

# The Truancy Diversion Social Work Program

**"Getting to the Core Issues"®**



## **Serving Clients:**

**Telephone interview of school principals in counties served by  
the Truancy Diversion Social Work Program**

July 2002

Steven A. Whisman, Ph.D.  
Senior Evaluation Specialist

West Virginia Prevention Resource Center  
100 Angus E. Peyton Drive  
South Charleston, WV 25303

## Executive Summary

The principal telephone interview component of the program evaluation was designed to get a more in-depth examination of the attitudes and opinions of school principals in the 49 counties served by the Truancy Diversion Social Work (TDSW) program than was obtained from the satisfaction survey. The TDSW program provided a listing of 539 school principals in counties served by the program. The goal was to interview approximately 270 principals, or approximately half of potential respondents.

Fourteen program staff identified as interviewers by the TDSW management team. However, interviewers were replaced during the process, meaning that some interviewers initially identified did not conduct interviews, and some interviewers completed more than one set of interviews. Note, however, that completion rates by individual interviewers are reported according to the original interviewer names.

The originally identified interviewers were provided a structured interview database containing a list of principals to be interviewed, interviewer instructions, and scripted data entry screens by which attempts to contact principals and principal responses were recorded. Interviewers were trained by WV Prevention Resource Center (PRC) staff on how to conduct the interview and use the interview database. Trainings were conducted on November 19, 2001 for interviewers from the northern regions (1 and 3) and on December 14, 2001 for interviewers from the southern regions (2 and 4). Interviews were to be completed within 1 to 2 months of the training dates. However, because of various reasons (e.g., staff attrition, program dissolution, etc.) the complete set of interviews was not delivered to the PRC until May 16, 2002. Note that some interviews were conducted subsequent to program de-funding by the WV Legislature. It is suspected that some principals may have been influenced to respond in ways they may not have if the interviews were conducted earlier—before de-funding.

Each interviewer was provided a database containing a list of up to 35 principals. Interviewers were instructed to contact the first 20 principals listed in their respective database to obtain the target sample size of 270. Interviewers also were instructed to skip to the next name on the list after 3 failed attempts to contact a principal. See **Figures 1** and **2** for examples of the interviewer instructions and initial data entry database screens.

Results are provided in the form of percentages in frequency distribution tables. Statewide and regional results are shown, as are results from counties where at least 10 principals were interviewed. In total, county level results are provided for 8 counties. Responses to open-ended questions are provided by region and include responses from all principals interviewed.

### Selected Interview Results

- A total of 287 interviews were conducted, 17 more than the target sample size. This represents a 53.24% interview rate. However, the number of interviews conducted per interviewer ranged from 16 to 27.
- Although the TDSW program supplied principal contact information, several phone numbers provided were incorrect, some principals were listed with the incorrect school, or the school did not participate in the TDSW program. This was particularly true in Kanawha County. Of 32 Kanawha County principals included in the completed interview databases, 3 had incorrect phone numbers, and 9 reported their schools did not participate in the program. Similarly, at least one principal from Lincoln County reported his/her school did not participate in the TDSW program. While these are

## Executive Summary

recorded as completed interviews they were not included in frequency percentages, but were included in tables containing responses to open-ended questions.

- Strategies used by principals to make students aware of attendance policies are, in descending order, *Student Handbook* (97%), *Parent Handouts* (88%), *Homeroom Announcements* (69%), *PTO Meetings* (59%), *Bulletin Boards* (38%), and *School Web Pages* (23%).
- Statewide, 89% of principals reported that students are “very aware” of school attendance policies.
- In terms of awareness of the TDSW program, 66% of principals reported that their students were aware of the program, and 70% reported that parents were aware of the program. Conversely, 97% and 94%, respectively, reported teachers and other school administrators were aware of the program.
- Eighty-seven percent of principals indicated that the TDSW program had an impact on students at their schools. When probed to describe how the program had an impact, on overwhelming majority of responses were positive.
- Ninety percent of principals reported that the TDSW program was effective in terms of improving student attendance. Similarly, principals said the program improved academic performance (82%), student self-esteem (74%), and student social skills (73%).
- Principals reported that they thought TDSW program workers were professional (96%), competent (94%), appropriately educated and trained (93%), and effective (90%).
- When asked to think of a student helped by the program and to relate how that student was helped—aside from simply underscoring the importance of school and improving attendance—responses centered on building student capacity to succeed and addressing issues in the home environment that contributed to problems at school.
- When asked to think of a student who was not helped by the program and to relate why he/she was not, responses generally centered on the failure of families to “buy in” to a process to improve student attendance.
- When asked to select the strongest aspect of the TDSW program among eight choices, most principals (32%) selected *Providing Links Between the School and Family*. In descending order, principals then selected *Educating People About Truancy Policy and Law* (15%), *Listening Actively to Students and Parents* (14%), *Developing Plans to Address Student Needs* (13%), *Assessing Student Needs* (11%), *Making Referrals to Support Services* (9%), *Training Students in Basic Living Skills* (3%), and *Training Parents in Parenting Skills* (2%) as strongest aspects of the program.
- When asked to select the weakest aspect of the TDSW program among the eight choices, most principals selected *Training Parents in Parenting Skills* (39%). Next were *Training Students in Basic Living Skills* (19%), *Educating People About Truancy Policy and Law* (11%), *Making Referrals to Support Services* (9%), *Developing Plans to Address Student Needs* (8%), *Providing Links Between the School and Family* (8%), *Assessing Student Needs* (6%), and *Listening Actively to Students and Parents* (1%).
- When asked to state one thing they would change if they were responsible for implementing and administering the TDSW program, principals’ responses were quite variable. However, “*more TDSWs*” was a common response.

## Summary Figures and Data Tables

The screenshot shows a web browser window titled "Startup - [INTERVIEW WELCOME PAGE : Form]". The page header includes the logo for the "TRUANCY DIVERSION SOCIAL WORK PROGRAM" and the text "Interview of School Principals Data System". The main content is titled "Interviewer Instructions" and contains four numbered points:

- 1 The principals you have been assigned to interview are the only individuals you should interview. Do not interview any substitute or fill-in individuals UNLESS the principal specifically names someone to complete the interview on his/her behalf. IT IS VERY IMPORTANT to make sure you are interviewing the principal whose name is listed at the top of each form. A pull-down list is provided for selecting principals.
- 2 The interview is scripted through a series of data entry forms that will guide you through the interview process. Instructions are provided in dark blue boxes. Text to be read during the interview is in white.
- 3 IT IS VERY IMPORTANT TO RECORD ALL ATTEMPTS TO CONTACT PRINCIPALS. Fields are provided for entering the DATE and TIME of each attempt you make to contact principals, and if messages were left.
- 4 When an interview is completed, you have 2 options. You can start over and CONDUCT ANOTHER INTERVIEW, or you may EXIT THE DATABASE. Instructions are provided on how to do both.

At the bottom of the instructions, there are four buttons: "START THE INTERVIEW PROCESS", "E-MAIL A QUESTION TO ANDY WHISMAN -- You must be connected to internet" (with an "Email Andy" button), "GO TO REPORTS OF CONTACT ATTEMPTS AND CALL BACK ATTEMPTS", and "EXIT DATABASE". The status bar at the bottom indicates "Record: 14 of 1" and "Form View".

Figure 1. Interview database screen showing interviewer instructions.

The screenshot shows a web browser window titled "Startup - [Principal Contacts]". The page header includes the logo for "TDSW Principal Interviews" and buttons for "Back to Start" and "Exit DB". The main content area is titled "1st Call" and contains a form for data entry. The form includes a "Select Principal" dropdown, a "Principal" text field, and a "Phone No." text field. Below these are tabs for "Msg 1", "Msg 2", "Msg 3", "Intro", "Call Back", "Reintro", "Q1-2", "Q3-4", "Q5", "Q6-7", "Q8-9", "Q10", "Q11", and "Q12". The "Intro" tab is selected, and the form contains the following text and fields:

Enter the DATE and the TIME of your first attempt to call.  
 Enter date of 1st attempt: 1/24/2002    Enter time of 1st attempt: 8:15 AM

**Interviewer:** Hello, I'm (YOUR NAME), with the Truancy Diversion Social Work Program. May I please speak to (PRINCIPAL'S NAME).

**If asked why:** An evaluation of the Truancy Diversion Social Work Program is being done. I'm calling to speak with (PRINCIPAL'S NAME) to interview (HIM/HER) as part of the evaluation.

**If speaking to or transferred to the principal:** Click "INTRO" tab and proceed

**If you are told the principal is not available:** Could I please leave a message?    Click MSG 1, 2, or 3 to read message

The status bar at the bottom indicates "Record: 14 of 35" and "Form View". The taskbar at the bottom shows several open windows, including "Inbox", "Analysis", "C:\Docu...", "Documen...", "Principal...", "INTERVI...", and "Principal...". The system clock shows "10:46 AM".

Figure 2. Initial interview data entry screen.

Summary Figures and Data Tables

Interviewer	Interviews	Percent of Total	Interviewer	Interviews	Percent of Total
Andi Bennett	16	5.54%	Dawna Day	26	9.00%
Angie Wagner	19	6.57%	Jim Johnson	27	9.34%
Ann Riddell	25	8.65%	Kelley Davisson	20	6.92%
Cathleen Davis	20	6.92%	Mickey Senator	20	6.92%
Chip Bolyard	20	6.92%	Nina Darnell	19	6.57%
Chrissy Mullenax	18	6.23%	Paula Brown	17	5.88%
Dave Haney	19	6.57%	Sandi Herron	21	7.27%

\* The interviewers listed represent the original list of interviewers identified by TDSW management, but may not accurately reflect who actually conducted interviews.

Region	Interviews per County	Principals Per County	Rate*	Region	Interviews per County	Principals Per County	Rate*
<b>Region 1</b>	<b>43</b>	<b>88</b>	<b>48.86%</b>	<b>Region 3</b>	<b>55</b>	<b>131</b>	<b>41.98%</b>
Calhoun	2	3	66.67%	Barbour	3	7	42.86%
Doddridge	2	6	33.33%	Berkeley	6	18	33.33%
Gilmer	3	5	60.00%	Grant	2	5	40.00%
<b>Harrison</b>	<b>14</b>	<b>25</b>	<b>56.00%</b>	Hampshire	2	10	20.00%
<b>Marion</b>	<b>10</b>	<b>22</b>	<b>45.45%</b>	Hardy	3	5	60.00%
Pleasants	2	4	50.00%	Jefferson	6	13	46.15%
Ritchie	3	6	50.00%	Lewis	3	7	42.86%
Wirt	1	3	33.33%	Mineral	8	11	72.73%
Wood	5	14	35.71%	Morgan	1	9	11.11%
				Pendleton	2	4	50.00%
				Preston	7	12	58.33%
				Randolph	5	14	35.71%
				Taylor	2	6	33.33%
				Upshur	5	7	71.43%
<b>Region 2</b>	<b>104</b>	<b>177</b>	<b>58.76%</b>	<b>Region 4</b>	<b>87</b>	<b>143</b>	<b>60.84%</b>
<b>Boone</b>	<b>12</b>	<b>17</b>	<b>70.59%</b>	Braxton	5	5	100.00%
Cabell	7	18	38.89%	<b>Fayette</b>	<b>13</b>	<b>26</b>	<b>50.00%</b>
Clay	4	6	66.67%	Greenbrier	8	11	72.73%
Jackson	1	10	10.00%	McDowell	3	6	50.00%
<b>Kanawha**</b>	<b>32</b>	<b>43</b>	<b>74.42%</b>	<b>Mercer</b>	<b>17</b>	<b>23</b>	<b>73.91%</b>
Lincoln**	7	11	63.64%	Monroe	3	3	100.00%
<b>Logan</b>	<b>11</b>	<b>15</b>	<b>73.33%</b>	Nicholas	6	11	54.55%
Mason	7	12	58.33%	Pocahontas	5	5	100.00%
Mingo	5	13	38.46%	<b>Raleigh</b>	<b>12</b>	<b>30</b>	<b>40.00%</b>
Putnam	7	13	53.85%	Summers	5	5	100.00%
Roane	3	5	60.00%	Webster	1	4	25.00%
Wayne	8	14	57.14%	Wyoming	8	14	57.14%

\* A total of 287 interviews were conducted among 539 principals, yielding a statewide interview rate of 53.24%.  
 \*\* Of the 32 principals interviewed in Kanawha County, 9 indicated that their school did not participate in the TDSW program, and 3 principal phone numbers provided by TDSW were not in service or the wrong number. One principal from Lincoln County reported his/her school did not participate in the TDSW program.

