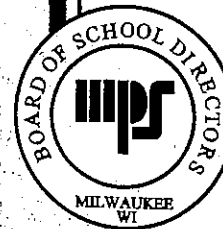


**Review of MPS Truancy Abatement and
Burglary Snppression (TABS) Program**

Audit: 2002-02

April 2002



**Milwaukee Public Schools
Audit Services**

Submitted to
The Milwaukee Board of School Directors

DATE DUE

OCT 7 - 2016

REVIEW OF MPS TRUANCY ABATEMENT AND BURGLARY SUPPRESSION (TABS) PROGRAM

AUDIT: 2002-02

APRIL 2002

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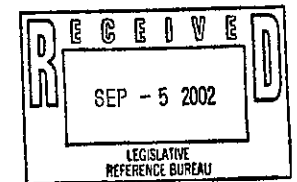
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April 18, 2002

To the Members of the Milwaukee Board of School Directors:

This report concludes our review of the Truancy Abatement and Burglary Suppression (TABS) program. The study evaluated the impact the TABS program has on student attendance, graduation rates and dropout rates. In addition, we examined the effect TABS has had on daytime juvenile burglaries and other crimes as well as the efficiencies of program operations.

Our report on TABS truancy abatement efforts noted that student attendance rates continued to decline after TABS intervention, but at a lower rate when measured from the TABS intake year to year subsequent to the intake. Graduation rates for students receiving TABS intervention, when measured longitudinally, were comparable to Milwaukee Public Schools rates indicating some success given the high-risk population serviced by TABS. Overall, however, it appears that the most significant impact of the program was its contribution to the 26% decrease in daytime juvenile burglaries from 1994-95 (the first full year of TABS operation) to 2000-01.

The audit identifies several areas where enhancements to program operations and measurements could yield more long-term benefits to the students receiving TABS intervention. These areas include expanding case management and collaborative efforts, utilizing long-term measures, and increasing volunteer service. Recommendations to address these areas are detailed in the report.

The audit report and recommendations have been reviewed in detail with the TABS Program Director and the TABS Steering Committee and their responses to the audit recommendations are included in the audit report. In general, except for the recommendation suggesting the use of long-term attendance measures, the response shows concurrence with all recommendations as well as their intent to implement the specific actions identified in the recommendations. With respect to the use of long-term attendance measures, while the TABS mission statement does not specifically mention this outcome, attendance and successful completion of school are included as goals designed to contribute to accomplishing the mission. In addition, since the primary source of funding for this program is educational revenues and long-term attendance improvements are critical to the successful completion of school, we hope that serious consideration will be given to using long-term rather than short-term attendance measures.

In closing, our office would like to thank the Boys and Girls Club, especially the TABS Program Director and staff, the TABS Steering Committee, and Milwaukee Police Department personnel for their cooperation and the valuable input they provided during our review.

Ronald J. Vavrik

Ronald J. Vavrik, CPA
Chief Auditor

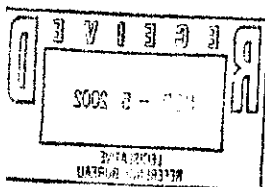


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Executive Summary

During 1992, several local officials including Milwaukee County Sheriff Artison, Chief Arreola of the Milwaukee Police Department, W. Watson of the Boys & Girls Club and State Representative Spencer Coggs met to develop plans to address the issues of truancy and juvenile crime. In 1993, the Truancy Abatement and Burglary Suppression (TABS) program was established as a State of Wisconsin funded three-year pilot-project. Prior to the conclusion of the pilot project, the state passed Wisconsin Act 27, Section 119.55, which mandated the Milwaukee Public Schools (MPS) to fund the program thereafter. MPS currently provides over \$714,000 in direct or in-kind funds to fund the TABS program.

To determine the effectiveness of the program the Milwaukee Board of School Directors (Board) requested that an evaluation of TABS operations and outcomes be conducted.

During the past three school years, 1997-1998, 1998-1999 and 1999-2000, in which TABS intakes occurred, the attendance rates for TABS students did not increase, but it does appear that the TABS program has slowed the rate of decline, suggesting the program may eventually improve attendance rates.

When evaluated longitudinally, the TABS student graduation rate for 1997-1998 intakes was 48%, which compares favorably to the MPS graduation rate of 51.7%. Given the high at risk status of the TABS population, a 48% graduation rate is significant when compared to the overall MPS graduation rate.

The TABS dropout rates fluctuated from year to year, with 28.7% noted for the 1999-2000 school year in comparison to the MPS dropout rate of 10.4%. However, because the TABS population is considered "at risk," they are more likely to drop out than the typical MPS student. Therefore, a comparison to the MPS dropout rate may not be a fair measurement, but measuring the narrowing of the gap between TABS and MPS dropout rates could be an effective tool to measure TABS intervention efforts.

Another important component of the TABS program is burglary suppression, specifically, daytime juvenile burglary reduction. In order to calculate the daytime juvenile burglary rate and correlate it to the TABS program, the Milwaukee Police Department (MPD) utilizes a Split Time Differential (STD) measurement. The STD measures burglaries through the use of a mean time. A mean time is established for each burglary reported that occurred between a range of time, on school days only, during school hours. As reported by the Milwaukee Police Department, daytime juvenile burglaries have fallen 26% since the inception of the TABS program. While the focus has been on burglaries, an analysis of other street crimes and juvenile arrests such as larceny theft, vehicle theft, arson and robberies occurring during TABS hours may more precisely measure the overall effect of TABS on all street crimes.

