Evergreen
% Vancouver

c. Truancy Project Outcomes – Bivariate Analyses

For the purposes of the analyses included in this section, a *positive outcome* included the youth returning to school (of any type), and/or obtaining a diploma (including GED[8]); a *neutral outcome* included the youth moving out of the area or turning 18; and a *negative outcome* included no positive change in the youth, and/or the youth being referred back to the School District. In considering these outcomes, is important to note that the Truancy Specialists only have one year (and, given that a calendar year includes the summer, essentially nine months) to work with youth on their behaviors.

Table 7.9 – Bivariate Analyses – Truancy Project Outcomes

Variable	Negative	Neutral	Positive
Female	18.4%	37.4%	44.2%
Male	23.2%	33.1%	43.7%
White	20.3%	36.2%	43.6%
Black	25.9%	31.5%	42.6%
Hispanic	21.0%	39.9%	39.2%
Vancouver S.D.	17.8%	35.3%	46.9%
Evergreen S.D.	22.5%	33.0%	44.5%
Other S.D.	20.4%	44.2%*	34.5%*

[8] We are aware of the controversy/debate surrounding the value of obtaining a GED as opposed to a traditional high school diploma. However, as Jones and Lovrich (2011) note, [there is] "more than one way to be successful in school – [including] alternatives to the traditional school setting or … enhanced GED programs" (p.3).

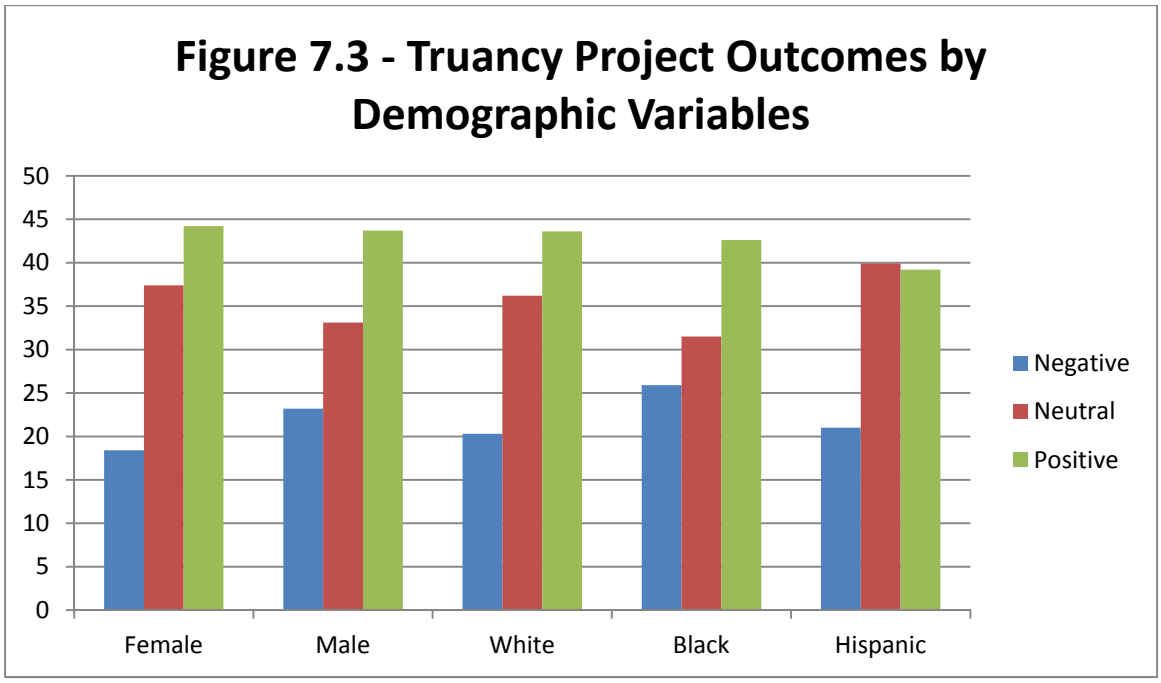


Figure 7.3 - Truancy Project Outcomes by Demographic Variables
50
45
40
35
30
25
20
15
10
5
0
Female
Male
White
Black
Hispanic
Negative
Neutral
Positive

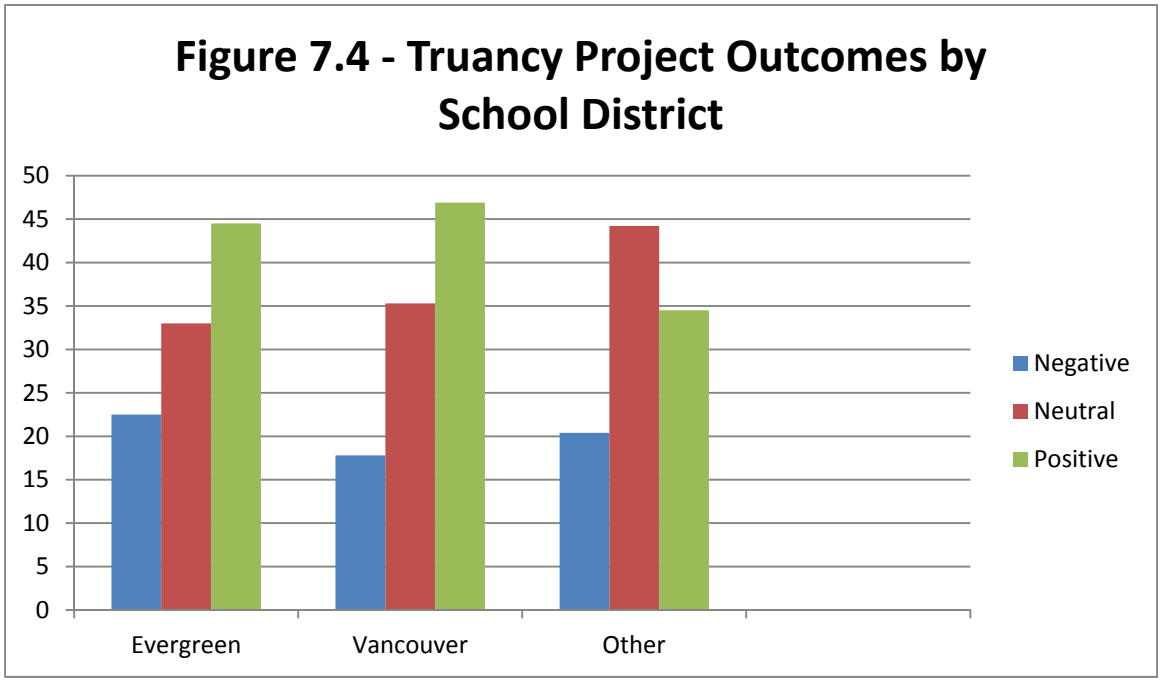


Figure 7.4 - Truancy Project Outcomes by School District
50
45
40
35
30
25
20
15
10
5
0
Evergreen
Vancouver
Other
Negative
Neutral
Positive

As noted above, Jones and Lovrich (2011) and other truancy researchers have emphasized the importance of culturally-sensitive approaches to truancy. As such, the data on outcomes for youth in the Truancy Project are important in demonstrating that there are no statistically significant differences in outcomes between Whites, Blacks, and Hispanics. However, the fact that black youth were slightly more likely to have negative outcomes, and Hispanic youth slightly less likely to have positive outcomes, suggests that it will be important to continually monitor racial/ethnic differences in outcomes.

Responses to truancy also need to recognize that males and females may be engaged in truant behaviors for different reasons, and as such, programs may need to respond to those differences. It is thus encouraging to see that, although males are slightly more likely to have negative outcomes, the difference is not statistically significant.

The data were also analyzed according to the school district from which the petition was filed – the data above in Table 7.9 and Figure 7.4 indicate that students from districts other than Vancouver and Evergreen were significantly more likely to have neutral outcomes, and significantly less likely to have positive outcomes. Although this is somewhat speculative, in an email correspondence with Educational Services District 112 Director of Youth Workforce and Truancy Programs, it was suggested that this result may be due to fact that it may be more difficult for youth from smaller, more rural districts to access resources and/or identify alternative educational choices.

d. Multivariate Analyses – Truancy Project Outcomes

Logistic regression analyses treating the three possible Truancy Project outcomes (negative, neutral, positive) as the dependent variable were conducted, with the following results.

Table 7.10 – Multivariate Analyses – Truancy Project Outcomes

Variable	Negative		Neutral		Positive	
	B	Odds	B	Odds	B	Odds
Male	.28	1.33	-.18	.83	-.01	.99
White	- .15	.86	.24	1.27	-.11	.89
Vancouver S.D.	-.16	.85	-.37	.69	.51	1.67
Evergreen S.D.	.11	1.12	-.46	.63*	.42	1.51
Chi-square	5.2		7.3		5.5	
2 Log Likelihood	796		1017		1975	
Nagelkerke r2	.10		.10		.09	

Statistically controlling for the effects of other variables, the only statistically significant difference revealed in the multivariate analyses of outcomes for Truancy Project participants is that youth from the Evergreen School District were more likely to have neutral outcomes. Importantly, these multivariate analyses are consistent with the bivariate analyses reported above which revealed that there are no statistically significant differences in outcomes according to race/ethnicity or gender.

e. Truancy Project Outcomes with ACES

A final set of analyses examines outcomes for youth in the Truancy Project with the addition of their total ACES score[9] as an independent variable. Truancy Project youth had a slightly lower total ACES score (3.48 versus 3.56 in the larger sample) but were similar to those in the larger sample in the percentage who had experienced each individual category. The only exception to this is that youth in the Truancy Project were twice as likely to have experienced domestic violence (23.6% versus 11.5% in the larger sample). The two samples also did not differ with respect to the distribution on household income.

Table 7.11 – Truancy Project Outcomes with ACES

Variable	Negative		Neutral		Positive	
	B	Odds	B	Odds	B	Odds
Male	-.28	.76	.38	1.46	-.53	.59
White	- .64	.53	-.26	.78	1.77	5.88
Vancouver S.D.	.24	1.28	-.58	.56	1.05	2.86
Evergreen S.D.	.43	1.54	-1.05	.35	1.57	4.81
Total ACE Score	.38	1.46*	-.11	.89	-.50	.61*
Chi-square	7.0		3.1		9.3	
2 Log Likelihood	72		76		48	
Nagelkerke r2	.15		.07		.23	

Controlling for demographic and school district variables, youth with higher ACE scores were significantly more likely to have a negative, and significantly less likely to have a positive, exit from the Truancy Project.

Overall, the data on outcomes for youth enrolled in the Truancy Project indicate that these interventions lead to re-engagement in education for a substantial proportion of youth.

[9] While we were only able to link data on ACES for 72 of the Truancy Project youth, these analyses are instructive in that they further emphasize the importance of considering the impact of adverse childhood experiences on outcomes.

8. Truancy Workshop

a. Description of Workshop

In January of 2011, Clark County implemented a workshop for youth who had truancy petitions filed against them. The workshop is held at 3 p.m. on Mondays throughout the school year in the multi-purpose room in a secure area of the Clark County Juvenile Court. The workshop commences with a brief presentation by a Court Commissioner who clarifies the truancy process and emphasizes the seriousness of non-compliance. This is followed by a presentation by a school district representative and a Clark County Truancy Project Specialist providing background information on the truancy process in Washington State (including a brief discussion of the Becca Bill), details on the Clark County Truancy project (to which youth who have further unexcused absences may be referred), and the Clark County Truancy Board. A Family Support Specialist from the Juvenile Court then engages in an interactive budget presentation, where youth are provided with information on the wages associated with various levels of education, and important cost of living issues. After this presentation, youth and their parents/guardians meet individually with school district officials to identify barriers to school attendance and possible solutions to improve school attendance, as well as complete the requisite paperwork.

In order to monitor and determine the effectiveness of the workshop, surveys have been administered to youth and their parents/guardians each week that the workshop has been held. In this section of the report, we summarize the results of the surveys.

b. Survey Results

In the first two years of the Truancy Workshop (January 2011 – June, 2012) surveys were completed by 502 youth and 495 parent/guardians, representing a total of 500 families (in some cases, more than one parent/guardian completed a survey; in other cases, two youth from the same family completed surveys, in others, the youth was not accompanied by a parent/guardian. The number of families in attendance averaged 12 per week, with a low of two families, and a high of 26. This section includes data on the demographics of parents/guardians and youth attending the workshop, and quantitative and qualitative data on parents' and youth ratings of the workshop, broken down by key variables. We also report on any statistically significant differences across school districts in Clark County. Both the quantitative and qualitative data indicate that parents/guardians and youth are benefitting from the workshop.

Table 8.1 – Demographic Characteristics of Participants

Age of Youth		Grade		Gender	
11	6 (1.2%)	5	1 (0.2%)	Male	266 (53.2%)
12	13 (2.6%)	6	7 (3.4%)	Female	234 (46.8%)
13	29 (5.8%)	7	16 (3.2%)		
14	84 (16.8%)	8	53 (10.1%)		
15	153 (30.5%)	9	152 (30.3%		
16	146 (29.1%)	10	154 (30.7%)		
17	70 (14.0%)	11	96 (19.1%)		
		12	12 (2.4%)		

The majority of youth who have attended the workshops are in grades 9, 10, and 11, and are in the 14-16 age group. Slightly more males than females have attended the workshop. For Evergreen schools, a lower proportion of those attending the workshop were female (42.5%).