Summary Figures and Data Tables

<b>Table 3. Interview Question 1: “I’m going to read a list of strategies that you may use to make students aware of your attendance policy. Please tell me which of them you use.”</b>						
	<b>Student Handbook</b>	<b>Parent Handouts</b>	<b>Homeroom Announcements</b>	<b>Bulletin Boards</b>	<b>School Web Page</b>	<b>Distribute at PTO Meetings</b>
<b>Statewide</b>	97.07%	87.55%	68.86%	38.10%	23.08%	59.34%
<b>Region 1</b>	100.00%	97.62%	73.81%	33.33%	28.57%	50.00%
Harrison	100.00%	92.86%	85.71%	14.29%	35.71%	42.86%
Marion	100.00%	100.00%	60.00%	40.00%	20.00%	50.00%
<b>Region 2</b>	96.67%	94.44%	71.11%	44.44%	26.67%	58.89%
Boone	100.00%	100.00%	83.33%	16.67%	16.67%	58.33%
Kanawha	100.00%	89.47%	84.21%	52.63%	10.53%	48.33%
Logan	100.00%	100.00%	27.27%	63.64%	54.55%	81.82%
<b>Region 3</b>	92.73%	69.09%	54.55%	34.55%	21.82%	60.00%
<b>Region 4</b>	98.84%	87.21%	73.26%	36.05%	17.44%	63.75%
Fayette	100.00%	76.92%	92.31%	53.85%	15.38%	69.23%
Mercer	94.12%	88.24%	58.82%	35.29%	5.88%	70.59%
Raleigh	100.00%	91.67%	66.67%	33.33%	8.33%	83.33%

Summary Figures and Data Tables

Table 4. Interview Question 2: <i>“Do you use any other strategies to make students aware of the attendance policy?”</i>	
<b>Region 1</b>	Assemblies
	Assemblies with students
	Attendance information is put in the parent newsletter which goes out every Friday.
	Awards assembly, students are rewarded for good attendance
	Awards for good attendance
	Banner for class with best attendance
	County attendance director visits each classroom at the beginning of year to explain the importance of school attendance
	Monthly newsletter
	Open house orientation
	Personal conferences with students
	Principal personally visits each classroom and talks with students about the importance of attending school.
	Provided in the county policy handbook which is separate from the student handbook
	Rather not say
	Remind the children of importance of school attendance.
	Review the importance of attendance with each grade
	Reward program
	Reward system for attendance
	School newsletter
	School newsletter mailed to parents
	Send out reminders to parents whose children are abusing the attendance policy
	Sends individual letters home to parents when their children have missed a certain number of days.
	Special flyer
	Students are informed again on an individual basis if attendance becomes a concern
	Sunshine club helps students that has problems
	The attendance policy is announced at assemblies.
	We send a letter to the parents when students begin having attendance problems to remind them of the attendance policy.
<b>Region 2</b>	Agenda used with students.
	At the end of the nine weeks we give out certificates and put the students who have perfect attendance in the school newsletter.
	At the end of the year perfect attendance earns student a bicycle
	Banner for homeroom monthly/best record
	Big rewards at the end of the school year
	Certificates
	Does not participate in this program.
	Drawings weekly for perfect attendance; announced over PA system; Certificates; published in newspaper & newsletter each 9 weeks.
	Each month we honor students with perfect attendance.
	Every 9 weeks we do something to honor attendance. It changes every nine weeks and the teachers come up with the idea. This past nine weeks the students received a free pass to a dance.
	Focus groups. Guidance counselor one on one discussions.
	Give awards for perfect attendance.
	Have students sign off on policy after reading

Summary Figures and Data Tables

**Table 4. Interview Question 2: “Do you use any other strategies to make students aware of the attendance policy?”**

Hold assembly each semester
Home room
Home visits
Homeroom
Ice cream social for 0-2 days per semester
In their agendas.
Incentive program at six week, mid-term and end of the year
It is on file here at the school for them to review
Kids night out -- Each month we reward students with zero absences and tardies by allowing them to go to see a movie.
Letter to parents
Letters go to the home when kids miss 3 to 5 days.
Letters to parents and students if more than 5 days missed.
Local business give coupons out and school supplies
Meet with each class individually
Monthly Contest by homeroom
Monthly newsletter
Name on plague
Newsletter (3)
Newsletters, awards at PTO
Nine weeks get rewards - Absolutely Perfect at end of year
None, I believe that we covered them all.
Open House at the beginning of each school year. We provide information concerning the school's policies and attendance would be included.
Open House at the beginning of school. The TDSW attended and provided information on the program/school attendance and raffled off a backpack. The kids surrounded her and seemed to enjoy this.
Open House at the beginning of the school year we had the TDSW come and present information on the attendance policy.
Parent Newsletter
Phone calls to students home
Phone number provided not in service.
Pizza party for homeroom winner a bonus
Put it in school and local newspaper every nine weeks.
Put it in the newsletter.
Reward perfect attendance semester and yearly.
Rewards for perfect attendance
School has calling system to parents home.
School Paper
School social worker sends a 5 & 10 day letter to parents.
Students sign-off that they have read policy
The school attempts to provide some counseling to students who have problems with their attendance.
We also have other incentive programs throughout the year.
We do five-day conferences that involves the parents and makes them aware of the student's attendance status.
We give certificates each month and at the end of the year
We give out certificates and rewards

Summary Figures and Data Tables

**Table 4. Interview Question 2: “Do you use any other strategies to make students aware of the attendance policy?”**

	We hand out certificates.
	We have a "Wall of Fame" and at the end of each school year we add those who had perfect attendance to the list - these are engraved and the students really are proud of this.
	We have an Attendance Competition for each grade and give awards out at the end of the year.
	We have attendance rewards we do regularly
	We have incentive programs - we give out dog tags for those who have good attendance.
	We have parent nights when school starts, and 1st and 3rd nine weeks.
	We have rewards programs to encourage kids to attend school - Responsible Student Program, Perfect Attendance Program and we also provide Good Guy Slips which allows those that meet the attendance requirements to get free items which are donated.
	We provide rewards programs for attendance.
	We reward the students' attendance weekly and monthly in both the homeroom and also grade
	We send out notices when violations occur.
<b>Region 3</b>	Assemblies
	Attendance club
	Attendance director that works with parents
	Attendance policy is addressed in class meetings
	Book maker
	Call parents if absent
	Calls to parents
	Chart attendance
	Children have assignment notebooks
	Class meetings are held and the attendance policy is reviewed
	Daily announcements
	Discuss advisory program
	Every Friday award for attendance
	Give rewards for attendance
	Go over policy during assembly
	Have meetings with the parents and counselor
	Have open parent teacher conference
	If students miss less than 3 days no testing.
	If they miss three or more they will take a test
	Individual conferences with students when it appears that attendance is becoming a problem
	Letter
	Newsletter
	Newspapers
	Parent teacher conference
	Put it into scheduling the students that has the best attendance gets to choose the way they want their classes schedule.
	Recognition party.
	Recognize the classes with perfect attendance on weekly basis
	Re-mail copy of policy home
	Special activities for kids to reward good attendance
	Student conference
	Talk with students and communicate w/parents
	TDSW talks with individual classes about the importance of attending school
	The attendance policy is publicized in the media
	Through attendance director

Summary Figures and Data Tables

Table 4. Interview Question 2: <i>“Do you use any other strategies to make students aware of the attendance policy?”</i>	
	Vice principals meet with students the first week of school and go over the attendance policy
	When kids start to have attendance and tardy problems sends out copies of the attendance policy to the parents again.
	Wonderful program asset, heart that it may be discontinued.
<b>Region 4</b>	5 day letter
	An orientation is presented to each grade which includes the attendance policy and the importance of school attendance.
	Announce it through school advisory group.
	At student meetings
	Attendance bottoms and certificates
	Awards
	Call students in and talk with them individually
	Call with parents directly.
	Calls are made to the attendance director
	Conference with parents
	Counseling services
	Discipline referrals re: attendance
	Discuss with each class at beginning of year
	Distribute it through the local school improvement council.
	Each teacher goes over policy at beginning of year.
	Everyone in school works on attendance and the importance of being at school on time.
	Face to face contact
	Give awards for perfect attendance each 9 weeks
	Had handout with information in it.
	Have an attendance committee
	Have an exam exemption policy which is married to attendance and grades, below a certain number of absences and with a certain grade do not have to take semester exams.
	Have guest speakers for assemblies who talk about the importance of attending school.
	Have incentives for school attendance, a bicycle is given away for perfect attendance.
	Have rewards for good attendance by not having to take semester tests.
	Homeroom
	Homeroom and counselors
	Incentive programs with Truancy Diversion Worker
	Incentives and awards
	Individual conferences with students and their parents when they have missed school.
	Individual Letter
	It is published in the county calendar.
	Memo hand outs
	Monitor attendance
	Mostly homeroom
	Newsletter
	Notify parents individually
	Open house and go over policy
	Part of HOPE responsible student program
	Personal home contacts
	Put it in the school newsletter that is attached to report cards.
	Read to students at Orientation meeting at beginning of school.
	Reminder letters are sent out when a student misses 5 days.

Summary Figures and Data Tables

<b>Table 4. Interview Question 2: “Do you use any other strategies to make students aware of the attendance policy?”</b>	
	Rewards are given for good attendance
	Rewards for good attendance
	Rewards for school attendance
	Send home a newsletter
	Students are reminded of the attendance policy
	Students receive after school detention.
	Teachers call parents when student s is out for 3 or 4 days and the parent has not called
	Teachers talk with students and make home visits
	The attendance policy is published in the local newspaper.
	The attendance policy is published in the school newsletter.
	The policy is put in assignment notes.
	The TDSW has done a presentation at the PTO meeting.
	Twice a year at assemblies
	We have an incentive attendance program. Students receive an attendance card which they get punched each day, with 20 days without an absence they get free ice cream.
	When the student is absent 2 or more days the counselor talks with them about the importance of attending school.