The MPD provides four, full-time officers assigned to TABS who convey truants to the centers and issue Municipal Truancy Citations and operate in two-person squads. The TABS officers conveyed students to TABS centers every day of TABS operations and accounted for 95% of all Municipal Truancy Citations issued in the 2000-2001 school year. Other TABS programs surveyed have indicated that they utilize one-person squads to increase the number of student intakes processed through TABS centers. The use of one-person squads for the Milwaukee

Executive Summary

TABS program should be investigated as a method to increase the number of TABS students serviced by TABS. TABS processing capacity is 20 students at each center per school day over a 180-day school year. In the last school year, TABS intake totals were 3,551 with an operational capacity of 7,200 indicating that daily intakes could be expanded at little additional cost. In addition, scheduling mandatory sweeps organized around TABS School Truancy Intake Reports might also net greater numbers of truant youth and lessen truancy rates at those MPS schools currently experiencing the highest intakes.

For TABS students processed through TABS centers, those 14 and younger usually receive case management services by TABS staff. Through Boys & Girls Club efforts, a three-year grant for case management for students 14 and younger was obtained through the Office of Justice Assistance. However, over 70% of the TABS pick-ups are 15 years of age or older and do not receive case management services from TABS. The MPS school social worker has sole responsibility for follow up and case management for TABS students 15 and older.

An opportunity exists to increase collaborative efforts between TABS case managers and MPS school social workers that could enhance counseling, follow up and other supportive services for TABS intakes. The current process utilized by TABS case managers and MPS school social workers is not clearly defined and might include dual case management of a student, no case management, or independent case management by MPS or TABS. Another issue was TABS staff access to student records. TABS staff is sometimes limited in their case management activities due to restricted TABS access to student records. In order to increase collaborative efforts between MPS school social workers and TABS case managers, a comprehensive procedure developed jointly by MPS and TABS officials may address some of these concerns and support TABS program operations.

The TABS operations manual notes that volunteerism is encouraged, and it appears that an opportunity exists to expand the intern and volunteer programs that currently account for six hours of service per week. Volunteers and interns could be recruited to assist with intake operations as well as limited case management functions thus allowing for greater support services to TABS students.

While the TABS program operates on a ten-month school schedule, Boys & Girls Club TABS staff are 12-month appointments. During the non-intake months of operation, activities are limited. As such, an opportunity exists to expand services to TABS students. If resources were redeployed to specific TABS activity during non-school months of operation, greater numbers of TABS students could receive follow up and case management.

An example of how summer activity could affect improved attendance and lower dropout rates is a program currently in place in the Sacramento City Unified School district. This district has established a program to contact students who have dropped out of school to determine their reasons for dropping out and to try to reenroll them. In order to accomplish this, Sacramento school district liaisons spend six to eight weeks every summer contacting students who are listed as dropouts. This activity has been a success with their dropout rate declining from 12.1% to 3.2% in a four-year period.

Executive Summary

In addition to evaluating TABS program effects on truancy abatement and burglary suppression efforts, the audit also reviewed TABS program revenues and expenditures to determine if they were in accordance with the approved budget and were reasonable, appropriate, and valid. The review included an examination of the TABS budget and expenditures for the TABS Boys & Girls Club operation, the MPS TABS direct and in-kind TABS support operations, and the MPD TABS support operations.

The total cost of operations for the TABS program for the 2000-2001 school year was slightly over the \$829,601 budget with actual expenditures of \$829,942. With 3551 student intakes for the 2000-2001 school year, this averages about \$233 in costs per student intake. The costs of the program include funding for 14.5 positions and include a TABS program director, TABS coordinators/case managers, Milwaukee County Sheriff's Deputies, and Milwaukee Police Department Officers, as well as MPS liaisons and MPS school social workers.

The TABS program was originally funded with State of Wisconsin, Department of Health and Social Services funds in November 1993 as a three-year pilot project. At the conclusion of the 1995-1996 school year, these state funds expired and MPS was directed through Wisconsin Act 27, Section 119.55 to provide funding for the program beginning with the 1996-1997 school year. During 1999, the Boys & Girls Club received an Office of Justice Assistance grant for approximately \$100,000 annually for three years. These funds were used to supplement TABS operations in the 1999-2000, 2000-2001 and 2001-2002 school years. To provide for program continuation and expansion, consideration should be given to seeking additional types of funding such as U.S. Department of Education grant funds, State of Wisconsin-Department of Health and Social Services funds and/or Office of Justice Assistance funds to supplement TABS operations.

I. Background

TABS program was conceived locally and established by state law.

The Truancy Abatement Burglary Suppression (TABS) program was conceived locally among community representatives including Sheriff Artison of the Milwaukee County Sheriff's Department, Chief Arreola of the Milwaukee Police Department, W. Watson of the Boys & Girls Club, and State Representative Spencer Coggs. In November 1993, the State of Wisconsin enacted laws to establish and fund the program. The program was funded through the Department of Health and Social Services, as a three-year pilot project to confront the issues of truancy and juvenile crime. In 1995, the Milwaukee Public Schools (MPS) were mandated through Wisconsin Act 27, which created sec.119.55 to fund the TABS program commencing with the 1996-1997 school year, which coincided with the conclusion of the three-year pilot project-funding period. MPS has continued to fund the project, and is currently providing \$614,038 in direct funding for school year 2001-2002. In addition to the direct funding, MPS supports the program by providing 1.5 social workers at an estimated cost of \$103,000. MPS was directed to include a level of funding sufficient to pay the costs of salaries and fringe benefits for four law enforcement positions, and also establish two youth service centers administered by the Boys & Girls Club of Greater Milwaukee as part of the funding provisions of this State Act.