Table 8.1 (cont'd) – Demographic Characteristics of Participants

Ethnicity		Language Spoken at Home	
Hispanic	105 (21.0%)	English	415 (82.7%)
Non-Hispanic	395 (79.0%)	Spanish	54 (10.8%)
		Russian	19 (3.8%)
		Other[10]	13 (2.6%)

[10] Other languages included Arabic, Kosraean, Chuukese, Romanian, and Punjabi.

Table 8.1 (cont'd) - Demographic Characteristics of Participants

Race		School District (Collected Wk. 5+)	
Caucasian	293 (58.8%)	Vancouver	142 (30.7%)
Asian	8 (1.6%)	Evergreen	228 (49.2%)
African-American	34 (6.8%)	Battle Ground	53 (10.6%)
Native Hawaiian/Pacific Islander	19 (3.8%)	Washougal	26 (5.6%)
American Indian/Alaska Native	15 (3.0%)	Ridgefield	5 (1.1%)
Multi-racial/Other	129 (29.5%)	Camas	7 (1.5%)

Estimates from the United States Census Bureau (2009) indicate that 2.2% of Clark County's population is African-American, 1% American Indian, 4% Asian, 0.4% Hawaiian/Pacific Islander, 2.6% multi-racial, and 7.7% Hispanic[11]. As such, the data above indicate that African-Americans, Native Hawaiian/Pacific Islanders, those identifying as multi-racial, and Hispanics[12] are over-represented among youth attending the Truancy Workshop. Students attending the workshop who were enrolled in Vancouver schools were more likely to be non-Caucasian – this likely reflects greater diversity in the student population in Vancouver schools compared to other school districts in Clark County, noted above.

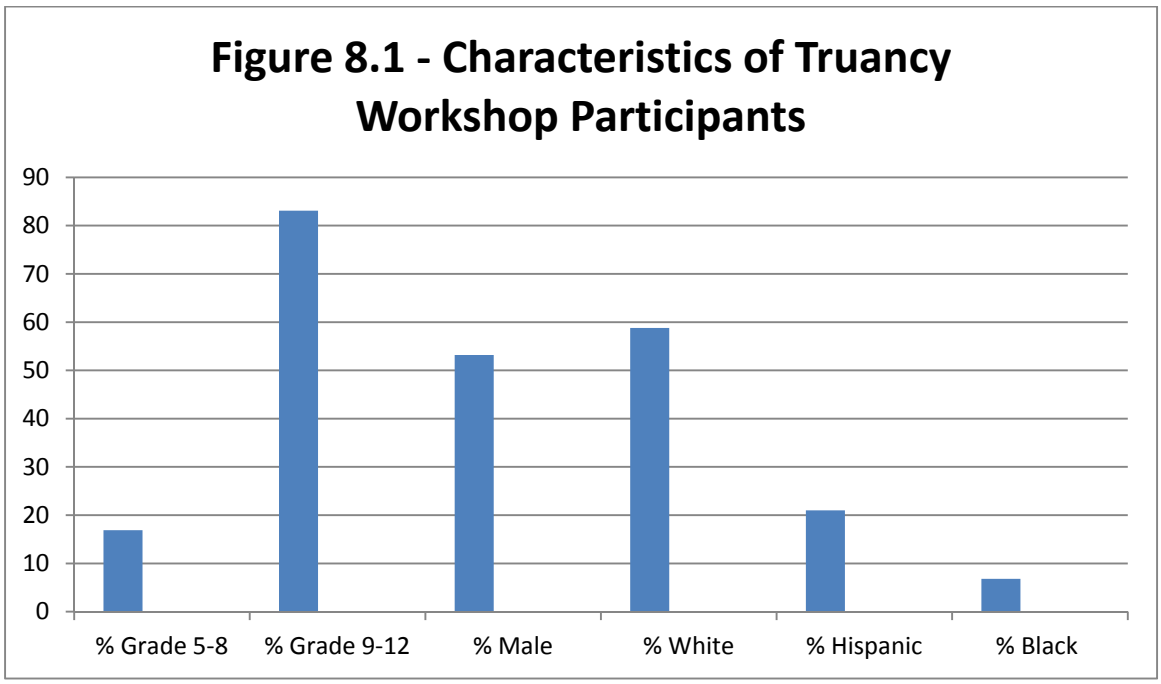
Students from Evergreen School District were close to half of those attending workshops over its first two years of operation.

[11] It is important to note that these estimates are for the total population; there is greater racial/ethnic diversity among youth.

[12] In response to the number of Hispanic families attending workshops, a separate Spanish language version of the workshop was first offered on March 28, 2011. Additional Spanish language workshops were offered on an as-needed basis, and Spanish and Russian interpreters were provided for families who required such services. The father of a 17-year-old Hispanic male attending the workshop commented "Having the interpreter helped me a lot."

Table 8.1 (cont'd) – Demographic Characteristics of Participants

Parent/Guardian - Relationship to Youth	
Mother	355 (71.7%)
Father	91 (18.4%)
Other[13]	38 (7.9%)



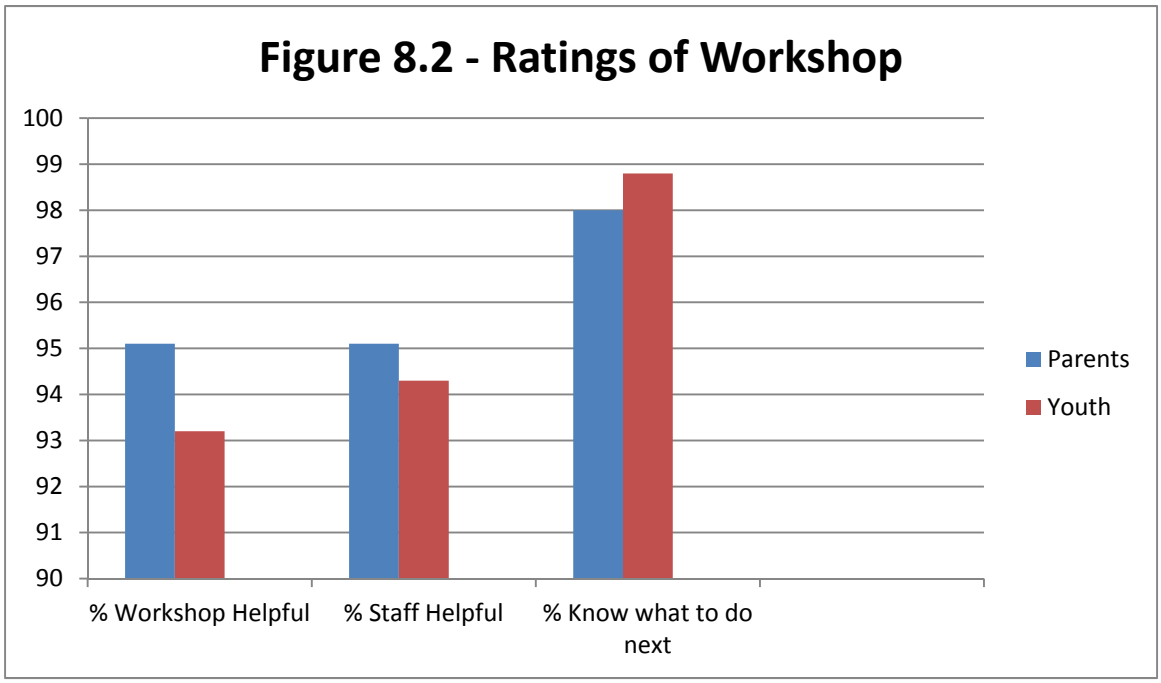
During the first two years of the Truancy Workshop, 72% of youth were accompanied by their mother, 18% by their father, and eight percent by "others." Interestingly, among non-English speaking (in the home) families, fathers were significantly more likely to accompany the youth to the workshop (in 28.2% of non-English speaking families, the father accompanied the youth).

[13] "Other" includes grandparents, aunts, sister/guardian, boyfriend/guardian, stepmother, cousin, interpreter and social worker.

Ratings of Workshop

Table 8.2 - Workshop Information Was Helpful

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
Parent/Guardian	7 (1.4%)	17 (3.5%)	252 (51.4%)	214 (43.7%)	3.36
Youth	7 (1.4%)	27 (5.4%)	294 (59.2%)	169 (34.0%)	3.36



The majority of parents/guardians and youth attending the workshops either agreed or strongly agreed with the statement "The information provided at the workshop was useful."

In the open-ended question "What was the most important part of the workshop to you?", several parents/guardians specifically referred to the interaction with school district representatives and Truancy Project specialists, for example: "[the] one on one with [school representative]," "counseling with district representative," "[getting my son's] daily plan and getting my school district representative's card for future help,""meeting with district rep and knowing there are other options," "the support and care they have for the children," "[the] one on one info was very helpful and [school representative] seemed as though she really wanted to help my daughter. Thank You;" "the one-on-one meeting was super helpful." One youth commented "the workshop was ok for me, [there were] caring and respectful assistants," another said "sitting down and talking with the workshop staff" [was most useful].

There are also strong indications that a significant proportion of both youth and parents/guardians understood the general message of the workshop. Among the comments of youth in this regard, “Showing me what happens if I don’t graduate,” “giving students a chance to make things better, understand the consequences and work on a better attendance,” “they really help you and tell you that education is very important,” “going to school on a regular basis and plan on sucseding (sic) [and] making something of myself, “the most important thing to me was making sure I graduate,”“everything was helpful and now I really want to do better and make my future brighter,”“helping me with understanding it all and encouraging me to succeed.” Among the comments of parents that indicate they understood the general message of the workshop: “Making my son understand the importance of school,” “informing my son of the consequences of truancy,” “let my daughter know how important it is to go to school daily,” “students learn that it is important to stay in school to have a good future,” “open up the students’ eyes on what to expect in the very near future,” “for my child to understand that he has a chance to make better choices and of the consequences if he does not.”

Importantly, some parents specifically mentioned that the structure of the workshop reflected that the larger Clark County community is concerned about truancy: “[getting ****] to know that there is help and that people other than me care about her education,” “knowing that the community cares,” “understanding the process and ... to know people are hear (sic) to help,” “showing me that people cared my son succeeded,” “that he heard the same things that I have been saying but from strangers,” “giving students a second chance and making them see that people care about their education,” “learning why schools (sic) important from someone else;” “having someone else to state the things that I’ve been trying to get through to my daughter.” The mother of a 14-year old Hispanic male felt that “the group effort behind motivating my son to attend school” was important. Similarly a 16-year old female student commented “I realized how much people care and how I am in control of my future.”

Several parents/guardians and students specifically identified the budget/expenses component of the workshop in their comments, although reactions to this component were somewhat mixed, especially on the part of students. For example, the mother of a 15-year-old student commented “Explaining the expenses and how it’s important to go to school and graduate,” another parent indicated “what you can/can’t afford as minimum wage with no education.” The mother of a 15-year-old student who appreciated the budget aspect of the presentation commented, “I think it will go on the fridge.”

Several students also commented that the budget component was most useful for them: “showing how much money you make with graduation and without,” “when she showed us how much everything would cost,” “when they talked about the cost of living on your own;” “the living expenses part of the workshop made me realize life is expensive.” However others (primarily older students) identified the budget component as least useful, with comments such as “the money thing. We add in school all the things that will cost money, how much we would make a year with certain jobs,” “the spending budget didn’t really apply, I felt,” “the minimum wage subject wasn’t too helpful because I do not plan on living anywhere close to [the] minimum wage;” “how to budget your money. Most students already know how to do that.”

Table 8.3 - Workshop Staff Was Helpful

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
Parent/Guardian	5 (1.0%)	19 (3.8%)	222 (45.3%)	244 (49.8%)	3.42
Youth	9 (1.8%)	19 (3.8%)	278 (55.9%)	191 (38.4%)	3.31

Parents/guardians and youth tended to agree or strongly agree with the statement "The workshop staff was helpful in making a plan for better school attendance." As noted above, several parents emphasized the importance of interaction with school district representatives; in addition, a 16-year old female student commented "The people actually talk to you and see what's going on."

Table 8.4 - Understanding of What to do Next

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
Parent/Guardian	5 (1.0%)	5 (1.0%)	219 (44.7%)	261 (53.3%)	3.49
Youth	5 (1.0%)	1 (0.2%)	255 (51.3%)	236 (47.5%)	3.45

Perhaps the strongest indication that the Truancy Workshop is effective are the responses to the statement "From the agreement, I understand what I need to do next." With the exception of 10 parents/guardians, and six youth, all respondents who have attended the workshop either agreed or strongly agreed with this statement.

c. Suggestions for Improvement

The third evaluative (open-ended) question on the survey form asked parents and youth "How could the workshop have been better for you?" It is important to note that most of the participants (both parents/guardians and youth) either left this question blank or responded "n/a," or "nothing," likely indicating that they were satisfied with the workshop.

The relatively few suggestions for improvement were primarily related to the "structure" (time of day held, length, and physical setting) of the workshop. Some parents and youth expressed concern about "crowding," one student felt the group could be smaller; others mentioned the "heat" of the room; some referred to "the waiting and the noise;" one parent suggested the workshop could be improved if a "mic[rophone was] provided so I could hear better." It is interesting to note that the quantitative ratings of the workshop were slightly lower on weeks in which attendance was higher.

Another youth, who noted that "[the workshop] couldn't possibley (sic) have been better, added "well, the room is a little stuffy." With respect to the time of day the workshop is held and its length, one parent commented [the workshop could be improved if] "I knew I needed more money on the meter outside," a youth commented [the workshop could be improved if] "I was informed that it may last until approximately 5:00." One parent suggested it would be better if the workshop were held in the evening, another suggested it should be held during the evening or on the weekend.