<b>Table 5. Interview Question 3: “Despite all that is done to publicize the attendance policy, how would you rate student awareness of the policy? Would you say they are very aware or not very aware of the policy?”</b>		
	<b>Students Very Aware of Attendance Policy</b>	<b>Students Not Very Aware of Attendance Policy</b>
<b>Statewide</b>	89.38%	10.62%
<b>Region 1</b>	92.86%	7.14%
Harrison	92.86%	7.14%
Marion	90.00%	10.00%
<b>Region 2</b>	86.67%	13.33%
Boone	66.67%	33.33%
Kanawha	94.74%	5.26%
Logan	100.00%	0.00%
<b>Region 3</b>	90.91%	9.09%
<b>Region 4</b>	89.53%	10.47%
Fayette	100.00%	0.00%
Mercer	88.24%	11.76%
Raleigh	91.67%	8.33%

<b>Table 6. Interview Question 4: “The Truancy Diversion Social Work Program is available to students in your school. Do you think that students (parents/teachers/other school administrators) are aware of this program?” (Percent “yes” responses).</b>				
	<b>Students Aware of TDSW Program</b>	<b>Parents Aware of TDSW Program</b>	<b>Teachers Aware of TDSW Program</b>	<b>Others in School Administration Aware of TDSW Program</b>
<b>Statewide</b>	66.67%	70.33%	96.70%	93.77%
<b>Region 1</b>	57.14%	59.52%	95.24%	95.24%
Harrison	35.71%	42.86%	92.86%	100.00%
Marion	60.00%	80.00%	100.00%	100.00%
<b>Region 2</b>	70.00%	74.44%	97.78%	92.22%
Boone	16.67%	16.67%	100.00%	91.67%
Kanawha	78.95%	94.74%	94.74%	94.74%
Logan	90.91%	90.91%	100.00%	90.91%
<b>Region 3</b>	69.09%	74.55%	92.73%	92.73%
<b>Region 4</b>	66.28%	68.60%	98.84%	95.35%
Fayette	53.85%	61.54%	100.00%	100.00%
Mercer	58.82%	64.71%	100.00%	88.24%
Raleigh	83.33%	75.00%	100.00%	100.00%

Summary Figures and Data Tables

<b>Table 7. Interview Question 5: “Overall, would you say that this program has or has not had an impact on students at your school?”</b>		
	<b>Has had an impact</b>	<b>Has not had an impact</b>
<b>Statewide</b>	87.18%	12.82%
<b>Region 1</b>	85.71%	14.29%
Harrison	78.57%	21.43%
Marion	90.00%	10.00%
<b>Region 2</b>	84.44%	15.56%
Boone	58.33%	41.67%
Kanawha	89.47%	10.53%
Logan	100.00%	0.00%
<b>Region 3</b>	94.55%	5.45%
<b>Region 4</b>	86.05%	13.95%
Fayette	100.00%	0.00%
Mercer	88.24%	11.76%
Raleigh	83.33%	16.67%

**Table 8. Interview Question 5 Follow-up: Description of how TDSW program has impacted students. Responses are sorted by whether the program has had (yes) or has not had (no) an impact.**

<b>Region 1</b>	Yes	A rapport develops between the social worker and the student. This gives the student someone to talk to and over all this seems to help the students with their problems which in turn leads to better attendance and a better attitude.
	Yes	Attendance has improved 2% since the program started
	Yes	Better attendance
	Yes	Can see an improvement in attendance
	Yes	Direct work with the students has lowered the number of attendance problems.
	Yes	Good
	Yes	Good impact
	Yes	Great
	Yes	Great impact
	Yes	It has helped raise the self-esteem of students with attendance problems. The program has also linked families with other services.
	Yes	It is a person to person interaction. It helps to assure that parents understand the importance of the children being in school.
	Yes	Parents are more aware about their children's attendance
	Yes	Positive
	Yes	Some
	Yes	Student attendance has improved.
	Yes	Student attendance improved
	Yes	Students who were missing 2 or 3 days a month are missing less. There has been an improvement in attendance overall from last year. Have not seen the TDSW as much this year because there is less need.
	Yes	The majority of the students who have been involved with the TD program have shown improvement in their school attendance.
	Yes	The program has helped improve student's attendance at the school.
	Yes	The students are now attending school on a regular basis.
	Yes	The TD program has allowed for a liaison between the parent and school that was otherwise missing.
	Yes	The TDSW gets involved in all aspects of the child's life both home and school.
	Yes	The TDSW has been excellent with home interaction with the students and parents.
	Yes	The TDSW has primarily given personal outside help to parents and has helped them realize the consequences of truancy. The TDSW has given relief to parents by helping them work out difficult situations.
	Yes	The TDSW is up front and available to the students they bring their problems to her. She attends IEP meetings and SAT meetings. I am amazed at her professionalism.
	Yes	The Truancy Diversion social worker has brought a personal touch to the kids the school has previously had a problem reaching.
	Yes	There has been improvement in attendance. Chronic absenteeism has improved with the help of the social worker.
Yes	Very positive impact	
Yes	Very helpful	

Summary Figures and Data Tables

**Table 8. Interview Question 5 Follow-up: Description of how TDSW program has impacted students. Responses are sorted by whether the program has had (yes) or has not had (no) an impact.**

	No	It has had an impact but not as much as I want it to. The program has been able to address some core truancy problems.
<b>Region 2</b>	Yes	A huge impact
	Yes	A quick means of implementation of a plan.
	Yes	Ability to have someone work with children/families in their home and to stress how important attendance is.
	Yes	Academically.
	Yes	Although we just started with the program, it helps to have someone to go out into the homes and meet with families to inform them of the policy and help them with their issues.
	Yes	Attendance has increase with home visits.
	Yes	Attendance percentage has increased.
	Yes	Better overall attendance.
	Yes	Favorable
	Yes	Gives the students a positive link.
	Yes	Great!
	Yes	Has improved attendance - but it is so new, has not noticed any additional changes overall.
	Yes	Has not needed to use it.
	Yes	Have one student who missed over 40 days of school, way down this year, tardies have improved as well.
	Yes	Help children understand how important it is
	Yes	Help the students learn about the consequences of their attendance
	Yes	Helped the overall performance of the students
	Yes	I cannot answer this with one sentence. We have a very hard worker who is a great communicator and works with these children who are high-risk kids. My worker has had a positive impact on both students and also staff. I am not the only one (principal)
	Yes	I have seen the chronic truants improve their attendance.
	Yes	I would have to think about that.
	Yes	Improved attendance
	Yes	Increase attendance
	Yes	Increase in attendance and grades.
	Yes	Increase in attendance of those that would not normally be in school
	Yes	Increased
	Yes	Increased attendance
	Yes	Increased attendance with the students.
	Yes	It gives another person to be able to go into the homes to stress attendance policy.
Yes	It got the mother's attention.	
Yes	It has cut back the legwork of the administrators of the school.	
Yes	It has enabled us to make the connection with home and school, and made parents aware of the importance of school and arriving on time.	

**Table 8. Interview Question 5 Follow-up: Description of how TDSW program has impacted students. Responses are sorted by whether the program has had (yes) or has not had (no) an impact.**

Yes	It has made parents aware that they must have and turn in excuses to the school.
Yes	It is a positive approach to their absences and tardiness.
Yes	Laura Adkins is wonderful and has made major progress with a certain family
Yes	Made parents
Yes	Made some impact on some students
Yes	Made them more aware of the attendance policy.
Yes	My school's attendance is 96.1% so I know that this program has had an impact on the students. Anytime I bring a problem to the worker, she gets right on it and takes care of it.
Yes	Not used it that often, but when they have it has worked well.
Yes	Parents who had problems are more aware of getting children to school and are aware of circumstances that come with not getting children to school.
Yes	Provided early intervention through parent involvement, student contacts and home visits.
Yes	School had poor attendance level; now attendance is above state level.
Yes	Several parents now are aware and they realize they are responsible for child's attendance. School calls everyday when children are not in school.
Yes	She is going above and beyond just truancy issues. We don't have a TDSW this year, and I already see an increase in truancy issues.
Yes	Students' attendance has improved - well, to those that it can. Some people, regardless of the services will not change. So, the program has helped those that it can and the others probably cannot be helped, by anyone.
Yes	Students in the program receive individual services regarding attendance policy
Yes	Students know if they miss they will be contacted by another agency.
Yes	Students know who the workers are and they tell their friends about the TD workers.
Yes	TD Program has taken issues from negative to a more positive way of dealing with issues. It has had an overall impact to a positive way when dealing with students/families regarding attendance.
Yes	The attendance has improved because the students are more aware of consequences.
Yes	The kids who they worked with were primary kids, and the TDSW by making visits and meeting with them at school helped educate parents about the importance of being in school and getting an education.
Yes	The one family is doing much better since TD Program has been involved
Yes	The parents and students are more aware of the consequences if the child does not attend school.
Yes	The worker is able to get into the homes of these kids and we as the school has not and this has improved the student's attendance.
Yes	The worker we have is excellent and tries to help the students. She stays involved with them and provides support. My students are elementary students and are not aware of the program per se because they are too young.
Yes	Their attendance has improved - somewhat.
Yes	They are allowed to do home visits.
	Those that have been involved, their attendance improved

**Table 8. Interview Question 5 Follow-up: Description of how TDSW program has impacted students. Responses are sorted by whether the program has had (yes) or has not had (no) an impact.**

	Yes	Took care of the serious problems
	Yes	Truancy worker worked with one student in school last year. He had terrible attendance but has shown incredible improvement this year by not missing any unexcused absences.
	Yes	Very good for students to know that someone cares about them
	Yes	Very helpful
	Yes	Very huge impact on some
	Yes	Very positive impact on students.
	Yes	We do a lot of work in terms of setting a framework for understanding poverty and the TDSWs are instrumental in terms of developing relationships that the school folks don't always have time to develop.
	Yes	We had a case that went to court this year, we have not had that in the past, so I believe that this shows that the program has an impact.
	Yes	We have had students who have benefited because of certain problems they have had, and with the intervention of this program those problems were identified and addressed.
	No	N/A
	No	Not at all. Disruptive.
	No	Slowly starting to make an impact on students and parents.
	No	They have not used the program at all.
	No	This is the first year with this program. It is slowly starting to make a difference.
	No	This is the first year, so it has not made much of an impact as yet. Hopefully by next year it will have taken off.
<b>Region 3</b>	Yes	Attendance has improved. Fewer students have excessive absences, TDSW is active in publicizing attendance issues and in getting businesses to provide attendance incentives.
	Yes	Attendance rates a lot better. 3 years ago below rate state set.
	Yes	By awareness
	Yes	By increasing their awareness. How important it is to be in school
	Yes	Can't think of anything
	Yes	Can't think of anything at this time
	Yes	Cut down on number of days some children missed in passed school year
	Yes	Documentation done by social worker. And helping the parents.
	Yes	For those students who have attendance problems the program has been a great success in helping them to improve their attendance.
	Yes	Good impact
	Yes	Great impact
	Yes	Helped to remove barriers that got in the way of children's learning.
	Yes	Helping students become aware of the attendance policy
	Yes	Helps them come to school better
	Yes	Huge impact
	Yes	I think TDSWs doing home visits has a very positive effect.
	Yes	Improved school attendance
	Yes	In some cases the attendance have increased.

