

TRUST MODEL: A RELATIONSHIP-BASED APPROACH TO ADDRESSING CHRONIC TRUANCY



Nationwide, 7 million, or 1 of every 7 students misses more than one month of school each year. The TRUST model specifically focuses on the most extreme chronically absent students who missed an average of 59 school days.

AVERAGE ACE SCORE OF 5.7

Community health workers have collected data on the Adverse Childhood Experiences of 34 students. Of those students, the average ACE score is 5.7. An ACE score of 4 or higher is highly correlated with early death, lung disease, heart disease, and liver disease in adult life.

AVERAGE 8 NEW LONG-TERM SUPPORT CONNECTIONS

During the program, community health workers connect families with systems that will continue to support them after they graduate from the program. These include food pantries, Medicaid, government subsidized housing, and counseling.

ON AVERAGE, STUDENTS OR FAMILIES WERE CONTACTED ONCE EVERY 9 DAYS BY A COMMUNITY HEALTH WORKER



A contact is defined as any instance when a community health worker reached out to a family via phone call, text message, written letter, or in-person visits. Contacts with families allow community health workers to stay in touch with the family's needs and help to form trusting, healing relationships.

ALTERNATIVE EDUCATION SUPPORTS

When, despite support and intervention, students' attendance does not improve, the Quincy Truancy Project connects students with alternative education plans. These can include extended school days, night school, GED programs or Truants Alternative and Optional Education Program (TAOEP). These programs allow students to break through the barriers to education posed by traditional public schooling.



The program works with students who have been identified as chronically truant. Their ages range from kindergarten through twelfth grade. Our program connects them with a range of services designed to support their needs in-and-outside of school, including transportation, food and housing assistance, and medical care.

24%

In 2019, 24% of students in Quincy Public Schools were identified as chronically absent. Students are identified as chronically absent when they miss more than 10% of school days in a single school year. Absenteeism can make it harder for elementary school students to learn to read. By the end of middle school, absenteeism is one of three signs that a student may drop out of high school.

507 SCHOOL DAYS RECOUPED

14 students who received a full year of services recouped 506.5 learning days.



7-WEEKS LEARNING TIME ADDED PER STUDENT

On average, each child gained more than 7 weeks of learning time. Of those students, half maintained an attendance rate of greater than 90% during the 1st quarter of this year.