TABS focused on reducing truancy and lowering daytime juvenile burglaries.

The purpose of TABS is to reduce truancy among youth and lessen daytime juvenile crime, with an emphasis on burglaries. The Milwaukee TABS program was modeled on the San Jose, California program that emphasized crime suppression, with a case management component directed at increasing student attendance. Initially, TABS case management was not a major component of the program; however, in 1999 the Office of Justice Assistance provided a three-year grant for case management of those students 14 and younger. As such, although close to 70% of the TABS students serviced are 15-17 years of age, case management is focused on those students 14 years of age and younger. In addition to reducing truancy, the TABS program's intent was to increase graduation rates among those students served and lower dropout rates.

The TABS program reports and measures their outcomes on truancy and juvenile crime with the issuance of an Annual Report. These reports contain a brief history, mission and program goals, partners, demographic data on TABS students, and emphasize anecdotal qualitative information on individual student successes, and community appreciation of the program, and also include a brief report on TABS impact on education, crime and communities. The TABS impact section includes measurements on attendance and daytime burglary statistics. Appendix A has the TABS Annual Report for the 2000-2001 school year.

I. Background

A comprehensive review was undertaken to determine the effect TABS has had on attendance rates and daytime juvenile burglaries and crime. The review also looked at program efficiency.

II. Scope and Objectives

The primary objectives of our comprehensive review of the TABS program were to determine (1) the TABS program effect on attendance, graduation and dropout rates, (2) the TABS program effect on daytime juvenile crimes, (3) the efficiency of TABS program operations, and (4) whether the measurements currently utilized by TABS to track attendance and crime information are effective. The audit was conducted in accordance with the standards set forth in the United States General Accounting Office *Government Auditing Standards* (1994 Revision). As part of our review, we:

- Reviewed State and MPS regulations and other documentation concerning truancy and truancy related measures.
- Conducted interviews with several MPS district staff, Milwaukee Police Department (MPD) staff, Boys & Girls Club staff and other TABS program staff in San Jose, California, Oklahoma City, Oklahoma, Racine, Wisconsin and Sheboygan, Wisconsin.
- Documented and evaluated the program operations and procedures the TABS program has established to address truancy abatement and burglary suppression efforts.
- Analyzed MPD TABS reports, MPS Technology Services' TABS Summary Reports and other documentation that reported daily student intakes by the TABS centers.
- Reviewed Milwaukee Municipal Court truancy reports, TABS program crime statistics, MPD TABS reports, and Milwaukee Fire and Police Commission Reports on Crime, and crime data from San Jose, California TABS reports.
- Evaluated MPS Agreements and Budgets, and Boys & Girls Club Annual Financial Reports for 1999-2000 and 2000-2001 school years for TABS program.
- Analyzed MPS Technology Services TABS attendance reports for school years 1996-1997 through 2000-2001 that provided attendance, current status and withdrawal data.
- Reviewed MPS 2000-2001 Accountability Report for overall attendance, graduation and dropout data.
- Reviewed current literature on truancy abatement efforts, TABS operations manual and Wisconsin Legislative Audit Bureau's Best Practices Review.

III. Measuring Program Effectiveness

TABS measures
student attendance
1-15-30 days after
TABS contact.

The TABS program currently measures the impact on daytime burglaries in their 2000-2001 Annual Report with a chart that notes the number of daytime burglaries by school year. Their report notes that daytime burglaries are down 26% when compared to TABS first year of operation, 1993-1994. The 2000-2001 Annual Report also notes TABS high school attendance data based on high school attendance rates 1, 15 and 30 days after TABS contact with a comparison between the 1993-1994 school year and the 2000-2001 school year and states that this group's attendance rate is up 20% when compared to TABS high school attendance measures during the first year (1993-1994) of operation.

TABS Attendance Measurements

The TABS program currently utilizes a sample of TABS students selected randomly from daily sign-in sheets at each center to evaluate their attendance 1, 15 and 30 days after the TABS contact. These measurements were suggested by the MPS Department of Student Services and approved by the TABS steering committee. Their sample is organized by high, middle or elementary school students. The TABS program does not currently measure attendance for students over a period of time, such as across school years, but focuses on short-term attendance 1, 15 and 30 days after the TABS contact within the current TABS year. Table 1 summarizes the results reported for the last three school years.

(See Next Page)

III. Measuring Program Effectiveness

Table 1
TABS Attendance Measures

	School Year 1997-98	School Year 1998-99	School Year 1999-00
Number of Students in Sample			
High School TABS	417	418	358
Middle School TABS	224	150	125
Elem. School TABS	26	N/A	63
Attendance 1st Day After TABS Contact			
High School TABS	59%	57%	62%
Middle School TABS	52%	59%	54%
Elem. School TABS	65%	N/A	73%
Attendance 15th Day After TABS Contact			
High School TABS	55%	46%	62%
Middle School TABS	53%	67%	62%
Elem. School TABS	65%	N/A	76%
Attendance 30th Day After TABS Contact			
High School TABS	53%	65%	62%
Middle School TABS	50%	65%	51%
Elem. School TABS	73%	N/A	81%

Source: TABS Attendance Reports

N/A - TABS report did not include elementary school attendance rates for the 1998-1999 school year.