Summary Figures and Data Tables

**Table 8. Interview Question 5 Follow-up: Description of how TDSW program has impacted students. Responses are sorted by whether the program has had (yes) or has not had (no) an impact.**

	Yes	Individual contact, the ability of the TDSW to maintain contact between the home and the school.
	Yes	It has increased the student's awareness of the importance of attending school.
	Yes	It impacts the parents more than the children. Parents are more knowledgeable of truancy problems. Supports the program 100%. The parents receive help in dealing with problems.
	Yes	It is nice to have someone not part of the school inform the parents of the school attendance policy, so I can be the good guy.
	Yes	It has helped lower the truancy percentage by decreasing absences and tardiness of students. The telephone contact by the TDSW has been a big help
	Yes	Last year differently, this year not as effective.
	Yes	Lets students see their need to be in school
	Yes	Made impact in some cases
	Yes	Make students more accountable
	Yes	Make them realize how informed school is
	Yes	Minimal impact
	Yes	More aware of importance of school
	Yes	N/A
	Yes	None at this time
	Yes	Not enough time positive impact
	Yes	Pride kind of thing
	Yes	Some impact
	Yes	The kids need to be at school to learn.
	Yes	The program has had a major impact. The TDSW meets with students and parents and goes over the attendance policy, laws, etc. The TDSW offers to help them and keeps track of them regularly.
	Yes	The students are getting attention they haven't received before and they are coming to school more.
	Yes	The TDSW has developed a helping relationship with families and had a positive impact on improving attendance. It is a good public relations thing and shows the family that there is someone who can empathize with them.
	Yes	The TDSW provides one on one services and this has helped increase the attendance rate.
	Yes	The TDSWs can go to the student's home for one on one time.
	Yes	The TDSWs fill in the gap between teachers and parents.
	No	Do not have it
	No	No answer
<b>Region 4</b>	Yes	Attendance has improved
	Yes	Awareness has improved. The TDSW is more visible. She is aware of the students who are absent and she is on top of things. She makes contact with the students and the families and they know if they do not come to school someone will be contacting them to
	Yes	But seems to be temporary. Some that had attendance problems last year were okay but this year they have started again.
	Yes	Contact with the parents and families.
	Yes	Could not keep worker on board during start of program. Now it is okay.

**Table 8. Interview Question 5 Follow-up: Description of how TDSW program has impacted students. Responses are sorted by whether the program has had (yes) or has not had (no) an impact.**

Yes	Definitely helped students in attendance and TDSWs in homes was help as well.
Yes	Good parent teacher communications
Yes	Great support
Yes	Has made a difference in attendance and grades
Yes	Helped make students aware of the policy.
Yes	Helped the students know that someone other than their parents and teachers care about them
Yes	Helping the parents
Yes	Helps the students and mostly the parents understand the importance of the attendance policy and how it affects the students
Yes	I feel that our attendance ranking being one of the highest shows that the program is working.
Yes	I really like the program because of the worker that I have now.
Yes	If it were as good in all schools as it is in mine it would set a precedent for the state and nation.
Yes	Improved attendance.
Yes	Intense customized with at risk children.
Yes	It has been used on two students and both have had a positive impact.
Yes	It has increased attendance and the student's grades have improved.
Yes	It has provided positive support and knowledge to the parents about problems with attendance.
Yes	It has provided students with the importance of attending school on a regular basis.
Yes	It is a support for students.
Yes	It lets them know that someone other than teachers care about them.
Yes	It helped the students realize that there is help no matter what and that has a positive effect on the students
Yes	It notifies those parents with the problems the students are having.
Yes	I've seen more success from this program than any other type program.
Yes	Less attendance issues
Yes	Not as many attendance problems as before
Yes	Not in place long enough.
Yes	Only have K-4 here. The students he worked with it did help.
Yes	Overall impact.
Yes	Overall performance
Yes	Parent wise helped them send their kids to school
Yes	Scale of 1-10 program is a nine in terms of effectiveness.
Yes	Someone being there helps motivate the students.
Yes	The attendance has increased for the student.
Yes	The chronic absentees have improved in attendance. They know if they do not come to school, someone will be visiting them.
Yes	The ones who were chronically truant are attending school
	The Program acts as a go between. It gives support to the parents that sometimes they can't get from the school.

Summary Figures and Data Tables

**Table 8. Interview Question 5 Follow-up: Description of how TDSW program has impacted students. Responses are sorted by whether the program has had (yes) or has not had (no) an impact.**

Yes	The program gives parents support and gives the administration support. The TDSW is a mediator between the parent and school.
Yes	The program has had a great impact. It has helped make the students and their parents aware of what's going on in school.
Yes	The program has had a positive impact with the students and the parents. The TDSW has helped the parents learn different skills to get their children to school.
Yes	The program has had an impact because I haven't had to refer anyone to the program this year.
Yes	The program has helped students increase and maintain their attendance rate.
Yes	The program has not had much impact, it is more to the positive side but it is marginal. The reason is the TDSW only gets to work with the really hard-core truant kids. If they could work with the kids who are just starting to miss and haven't really got
Yes	The program has prevented some from going to court. Avoiding this gets kids back on the right track before it is to late.
Yes	The students are more aware of the significance of being absent from school. They know what action may result from being absent.
Yes	The students as well as the parents are more aware of the importance of coming to school.
Yes	The student's attendance has improved.
Yes	The student's attendance has really improved.
Yes	The students know that someone is watching and is there to help them.
Yes	The TD program has developed an avenue of communication for school board policy with parents.
Yes	The TD program provides someone to have direct involvement with students and their parents and to provide or locate appropriate services to help meet their needs.
Yes	The TDSW have helped in monitoring school attendance. The students have been given what they need in order to comply with attendance. There is good follow-up, students are monitored more closely.
Yes	The TDSW impresses on students the importance of attendance. The TDSW is available as a resource.
Yes	The TDSW working with the parents improves the student's attendance.
Yes	The TDSW works well with the parents and kids. The TDSW gives positive reinforcement.
Yes	The worker meets with parents often. The worker even tutors the students when needed.
Yes	Very helpful
Yes	When students are involved in the program and the staff goes out into the homes, their attendance improves.
Yes	Worker visiting homes did make an impact.
Yes	You always have students that need the help of the worker.
Yes	You can get to the parents more quickly than the school system can.
No	I think it has made some of them and their families more aware of the seriousness of the absenteeism.
No	No one has been referred.
No	Program just got started, have had TDSW turnover.

<b>Table 9. Interview Question 6: “For students referred to the program, do you think it is effective in terms of improving their Attendance/Academic Performance/ Self-Esteem/Social Skills?” (Percent “yes” responses).</b>				
	<b>TDSW Program Effective in Improving Student Attendance</b>	<b>TDSW Program Effective in Improving Student Academic Performance</b>	<b>TDSW Program Effective in Improving Student Self-esteem</b>	<b>TDSW Program Effective in Improving Student Social Skills</b>
<b>Statewide</b>	90.48%	81.68%	73.63%	72.53%
<b>Region 1</b>	88.10%	78.56%	73.81%	66.67%
Harrison	85.71%	85.71%	78.57%	71.43%
Marion	90.00%	70.00%	70.00%	60.00%
<b>Region 2</b>	87.78%	75.56%	66.67%	68.89%
Boone	66.67%	58.33%	50.00%	41.67%
Kanawha	94.74%	84.21%	73.68%	78.95%
Logan	100.00%	81.82%	81.82%	81.82%
<b>Region 3</b>	96.36%	94.55%	78.18%	72.73%
<b>Region 4</b>	90.76%	81.40%	77.91%	79.07%
Fayette	92.31%	84.62%	92.31%	84.62%
Mercer	88.24%	76.47%	82.35%	70.59%
Raleigh	100.00%	91.67%	75.00%	83.33%

Summary Figures and Data Tables

<b>Table 10. Interview Question 7: “Do you think the TDSW social workers are Professional/Competent/Effective/Appropriately Educated and Trained?” (Percent “yes” responses).</b>				
	<b>TDSWs Professional</b>	<b>TDSWs Competent</b>	<b>TDSWs Effective</b>	<b>TDSWs Educated &amp; Trained</b>
<b>Statewide</b>	95.97%	94.14%	90.48%	92.67%
<b>Region 1</b>	100.00%	100.00%	90.48%	95.28%
Harrison	100.00%	100.00%	92.86%	92.86%
Marion	100.00%	100.00%	90.00%	100.00%
<b>Region 2</b>	93.33%	91.11%	88.89%	91.11%
Boone	83.33%	75.00%	75.00%	66.67%
Kanawha	94.74%	94.74%	94.74%	94.74%
Logan	100.00%	100.00%	100.00%	90.91%
<b>Region 3</b>	98.18%	96.36%	94.55%	96.36%
<b>Region 4</b>	95.35%	93.02%	89.53%	90.70%
Fayette	92.31%	92.31%	92.31%	92.31%
Mercer	100.00%	94.12%	82.35%	82.35%
Raleigh	91.67%	83.33%	91.67%	91.67%

Table 11. Interview Question 8: <i>“Now, try to think of a student who was helped by the Truancy Diversion Social Work Program. Without providing any identifying information, in one sentence explain what you think the program did for this student.”</i>	
<b>Region 1</b>	Being involved in the program kept the student from dropping out of school.
	Better understanding of the attendance policy and importance
	Better understanding of the importance of attendance
	By someone checking on them personally, this gave parents support. The student's attendance improved and the grades went up.
	By the TDSW working with the child and parents, it gave the parents more of an awareness of the importance of the child being in school.
	Gave student someone to talk to
	Gave the student someone to talk to and help with any problem
	Gave them a caring adult to work with
	Have not had any
	Helped explain that attendance is very important and why
	Helped (3)
	Helped students know why attendance is so important
	I can't answer this question.
	In many cases the TDSW is the last resort. It made the student aware that people care and at some level they must put forth as much effort as everyone around them to be successful.
	It helped the student approve their attendance.
	It informed the parents that there is someone here who cares and wants to help.
	It made more aware of what attendance and gave them someone to talk to.
	It made the student aware of having to be in school and that if she weren't the TDSW would come to the home. It removed the excuse of not having a phone from the family,
	It mostly help the parents and the kids
	It opened doors of communication for a parent who had felt isolated from the school for some years. In elementary school the parents are the key to getting the kids to school.
	It provided a source of accountability for the student that is not always present.
	It showed the student that someone cared. The TDSW took special interest in the student and convinced the student that the student had something to offer.
	Let students know that they are there to help
	Made the parent aware that there is a county policy for attendance
	Made them and parents of the importance of the attendance and the effects it has
	TDSW helped educate the parent of the child and made them aware of the importance of the child coming to school, child's attendance has improved.
	The program helped the child's self-esteem and allowed them to see the social and academic benefits of coming to school.
	The program helped the student to get to school more often.
	The program provided someone for the student to talk to and the social worker helped the student sort things out in their head.
	The social worker went to the home and asked permission to be part of a follow-up and the parent agreed.
	The student comes to school more often. The TDSW also helped the parents and impressed upon them the importance of school.
	Having a person visit in the home helped the student. The student is now coming to school more.
The student was in control in the home. The TDSW worked with the family to help get the child hospitalized for an evaluation.	
The student who did not want to come to school used where she lived and medical problems as an excuse. The TDSW went to the home and served as a connection between the family and the school now the child's attendance and grades have improved.	
The student's self-esteem and academic performance has improved. The student seems to feel better about himself.	
The TDSW connected the family with other agencies that were able to help. The student's attendance improved.	