Interestingly, a few parents/guardians felt that the workshop was "too soft," and that a "scared straight" approach might be more effective; for example, one parent commented that "not seeing the judge" was the least useful aspect of the workshop; another parent felt that it would have been better for "[her daughter to be] taken before the judge so she is responsible for her actions," the mother of a 13-year old African-American youth commented "kids need more consequences;" a father of a Hispanic youth suggested "put the fear in him," a 15 year old female from an Asian family commented "they should of (sic) showed us how it would of (sic) been in juvinell (sic) so we would get scared and not have to come back," her mother similarly noted "they need to make the children see how it looks inside the jail so they can think more about what happend (sic) if they go to jail," another parent specifically commented "scare the kids." Finally, one parent commented "[there needs to be] more stress on the consequences of truancy. I think more fear of consequences should be stressed."

It is also notable that the above-mentioned structure of the workshop is an important component of its success. For example, on May 16, 2011, the Court Commissioner and Program Assistant (who greets families as they arrive and signs them in) were unable to attend. Ratings of the workshop by both youth and their parents/guardians were substantially lower for that date.

d. Analysis of Responses by Key Demographic Variables

Given that workshop attendees were fairly diverse with respect to age, grade in school, race/ethnicity and relationship of the parent/guardian to the youth, it is important to examine whether there are differences in the ratings of the workshop across various groups.

Table 8.5 – Mean Scores Workshop Ratings by Demographic Variables (Parents/Guardians)

	Information Helpful	Staff Helpful	Know What to Do
Caucasian	3.32	3.39	3.46
Non-Caucasian	3.48*	3.52*	3.59*
Hispanic[4]	3.40	3.43	3.49
Non-Hispanic	3.36	3.43	3.49
Mother	3.38	3.42	3.51
Father	3.29	3.43	3.44

* $p < .05$

Parents/guardians' who identified their race as non-Caucasian were significantly more likely to agree that the workshop information was helpful, that the staff was helpful, and that they understood what to do next as a result of attending the workshop. There were no significant differences in workshop ratings by Hispanic vs. non-Hispanic ethnicity, nor were there statistically significant differences according to the parent/guardian's relationship to the youth.

[4] Fewer parents/guardians indicated they were of Hispanic ethnicity and/or non-Caucasian race; this is due to the fact that some families were multi-racial, and that some who accompanied youth to the workshop were not blood relatives.

Table 8.6 – Mean Scores Workshop Ratings by Demographic Variables (Youth)

	Information Helpful	Staff Helpful	Know What to Do
Caucasian	3.19	3.27	3.44
Non-Caucasian	3.35*	3.37*	3.47
Hispanic	3.31	3.34	3.49
Non-Hispanic	3.24	3.30	3.44
English	3.22	3.27	3.42
Non-English	3.42*	3.49*	3.60*
Male	3.24	3.31	3.43
Female	3.27	3.31	3.48
Age			
11	3.33	3.50	3.50
12	3.42	3.50	3.67
13	3.21	3.21	3.39
14	3.18	3.27	3.38
15	3.27	3.30	3.49
16	3.21	3.26	3.34
17	3.39	3.44	3.67

Grade			
4	4.00	4.00	4.00
6	3.25	3.44	3.50
7	3.31	3.31	3.44
8	3.38	3.31	3.50
9	3.18	3.27	3.41
10	3.29	3.31	3.44
11	3.23	3.31	3.50
12	3.33	3.42	3.50

*p<.05

Non-Caucasian youth and those who reported that a language other than English is spoken in their homes tended to rate the workshop higher than Caucasian youth and those who report English is the primary language spoken in their homes. Although there is some variation, there were no statistically significant differences in workshop ratings according to the gender, age, or grade in school of the youth.

Collectively the data presented above indicate that the workshop is providing useful information to youth and their parents/guardians, that workshop staff are seen as helpful, and that most youth and their parents/guardians are aware of what they need to do next to address their truancy problems. Compared to other possible interventions, the workshop represents an efficient approach as a first step in addressing truancy in Clark County, as it allows for a relatively large number of youth and their parents/guardians to receive information on truancy in a short period of time.

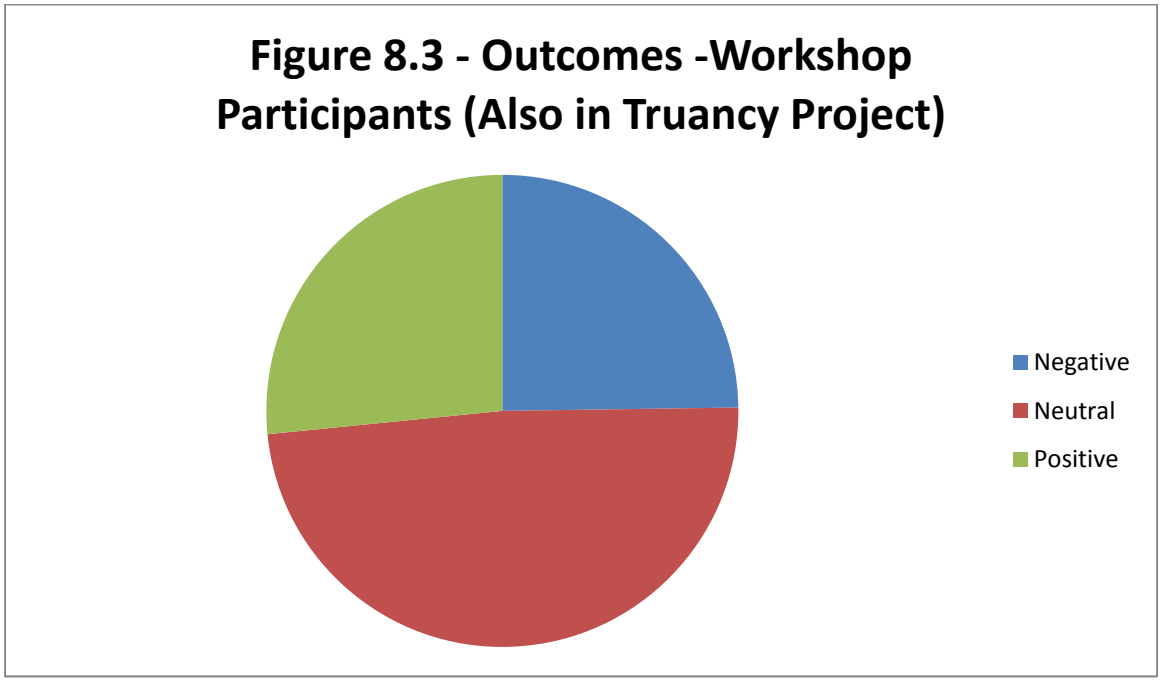
e. Outcomes

In examining outcomes for youth who participated in the Truancy Workshop, it is important to note that, because the workshop has only been in place since January of 2011 (and some youth in the data set may have received truancy petitions as recently as June, 2012) these youth have been "at risk" for a relatively shorter period of time.

Of the 314 youth who participated in the workshop, 117 (37.3%) were eventually enrolled in the Truancy Project, with the following outcomes[14].

Table 8.7 - Outcomes – Workshop Participants (Also Enrolled in Truancy Project)

Negative	Neutral	Positive
24.8%	48.7%	26.5%



Truancy workshop participants who also enrolled in the Truancy Project were less likely to have positive outcomes, and more likely to have neutral outcomes, compared to others who had participated in the Truancy Project. However, as noted above, these results should be treated with some caution, as it is likely that the higher percentage of neutral outcomes is related to the fact that many of these youth are still enrolled in the Truancy Project.

[14] Additional outcome data for Truancy Workshop participants are reported in Section 11 of this report.

9. Adverse Childhood Experiences of Truants

a. Overview

An important component of the outcome evaluation is to determine the background factors (demographic and other) that may place youth at greater risk of being truant and that may also be related to additional attitudes, behaviors, and outcomes. A full review of the literature on these issues is beyond the scope of this report, however, we do provide a brief description of the emerging research on the impact of Adverse Childhood Experiences (ACES), with particular attention to a limited number of studies that have focused on ACES among youth in the state of Washington.

In his review of responses to truancy and outcomes for youth in Washington State who have received truancy petitions George (2011) notes, "because of the complexity of issues facing many truant youths and their families, effective interventions will likely require a greater understanding of, and attention to, these [ACES] issues by trained professionals" (p.3). George also recommends that future research should examine the role of race, ethnicity, and gender (and we would add, income) on truancy and truancy outcomes. The unique data set we have compiled for this section of the report allows us to conduct such multivariate analyses.

As noted in the review of literature above, few studies of truancy have been able to examine the background factors that may place youth at greater risk of being truant, nor have studies generally been able to explore the relationships between these background factors and outcomes for youth.

Using data from the Washington State Juvenile Assessment System for a sample of 1,271 truant youth in Clark County, we were able to examine adverse childhood experiences (ACES), their interrelationships, differences in ACES according to a several demographic factors, and their connections to a variety of outcomes, behaviors, and attitudes (not exclusively related to truancy). It is important to note that this particular sample involves youth who had involvement with the Clark County Juvenile Court either prior to, or post filing of the truancy petition (or both). As such, generalizations to the larger population of truants should be made with caution.

The impact of Adverse Childhood Experiences (ACES) on the physical and social health of children and adults has been well documented in the Adverse Childhood Experiences study conducted by the Centers for Disease Control (CDC) and Kaiser Permanente's Department of Preventative Medicine (Anda n.d.) and elsewhere.

ACE scores measure exposure to stressful or traumatic experiences in childhood. The ACE scores as reported in the CDC/Kaiser study indicate the extent to which an individual was exposed to ten categories of adverse experiences during their childhood and adolescence. An experience or multiple experiences in each category count as 1, with a maximum possible score of 10. The 10 categories that comprise the ACE score are as follows:

Abuse

1. Psychological
2. Physical
3. Sexual

Neglect

4. Emotional
5. Physical

Household Dysfunction

6. Parental separation or divorce
7. Parental substance abuse
8. Parental mental illness
9. Domestic violence
10. Parent involved in criminal behavior

b. Estimating ACE Scores for Clark County Truant Youth

ACE scores in the CDC/Kaiser study were determined using survey items that directly measure each category as part of a comprehensive medical examination. This section of the outcome evaluation relies on estimates of ACE scores using the intake assessment forms which are completed by juvenile probation counselors and are part of the Washington State Juvenile Assessment System, the instrument is known as the *Positive Achievement Change Tool* (PACT). While the PACT does not specifically replicate ACE measures contained in the CDC/Kaiser study, it does include items that are very similar to in the CDC/Kaiser study.

The specific ACE categories were measured as follow from the PACT assessment tool:

Psychological Abuse was measured by an item in Domain 7B of the PACT indicating whether household interactions were characterized by verbal intimidation, yelling/heated arguments and/or threats of physical abuse.

Physical abuse was measured by an item in Domain 9A of the PACT indicating whether the youth had experienced violence/physical abuse, either within or outside the household.

Sexual abuse was measured by an item in Domain 9A of the PACT indicating whether the youth had been the victim of sexual abuse/rape, either by a family member of by someone outside the family.

Neglect was measured by an item in Domain 9A of the PACT indicating whether the youth had been neglected.

Separated/divorced parents was measured by an item in Domain 7B of the PACT indicating the youth's current living situation. For this item, any living situation which did **not** include the youth's biological mother **and** father – for example, youth who lived with their mother, or their mother and her partner; their father, or their father and his partner; with grandparents; with other relatives; in a foster home; with peers/friends; or lived on their own or were transient; was coded as having separated/divorced parents.

Household substance abuse was measured by items in Domain 7B of the PACT indicating whether the youth's parents or siblings[15] had alcohol or other drug problems.

Household mental illness was measured by items in Domain 7B of the PACT indicating whether the youth's parents or siblings had mental health problems.