Elementary students
experienced
attendance rate
increases in
1999-2000 while
high school
attendance rates
were stable.

As Table 1 shows, elementary age student attendance for school year 1999-2000 increased after 1st day of TABS contact through the 30th day while middle and high school attendance rates were static or experienced slight decreases. While improved attendance is realized for elementary age students, these same improvements are not being experienced at the middle and high school levels, although high school attendance rates remained stable at 62% over the 30-day period for the 1999-2000 school year.

Another measure the TABS Annual Report highlights is the annual dropout rate reported in the MPS Accountability Report. The TABS Annual Report shows the percent of all MPS high school students dropping out between 1992-1993 through 2000-2001 and states that the MPS high school dropout rate has steadily dropped from 17.5% to 10.6% since the inception of TABS. This measurement and the impact are not directly attributed to the TABS program, but rather are a district measurement, the results of which are attributable to the district's comprehensive efforts. In a recent article on truancy reduction efforts, "Truancy Reduction: Keeping Students In School," (September 2001) published by the U.S. Department of Justice, Office of Justice Programs, the focus on specific outcome measurements such as improvement in

III. Measuring Program Effectiveness

attendance rates and lower dropout rates was emphasized as an effective way to measure truancy reduction efforts.

The Wisconsin Legislative Audit Bureau's (LAB) Best Practices reported that the effect of all the State's Truancy Abatement programs on overall attendance and truancy was small, with some short-term effect on attendance for some students, but lasting improvements in truant juveniles' overall attendance rates typically did not occur. The LAB report further noted that the effectiveness of Milwaukee's TABS intervention may be declining over time citing Milwaukee TABS attendance measurements which noted 84% elementary attendance 30 days after TABS contact for the 1993-1994 academic year, and 73% rates for elementary age students 30 days after TABS contact in the 1997-1998 school year. TABS staff attribute the attendance decline to a change in behavior among 6 - 12 year olds since 1993. They now see 6 - 12 year olds who choose to be truant and an increasing number of parents who claim to have lost control of their children.

To determine the long-term impact of TABS on student attendance, our evaluation focused on long-term or longitudinal measures and measured success of the program on a cohort of students tracked over a three-year period. The attendance data evaluated was arranged around a TABS intake year. TABS intake years analyzed were 1997-1998, 1998-1999 and 1999-2000 based on the attendance data available through the MPS Data Warehouse database. Our analysis reviewed the attendance for the year prior to TABS contact, the year of TABS intake, and the year subsequent to the intake. A sample for each intake year of 150 students was done, with the criteria that for each student selected for the sample, three years of attendance data was available. Table 2 reports the results of our review of the attendance data for the sample population and compares the sample to the total annual population.

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The long-term impact of the TABS program on student attendance was evaluated for TABS intake years 97-98, 98-99 and 99-00.

III. Measuring Program Effectiveness

Table 2
Comparison of Attendance Rates for TABS Intakes
1997-98, 1998-99 and 1999-00

	Sample Population			Total Population		
	Ave. Days Attended	Attendance Rate	% Change	Ave. Days Attended	Attendance Rate	% Change
1997-98 Intakes						
Prior Year	135	77.26%	N/A	122	72.93%	N/A
Intake Year	119	70.40%	(6.86)%	102	62.68%	(10.25)%
Subsequent Year	107	66.27%	(4.13)%	97	62.65%	(0.03)%
1998-99 Intakes						
Prior Year	124	72.60%	N/A	122	74.00%	N/A
Intake Year	95	61.26%	(11.34)%	100	63.37%	(10.63)%
Subsequent Year	81	57.79%	(3.47)%	86	59.98%	(3.39)%
1999-2000 Intakes						
Prior Year	122	76.25%	N/A	122	76.21%	N/A
Intake Year	108	60.12%	(16.13)%	100	62.55%	(13.66)%
Subsequent Year	81	63.14%	3.02%	89	61.63%	(0.92)%

Sample=150 students per intake year
Source: MPS Technology Services TABS Attendance Reports

TABS student attendance rates have declined; however, it appears that the TABS program has slowed these attendance rate drops.

As Table 2 demonstrates, for the three TABS intake years reviewed, a clear pattern was revealed in which student attendance rates and average days attended were at the highest levels prior to the TABS contact. Subsequent to the TABS contact it appears that although the percentage (rate) of attendance is still declining, the decline is at a lower rate when compared to the increase experienced between the contact year and the prior year. This pattern was fairly consistent for both the total population and the sample population. TABS staff has indicated that the 1999-2000 attendance increase coincides with the formal TABS case management activities which began in the 1999-2000 school year.

Tracking students long-term could provide more focused interventions.

Our analysis indicates that although the TABS program has slowed the attendance rate declines for those students participating in the TABS program for the last three years, student attendance rates continued to reflect a downward trend. By slowing the rate of declining attendance, it appears that the TABS program may improve student attendance rates and increase the average number of school days the children attend after TABS contact is made; however, the impact is minimal. The inability of the program to effectively measure and track the impact on student attendance for a specific group over a long term period of time could be preventing TABS from focusing efforts on populations that require more

III. Measuring Program Effectiveness

intervention. However, with program modifications, new reports can be utilized which measure students' attendance over multiple school years.