Summary Figures and Data Tables

**Table 11. Interview Question 8: “Now, try to think of a student who was helped by the Truancy Diversion Social Work Program. Without providing any identifying information, in one sentence explain what you think the program did for this student.”**

	The TDSW has built a relationship with the student. The student's attendance and behavior have improved.
	The work with the TDSW made the student and parents more aware of the positive and negative consequences of school attendance. This led to improved attendance.
<b>Region 2</b>	Addressed all problems in the family
	Attendance has gone up.
	Aware of the school attendance policy and improved their grades.
	Brought the parent involved with the student and the parents are more cooperative with the school.
	Child who lived between two parents' homes had a severe attendance problem. Social worker worked with the family and now the student gets good grades and is in a more permanent surrounding instead of bouncing back and forth as before.
	Don't see much success from the program.
	Encouraged child to stay in school and therefore attended more school.
	Focused attention on him by peers and staff may have made him attend school better. Td showing an interest in him and want him at school, making sure school is the reason that they care about him.
	Gave the students better understanding about attendance
	Getting the parents to understand how important it is to get them to school.
	Helped a child who had missed several days of school up until Christmas last year. Once the TDSW intervened the child missed only two days of school the rest of the year.
	Helped get students to school on time that were constantly truant. Worked closely with parent.
	Helped improve attendance and it gave the student someone to talk to at school.
	Helped the entire family
	Helped the overall performance and helped the student realize that he/she is cared for
	Helped the students know that we care about them
	I think that the program looked at the overall situation and worked on everything, not just attendance.
	I think the parent is more responsible now than before in terms of getting the child to school.
	Improved the attendance regularly.
	In school more and respect for the law.
	Increase attendance and grades.
	Increased attendance (4)
	Increased attendance on the chronically truant kid.
	It built their self-esteem and was a positive approach.
	It got the mother's attention.
	It increased this student's attendance.
	It made the child and family aware of the importance of being in school and getting an education.
	It made the parents and also the student aware of the consequences (court) if the attendance did not increase.
	It was the worker's contact with the parents. After this occurred, the child's attendance went up, not perfect, but it has increased. The worker got the parents to be more involved.
	Less attendance problems
	Let the student know that we can help
	Made them aware that an outside agency will contact them.
Male student would not get up to go to school. Was from a broken home. Worker spoke with student and he saw that someone cared. From that point on he started coming to school, caught up on his work. He has not missed since then and has a very positive outlook.	
A male student has missed 70 days. Last week of March, student had perfect attendance. Truancy worker was very involved. Hoping to have continued success with student.	
Many students. Once they see that someone is actually interested in them, they seem to improve all the way around.	
N/a (5)	

**Table 11. Interview Question 8: “Now, try to think of a student who was helped by the Truancy Diversion Social Work Program. Without providing any identifying information, in one sentence explain what you think the program did for this student.”**

Once worker visited the family, child's presence at school was significantly improved.
One student has extreme disciplinary problems. After TDSW worker met with parents, there was a difference in the student's behavior.
One thing, the attendance policy was thoroughly explained and the parents understood what an excuse was and was not, which increase the child's attendance. Plus the child really liked the TDSW, who showed this child special attention
Our program stresses the family and greatly improved the overall life situation of one of the families - not only the child.
Parents got the message that school is important. Without the worker's follow up, this would not have occurred.
Parents made aware of the importance of attendance.
Provided support to the student and family.
She seems to like to come to school more now. I think the program helped to improve her self esteem.
Student missed a tremendous amount of days, but had good grades. Since attending on a regular basis, is a top notch student all around.
Student received positive reinforcement and increased attendance.
TDSW not only made contact with him, but also spent time in the morning once the child got to school. The relationship provided incentive for the child to come to school and want to excel.
TDSW was not there long enough to answer this question.
The child raised their grades.
The child's attendance improved
The girl's attendance improved because the worker worked on many factors that were affecting the family - lice to a terminally ill grandmother.
The home visits made were beneficial to the student and family to give that extra added touch.
The in-home intervention piece was very helpful.
The program helped them become aware of the policy and improve their attendance.
The program is not available at the High School level, therefore I cannot answer a good deal of these questions.
The student came to school more which also improved his grades and social skills.
The student had an anxiety disorder and the TDSW helped the student get back to school.
The student is in school more, has formed a relationship with the worker, who is a much needed support for this child.
The student's attendance has improved.
The TDSW communicated with the parent and made all of them aware of the importance of school. It was someone for the parent to talk too and get help from.
The voluntary status causes the program to not be successful.
There was a little boy who missed more that 50 days last school year. He got involved with the program and had not missed a day - until he was hit by a car, which has caused excused absences. The school had used all of its resources - I had talked to the family and it was referred up to the Attendance Director who was going to take legal action. However, none of this worked until the TDSW became involved and turned this case around.
The worker worked with the entire family and assisted them with their problems.
There has been a real success story for one particular fifth grader. This program has changed student's outlook. Student was taken to State Legislature for WV Day, and got every question correct that was asked. She wants to take the Golden Horseshoe test when she reaches appropriate grade.
There was a little boy, 6th grader - repeater, who had missed a great deal of school and his grades were terrible. He was referred and the worker worked with him and his family and his entire situation was turned around. He developed a positive outlook for school, his attendance and grades improved. Overall, several aspects improved.
There were two brothers who were not attending school, we had done everything we could and we could not get them to attend. I referred this family to the worker and they have not missed one day since then, I am not sure what she did, but the boy's attendance is perfect.

Summary Figures and Data Tables

**Table 11. Interview Question 8: “Now, try to think of a student who was helped by the Truancy Diversion Social Work Program. Without providing any identifying information, in one sentence explain what you think the program did for this student.”**

	This student's attendance not only improved, but his self esteem increased as did his behavior.
	Through the help of the TDSW, we solved the issues that were keeping the child out of school.
	Truancy worker only worked with one student last year (very small school, not a lot of truancy). He showed major improvement in attendance and also in his academics. He is doing very well this year.
	We have a little girl who is shy, she wouldn't do anything, we got her into the program, and she is now going out for the girls' basketball team, and she will give you eye contact now.
	We were able to connect the student and family to community resources above and beyond what the school can offer.
	Yes very helpful. It helps the students self esteem
<b>Region 3</b>	Better living condition
	Gave student opportunity to speak with a non teacher.
	Helped out a lot with most of problems
	I have no information about any students.
	Identified the student's and family's needs that needed to be addressed to promote family into a better life.
	It gave the student positive contact with an adult that cared about them.
	It made the student more aware that their attendance was being monitored and that someone was keeping track.
	Its helping them understand the importance to attendance
	Let the students know that there is someone who cares about them
	Made the parents be more involved in their children's education.
	Made the student aware of the attendance policy.
	Makes student aware of and importance of attendance
	Program helped because it gave time to children that needed help
	Provided the needed link between school and parents
	Provided the security and stability the child needed in it's life. Parents weren't providing for the child's needs.
	Reassurance, having someone to call when students need help for anything.
	Some children are school phobic, the TDSW helped to make the child and parent part of the school system.
	Taught to accept responsibility for attendance
	The child's parents were divorcing and they were using the child by keeping the child out of school. The TDSW helped the parents realize that the child was the one paying the price and that they could not carry on their fight through the child.
	The program helped decrease the students' absences by about 75% and academically the child is now doing much better.
	The student came from a chaotic home environment. The TDSW was able to develop a bond with the student and the family. The student had been coming to school angry and the TDSW was able to defuse his anger. The student began to view school as a safe place to be.
	The student missed school a lot, at least 20 days. The TDSW met the child and parents and the student is now on task she comes to school regularly and is passing.
	The student's attendance increased, their academic proficiency improved, the student was a potential drop-out and is now doing much better academically and socially. The TDSW referred the family to some outside resources.
	The students self image was improved and his attendance improved. The student became more responsive to school.
	The TDSW got the child to come to school. The TDSW made the parent more responsible. Going to the home helped the parent realize that someone was concerned with them.
	The TDSW made the family more aware of the importance of the student being in school and the consequences if she did not attend.
	Worked with student to ix problems

**Table 11. Interview Question 8: “Now, try to think of a student who was helped by the Truancy Diversion Social Work Program. Without providing any identifying information, in one sentence explain what you think the program did for this student.”**

<p><b>Region 4</b></p>	<p>A kindergarten child was not coming to school regularly and when she did come she was tardy. Since the TDSW started working with the family the child has not had any tardies and she has made academic progress. Prior to this she was in danger of being retained.</p> <p>A little girl who was very shy. He helped her with self-esteem.</p> <p>After the TDSW and attendance worker visited in the home and made the parents aware of the importance of attending school, the student’s attendance improved and the improvement was sustained.</p> <p>Attendance has improved dramatically.</p> <p>Better social skills and better grades. Very helpful and it also helped morally</p> <p>Cannot think of a student who was significantly helped.</p> <p>Can't say it has helped anyone involved.</p> <p>Child is still dependent on parental support for good performance program allows frequent interaction/ intervention/ parents that schools can't do.</p> <p>Encouraged the student to come to school. The social worker met with the student on a daily bases and gave rewards for good attendance</p> <p>Family of 4 and they are attending much better than before.</p> <p>Gave the student time to get the attendance issue resolved and also gave support</p> <p>He has improved the attendance in school and he feels much better about himself.</p> <p>He has improved academically. His self esteem and social activities has changed.</p> <p>He was blaming the school system for absences before the worker went to the home but after her visits the student straightened up.</p> <p>He was given a person that showed one on one attention</p> <p>He was truant because of suspensions. He is now attending regularly.</p> <p>He wasn't coming to school, TDSW was persistent and kid came to school, TDSW was persistent and the kid came to school and passed.</p> <p>He would not come to school at all. He is now coming and doing well.</p> <p>Helped student on every level</p> <p>Helped the student realize how important the attendance is</p> <p>Helped the student with the attendance and on a personal basis as well</p> <p>Helps academically. Gives us the chance to help student before he falls through the cracks.</p> <p>I cannot think of a student who was helped at this time.</p> <p>I really can't think of one off hand. I know that the program works if the parents will just help a little.</p> <p>Improved attendance and contact with family.</p> <p>Improved attendance (2)</p> <p>It gave the student a positive outlook about school and the attendance policy. The student knows that everybody is here to help</p> <p>It helped because there was steady contact with student and parents.</p> <p>It helped build up the student’s self-esteem. The student has a bad home life and knowing that someone was concerned about them helped.</p> <p>It helped improve the attendance of the student.</p> <p>It helped show the student the importance of attending school.</p> <p>It helped the student see the purpose of coming to school. It helped reinforce the importance of coming to school.</p> <p>It showed the student that someone cared for them and that someone was looking out for them.</p> <p>It showed the student that there was someone out there to take a vested interest in them and spend more time with them.</p> <p>Just getting them to school was helpful. Made parent aware of the importance of attendance.</p> <p>Made them aware that if they didn't come to school there would be consequences</p> <p>Mainly because TDSW went into home and worked with the family as a whole.</p> <p>More support for the student</p> <p>No one has been referred.</p> <p>Not that many referrals not allowed to work with kids 16 or older.</p>
------------------------	--

**Table 11. Interview Question 8: “Now, try to think of a student who was helped by the Truancy Diversion Social Work Program. Without providing any identifying information, in one sentence explain what you think the program did for this student.”**

One student it helped to bring his grades up.
One student was missing a lot of school and now her attendance is now great.
Provided a less intimidating manner by which there was communication between the school and home
Self esteem improved.
She was helped because the worker was there. He would get the child here.
Staff visited the home, interacted with the family as a whole, and coordinated services.
Student had school phobia (diagnosed). With the help of school personnel and the truancy worker the student has reduced his absences by 75%.
Student is more active in school
Student is more effective in school in general
Student received personal contact and continual check up when they missed school.
Student wasn't attending at all, to attend 70% of the time.
Supportive to the student and family.
TDSW worked with family as a whole and helped student work on other issues such as anger and so forth.
The constant contact by the TDSW was like a big brother to him and helped very much.
The involvement of the TDSW reached the parents and stressed the importance of the child attending school regularly.
The mother got it in her head that someone would be checking if the child was not in school, so this year attendance has not been a problem.
The student got back in school. The parent became aware that someone was there to help.
The student is attending school now before he wasn't attending on a regular basis.
The student is coming to school better dressed. His attendance is better and his self esteem is better.
The student received one-on-one help and showed concern for him.
The student who was young herself had a baby and would ordinarily have dropped out of school. The TDSW made contacts with her and helped get her into the alternative school so she would not drop out.
The student's attendance improved.
The TDSW educated the child's parents on the importance of school attendance.
The TDSW got the student back in school and helped get a healthy clean living situation for the student.
The TDSW has really helped turn the student around. The student's attendance has improved and the student has started to do the classroom work.
The TDSW helped the parent to realize the importance of the child being in school. The child is now coming to school regularly.
The TDSW helped the parents to help their children.
The TDSW made home visits and served as a liaison between the home and the school. The TDSW also helped to place the student in an appropriate program.
The TDSW made home visits and tried to help get the home situation improved. She did follow-ups with the family and the student's attendance improved.
The TDSW reinforced the positive behavior of the student. The student now has good attendance and the student's grades have improved.
The TDSW worker got the student back in school and brought some family issues out in the open. The family is now getting counseling.
There is more consistent communication between home and school. Helped deal with the parent's suspicion of the school system. The TDSW provides individual attention for the student and family.
They saw that there was a connection between home and school.
Two girls in the same family, they missed a lot last year. Their attendance is better this year and one has made the honor roll this year.
Two sisters were out for lice. The Program linked services that went into the home and cleaned the lice problem up so that the two students could get back into school.