Family member incarcerated was measured by items in Domain 7A of the PACT indicating whether the youth's mother, father, older sibling, younger sibling, or other family member had been incarcerated

Domestic violence was measured by an item in DOMAIN 7B of the PACT indicating whether the youth had witnessed violence in the home.[16]

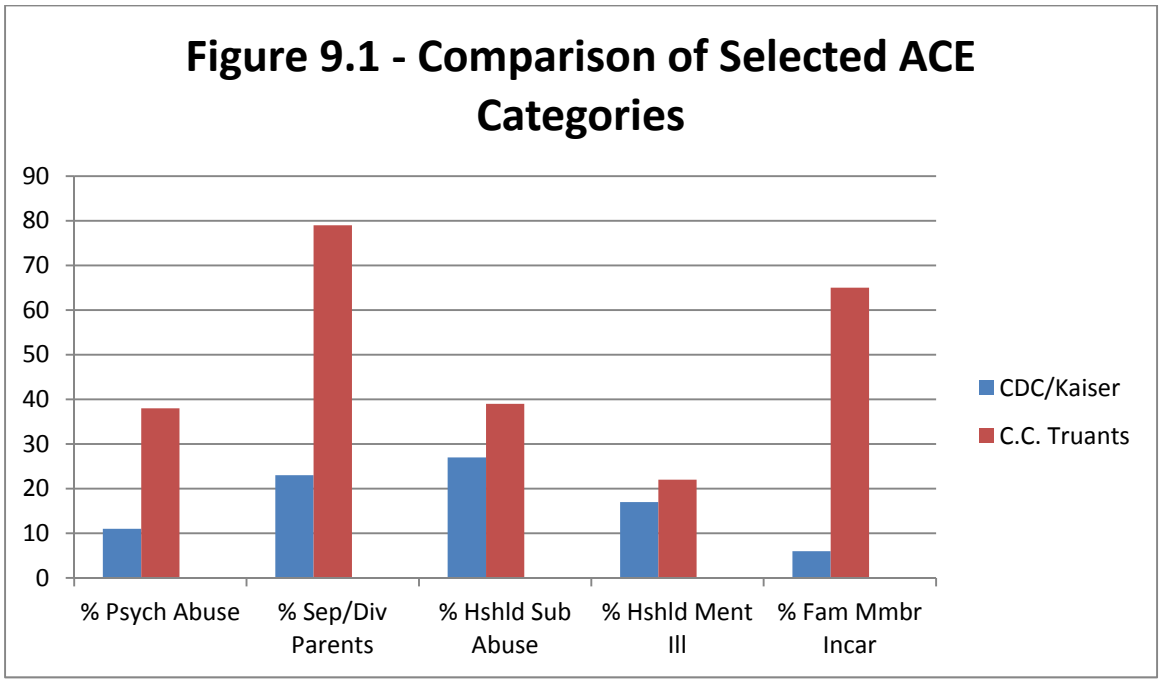
[15] It is important to note that the household substance abuse and household mental illness categories likely underestimate the prevalence of these problems within families, as they were coded only for siblings who currently lived in the same household as the youth.

[16] In order to avoid double-counting, this item was separately coded from the other physical abuse category (which, as noted, measured whether the youth him/her self been physically abused in the household).

c. Comparing ACE Scores by Category and Range

Table 9.1 – Comparison of ACES Scores by Category

	CDC/Kaiser	Clark County Truants
Psychological Abuse	11%	38%
Physical Abuse	28%	23%
Sexual Abuse	21%	15%
Neglect	N.A.	20%
Separated/Divorced Parents	23%	79%
Household Substance Abuse	27%	39%
Household Mental Illness	17%	22%
Family Member Incarcerated	6%	65%
Domestic Violence[17]	13%	12%



[17] This category was measured by "battered mother" in the CDC/Kaiser study.

Table 9.1 and Figure 9.1 above compare data from the CDC/Kaiser study to data on Clark County truants, and reveals substantially higher prevalence for the truant sample on several items. The data for parental separation/divorce (experienced by 79% of the Clark County truant sample) and incarceration of a family member (experienced by 65% of the Clark County Juvenile sample) are particularly striking. Although details are not presented here, it is notable that within the family member incarcerated category, 29% of youth had experienced the incarceration of their mother, 22% incarceration of an older sibling, and five percent incarceration of a younger sibling. In addition, 21% of youth had experienced the incarceration of two family members, and 12% incarceration of 3 or more family members.

In comparison to the ACES of truant youth reported by George (2011) the PACT assessment of Clark County truants reveal similar levels of sexual abuse (George reports that 18% of his sample of truants experienced physical or sexual abuse), substance abuse (George reports 35%), and lower levels of domestic violence (George reports 29% in his sample – this difference may be due to the fact that we code physical abuse of the youth themselves separately from domestic violence directed towards other household members). George's sample had significantly lower levels of youth experiencing incarceration of a household member (25%), this difference is likely due to the fact that his indicator was a parent being incarcerated for at least a month.

Table 9.2 – Comparison of ACES Scores by Range

Range – Total Ace Scores	CDC/Kaiser	Clark County Truants
0	36%	5%
1	26%	11%
2	16%	16%
3	10%	20%
4	13%	48%

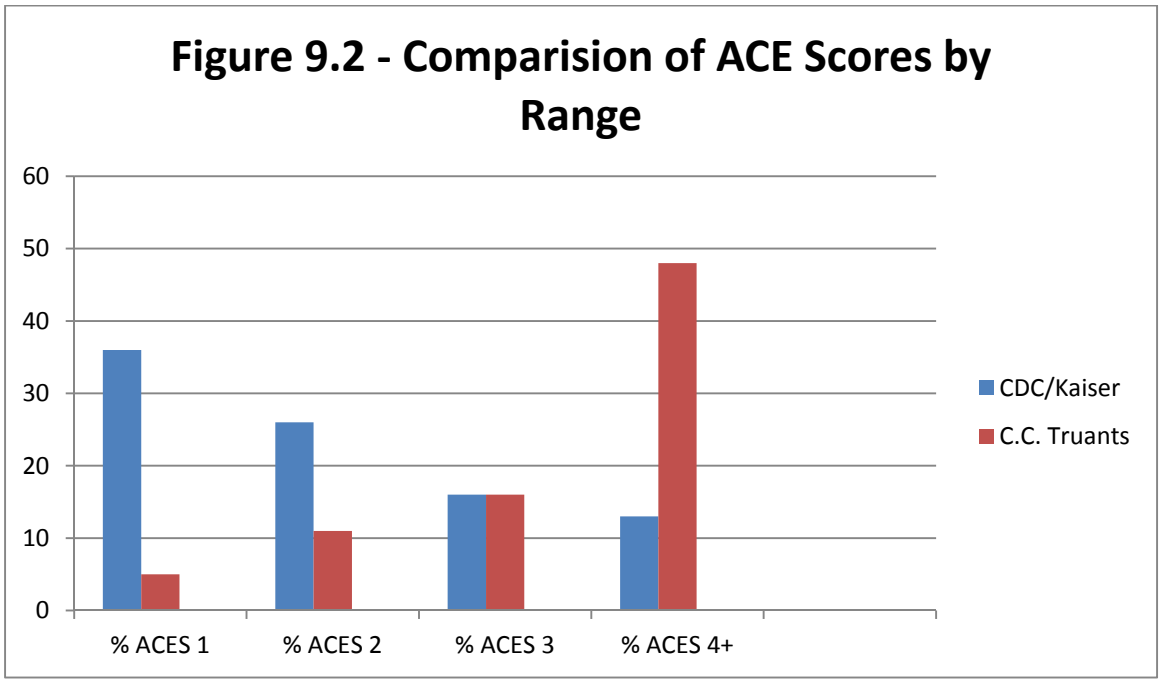


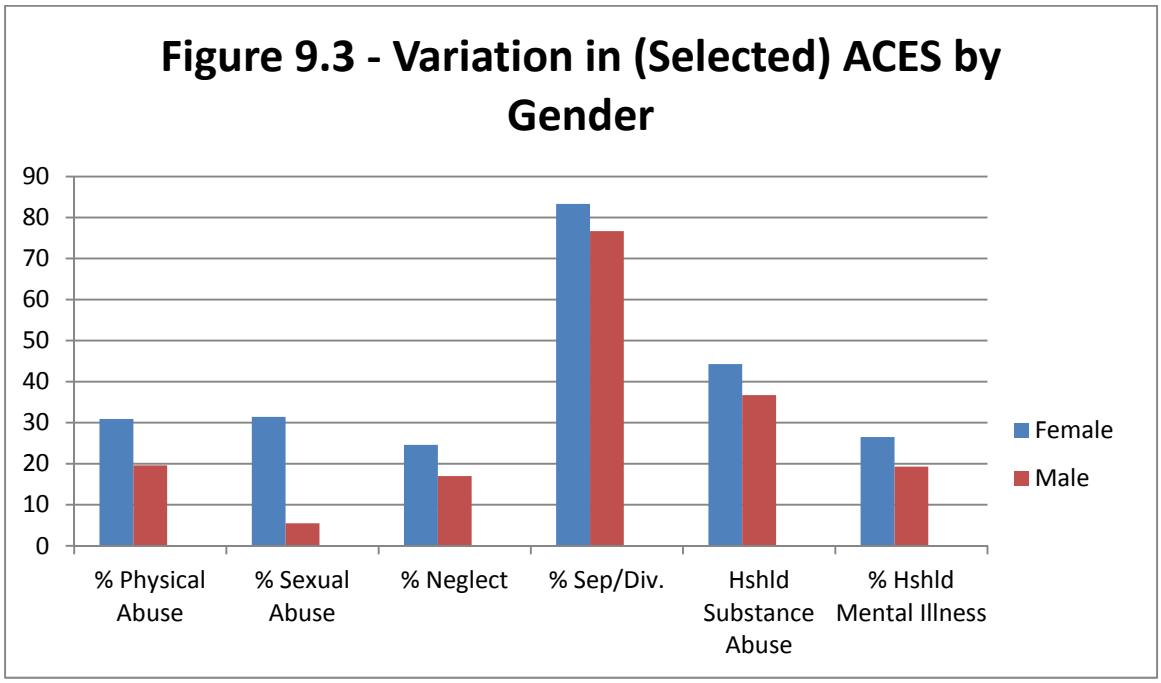
Table 9.2 and Figure 9.2 above reveal that Clark County truants had substantially higher total ACE scores than respondents in the CDC study. While 36% of those in the CDC study reported no adverse childhood experiences, only four percent of the truant sample are in this category. While 13% of CDC respondents had ACE scores of four or higher, 48% of the truant sample were in this category.

d. Variations in ACES by Gender, Race/Ethnicity, and Household Income

The CDC/Kaiser study found that women had higher ACE scores, this was also true for the sample of Clark County truant youth.

Table 9.3 – Variation in ACES by Gender

	Female	Male
Psychological Abuse	39.1%	36.7%
Physical Abuse	30.9%**	19.6%
Sexual Abuse	31.4%**	5.5%
Neglect	24.6%**	17.0%
Separated/Divorced Parents	83.3%**	76.7%
Household Substance Abuse	44.3%*	36.7%
Household Mental Illness	26.5%**	19.3%
Household Member Incarcerated	67.9%	63.9%
Domestic Violence	14.1%	11.3%
Total Ace Score	**4.11****	**3.28**



The CDC/Kaiser study found that women had higher ACE scores, this was also true for the sample of Clark County truant youth. Table 9.3 also reveals that females' ACES scores were almost a full point higher than males' scores, and there were no ACES which males were more likely to have experienced than females. Particularly notable is that close to one-third of the females had experienced physical and sexual abuse – within the latter category, 21% of females experienced sexual abuse outside the family while 14% experienced sexual abuse within the family; 4% experienced both types of sexual abuse.

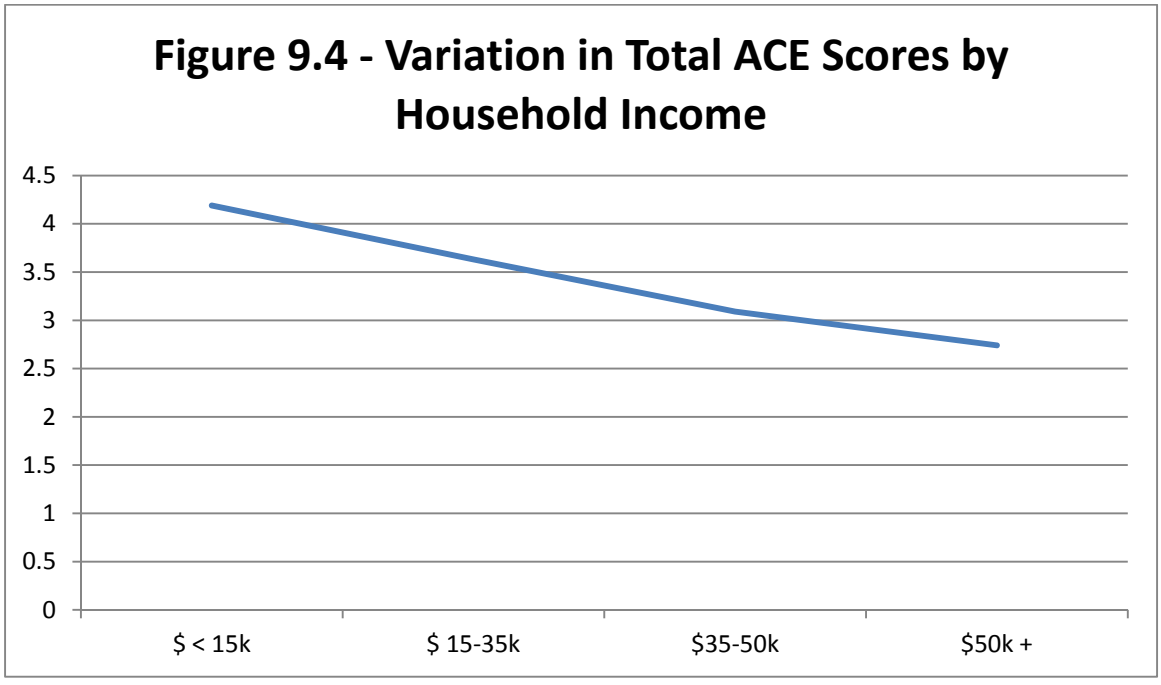
Table 9.4 – Variation in ACES by Race/Ethnicity

	White	Black	Hispanic
Psychological Abuse	37.4%	38.9%	36.8%
Physical Abuse	22.9%	26.7%	21.4%
Sexual Abuse	14.7%	13.0%	11.1%
Neglect	19.9%	19.1%	17.1%
Separated/Divorced Parents	77.6%	92.0%**	76.8%
Household Substance Abuse	39.3%	38.9%	33.3%
Household Mental Illness	22.4%	19.1%	11.1%**
Household Member Incarcerated	65.3%	71.8%	61.5%
Domestic Violence	12.4%	13.7%	14.5%
Total Ace Score	**3.56**	**3.79**	**3.12***

Table 9.4 presents data on ACES by race/ethnicity, comparing Whites, African-Americans, and Hispanics (the sample also included 10 American/Indian Alaska Native and 39 Asian/Pacific Islander youth; however, due to the relatively small number of cases for these groups, we do not report the data). Racial/ethnic differences across the various ACE categories are not substantial, although African-American youth were significantly more likely to have experienced parental separation/divorce, and Hispanic youth were significantly less likely to have experienced mental illness in the household. Also, interestingly, Hispanic youth had significantly lower total ACE scores compared to Whites and Blacks.