Recommendation #1

In order to determine how student attendance has changed or improved as a result of the TABS contact, it is recommended that long-term attendance measures, such as the three-year measurement methodology used during the audit, be incorporated into the TABS Annual evaluation reports.

TABS Case Management

During the 1999-2000 and 2000-2001 school years, 94% of the students processed by the TABS centers were in the 13 - 17 age group with the remaining 6% being students aged 6 - 12. As previously indicated in Table 1, increases in attendance were found for elementary age students, while middle and high school student showed no gains, although high school attendance was stable at 1-15-30 days for the 1999-2000 school year. The elementary school age attendance increases may be partially attributable to the case management component of TABS which focuses on students aged 6 - 14. TABS currently utilizes four case managers, two for each center, serving students 6 - 14 years old. The TABS annual report indicates that TABS case managed 490 elementary and middle school students in 1999-2000 and 305 elementary and middle school students in 2000-2001. According to TABS staff, of these students, 305 in 1999-2000 and 207 in 2000-2001 were elementary age students.

With an average of over 70% of TABS intakes 15 - 17 years of age each year statistics were available, and little emphasis on case managing those over 14, many of the students 15 - 17 picked up for truancy by TABS receive little outreach, nor have their specific attendance tracked across multiple school years to ascertain a pattern of poor or declining attendance, which could potentially trigger more intensive case management services.

Recommendation #2

In order to provide more comprehensive case management, it is recommended that TABS utilizes long-term student attendance measurement reports to identify those students with clear patterns of decreased attendance. Once identified, case management and counseling, as well as follow-up services, might be targeted to these students regardless of age.

TABS utilizes four case managers, two at each center who serve 6 - 14 year olds.

Over 70% of TABS intakes are 15 - 17 years old and receive little case management.

III. Measuring Program Effectiveness

Tracking Individual Student Successes

While the TABS program has focused on short-term measurements of student attendance with the 1, 15 and 30 day attendance measures after TABS contact, the program does not track the long-term impact on individual students to ascertain the ultimate outcome; i.e., did the student graduate or drop out of their educational program. The TABS Annual Reports for school years 1996-1997, 1998-1999, 1999-2000 and 2000-2001 provide MPS overall dropout rate statistics, noting that this rate has fallen among high school students, but there is no information provided relative to MPS overall graduation rates, nor the TABS student's graduation or dropout rates. To address these issues, the audit examined attendance, graduation and dropout rates to track the outcomes for each individual student in our sample cohort of 450 students, 150 students in 1997-1998, 1998-1999 and 1999-2000.

Table 3 reports the impact of the TABS program on an individual student basis by showing how many of the 150 students sampled in each year actually experienced an increase in their attendance in the year subsequent to the TABS intake.

Table 3
Attendance Rates of TABS Students
One Year After Intake

Attendance Data	97-98*		Intake Year 98-99*		99-00*	
	Number	%	Number	%	Number	%
Increased Attendance	57	38%	59	39%	85	57%
Decreased Attendance	93	62%	91	61%	64	43%
No Change	0	0%	0	0%	1	0%

Source: MPS Technology Services, TABS Attendance Reports

*Year indicated represents attendance for student intake from previous year.

Individual student attendance improvements alone may not be the most accurate indicator.

According to Table 3, for those students that were TABS intakes in 1997-98 and 1998-99 approximately 40% showed increased attendance in the year subsequent to the intake, while 60% experienced a decrease in the attendance rate. For TABS intakes in 1999-00, 57% had increased attendance while 43% experienced decreased attendance. While these individual statistics would indicate that a good number of the students are in fact increasing their attendance rates, a review of the student files indicates that the increase may be attributed to a student leaving the system either by dropping out, being incarcerated, or for other reasons

III. Measuring Program Effectiveness

after attending school for a limited number of school days during the school year. For example, 15 of the 16 students with a reported attendance rate of 99% or better were only in school 116 of the 2700 days of the school year, or 4% of the time. For the 15 students with 99% or better attendance rates, 8, or 53%, dropped out or were incarcerated. As such, individual student attendance improvements alone may not be the most appropriate indicator.

Literature suggests the use of additional measures such as lower dropout rates and graduation rates.

Literature suggests that in addition to increased attendance, other indicators of program effectiveness include decreases in dropout rates, continued participation in school programs, and school completion/promotion rates. To analyze the program for these indicators, the audit looked at both positive and negative indicators.

A positive indicator would be a student who had graduated or was currently enrolled in an MPS program including an alternate education program or charter school. A negative indicator would be a student who had dropped out or was incarcerated. Table 4 provides an analysis of 450 TABS students sampled, 150 for school years 1997-1998, 1998-1999 and 1999-2000. The sample was reduced for those students that were identified as not enrolled in MPS.

Table 4
TABS Current Status Summary

	1997-98		1998-99		1999-00		Ave. 3 Yrs. Ended 1999-00
	#	%	#	%	#	%	
Positive Indicators							
Graduated	66	48.2%	54	40.9%	32	22.4%	37.1%
Alternate Education	8	5.8%	16	12.1%	13	9.1%	9.0%
Active	6	4.4%	20	15.2%	48	33.6%	17.3%
CHO/Charter School	1	0.0%	1	0.0%	0	0.0%	0.0%
Totals	81	58.4%	91	68.2%	93	65.0%	63.4%
Negative Indicators							
Dropout	51	37.2%	34	25.8%	41	28.7%	30.6%
Incarcerated	5	3.6%	7	5.3%	9	6.3%	5.0%
Totals	56	40.9%	41	31.1%	50	35.0%	35.6%
Grand Totals	137	99.3%	132	99.3%	143	100.0%	99.0%

Source: MPS Technology Services, TABS Attendance Reports
Sample: 150 less inactives

63.4% of TABS intakes sampled attained a positive indicator. However, the dropout rate averaged 30%.