Summary Figures and Data Tables

<b>Table 11. Interview Question 8: “Now, try to think of a student who was helped by the Truancy Diversion Social Work Program. Without providing any identifying information, in one sentence explain what you think the program did for this student.”</b>	
	Two young men's attendance has improved. Their behavior has improved also.
	Very good for the students self esteem helped out in many ways

Summary Figures and Data Tables

**Table 12. Interview Question 9: “Now, try to think of a student who was not helped by the Truancy Diversion Social Work Program. Without providing any identifying information, in one sentence explain why you think the program did not help the student.”**

<b>Region 1</b>	All of the students who have been referred to the program have shown some improvement.
	Cannot think of a student who was not helped. In every case the student was helped.
	Cannot think of one student who was not helped by the program
	Don't know if any
	In this case it was an environmental thing. The parents do not value education.
	N/a
	No parent help
	No support at home. Attendance is not a high priority for parents
	Not aware of any students who have not been helped.
	Not enough help from parents
	Not sure the good Lord could have helped this student. This was a tough case with a history of problems in the family. The student got little family support.
	Parents
	Rather not say
	Some problems are to great, the home environment affects the student. In this case the priorities were set at home by the parents and education was not important to the parents.
	Student does want to be helped
	The child refused to cooperate. This child was obstinate with parents, school and with the social worker.
	The family refused the service.
	The lack of the family's commitment to education. They did not see the value of education.
	The mother did not send the children to school after 9/11/01 because of terrorist threat. The mom's attitude has affected the kids.
	The parent did not cooperate.
	The parent did not follow through and the student ended being placed in an outside residential facility.
	The parent was living outside the area
	The parent's are the ones you need to reach when you are working with this age group. Often times the parents take it very personal if you question the child's absence, like they're not being believed that the child is sick
	The parents did not cooperate with the program and it is necessary for the parents to cooperate.
	The parents refused the service.
	The participation in the program is voluntary for the parent as to whether they want to have services. In this particular case the parent refused the services.
	The program did not help the student because of a lack of parental cooperation.
	The student was apathetic. There was a lack of reinforcement and loss of control of the situation by the parents.
	There was a lack of parental involvement and encouragement.
	There were environmental factors involved. When the student came to the school she was pregnant and she never did really come to school. The TDSW visited and the mother then moved.
	There were not enough visits by the social worker. The parents were not bugged enough and taken to court.
	This family does not value education. The social worker did not follow through with consequences with the parents.
We send them the basket cases to start with and with this particular student the situation had just gone to far.	
<b>Region 2</b>	Again, it is not available to the students at my school
	Again, the voluntary status hurts the program, the parents do not take it seriously.
	Always had a problem hard to change
	Because the student was already so deeply involved in truancy, and the program did not have any impact. The case then went to court.
	Can't think of any child who it did not help. I think that it always helps.

Summary Figures and Data Tables

**Table 12. Interview Question 9: “Now, try to think of a student who was not helped by the Truancy Diversion Social Work Program. Without providing any identifying information, in one sentence explain why you think the program did not help the student.”**

Can't think of any students.
Can't think of any that it didn't help. "I haven't seen a TDSW yet at all this year, and I have students who need referred."
Can't think of any that weren't helped.
Can't think of anyone she was involved with that it did not help.
Can't think of one student this program has not helped in some way.
Can't think of one that has not been helped.
Court system failed.
Don't have any that weren't helped. Only had one student in the program.
Due to home visits from social worker, student felt like they were a failure and transferred to another county. Could not get through to student importance of attending school on a regular basis.
Family did not cooperate
Female student -- product of poor home environment, could not reach her. Pregnancy occurred.
Getting the parents involved
I cannot think of a student who has not benefited.
I do not believe that the parents wanted to change anything.
I don't have anyone in that category.
It is because the parent does not care.
It was due to the parents-they absolutely refused to work with the program. They came in and talked to me and the TDSW and had a fit. This seems to happen more with the kindergarten kids/parents than the older ones. I guess it takes a little time before they understand how important it is that their child goes to school.
It was the parent's fault.
It was the parents' fault. The parents do not care. They do not respond to school's letters/calls and refused services from TD Program. It was not the nine year old's fault, his parents do not care.
Lack of parent cooperation.
Lack of parent skills
Mom not getting students to school. Has had two court hearings, missed hearings and may face jail time. Still not sending students to school as required. No impression has been made to date.
N/a (12)
No matter what, the parent still did not respond accordingly. Parent would use medical excuses that were not legitimate.
Not that I can think of
One student had similar disciplinary problems and he is not responding to anything or anyone. Still having same problems with student.
One student that also came from a broken home. Child took care of self most of time. This student just was not interested in anything that was said to her and once she reached 16 years of age, she quit school.
Only used once thus far, and it was a positive
Parent and student not involved.
Parent did not want the help
Parent refusal.
Parent's lack of involvement.
Parents don't agree
Parents not signing on (2)
Parents refused to cooperate.
Parents were the problem
Students did not care.
TDSW did not get a chance to get in there and work with anyone before she resigned.
The child dictated in the home and parents let him maintain control.

Summary Figures and Data Tables

**Table 12. Interview Question 9: “Now, try to think of a student who was not helped by the Truancy Diversion Social Work Program. Without providing any identifying information, in one sentence explain why you think the program did not help the student.”**

	The family refused
	The family was completely uncooperative.
	The mother got mad and moved the kids to another county -Kanawha, to live with the grandparents. However, they are back this year and experiencing no problems.
	The mother was lazy and refused to work with the program. She had several children and when one was sick, she kept them all home, she would not work with the worker
	The parent did not comply with the regulations. The voluntary status is self-defeating.
	The parent did not work with the program.
	The parent was not receptive. She did not want any help.
	The parents did not buy in or participate.
	The parents did not want to participate and so the child did not work well with the program.
	The parents refused service.
	The parents turned the program down and would not work with the TDSW.
	The parents were not supportive of the program. They believed that the worker was spying on them.
	The student has had truancy problems for years. It is hard to change that.
	They are some students and/or parents you just cannot reach no matter what/how you try.
	They moved.
	This program has helped all students to some extent.
	Total lack of home support
	Unsure
	Voluntary does not work. Does not reach enough students.
	We do not refer any students any longer to this program. Not a good program. Our school's social worker does an excellent job on her own.
	We have a child that I don't think anyone can help, the home life is terrible, and no interventions have worked. The situation is just too severe.
<b>Region 3</b>	Because parents
	Cannot identify any not helped.
	Can't think of any child referred that hasn't been served. Children who have been transferred have been helped.
	Children with health issues are hard for Toss to work with.
	I did have one TDSW that was not able to help the parent comply with school policy.
	I don't know of any student not helped in some way by the Truancy Program.
	I don't know.
	Immediate help was needed but their was no immediate response to help student
	N/a
	No- anyone worked with has improved
	No parental support
	One student nothing has worked w/student
	Parent's did not want help from anyone
	Parents have a bad attitude towards the school and program
	Student did not care about school and knew that TDSW program has no real power
	The child's mother did not want to participate in the program. School was not at the top of her list.
	The family had a long history of abuse and neglect issues.
	The family moved a lot and could not be found.
	The family was afraid of outside help and refused to participate in the program.
	The parent just did not care. The parent did not take enough interest in the child's attendance.
	The parent was an enabler for the student to be absent from school. The parent did not cooperate with the TDSW.
	The parents are the problem
	The parents did not buy into the program. The student did not receive any support on the home level.
	The parents did not see school as important.

Summary Figures and Data Tables

<b>Table 12. Interview Question 9: “Now, try to think of a student who was not helped by the Truancy Diversion Social Work Program. Without providing any identifying information, in one sentence explain why you think the program did not help the student.”</b>	
	The parents did not see the value of education and their child coming to school.
	There was very little cooperation from the child's family. The family does not view school as a top priority.
	absent and she will take it right up to the brink each time.
Region 4	Beyond scope of goals of TDSWs
	Can not think of one in particular that was not helped. However some parents just don't care and they defy anyone trying to help.
	Can't answer.
	Can't think of anyone (2)
	Can't think of anything in particular except the parents did not recognize the importance of school attendance.
	Chronically absent student and history of family being the same.
	Don't have a student that was not helped by the program
	Family issues
	Hasn't had one student who was referred to the program who was not helped in some way.
	He was not helped because the parent would not cooperate.
	Home life of the student.
	I cannot really think of one that was not helped. I could see where the student would not be helped if they did not get cooperation from home.
	I can't remember any.
	I can't think of any it hasn't help (3).
	Inconsistency of the Toss due to changing of personnel.
	It did not have much impact because she has parents who do not make her come to school.
	It was to late, the student was close to the age where they could drop out of school.
	It will not work with any student if you don't have the parents behind it. That's the only reason it might fail.
	Male student consistently used medical excuses so TDSWs hands were tied.
	Mother didn't support the effort or buy into the program.
	N/a
	One student has lice on a recurring basis. Every time lice is found on this student the parent will keep the child out for many more days than necessary.
	One student just had too many problems to be helped by the program.
	Parent didn't want the program
	Parent refused the help
	Parental indifference. Parents work
	Parental participation was not present for student so the effectiveness of the program was limited.
	Parents are transient didn't stay long enough to get the full affects.
	Parents did not cooperate.
	Parents didn't want to be helped
	Parents not involved.
	Parents refused to get assistance
	Parents unhappy with the program.
Parents were not supportive not value in education.	
Personalities, it was difficult for the student to relate to anyone.	
Really the program is to new in my school for this to have happened yet.	
She was put out of the house because the parents would not help own child and refused to work with program.	
She would come but then would stop coming because the parents would not help.	
Some kids cannot be helped, they do not want to come to school, their parents do not value education and let them use just about any excuse not to come to school.	
Student always had problems	
Student always had problems and refuses to use the help at hand	

**Table 12. Interview Question 9: “Now, try to think of a student who was not helped by the Truancy Diversion Social Work Program. Without providing any identifying information, in one sentence explain why you think the program did not help the student.”**