Table 9.5 – Variation in ACES by Household Income

	<$15k	$15k-$35k	$35-50k	>$50k
Psychological Abuse	43.0%	42.6%	46.8%	40.5%
Physical Abuse	32.8%*	23.6%	25.0%	19.0%
Sexual Abuse	19.8%	12.2%	16.2%	15.3%
Neglect	30.3%**	20.3%	17.6%	11.7%
Separated/Divorced Parents	90.1%**	84.2%	69.4%	59.3%
Household Substance Abuse	46.1%	50.0%	32.9%	37.4%
Household Mental Illness	34.4%**	22.6%	17.6%	17.2%
Household Member Incarcerated	80.8%**	69.3%	57.9%	52.8%
Domestic Violence	15.2%	14.2%	13.4%	8.6%*
Total Ace Score	**4.19****	**3.63**	**3.09**	**2.74**



The CDC/Kaiser study drew from a middle class sample, and as such, variations in ACES were not reported by income. However, as Table 9.5 and Figure 9.4 reveal, there is considerable variation in ACES by household income[18] in the sample of Clark County truant youth, with youth in the lowest household income category having the highest total ACE scores, and generally showing a higher likelihood of having experienced most ACES. It is notable that more than four-fifths of youth in households with less than $15,000 annual income had experienced the incarceration of a family member and nine out of 10 had separated/divorced parents.

[18] The income categories as reported in the Juvenile Assessment form are somewhat restrictive in that the highest household income category was $50,000 per year or higher.

e. Relationship of Demographic Variables and ACES to Outcomes, Attitudes, and Behaviors

i. Bivariate analyses

Below we present a series of bivariate, followed by multivariate, analyses of the relationships between demographic variables, individual ACES, and total ACE scores with a variety of outcome, attitudinal, and behavioral variables.

Current Alcohol Use is a dichotomous measure derived from an item on the Positive Change Assessment Tool (Domain 8B) indicating whether the youth was using alcohol at the time the PACT was administered. In the total sample, 28.4% of youth were categorized as current alcohol users[19].

Current Drug Use is a dichotomous measure derived from an item on the PACT (Domain 8B) indicating whether the youth was using drugs at the time the PACT was administered. In the total sample, 35.0% of youth were categorized as current drug users[20], with 82% having marijuana as their primary substance of use.

Current Hard/Polydrug Use is dichotomous measure derived from an item on the PACT (Domain 8B) listing the type of drugs the youth was currently using. If the primary substance of use was other than marijuana, and/or if the youth was using more than one drug (including misuse of prescription drugs) the youth was categorized as a current hard/polydrug user. In the total sample, 11.0% of youth were listed as current hard/polydrug users.

Gang Member [21] is a dichotomous measure derived from an item on the PACT (Domain 6A) listing the youth's history of anti-social friends/companions indicating that they had been a gang member/associate. In the total sample, 11.0% of youth were listed as gang members[22].

Graduated/GED is a dichotomous measure derived from an item on the PACT (Domain 3B) listing the youth's current school status. In the total sample, 14% of youth were listed as graduated/GED.

Dropped Out is a dichotomous measure derived from an item on the PACT (Domain 3A) listing the youth's school history. In the total sample, 12.6% of youth were listed as dropping out.

[19] Data from the 2010 Washington State Healthy Youth Survey indicate that 38.7% of 12th grade, 28.0% of 10th grade, and 15.4% of 8th grade students in Clark County were current alcohol users.

[20] Data from the 2010 Washington State Healthy Youth Survey indicate that 26.3% of 12th grade, 21.1% of 10th grade, and 9.4% of 8th grade students were current marijuana users.

[21] It is important to examine gang membership, as gang-involved youth constitute a particularly difficult population to work within the context of truancy. As a Truancy Specialist noted in an email correspondence with the evaluator, "Gangs provide [youth] with income right now and we are trying to convince them to turn that income down and go to school so they can get a greater income in the future. Many times their families are low income and need the money right now. Another difficulty is that I can't ever find the kid. He is out on the streets, not at home, not in school. … I just find it difficult to get them to try any of the alternatives and see the gang as a barrier to them attending school. They also feel they don't have a choice. My kid yesterday told me his only way out of the gang is by dying.

[22] Data from the 2010 Washington State Healthy Youth Survey indicate that 5.2% of 12th grade, 6.3% of 10th grade, and 6.6% of 8th grade students were involved in gangs.

Grades is a five category measure derived from an item on the PACT (Domain 3B) listing the youth's academic performance in the most recent school term. The variable was coded such that 1 = some Ds and mostly Fs (38.5% of the total sample); 2 = mostly Cs and Ds, some Fs (23.9% of the sample); 3 = mostly Bs and Cs, no Fs (36.3% of the sample); 4 = mostly As and Bs (5.5% of the sample); and 5 = mostly As (0.7% of the sample).

Educational Value is a three category measure derived from an item on the PACT (Domain 3B) indicating whether the youth believes there is value in getting an education. This variable was coded such that 0 = the youth did not believe education was of value (14.9% of the sample); 1 = the youth somewhat believed education was of value (38.8% of the sample); 2 = the youth believed getting an education is of value (46.4% of the sample).

General Aspirations is a four category measure derived from an item on the PACT (Domain 10) indicating the youth's views of the future. The variable was coded such that 0 = the youth believed nothing matters and had a strong sense of hopelessness (4.2% of the sample); 1 = the youth had low aspirations, and little sense of purpose or plans for a better life (29.0% of the sample); 2 = the youth had normal aspirations and some sense of purpose (57.3% of the sample); 3 = the youth had high aspirations, a sense of purpose, and commitment to a better life.

The table below reports statistically significant differences across demographic and ACE variables for each of these behavioral, outcome, and attitudinal measures (Chi-square analysis was used for tests on the dichotomous measures, and Analysis of Variance for tests on the non-dichotomous measures). In this table, statistically significant negative relationships at a .01 or lower level of probability are indicated by **- -**; statistically significant negative relationships at a .05 level are indicated by **-**; statistically significant positive relationships at a .01 or lower level of probability are indicated by **++**; and statistically significant positive relationships at a .05 level of probability are indicated by **+**.

Table 9.6 – Relationship between ACEs and Attitudes, Behaviors, and Outcomes

Variable	Current Alcohol Use	Current Drug Use	Hard/Poly	Gang Member
Male	+	++		
White				-
Black				++
Hispanic				++
Income				--
Psychological Abuse	++	++	++	+
Physical Abuse	+		++	+
Sexual Abuse			++	
Neglect	++	+	++	
Sep/Div Parents				
Hshld Substance Abuse	++	++	++	++
Hshld Mental Illness		++		
Hshld Mmbr Incarcerated	+	++		
Domestic Violence	++	++	++	+
Total ACE Score	++	++	++	++

Males are significantly more likely to be current alcohol and drug users, while Blacks and Hispanics were significantly more likely, and those in higher household income categories significantly less likely, to be gang members/associated with gangs.

Youth who had experienced psychological abuse, substance abuse in the household, and domestic violence, as well as those with higher total ACE scores were significantly more likely to be current alcohol, other drug, hard/polydrug users, and gang members.

Youth who experienced physical abuse were more likely to be current alcohol, hard/polydrug users and gang members, while youth who had experienced neglect were more likely to be current alcohol, other drug, and hard/polydrug users. Youth who had experienced household mental illness were more likely to be current drug users, while those who had experienced the incarceration of a household member were more likely to be current alcohol and current other drug users.

Table 9.6 (cont'd) - Relationship between ACEs and Attitudes, Behaviors, and Outcomes

Variable	Graduated	Dropped Out	Grades
Male		++	
White			
Black			
Hispanic	--		--
Income		--	++
Psychological Abuse			--
Physical Abuse			
Sexual Abuse			
Neglect		++	
Sep/Div Parents			
Hshld Substance Abuse			--
Hshld Mental Illness			
Hshld Mmbr Incarcerated			- -
Domestic Violence			--
Total ACE Score		++	--

Males were significantly more likely to drop out of school, while Hispanics were less likely to graduate and had lower grades. Youth from households with higher income were less likely to drop out, and had higher grades.

Youth who experienced psychological abuse, household substance abuse, incarceration of a household member, domestic violence, and had higher ACE scores, had lower grades.

Youth who had experienced neglect and those with higher ACE scores were significantly more likely to drop out of school.

Table 9.6 (cont'd)- Relationship between ACEs and Attitudes, Behaviors, and Outcomes

Variable	Educational Value	General Aspirations
Male		- -
White		
Black		
Hispanic		
Income	- -	- -
Psychological Abuse	- -	- -
Physical Abuse		-
Sexual Abuse		
Neglect		
Sep/Div Parents		
Hshld Substance Abuse	- -	- -
Hshld Mental Illness		- -
Hshld Mmbr Incarcerated	-	- -
Domestic Violence	- -	- -
Total ACE Score	- -	- -

Males, those who had experienced physical abuse and household mental illness had lower aspirations. Youth from households with lower incomes placed less value on education and also had lower aspirations, as did those who experienced household substance abuse, had a household member incarcerated, and experienced physical violence. Youth with higher total ACE scores placed less value on education and also had lower general aspirations.

ii. Multivariate Analyses of the Impact of Demographic Variables and ACES on Outcomes, Attitudes and Behaviors

A series of logistic and ordinary least squares multivariate regression analyses were conducted to determine the relationships between Adverse Childhood Experiences and several outcomes, attitudes and behaviors (statistically controlling for demographic factors[23]). The first set of analyses used the youth's total ACE score as the key predictor variable; the second set of analyses included each individual adverse childhood experience as predictor variables. Detailed tables from these analyses are included in Appendix A – in this section, we summarize the results of these analyses.

With respect to current alcohol and other drug, and hard/polydrug use, males were significantly more likely to be current alcohol and other drug users. Youth with higher ACE scores were significantly more likely to be current users of alcohol and other drugs, and also to be engaged in hard and/or polydrug use.

Blacks were approximately three times more likely, and Hispanics nine-and-a-half times more likely, to be identified in the PACT as gang-affiliated. In addition, the higher the youth's total ACE score, the greater the likelihood that they had been involved in a gang.

With respect to school-related outcomes, the multivariate analyses revealed that, statistically controlling for the effects of other demographic variables and total ACE scores, Hispanic youth were significantly less likely to graduate than non-Hispanics. Males and youth residing in households with lower income were more likely to drop out of school, and the higher the number of ACEs, the greater the likelihood of dropping out. Youths who were in households with higher incomes had better grades in school, and the higher the youth's ACE score, the lower their grades.

The analyses examining the effects of individual adverse childhood experience categories found that males, youth who had experienced psychological abuse and domestic violence in the household, and those who had parents or siblings with identified alcohol and/or other drug problems were significantly more likely to be current alcohol users and current illegal drug users. Although males were not significantly more likely to be current hard/polydrug users than females, the psychological abuse, household substance abuse, and domestic violence ACES were significantly related to hard/polydrug use among youth.

The strong effects of psychological abuse, household substance abuse, and domestic violence ACES on these behavioral variables (and for other outcomes reported below) are consistent with the findings of Lucekno et al. (2012) whose analysis of approximately 125,000 Washington State youth enrolled in Medicaid programs found that these factors were significant predictors of youths' own substance abuse and mental health problems.

Among the demographic and individual ACE variables, the only statistically significant predictor of graduation was Hispanic ethnicity (controlling for other factors, Hispanics were approximately one-

[23] For the analyses reported below, age is treated as a continuous variable, male, black, and Hispanic are dummy variables, and income is a four-category variable.

fifth as likely to graduate as others). Males, youth in households with lower income, and those who experienced neglect were significantly more likely to drop out of school. Males, and those who had experienced psychological abuse and domestic violence had lower grades, while those in households with higher incomes had higher grades.

As noted above, in addition to having effects on behaviors and outcomes related to truancy, adverse childhood experiences can also have an impact on an array of attitudes of youth. An additional set of multivariate analyses treated the attitudinal variables as dependent, and examined the effects of ACES on the value youth in the sample placed on education, and their general aspirations. These analyses revealed that truant males placed less value on education and had lower aspirations, while youth in higher household income categories had higher aspirations. With respect to the effects of ACES on these attitudes, youth who experienced psychological abuse and domestic violence placed less value on education and had lower aspirations, while youth who had experienced substance abuse problems in the household had lower aspirations.

The final set of analyses in this section treated the aspirations variable as an intervening variable between adverse childhood experiences and outcomes and behaviors, i.e.:

+ adverse childhood experiences ----→ - attitudes -----→ - outcomes

Youth with lower aspirations were more likely to be current alcohol and current other drug users. And while the effects of psychological abuse, household substance abuse, and domestic violence on these drug-related behaviors were still statistically significant, their effects were attenuated, suggesting that aspirations do constitute an important intervening variable.