Table 4 reveals that for the three-year period ending June 30, 2000, 63.4% of TABS intake students sampled attained a positive indicator, with 35.6% categorized with a negative indicator. TABS student graduation rates, as expected, are lower in years where active students comprise a greater

III. Measuring Program Effectiveness

proportion of the positive indicator population. This suggests that the graduation rate for these groups of students will eventually increase. The TABS dropout rates showed a three year average of 30%; however, fluctuations in the dropout rate from year to year revealed no consistent trends for this data.

The TABS graduation rate is significant given the high-risk status of their students.

The overall MPS graduation rate, as calculated by the Wisconsin Department of Public Instruction (DPI) for school year 1999-2000, was 51.79%. When examining the TABS graduation rate for the 1997-1998 intakes, a 48% graduation rate was noted. This rate is comparable to the overall MPS graduation rate since both represent a longitudinal measure. When considering the high risk status of the TABS students, a 48% graduation rate is significant given the overall MPS graduation rate.

Dropout rates could also be used to determine program effectiveness. However, since MPS reports both a longitudinal and an annual dropout rate, any comparison of the rate for TABS intakes to the MPS population should be limited to the same measurement. In addition, it is important to note that the TABS intake population, being "at risk" would be more likely to drop out.

A comparison of the annual dropout rates, with TABS intakes reporting a 28.7% rate and MPS reporting a 10.4% rate, for the 1999-2000 school year show the effect of the TABS intakes "at risk" population. The comparison of the TABS and MPS annual dropout rates does not appear to be a fair measurement for evaluating program effectiveness. However, two measures are available to determine the effect the program has on decreasing the annual dropout rate. One measure would be how well TABS has done in decreasing the gap between the MPS annual dropout rate and the TABS annual dropout rate. For example, if the MPS annual dropout rate stands at 10.4% and TABS rate is at 27.3% for the 1999-2000 school year, a 16.9% gap, TABS could measure program effectiveness by showing a narrowing of this gap in subsequent years. Another possible approach would be to establish a TABS dropout rate benchmark and focus on reducing the dropout rate.

The TABS annual dropout rate for 1999-2000 was 28.7% versus the MPS rate of 10.4% underscoring the "at risk" status of TABS students.

Recommendation #3

In order to determine and measure how the TABS program has impacted students participating in the TABS program, it is recommended that graduation and dropout rate measures be incorporated into the annual reports.

III. Measuring Program Effectiveness

Daytime Burglary Crime Rates

TABS utilized the San Jose, California TABS program juvenile daytime burglary crime measurement.

The TABS program decided to focus on the daytime burglary rate measurement that the San Jose, California TABS program utilized because this program had demonstrated a correlation between the number of truants picked up and a reduction in daytime residential burglaries. The 2000-2001 TABS Annual Report noted that daytime burglaries are down from 1500 plus in the 1994-1995 school year to slightly over 1000 in the 2000-2001 school year. The TABS 1999-2000 Annual Report also noted that daytime burglaries were down 12% with fewer burglaries reported in the 1998-1999 school year and the 1999-2000 school year. Our analysis of burglary suppression data was limited to information provided by the Milwaukee Police Department (MPD).

There has been a 26.5% drop in daytime burglaries between the 94-95 and 00-01 school years.

Table 5 shows the number of daytime burglaries by school year and reports both the percentage change from the prior year and the percentage change since the first full year of operation (1994-95). The results reported in the TABS Annual Reports are derived from the information provided by the Milwaukee Police Department Crime Analysis Division.

Table 5
Daytime Burglaries by School Year

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Burglaries	1530	1587	1447	1073	1270	1122	1125
Burglary % Increase/(Decrease) from Prior Year	10.0%	3.7%	(8.8)%	(25.8)%	18.4%	(11.7)%	0.3%
% Increase/(Decrease) from 94-95	N/A	(3.7)%	(5.4)%	(29.9)%	(17.0)%	(26.7)%	(26.5)%

Source: Milwaukee Police Department Crime Analysis Division Annual Report of TABS Program Activity

The MPD utilizes a Split Time Differential measurement. The STD could expand the school day beyond school hours.

According to the MPD Crime Analysis Division, burglaries are a somewhat difficult crime measurement to determine because, in most cases, the crime occurs during a wide range of time. In order to calculate the daytime juvenile burglary rate and correlate it to the TABS program, the Milwaukee Police Department utilizes a Split Time Differential (STD) measurement. The STD measures burglaries through the use of a mean time. A mean time is established for each burglary reported that occurred between a range of time, on school days only, during school hours. The MPD defines school hours as those between 7:00 a.m. and 5:00 p.m. This method tends to expand the burglary reporting hours by including

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burglaries that are reported after the school day ends and burglaries that may have occurred before 7 a.m. For example, if a burglary was reported by a homeowner as occurring between 5:00 a.m. when they left for work and 3:00 p.m. when they returned, a mean time of 10:00 a.m. would be assigned to the burglary. Given this methodology, a school day could be up to a fourteen hours long depending on the reported time of burglary. If a burglary is reported more than 48 hours after it occurred, the burglary is not included or factored into the STD measurement. In addition, the MPD noted that there is no tracking of whether these burglaries were committed by juveniles or adults. Our analysis has indicated that absent the ability to precisely determine the time of a burglary, the Split Time Differential measurement appears to be a reasonable measurement.