Student went on homebound.
Student's parents didn't get involved, didn't encourage the child's participation.
The attitude of the parent. Attendance is an ongoing chronic problem. The child has developed the habit of not coming to school. If the child does not come to school, the parent doesn't have to get up. They are not on a schedule. This problem did not develop overnight and it is not going to be solved quickly.
The child has a sorry, uncooperative parent. There was lack of help from the parent.
The family had one male and 3 females but the parents would not cooperate. Every time the pressure was put on the family would move.
The family moved and the student started at another school.
The family moved away before the program had a chance to help the student.
The family refused services.
The ones that it did not help are the ones that the parents refused help.
The ones that it does not help are ones that we do not get help from the parents.
The parent and student would not participate.
The parent had a poor attitude.
The parent was not compliant and did not cooperate.
The parent was resistant.
The parents did not cooperate with the program. It was a situation where the parents were just not in charge.
The parents refused the service, stating they had no problem.
The parents were not cooperative. They refused to help.
The parents would not help. Most of our problem is with older high school age students. Our worker cannot work with them.
The problem is really that the parents do not cooperate so the program can not help.
The problems went back many years. The child was living with grandparents and was not getting proper parental help.
The student was diagnosed with social phobia. The student had made up his mind that he was not going to attend school under any circumstances.
The student's family life prevented them from being helped. The parents were on drugs.
There was a lack of parental cooperation.
There was a lack of parental support.
There was not enough follow through by the TDSW.
There was not much change due to the family situation and economic circumstances of the family.
There were other things going on and the student ended up dropping out of school.
This student could not be helped because parents would not cooperate.
Turn over in staff.
When you make the program voluntary on the parents part, students and their parents don't want to participate

Summary Figures and Data Tables

<b>Table 13. Interview Question 10: "I'm going to read a short list of services provided by the Truancy Diversion Social Work Program. From that list, please indicate which one you think is the single strongest aspect of the program."</b>								
	Assessing student needs	Developing a plan to address student needs	Educating people about the attendance policy and truancy law	Listening actively to students and/or parents	Training students in basic living skills	Training parents in parenting skills	Providing links between the school and family	Making referrals to support services like transportation, family counseling, behavioral counseling
<b>Statewide</b>	11.34%	12.96%	14.98%	13.77%	3.24%	2.43%	32.39%	8.91%
<b>Region 1</b>	2.94%	20.59%	0.00%	20.59%	2.94%	8.82%	32.35%	11.76%
Harrison	0.00%	14.29%	0.00%	7.14%	0.00%	21.43%	35.71%	21.43%
Marion	0.00%	42.86%	0.00%	14.29%	0.00%	0.00%	28.57%	14.29%
<b>Region 2</b>	13.25%	9.64%	22.89%	10.84%	2.41%	1.20%	32.53%	7.23%
Boone	10.00%	10.00%	30.00%	0.00%	0.00%	0.00%	40.00%	10.00%
Kanawha	23.53%	11.76%	23.53%	23.53%	5.88%	0.00%	0.00%	11.76%
Logan	30.00%	20.00%	0.00%	0.00%	0.00%	0.00%	40.00%	10.00%
<b>Region 3</b>	21.57%	13.73%	5.88%	13.73%	0.00%	0.00%	37.25%	7.84%
<b>Region 4</b>	6.33%	12.66%	18.99%	13.92%	6.33%	2.53%	29.11%	10.13%
Fayette	0.00%	11.11%	22.22%	22.22%	33.33%	0.00%	11.11%	0.00%
Mercer	5.88%	11.76%	29.41%	11.76%	0.00%	5.88%	23.53%	11.76%
Raleigh	0.00%	0.00%	16.67%	33.33%	0.00%	0.00%	33.33%	16.67%

Summary Figures and Data Tables

<b>Table 14. Interview Question 11: "I'm going to read a short list of services provided by the Truancy Diversion Social Work Program. From that list, please indicate which one you think is the single weakest aspect of the program."</b>								
	Assessing student needs	Developing a plan to address student needs	Educating people about the attendance policy and truancy law	Listening actively to students and/or parents	Training students in basic living skills	Training parents in parenting skills	Providing links between the school and family	Making referrals to support services like transportation, family counseling, behavioral counseling
<b>Statewide</b>	6.03%	8.19%	10.78%	0.86%	18.97%	38.79%	7.76%	8.62%
<b>Region 1</b>	6.06%	6.06%	3.03%	6.06%	12.12%	48.48%	15.15%	3.03%
Harrison	0.00%	0.00%	0.00%	7.69%	23.08%	53.85%	15.38%	0.00%
Marion	0.00%	14.29%	0.00%	14.29%	0.00%	71.43%	0.00%	0.00%
<b>Region 2</b>	5.33%	5.33%	12.00%	0.00%	28.00%	41.33%	2.67%	5.33%
Boone	0.00%	12.50%	0.00%	0.00%	0.00%	87.50%	0.00%	0.00%
Kanawha	0.00%	0.00%	0.00%	0.00%	43.75%	37.50%	6.25%	12.50%
Logan	0.00%	0.00%	40.00%	0.00%	30.00%	20.00%	0.00%	10.00%
<b>Region 3</b>	8.70%	10.87%	10.87%	0.00%	15.22%	21.74%	21.74%	10.87%
<b>Region 4</b>	5.13%	10.26%	12.82%	0.00%	15.38%	42.31%	1.28%	12.82%
Fayette	0.00%	0.00%	0.00%	0.00%	0.00%	77.78%	0.00%	22.22%
Mercer	0.00%	17.65%	17.65%	0.00%	11.76%	35.29%	0.00%	17.65%
Raleigh	0.00%	16.67%	8.33%	0.00%	25.00%	50.00%	0.00%	0.00%

Summary Figures and Data Tables

**Table 15. Interview Question 12: "If you were responsible for implementing and administering the Truancy Diversion Social Work Program, name one thing you would change about it."**

Region 1	Because of the complexity and complications of the cases the workers have a tendency to get involved with the law and other things. I would make the caseloads smaller so the social worker has more time to spend with the child.
	Can't think of anything
	Encourage the TDSW to go to the fullest extent of the law in dealing with parents who keep their children out of school.
	Good to have more social workers
	Have the TDSW physically in the schools more working directly with the students.
	I need the TDSW more in my school. I am sharing her with another county. The first semester she was in my county full time now she also has to go to Roane county too.
	I would have a hard time improving on it. It is helpful. The TDSW in my school is excellent, very professional.
	I would have the TDSW make several contacts with building level persons before they start working with the kids so they can become familiar with how things work in the school.
	I would provide more workers so they can work with more kids. I really appreciate the program.
	Increase the amount of time the TDSW can spend with an individual case. Cases sent to them are just such basket cases they need to be able to spend more time with them.
	Increase the time spent on tutoring in the home. This will give the TDSW more time to observe what's going on in the home.
	Instead of having one social worker going to 4 different schools it would be better if there is one social worker per school.
	Lower the amount of paperwork. This ties up the worker and there is less time to spend with the students.
	Make more TDSWs available.
	Make sure that the steps start immediately, make more steps to help out more. Have more contacts and have the attendance officer more aware of what is going on. Make the program more mandatory than an option
	Make sure there is a good understanding between school and the people who started the program.
	More social workers (2)
	More help from parents
	More help
	Nothing at this time (4)
	Principal would like to have a more regularly scheduled time period. This year the TDSW is at the school less and he never knows when the TDSW is coming. There needs to be more communication regarding scheduling.
	Provide training for the TDSW on how to communicate with parents and students about the importance of attending school.
	Put more teeth in the program to impress upon parents the importance of their children attending school from the very beginning.
	The principal needs to know whom the program is working with. There is not good communication between the program and the principal. This needs to be improved.
	The program needs more manpower. Each school needs their own attendance social worker.
	The social worker should be on the road constantly making visits and giving positive and negative feedback.
	The students and the parents need to be made more aware of the program.
	The student's need more time with their TDSW. The workers are spread to thin.
	There are a lot of good things about the program, however there is also great stress for the TDSW. If I could change anything, I would like for the TDSW to have the time off that teachers do to recover from the stress of the job.
	There needs to be more TDSWs. There is a real need for the program and with more worker's they could reach out more to the families. I think this is a very good program.
There needs to be more truancy workers within the county.	
There would be more visits in the student's home. There would be more contacts with parents and students.	

Summary Figures and Data Tables

**Table 15. Interview Question 12: "If you were responsible for implementing and administering the Truancy Diversion Social Work Program, name one thing you would change about it."**

	This is a difficult questionnaire for me to complete because I have had only one student who has missed a lot and he has doctor's excuses.
	To get parents to understand that they have to be helped
	To have a set scheduled day every week or every other week to met with the social worker other than no knowing when she will be at school and not being able to talk to her most of the time.
	To have more social workers. And to have at least one to be on the staff of the schools so they can be there on a daily basis
	Very satisfied with the program, cannot think of anything to change about it.
<b>Region 2</b>	Assign a couple of social workers for each school for different ages
	Be able to give more information to the TDSWs
	Be sure that no one's caseload was of such volume that all students in need didn't get services.
	Change the voluntary status; it is a hindrance to the program.
	Earlier intervention. As soon as kids have five excuses, we should get in there. I think it will be very viable, but a few changes need to be made such as providing earlier intervention. I have not used the program this year, and only made three referrals last year that were not followed through on because the worker resigned.
	Expand program to include grades 7 thru 12 (2)
	Expand the program. Students would benefit from more truancy diversion social workers.
	Fine like it is!
	For the school to have a full time Truancy Diversion Social Worker.
	Getting the parents to sign on to the program.
	Give the program more teeth for parents to sign on.
	Give the worker access to the WVEIS system
	Have the TDSW staff responsible for fewer schools. Don't spread them so thin.
	I don't know. Anything that we get is beneficial.
	I don't know. Can't think of anything.
	I really don't know. It is working well now. I guess I would have changed last year because we did not get a worker until late in the school year - March 2001 and it had little impact last year. However, this year we were ready and it is working very well.
	I would change the fact that it is not utilized in the high schools.
	I would establish the program and keep it for a long time. Parent now see this as a helpful, not hurtful program and it takes some time for this to happen. If it is not around, we'll have to start all over again and lose what we have gained.
	I would have more people doing the same job-more personnel overall. I have already had a call from a parent stating that they are getting an attorney - so the program is a good thing!
	I would have the TD workers be assigned to certain schools and school age children.
	I would have the worker get involved in the individual cases much earlier.
	I would have the workers offices in the school full time.
	I would increase the contact he has with the school. He covers more than one school and appears to have too much of a coverage area. I would like him to work my school because I have the students who need help.
	I would like to be able to get more "teeth" in it, so I would like to liaison with court system for the "tougher" cases.
	I would like to see more of the worker -availability. She has so many responsibilities; if her caseload was smaller she may be more able to work closer with her families.
	I would make this a mandatory service, not voluntary - especially for those who are on welfare. I would think that DHHR could do something to its parents who do not send their kids to school since they are providing from them financially. Over 50% of the referrals we make, the parents refuse the service and then nothing happens - except the child does not get a good education.
	I would not change anything about the program, but I would make it possible - this is a dream, to have more room in my building so the worker could be closer. My school is cramped for space, but I would truly like to have the worker here. This is a limitation with the school, not the program.