Youth with lower aspirations were also more likely to be hard/polydrug users, and the inclusion of the aspirations variable reduced the effects of psychological abuse, household substance abuse, and domestic violence.

Finally, statistically controlling for the other demographic and ACES variables, Hispanics were significantly less likely to graduate. In addition, and in support of the theory that aspirations can be construed as an intervening variable between ACES and outcomes, youth with higher aspirations were more likely to graduate.

10. Pre- and Post- Juvenile Justice System Contact – Clark County Truant Youth

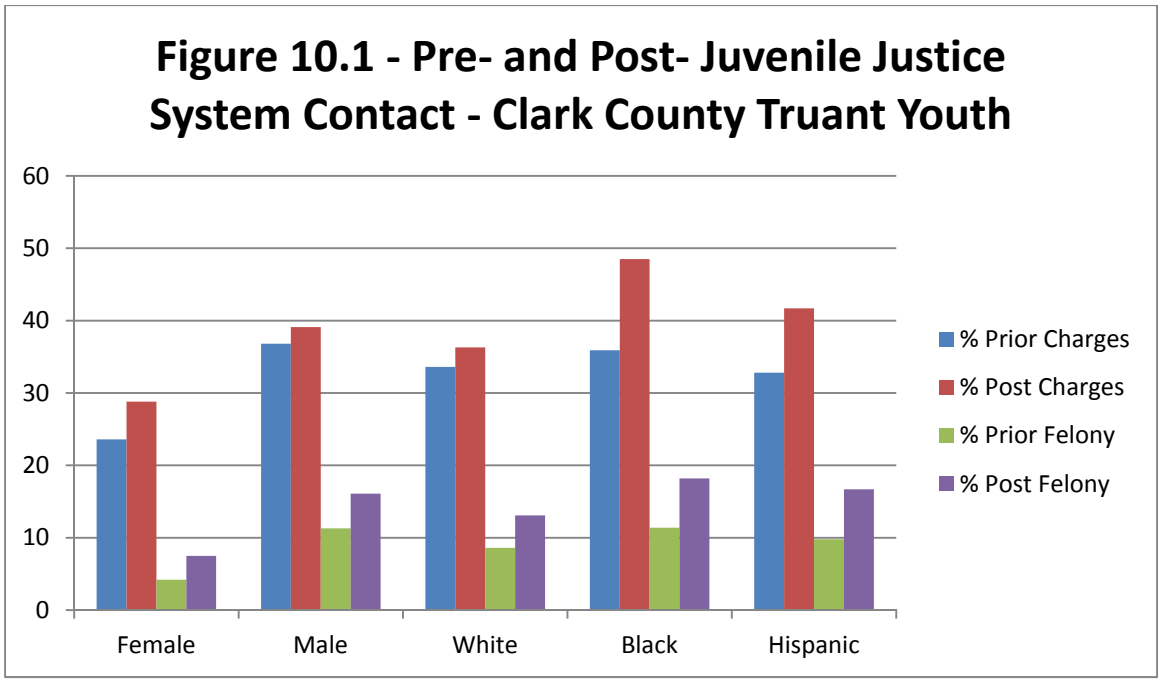
George (2011) notes that although truancy is often referred to as a gateway or first step to more problematic functioning including future involvement in criminal behavior, 28% of court-petitioned truant youth in his Washington State sample[24] had been charged with a crime prior to the petition filing, and during the two-year follow-up period, 31% were charged with a crime.

Although it is important to note that the primary goal of Clark County's approach to truancy is to re-engage students in school, one of the motivations of Washington's Becca truancy laws was to reduce the more general delinquent behavior of youth (George 2011), and clearly, reduced contact with the juvenile justice system can be seen as a positive outcome of truancy interventions. The analyses below examine charges of youth prior to the truancy petition being filed (overall and felonies) and charges after the truancy petition was filed. We further break these outcome variables down by whether the youth had a prior and post charge, a post charge but no prior, and a prior charge but no post charge, and examine differences across gender and race/ethnicity for the sample of 6,041 Clark County truant youth. We then compare these outcomes for youth who were enrolled in the Truancy Project versus all others.

Table 10.1 – Prior and Post Charges

Variable	Prior Charges	Prior Felony	Post Charges	Post Felony
Female	23.6%	4.2%	28.8%	7.5%
Male	36.8%**	11.3%**	39.1%**	16.1%**
White	33.6%	8.6%	36.3%	13.1%
Black	35.9%*	11.4%**	48.5%**	18.2%**
Hispanic	32.8%	9.8%	41.7%**	16.7%**

[24] It is important to note that George's (2011) analysis did not include youth from the Seattle, Tacoma, and Spokane Public Schools (three of the largest school urban school districts in the state).

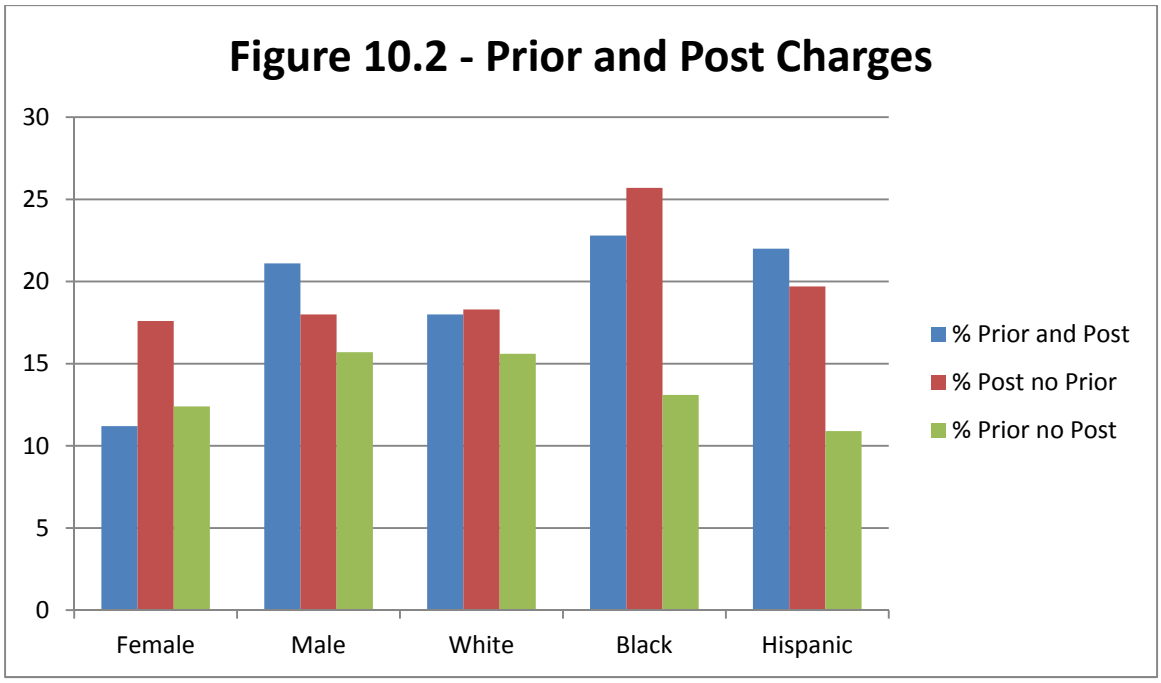


Similar to George's (2011) findings, overall, 30.7% of Clark County truants had charges prior to receiving a truancy petition (8.0% had a prior felony charge). Male and black youth were significantly more likely to have prior charges and prior felony charges.

Also similar to George's (2011) findings, overall, 34.3% of Clark County truants had charges after receiving a truancy petition (12.1% had post felony charges). Males, Blacks, and Hispanics were significantly more likely to have post-petition charges, and felony charges.

Table 10.2 – Prior and Post Charges

Variable	Prior and Post	Post no Prior	Prior no Post
Female	11.2%	17.6%	12.4%
Male	21.1%**	18.0%	15.7%**
White	18.0	18.3%	15.6%**
Black	22.8%	25.7%**	13.1%
Hispanic	22.0%	19.7%	10.9%*



Overall, 16.5% of Clark County truants had charges prior to, **and** post truancy petition filing; 17.8% had a charge after, but not prior to, the petition being filed, and 14.2% had a prior, but no post, charge. Males were significantly more likely to have prior and post charges, and were also more likely to have a prior, but no post-petition filing charge (a positive outcome). Close to 26% of Blacks had a post, but no prior charge, and Hispanics were significantly more likely to have a prior, but no post, charge.

Table 10.3 – Prior and Post Charges

Variable	Post Charges	Prior and Post	Post no Prior	Prior no Post
Not in TP	36.6%	17.8%	18.8%	14.6%
In TP	18.9%**	8.0%**	10.9%**	11.7%
TP Positive	13.3%**	4.1%**	9.2%	12.4%

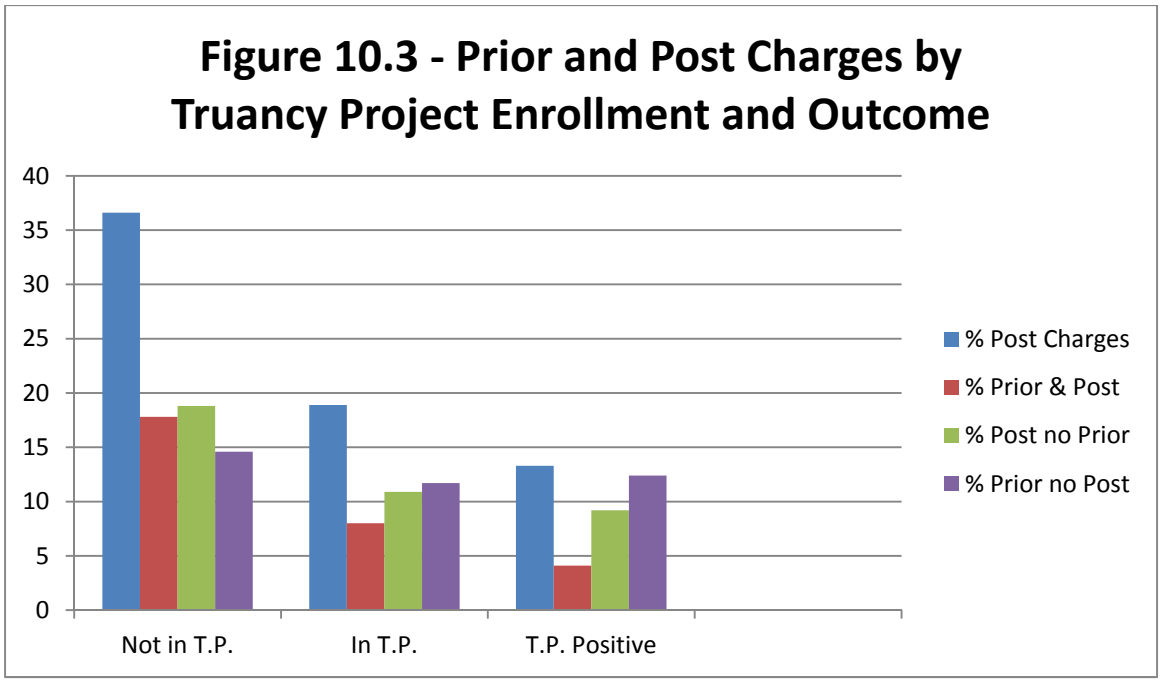


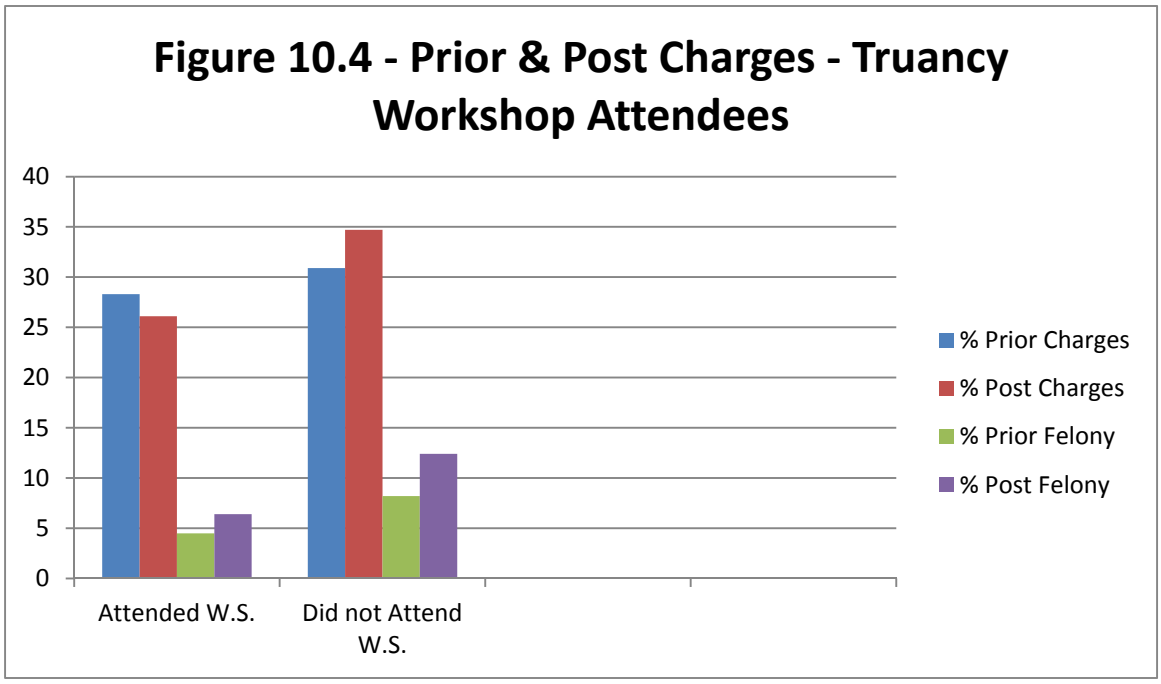
Table 10.3 and Figure 10.3 present data on prior and post charges for youth who were enrolled in the Truancy Project compared to those who were not. These analyses indicate that youth in the Truancy Project were significantly less likely to have charges after the filing of the truancy petition, and were also significantly less likely to have prior and post, and post but no prior, charges.