Table 6 shows the number of TABS detentions made by the Milwaukee Police Department TABS officers and is arranged by TABS school year. TABS detentions represent students stopped and conveyed to either the TABS center or police station.

Table 6
Milwaukee Police Department TABS Detentions per School Year

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
TABS Detentions	3198	2922	2409	2914	4177	3902	3767
Detention % Change from Prior Year		(8.6)%	(17.6)%	21.0%	43.3%	(6.6)%	(3.5)%

Source: Milwaukee Police Department Crime Analysis Division Annual Report of TABS Program Activity

A comparison of daytime burglaries to TABS detentions revealed no direct correlation.

As Tables 5 and 6 show, based on the number of MPD TABS detentions and the number of TABS hours burglaries, there does not appear to be a direct correlation between greater numbers of TABS detentions and lower burglary rates. That is, burglary rates do not decrease when TABS detentions increase.

Street Crimes and Juvenile Arrests

Another way to evaluate the impact of TABS on crime is to examine MPD data on street crimes and juvenile arrests to verify whether the program reduced juvenile arrests. Juvenile involvement in crime is estimated by the number of crimes in which juveniles are identified as offenders. A

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case is cleared when an offender under the age of 18 is arrested and cited to appear in juvenile court or before other juvenile authorities. In 2000, the MPD cleared 5,540 offenses, or 12.4% of the 44,612 offenses known to the MPD. About 24% of all crimes cleared in 1999 and 2000 were committed by juveniles. Table 7 shows crimes cleared for 1999 and 2000, as well as the percent of juvenile crimes cleared.

Table 7
City of Milwaukee Public Safety Report
Comparison of Crimes Cleared 1999 & 2000

<u>OFFENSES CLEARED</u>					
<u>Category</u>	<u>Total Offenses</u>	<u>Juvenile & Adult</u>		<u>Juvenile Only</u>	
		<u>Total Cleared</u>	<u>Percent of Offenses</u>	<u>No.</u>	<u>Percent</u>
<u>Year 1999</u>					
Homicide	124	101	81.5%	12	11.8%
Forcible Rape	270	248	91.8%	47	18.9%
Robbery	3,134	671	21.4%	194	28.9%
Aggr. Assault	2,531	1,255	49.6%	191	15.2%
Burglary	6,462	766	11.8%	230	30.0%
Larceny Theft	26,124	2,360	9.0%	445	18.8%
Vehicle Theft	7,414	825	11.1%	357	43.2%
Arson	498	58	11.6%	27	46.5%
Totals	46,557	6,284		1,503	23.9%
<u>Year 2000</u>					
Homicide	121	98	81.0%	6	6.0%
Forcible Rape	300	272	90.7%	46	16.9%
Robbery	3,021	597	19.8%	142	23.7%
Aggr. Assault	2,265	1,057	46.7%	172	16.2%
Burglary	6,364	620	9.7%	190	30.6%
Larceny Theft	23,948	1,971	8.2%	354	17.9%
Vehicle Theft	8,069	866	10.7%	387	44.6%
Arson	524	59	11.3%	26	44.0%
Totals	44,612	5,540		1,323	23.8%

Source: City of Milwaukee Fire and Police Commission 1999 & 2000 Public Safety Reports.
Note: Offenses cleared equals arrested and cited for court appearance.
Note: Total offenses for all hours of day.

Table 7 shows that the juvenile clearance rate for burglary ranks third in terms of the percent of juveniles cleared by crime category for 1999 and

III. Measuring Program Effectiveness

Street crimes such as vehicle theft, larceny theft, arson and robberies are other measurements that might be tracked.

2000 as a percentage of total cleared offenses. Vehicle theft and arson categories actually had higher percentages of juvenile arrests and vehicle theft and larceny theft had a larger raw number of juvenile arrests than did burglaries in 1999 and 2000. These crime statistics, which were fairly consistent for 1999 and 2000, suggest that including juvenile crime cleared percentages for other crime categories may provide a more comprehensive measurement than burglaries alone. In addition, discussions with MPD staff have indicated that burglaries should be one measurement of juvenile crime, but other measures need to also be considered, specifically those which relate to street crimes, including vehicle theft, larceny theft, robbery and arson, which also occur when students are out on the streets and not in school.

Recommendation #4

In order to improve daytime crime measurements and more precisely measure the effect of the TABS program, it is recommended that the TABS steering committee consider expanding the types of crimes used to evaluate program effectiveness by including crimes such as vehicle theft, larceny theft, robbery and arson committed during the school year.

MPD arrest data for burglaries committed between 1994 and 1998 notes that juvenile arrests increased while adult arrests fell.

MPD arrest data for burglaries committed between 1994 and 1999 reveal that the number of juveniles arrested for burglaries actually increased between 1994 and 1998 as Table 8 shows, while adult arrests fell between 1994 and 1999.