Summary Figures and Data Tables

**Table 15. Interview Question 12: "If you were responsible for implementing and administering the Truancy Diversion Social Work Program, name one thing you would change about it."**

I would not permit the parent to have the option of not receiving the service. I would make it mandatory if the student has missed a certain amount of days. I would make it so the worker has an immediate court response so the parent knows that the program means business. We made a referral to Human Services who talked to the parent, who lied and not action was taken and we are stuck - with the student not attending school.
I would try to have more consistency. We began to rely on the person and then the person was transferred out of here.
I wouldn't change anything at this time, I haven't had the opportunity to make many referrals, haven't worked closely with any staff this year because attendance has been fine so far.
If possible, I would allow the program to force the parents to cooperative. The parents need to do this for their children.
Improve the referral process by taking away the layers and the amount of paperwork. I am for the program and I like it very much!
Incorrect phone number. Reached Carver Beauty School.
Increase the amount of time serving an individual school
It really is a good program. As soon as I refer someone, I have someone up here right away. I don't see anything I would improve. Program works well.
Make parents understand the importance of this program
Make sure schools were adequately staffed. Need at least one or two workers per school. Without adequate staffing, program is not as effective as should/could be.
Mandatory program.
More communication/involvement in each school. More frequent visits (daily or weekly) would have more impact on students. They would be more aware of worker and program.
More help (2)
More intensive communication and personnel.
More money. Great program. Would like it to be from grades 7 - 12 and have more staff.
More social workers (10)
More time for social workers to work with the students
N/a
Need more TDSWs in schools.
None (3)
Not off the top of my head, I can't think of anything I would change about it.
Note: He stated that he did not have an answer to #11 because he could not identify a weak aspect. I would give it additional legal enforcement. I believe that a Social Worker can do only so much, but for those who are not willing to work with the TDSW, the program needs more legal teeth to insure that the children receive services.
Note: Ms. [ ] stated that she does not believe that she knows all areas of the program and does not want to answer Question 2. She stated that, although a dream, she would give the program more authority - legally. She would like the program to have more power and have the ability to legally intervene.
Note: She stated that she did not know the answer to question 11 and did not give an answer. It seems that workers need more support, such as staff development. I am not aware of how often they meet as a group, but I would have a monthly meeting to offer support and problems solving ideas. This seems to have worked with our system. It has increased communication overall.
Nothing (9)
Nothing, they have not used it.
Open up from grades 7 thru 12. Make referrals quicker based upon total days missed, not just unexcused days.
Organization competes with what school system and county has in place. It is contradictory to what our school does and needs to let our workers do their jobs. Please note that Mr. [ ] wants this kept confidential.
Phone number not in service.
Phone number was incorrect. Unable to contact.
Principal had no answer to # 11 and 12 stating that she had used program only once and does not have a great deal to say

Summary Figures and Data Tables

**Table 15. Interview Question 12: "If you were responsible for implementing and administering the Truancy Diversion Social Work Program, name one thing you would change about it."**

	Provide more social workers to the schools. One in each school.
	Reduce caseload of Social Worker so he/she can be more effective o develop relationships to do training with parents and students. Mainly parents.
	School does not participate in this program. (9)
	School does not participate in this program. Principal feels they do not need program. Their attendance level is at 95%.
	Staff needs to dress more professionally. Change the voluntary status of the program.
	That the program has more teeth to get parents to sign on for service.
	The referral process is unclear and untimely, it takes too long to get a child through the referral process.
	The staff to be there more.
	Their worker is stationed in a different area, station them in the school that they serve the most.
	There is nothing g I would change, however I have had little contact with it. Anytime I have asked them to do anything, they have done it without question.
	To give, have more weight to do what they do, really do something about the situation - have more clout.
	Wish the TD Worker had the option to talk/work with the child without parental permission. If the parent refuses the worker could still work with the child.
	Wish the TDSW had more time in the schools and would do group counseling.
	Would make the program mandatory for parents to sign on.
	Would not change anything about the program, but would change policies to make it easier for the workers to do what needs to be done.
	Would not just target those who are truant, but would open it up for kids who have other issues.
	Would reach more people and I would change the fact that it is a voluntary program.
	Wouldn't change the program. Everything is good about the program. Would request more money to expand services. It's a great program!
<b>Region 3</b>	(Social workers) more time
	A Truancy Social Worker in every school.
	Can't think of anything
	Change the way TDSW are assigned to the schools. There needs to be a clearer time frame for spending time in the school. Principals need to know these time frames.
	Could think of nothing (2)
	Do not see any changes needed at this time
	Doesn't know about the program
	Don't know. Probably wouldn't change anything.
	Full time TDSW in my school
	Funding to keep the program going.
	Give the TDSW more authority.
	Have a TDSW in each school. The program needs more workers.
	I have such good rapport with the TD staff and receive good service from the TDSW and supervisor. I have consistency and see the TDSW once a week. Other schools might need to see her more often., and I would like to see her more often.
	I would have a full time TDSW in my school instead of having one part-time that I do now.
	I would have a TDSW full time in my school.
	I would like the have the TDSW to give me more of her time.
	I would like to have the attendance paper work off my back, maybe the TDSW could do the WEVIS reports on attendance.
	If assigned- would report to school work at & no . Direct reporting contact
	Improve communication between all parties involved in the program.
	Increase her salary
	Make it more accessible. Need more social workers drop in thing rather than call when problem arises.
	Make it more mandatory to parents, a back up plan for parents when they refuse the services. Make it more mandatory.

Summary Figures and Data Tables

**Table 15. Interview Question 12: "If you were responsible for implementing and administering the Truancy Diversion Social Work Program, name one thing you would change about it."**

	More contact hours with administration and school even in a school that has no students in the program. To explain more about the program and how they function.
	More help for the students.
	More increase time like to have more direct service. Ladies are great to work with. Great resource
	More social workers (6)
	More social workers and more time with students (2)
	More time from the TDSW in my school
	N/a (2)
	Need more workers. The workers are spread to thin. Needs a quicker response from the TDSW when a child is referred.
	Need to do a better job of letting parents know, not Necessarily through the program , but the school.
	Need two people increase in service
	No answer
	None at this time
	Not informed enough to know yet
	Not really anything
	Nothing (3)
	Provide more funding to keep the program going.
	Referrals should be made by community people not just attendance directors.
	Referral process. To make parents not have the choice to either accept the help or refuse it.
	The TD Program is basically a helpful service. I would increase the service and broaden the scope of the service.
	There needs to be more communication between the TDSWs school and family members.
	Work same days, some days have on school calendar
	Would like to have it more involved with school and more time to come to school.
	Would like to see more communication between school and TDS, between TDS and parent and between parents and students.
	Wouldn't change anything. The program is successful with students because of the worker. The previous worker was not successful.
<b>Region 4</b>	Can't think of anything at this time except it is a shame that the program is gone
	Can't think of anything I would change.
	Change the "Voluntary" status of the program.
	Communication needs to be improved between the parent, student and the school.
	Communication needs to be improved. There is no tracking, it's hard to tell who is being served and who is not.
	Doesn't know why he feels this way except for previous experience with the agency they go through but thinks the program should be transferred to another agency in his county. He does hope the school is able to keep the program.
	Have meetings and training when school is not in session so the TDSW can be at the school when the students are. This program is very valuable.
	Have the TDSW in school more, cannot really think of anything else, she has had good luck with her TDSWs.
	Have the TDSW to call the students everyday that were absent from school that day to see why they were not in school.
	Have the TDSWs with an education degree.
	I am pleased with the program as it is.
	I do not have enough basic knowledge of the program to suggest changes.
	I don't know what all they do, they are too worried about the kids who missed last year.
	I really don't have enough experience with the program to answer this. My school attendance rate is 96% so at this time I do not have a worker.
	I think that even though the attendance policy is given to the parents they need to be explained the policy in more detail.
	I think that I would educate more people about the program.
	I would add on 16 and 17 year olds.

Summary Figures and Data Tables

**Table 15. Interview Question 12: "If you were responsible for implementing and administering the Truancy Diversion Social Work Program, name one thing you would change about it."**

I would change the number of schools or area that the worker has to cover. I would make the workers responsible for smaller areas so that they could be even more effective.
I would give the TDSW more authority to carry the program further.
I would have a social worker in each school to provide a link between the home and the school. They would be able to work with all students not just those where truancy is the issue.
I would have one worker per school so that she could be more effective than she already is.
I would have the program to work with the younger students like in the southern part of the state.
I would have the TDSW assigned to one school and have them here daily. More clerical help with paperwork for TDSWs.
I would have the TDSW in my school more. Her presence makes an impact.
I would have the TDSW more officially connected to the school administration.
I would lower the caseloads. The TDSW needs to have fewer students to work with in order to make a more significant difference with the students who really need help. 25 are too many.
I would make the workers caseload population the whole school and give them the authority to communicate with families who may not have been referred or officially opened.
I would not change anything about the program.
I would not change anything at this time. I feel things are going well.
I would place a Truancy Diversion Social Worker in every middle school and high school full time every day.
I would place the TDSW in the school on a full time basis.
I would reduce the case loads and improve the pay so the workers can be more professional.
I would try to cut down on the bureaucracy. There needs to be better coordination between the attendance director and the TD program. There needs to be a more even flow.
I would try to get the Judicial system to be harder on parents.
I wouldn't change anything.
If involved with it more on a day to day basis I could probably think of something right now.
Include 16 year olds and older.
It would be nice if I had my own worker here all the time instead of sharing with other schools. They need to be housed at our school. The worker is very prompt to get here whenever I call for him.
Just got started with the program, but I can't think of anything.
Make it mandatory for parents who don't want the help
Make sure that staff has a place to work outside of the school, don't force way into schools for space.
Making sure that Program and worker are properly introduced into the system and that all are aware of his/her presence and that the program is properly defined.
More direct interaction with the teachers.
More social workers (7)
More social workers and make the program mandatory instead of an option
More social workers. And it might be good to assign a number of social workers for each school. Like 2 social workers for this school alone and they don't go to any other school. That might be better.
N/a
Nothing (5)
Program should be mandatory
Promote the program more to make more people aware. Not only to the school system but also to the parents.
Set schedule for social workers better than just calling in couple hours before that way it will keep her on track
Somehow develop better communication between Attendance director and school representatives and TDSW.
The caseload needs to be lower. The TDSW cannot work with 25 students.
The program needs some way to force the parents into the program. We have to have the parents' participation in a positive manner.
program should be mandatory so that all the students gets the help they need regardless of what the parents say

Summary Figures and Data Tables

**Table 15. Interview Question 12: “If you were responsible for implementing and administering the Truancy Diversion Social Work Program, name one thing you would change about it.”**

	The program should address the students at an earlier age. If the students do not get in the habit of coming to school it causes problems later on.
	The referral process needs to be changed. After a referral the administration is then bogged down attending meetings.
	The TDSW is not high profile. The TDSW should be high profile, all students should know them and know what they are there for.
	There needs to be more consequences for the parents if they do not cooperate so the child does not suffer. There needs to be more teeth in the legal system.
	There needs to be more people to do the work there is not enough of the TDSW to go around. The TDSW needs to be able to also work with students when they first start to miss school before not coming to school is already ingrained. The principal needs to be able to refer students directly to the TDSW before the student’s absenteeism gets out of hand. Principal cannot refer himself has to come from the attendance department
	There needs to be more teeth in the program to make the parents participate in a positive manner for the student’s sake.
	There should be less paper work, so the TDSW would have more time for contacts with children and families.
	There should be more TDSW. Each school should have a specific assigned worker.
	They need to be housed in our school. The worker needs to have an office at each school and adhere to a set schedule. Our worker, which we do not have anymore as of December, was housed at another location and we would call him as needed.
	This has to be a mandatory. That parents have to participate in this program.
	This Program needs to be adopted by all counties. This Program works. But it seems that as soon as you get something that works the funds are cut off for it.
	To let the social workers have more of a set schedule when they come to the schools so we can be ready instead of forgetting about it.
	Trying to include a program for the parents.
	We could use more workers.
	You need to continue to help the students after age 16. The age limit needs to be raised to 17 and 18.