Youth in the Truancy Project who had positive exits from the program were significantly less likely to have charges post petition filing, and were also significantly less likely to have prior and post charges. The generally positive outcomes with respect to further juvenile justice system involvement for youth who had positive exits, and the results for youth who were enrolled in the Truancy Project (compared to those who were not) indicate that the Truancy Project is having a positive impact in this particular outcome domain.

The final set of analyses in this section of the report examines prior and post juvenile justice system contact for youth who attended the Truancy Workshop. As noted above, these outcome data should be treated with some caution, as youth who attended the Truancy Workshop were "at risk" of future juvenile justice system contact for a relatively shorter period of time.

Table 10.4 – Prior and Post Charges – Truancy Workshop Attendees

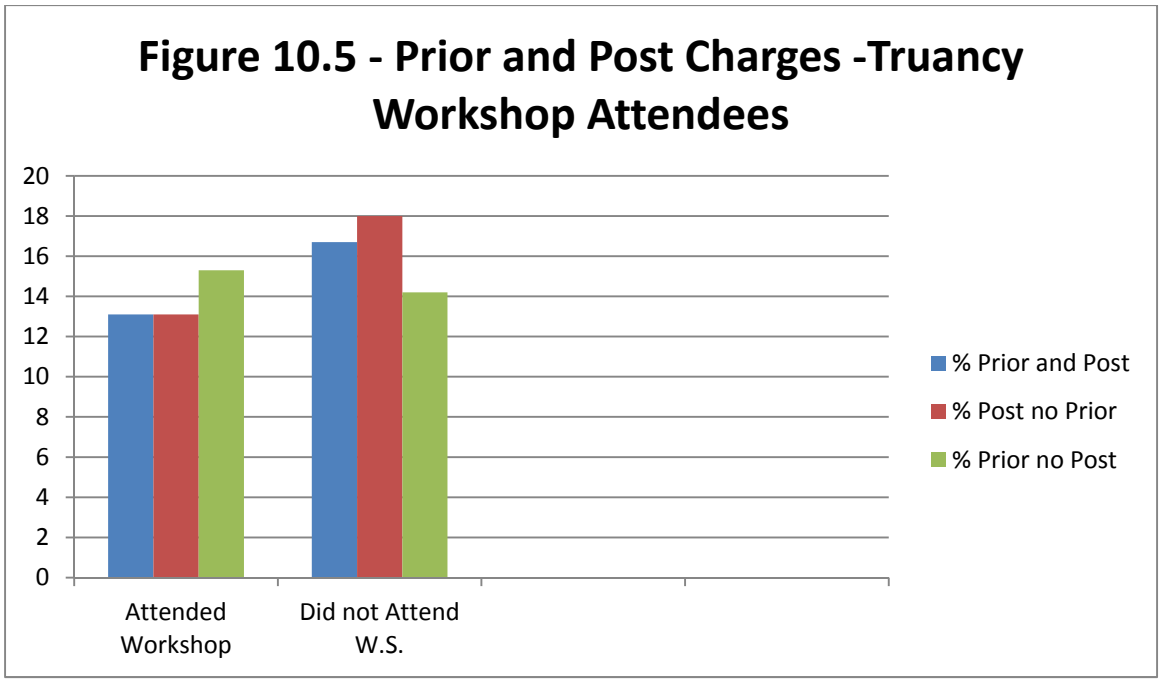
	Prior Charges	Prior Felony	Post Charges	Post Felony
Attended Workshop	28.3%	4.5%*	26.1%**	6.4%**
Did not Attend W.S.	30.9%	8.2%	34.7%	12.4%



Youth who attended the Truancy Workshop were significantly less likely to have any charges, and any felony charges, than those who did not attend the workshop.

Table 10.5 – Prior and Post Charges – Truancy Workshop Attendees

	Prior and Post	Post no Prior	Prior no Post
Attended Workshop	13.1%	13.1%*	15.3%
Did not Attend W.S.	16.7%	18.0%	14.2%



Youth who attended the Truancy Workshop and had no prior charges were significantly less likely to have charges after attending the workshop.

11. Detailed School District (Evergreen and Vancouver) Level Data

a. Overview

Detailed School-District level data on samples of youth who received truancy petitions were provided by the Vancouver and Evergreen School Districts. These data included general outcomes[25], grades, credits, excused and unexcused absences, and disciplinary incidents[26], prior to and post-truancy petition filing. Unfortunately, data on grades were missing for large numbers of students from both the Vancouver and Evergreen School Districts, and data on credits, excused and unexcused absences, and disciplinary incidents were missing for large numbers of Evergreen students. As such, we only include analyses on general outcomes for Evergreen students. For Vancouver students, we include analyses of general outcomes, pre- and post-petition filing credits, pre-and post- excused and unexcused absences and pre- and post-disciplinary incidents. The data are also analyzed by gender and race/ethnicity.

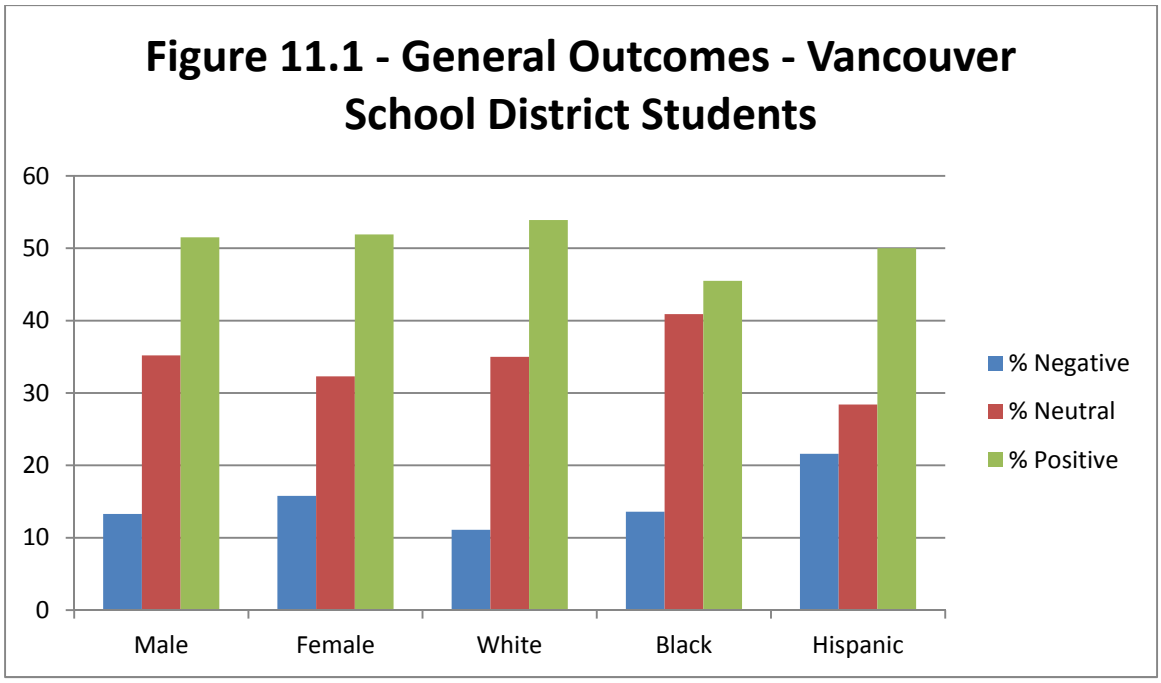
b. General Outcomes – Vancouver School District Students

Table 11. 1 - General Outcomes – Vancouver School District Students (n=323)

Variable	Negative	Neutral	Positive
Male	13.3%	35.2%	51.5%
Female	15.8%	32.3%	51.9%
White	11.1%	35.0%	53.9%
Black	13.6%	40.9%	45.5%
Hispanic	21.6%	28.4%	50.0%

[25] Outcomes were coded as follows: **Positive**: Student graduated, obtained GED, or is still enrolled in school; **Neutral**: Student transferred, outcome unknown or missing; **Negative**: Student not attending school, expelled or dropped out. It is important to note that the outcomes for the school-level data may not be consistent with the Truancy Project outcome data reported above, as outcomes are recorded differently in the data sets.

[26] The analyses here are not broken down by the type of disciplinary incident. However these incidents ranged from relatively minor to serious, and included: absences, alcohol use (including non-school), bullying, defiance of school authority, disruptive behavior, disruptive dress, drug use, fighting, harass protected class, immoral conduct, internet abuse, intimidation/threat staff, knife/dagger incident, other weapons, possess drug paraphernalia, possess/use drugs, sale/deliver alcohol/drugs, sexual harassment, tardiness, theft, unsafe behavior, use/possess tobacco, vandalism school property, verbal abuse, and vulgarity/profanity.

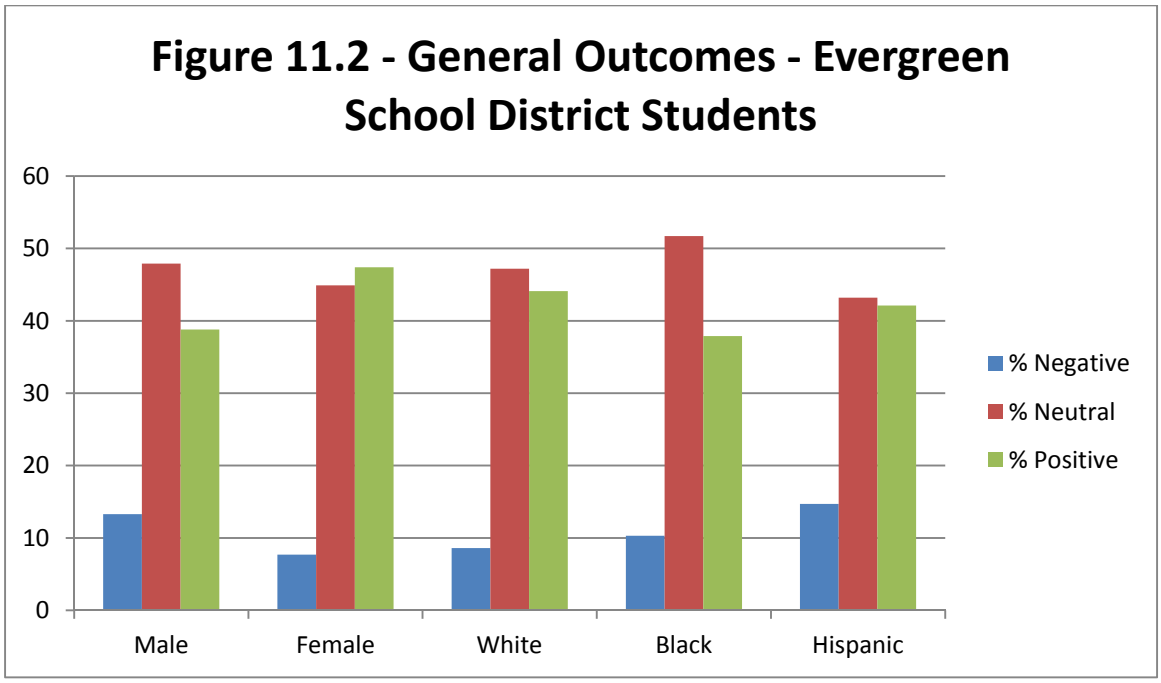


For Vancouver School District students, overall, approximately 15% had negative outcomes, 35% had neutral outcomes, and 52% had positive outcomes. Although Hispanic students were more likely to have negative outcomes, and less likely to have neutral outcomes, the differences are not statistically significant.

c. General Outcomes – Evergreen School District Students

Table 11.2 - General Outcomes – Evergreen School District Students (n=525)

Variable	Negative	Neutral	Positive
Male	13.3%*	47.9%	38.8%
Female	7.7%	44.9%	47.4%*
White	8.6%	47.2%	44.1%
Black	10.3%	51.7%	37.9%
Hispanic	14.7%	43.2%	42.1%



For Evergreen School District students overall, approximately 10% had negative outcomes, 46% had neutral outcomes, and 43% had positive outcomes[27]. Male students in Evergreen schools were significantly more likely to have negative outcomes, while female students were significantly more likely to have positive outcomes.

[27] The differences across the three outcome categories between the Vancouver and Evergreen School Districts are primarily due to the fact that a larger proportion of Evergreen students were coded as "transferred."

d. Additional Outcomes (Credits Obtained, Excused/Unexcused Absences, and Disciplinary Incidents) – Vancouver School District Students

Table 11.3 - Credits Obtained After Truancy Petition Filing – Vancouver School District Students (n=195)

Variable	Any Credit Obtained	Mean # Credits Obtained
Male	70.3%	3.1
Female	70.2%	2.8
White	72.5%	3.1
Black	80.0%	2.5
Hispanic	66.7%	3.0
Outcome – Positive	80.4%**	4.0**
Outcome – Neutral	64.1%	2.0
Outcome – Negative	33.3%	0.5

Overall, 70.3% of Vancouver students obtained at least one school credit after receiving a truancy petition, with an average of 3.1 credits. Not surprisingly, youth who had positive outcomes post-filing were more likely to obtain credits and had a higher average number of credits obtained.

Table 11.4 - Excused and Unexcused Absences[28] – Vancouver School District Students (n=151)

	Excused Before Pet	Excused After	Unexcused Before	Unexcused After
Mean # Days	94.5	11.3	59.1	25.7

Vancouver School District students averaged 94.5 days of excused absences and 59.1 days of unexcused absences before having truancy petitions filed (Hispanics had a significantly higher number of unexcused absences before receiving petitions (71.1)). Students averaged 11.3 days excused, and 25.7 days unexcused absences after receiving petitions.

Eighty-seven percent of Vancouver students reduced their number of excused absences in the post-petition filing period, while 76% reduced their number of unexcused absences in the post-petition filing period. There were no statistically significant differences in outcomes related to excused and unexcused absences in the post-petition filing period by gender and race/ethnicity.

Table 11.5 - Disciplinary Incidents Vancouver School District Students

	Discipline Before Pet	Discipline After
Percent	45.8%	16.4%
Mean # Incidents	7.2	1.0

Reflective of the fact that for many youth (and as addressed elsewhere in this report) truancy is only one aspect of more general problem behaviors, close to 46% of Vancouver students had at least one recorded disciplinary incident prior to receiving a truancy petition (with an average of 7.2 incidents). Males, Blacks, and those in grades 9 and 10 were significantly more likely to have a recorded disciplinary incident prior to receiving a truancy petition. In the post-petition filing period, 16.4% of students had a disciplinary incident, with an average of 1.0 incidents. Males, Blacks, and those in grades 9 and 10 were more likely to have a recorded disciplinary incident in the post-petition filing period.

[28] The excused and unexcused absence data were provided on a per-period basis. In order to make these data more easily intelligible and to present them as "number of days absent", we divided the total by six for high school students (the usual number of periods) and seven for middle school students.

e. Outcomes – Truancy Workshop Participants (Evergreen and Vancouver School Districts)

Outcomes – Truancy Workshop Participants (Evergreen and Vancouver School Districts) n =80

Negative	Neutral	Positive
13.8%	28.8%	57.5%

Although as noted above, Truancy Workshop participants were 'at risk' of negative outcomes for a shorter period of time in comparison to youth in the larger sample, of the 80 youth for whom detailed outcome data were available, 57.5% had positive outcomes.

12. Conclusion

Clark County's approach to truancy is multi-faceted and multi-layered, and is characterized by a collaborative and cooperative approach involving School Districts, the Juvenile Court, and other relevant agencies. The analyses and discussion above indicate that a significant proportion of youth involved in truant behavior have several other additional problems, that, while not necessarily "causing" truancy, are certainly related to it. As such, no singular response to truancy can be expected to lead to all truant youth re-engaging in school. The generally positive outcomes reported for a significant proportion of Clark County truant youth, particularly those who were enrolled in the Truancy Project, are thus encouraging. It is also notable that, although it will be necessary to continually monitor racial/ethnic differences, there were no statistically significant differences in outcomes by race/ethnicity (or gender).

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14. Appendix A – Detailed Multivariate Analyses – ACES

Table A.1 – Multivariate Analyses – Total ACE Score and Attitudes, Behaviors, and Outcomes

Variable	Current Alcohol Use		Current Drug Use		Hard/Polydrug Use	
	B	Odds Ratio	B	Odds Ratio	B	Odds Ratio
Age	.04	1.04	.00	1.00	.08	1.08
Male	.54	1.71**	.94	2.56**	-.14	.87
Black	.02	1.02	.34	1.40	-.26	.77
Hispanic	.02	1.02	.07	1.07	-.44	.64
Income	.06	1.06	.01	1.01	-.07	.93
Total ACES	.26	1.30**	.29	1.33**	.21	1.21**
Chi-square	57.0		97.2		25.3	
2 log likelihood	1264		1331		778	
Nagelkerke r2	.072		.117		.044	

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Table A.1 (cont'd) – Multivariate Analyses – Total ACE Score and Attitudes, Behaviors, and Outcomes

Variable	Gang Membership	
	B	Odds Ratio
Age	-.05	.95
Male	.37	1.45
Black	1.10	3.00**
Hispanic	2.26	9.55**
Income	-.11	.90
Total ACES	.15	1.17**
Chi-square	98.5	
2 log likelihood	696	
Nagelkerke r2	.167	

Table A.1 (cont'd) – Multivariate Analyses – Total ACE Score and Attitudes, Behaviors, and Outcomes

Variable	Graduated/GED		Dropped Out		Grades	
	B	Odds Ratio	B	Odds Ratio	B	Beta
Age	.13	1.14	.02	1.02	.01	1.01
Male	-.19	.83	.57	1.78**	-.16	-.08
Black	-.16	.85	.23	1.26	-.07	-.02
Hispanic	-1.45	.23**	.12	1.13	-.20	-.06
Income	- .03	.97	-.30	.74**	.12	.12**
Total ACES	.00	1.00	.11	1.12**	-.05	-.10**
Chi-square	17.7		25.7		F	7.32
2 log likelihood	864		793		r2	.040
Nagelkerke r2	.029		.044			

Table A.2 – Multivariate Analyses – Individual ACES and Attitudes, Behaviors, and Outcomes

Variable	Current Alcohol Use		Current Drug Use		Hard/Polydrug Use	
	B	Odds Ratio	B	Odds Ratio	B	Odds Ratio
Age	.04	1.04	.01	1.01	.06	1.07
Male	.46	1.58**	.92	2.51**	-.15	.86
Black	.02	1.02	.36	1.43	-.27	.77
Hispanic	-.10	.90	-.01	.99	-.58	.56
Income	.00	1.00	-.05	.95	-.17	.84
Psychological Abuse	.29	2.21**	.74	2.09**	.59	1.81**
Physical Abuse	.04	1.04	-.21	.81	.03	1.03
Sexual Abuse	.05	1.05	.32	1.38	.23	1.26
Neglect	.21	1.23	.11	1.12	.20	1.23
Separation/Divorce	.15	1.16	.23	1.26	.01	1.01
Hshld Substance Abuse	.70	2.02**	.94	2.57**	.99	2.71**
Hshld Mental Illness	-.07	.93	.04	1.04	-.09	.92
Hshld Member Incarc	-.11	.90	- .11	.90	-.68	.51
Domestic Violence	.99	2.71**	.97	2.64**	.87	2.38**
Chi-square	92.5		141.9		57.4	
2 log likelihood	1264		1331		745	
Nagelkerke r2	.116		.168		.099	

Table A.2 (cont'd) – Multivariate Analyses – Individual ACES and Attitudes, Behaviors, and Outcomes

Variable	Gang Membership	
	B	Odds Ratio
Age	-.06	.94
Male	.42	1.52
Black	1.06	2.89**
Hispanic	2.24	9.42**
Income	-.11	.89
Psychological Abuse	.22	1.25
Physical Abuse	.23	1.25
Sexual Abuse	.36	1.43
Neglect	-.08	.92
Separation/Divorce	.32	1.37
Hshld Substance Abuse	.32	1.37
Hshld Mental Illness	-.01	.99
Hshld Member Incarc	.13	1.14
Domestic Violence	.17	1.19
Chi-square	101.5	
2 log likelihood	693	
Nagelkerke r2	.172	

Table A.2 (cont'd) – Multivariate Analyses – Individual ACES and Attitudes, Behaviors, and Outcomes

Variable	Graduate		Dropout		Grades[i]	
	B	Odds Ratio	B	Odds Ratio	B	Beta
Age	.13	1.14	.03	1.03	.01	.02
Male	-.06	.94	.56	1.75**	-.16	-.08*
Black	-.12	.89	.28	1.33	-.06	-.02
Hispanic	-1.46	.23**	.08	1.08	-.17	-.05
Income	-.04	.96	- .35	.70**	.13	.14**
Psychological Abuse	-.34	.71	.35	1.42	-.24	-.12**
Physical Abuse	-.28	.76	-.01	.99	.04	.02
Sexual Abuse	.49	1.63	.12	1.13	-.06	-.02
Neglect	.44	1.56	.56	1.75**	.09	.03
Separation/Divorce	-.23	.80	-.42	.65	-.04	-.02
Hshld Substance Abuse	.01	1.01	.17	1.18	-.10	-.05
Hshld Mental Illness	-.16	.85	-.12	.89	.01	.00
Hshld Member Incarc	-.03	.97	.16	1.18	-.02	-.01
Domestic Violence	.19	1.21	.24	1.27	-.36	-.12**
Chi-square	31.3		36.1		F	4.22
2 log likelihood	851		782		r2	.047
Nagelkerke r2	.051		.062			

Table A.2 (cont'd) – Multivariate Analyses – Individual ACES and Attitudes, Behaviors, and Outcomes

Variable	Educational Value		General Aspirations	
	B	Beta	B	Beta
Male	-.14	-.09**	-.19	-.15**
Black	-.07	-.03	.04	.02
Hispanic	.04	.02	-.01	.00
Income	.06	.08	.08	.14**
Psychological Abuse	-.20	-.14**	-.29	-.24**
Physical Abuse	.01	.01	-.03	-.02
Sexual Abuse	-.08	-.04	-.02	-.01
Neglect	-.09	-.05	-.02	-.01
Separation/Divorce	.08	.04	.03	.02
Hshld Substance Abuse	-.02	-.01	-.13	-.11**
Hshld Mental Illness	.02	.01	-.06	-.04
Hshld Member Incarc	-.05	-.03	.00	.00
Domestic Violence	-.33	-.15**	-.25	-.14**
F	2.23		5.21	
R2	.056		.132	

Table A.3 – Multivariate Analyses – Individual ACES and Attitudes, Behaviors, and Outcomes (with Aspirations)

Variable	Current Alcohol Use		Current Drug Use		Hard/Polydrug Use	
	B	Odds Ratio	B	Odds Ratio	B	Odds Ratio
Male	.29	1.34	.78	2.18**	-.35	.71
Black	.06	1.06	.49	1.63	-.23	.80
Hispanic	-.17	.84	-.04	.96	-.55	.58
Income	.13	1.14	.06	1.06	-.03	.97
Psychological Abuse	.49	1.63**	.46	1.59**	.35	1.42
Physical Abuse	.02	1.02	-.30	.74	-.02	.98
Sexual Abuse	.06	1.07	.39	1.47	.28	1.33
Neglect	.18	1.20	.11	1.12	.15	1.16
Separation/Divorce	.21	1.23	.28	1.32	.12	1.13
Hshld Substance Abuse	.58	1.79**	.86	2.35**	.89	2.44**
Hshld Mental Illness	-.15	.86	-.06	.94	-.15	.86
Hshld Member Incarc	-.11	.89	- .15	.86	-.76	.47
Domestic Violence	.76	2.15**	.79	2.19**	.87	2.00**
Aspirations	- 1.22	.30**	-1.26	.28**	-.97	.38**
Chi-square	77.8		239.8		85.9	
2 log likelihood	1133		1174		714	
Nagelkerke r2	.153		.201		.077	

Table A.3 (cont'd) - Multivariate Analyses – Individual ACES and Attitudes, Behaviors, and Outcomes (with Aspirations)

Variable	Gang Membership	
	B	Odds Ratio
Male	.38	1.46
Black	1.06	2.89**
Hispanic	2.17	8.73**
Income	-.11	.90
Psychological Abuse	.12	1.13
Physical Abuse	.23	1.25
Sexual Abuse	.37	1.45
Neglect	-.12	.89
Separation/Divorce	.33	1.39
Hshld Substance Abuse	.29	1.34
Hshld Mental Illness	-.05	.96
Hshld Member Incarc	.24	1.27
Domestic Violence	.02	1.02
Aspirations	-.27	.77
Chi-square	95.3	
2 log likelihood	68593	
Nagelkerke r2	.085	

Table A.3 (cont'd) – Multivariate Analyses – Individual ACES and Attitudes, Behaviors, and Outcomes (with Aspirations)

Variable	Graduate		Dropout		Grades[i]	
	B	Odds Ratio	B	Odds Ratio	B	Beta
Male	.07	1.07	.42	1.53	.19	.03
Black	-.14	.87	.33	1.39	-.19	-.02
Hispanic	-1.42	.24**	.07	1.07	-.76	-.08**
Income	-.01	.99	- .29	.75**	-.17	-.07
Psychological Abuse	-.14	.87	.12	1.13	02	.00
Physical Abuse	-.24	.79	-.03	.97	.12	.02
Sexual Abuse	.55	1.74	.12	1.13	.11	.02
Neglect	.42	1.52	.53	1.69**	.09	.03
Separation/Divorce	-.23	.79	-.41	.66	-.52	-.08
Hshld Substance Abuse	.04	1.04	.06	1.06	.10	.02
Hshld Mental Illness	-.16	.85	-.14	.87	-.24	-.04
Hshld Member Incarc	-.04	.96	.15	1.16	.01	.00
Domestic Violence	.36	1.43	.04	1.04	.12	.02
Aspirations	.59	1.81**	-.71	.49**	.35	.08**
Chi-square	40.6		50.2		F	2.64
2 log likelihood	835		758		r2	.034
Nagelkerke r2	.067		.086			