Table 8
TABS MPD Crime Statistics, Burglaries,
Juvenile and Adult Burglary Arrests, 1994-1999

	Burglaries, All Hours			Residential Daytime Hour Burglaries
	Total Burglaries	Juvenile Burglary Arrests	Adult Burglary Arrests	
1994	8512	347	796	3500
1995	8421	373	718	3500
1996	7692	405	656	3500
1997	6818	452	671	3000
1998	7055	461	653	2600
1999	6462	389	540	2500

Source: Milwaukee Fire and Police Commission Annual Reports, 1994-1999

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Juvenile crime clearances have declined slightly between 1999 and 2000, but juveniles arrested for burglaries actually increased the first five years of the TABS program, while adult burglary arrests dropped between 1994 and 1999. This could suggest that factors other than the TABS program may be contributing to the decrease in total burglaries. However, there is no conclusive evidence that shows precisely how arrests or TABS contacts effect the change in the number of burglaries. In addition, the MPD may want to consider looking at juvenile arrests versus adult arrests in determining how TABS has impacted juvenile arrests.

Overall, TABS appears to have contributed to the 26% overall decrease in daytime burglaries since the inception of the program. However, there is no consistent pattern noted, with increases in burglary rates some years, and decreases in others, with the most current year showing a 0.03% increase.

IV. Program Operations Review

TABS operational procedures, processes, guidelines, staffing and funding were reviewed to identify possible efficiencies that could help improve existing operations. The review focused on MPD and Boys & Girls Club operations. (A summary of the TABS operations is attached as Appendix B.)

Milwaukee Police Department

TABS Stops, Conveyances and Citations

The Milwaukee Police Department (MPD) initiates the TABS process through the four MPD assigned TABS officers. These four officers, assigned to the Sensitive Crimes Unit, volunteer for this assignment and work in teams of two on TABS during the school year. They patrol the streets in two police vans, squad 236A is assigned to the south side, and squad 237A is assigned to the north side. These squads patrol streets and identify truants and convey them to one of two centers. These officers will compile statistics on the TABS stops and this data is included in the TABS weekly report compiled by MPD and submitted to TABS program staff monthly. The Milwaukee Public Schools funds these four positions per Wisconsin Act 27 to cover wages and fringe benefits. The level of funding provided by MPS pays for these four officers to work on TABS activity full time during TABS hours of operations on all MPS school days. The MPD pays for the officers' salaries and fringes in non-TABS months of operations and provides officers to fill in for regularly assigned TABS officers when they are absent. A review of daily TABS intakes to either the North or South Centers for school years 1999-2000 and 2000-2001 revealed that TABS officers conveyed one or more students each day of TABS operations, with an average of 22 total students processed daily. The first drop off of students at TABS centers occurs around 8:30-9:00 a.m. with five to six kids in a van. TABS officers will wait until the custody of the students is transferred to the Milwaukee County Sheriff's Deputy (MCSD) at the Center. TABS officers resume their street patrol after the transfer is completed. The TABS officers will typically do three to four conveyances of students per day, usually around 8:30, 10:30, 12:00 and 2:00 p.m.

In addition to conveying students to the TABS centers, the TABS officers issue TABS students Municipal Truancy Citations if the student is between 12-17 and a repeater to the program. Statistics on Municipal Truancy violations prepared by the Municipal Court as well as data provided by the Milwaukee Police Department, Crime Analysis Division, revealed that for the 2000-2001 school year, TABS officers issued 95%, or 1,407 citations out of 1,479, of all truancy or contributing to truancy citations, and 93%, or 983 citations out of 1,055, in the 1999-2000 school year.

Four FTE MPD officers assigned to two-person squads work on TABS.

TABS officers issued 1407 or 95% of all truancy related citations in 2000-2001.

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Table 9 notes the total number of TABS conveyances by TABS officers to the North and South Center for each year of operation.

Table 9
Total MPS/TABS Intakes 1994-95 to 2000-01 School Years

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	7 Year Average
Number of Days Open With Intakes	166	167	167	163	168	170	165	167
Intakes								
Center Location								
South	1563	1553	1473	1533	1794	1915	1709	1649
North	1591	1380	1133	839	1984	1717	1842	1498
Total	3154	2933	2606	2372	3778	3632	3551	3147
Average # Per Day								
South	9	9	9	10	11	11	11	10
North	10	9	7	5	12	10	11	9
Total	19	18	16	15	23	21	22	19

Source: TABS Activity Report August 1994-June 2001

As Table 9 shows, the average number of intakes for the seven years ended June 30, 2001, was 19 students per day. The maximum capacity for TABS intakes is 40 with each center having the capacity to process 20 students per site per day. With an average of 180 school days, 7,200 students could participate in the TABS program annually. With 3551 student intakes in the 2000-2001 school year and a capacity to serve 7,200 only 49% of their total capacity was met. MPS calculated the unexcused absence student population by the number of school days and reached the conclusion that approximately 8,000 MPS students are unexcused per day. With an average of 8,000 plus MPS students considered absent without an excuse per day, over a 180 school day year, that would equal 1.4 million unexcused absences per year. While not all of these absent students would be on the streets, it is clear that the number of truant students on the street on any given day is significantly higher than 40 students. MPS student attendance data compiled by MPS Technology Services and distributed as a report to the August 21, 2001 Finance and Personnel Committee indicated 1,421,884 unexcused absences with an overall attendance rate of 88.009% for the 1,037,456 students enrolled. This means that if the TABS program was intaking 100% of their capacity, 7,200 students, they would be addressing 0.005% of the unexcused MPS student absences per school

Daily truancy populations indicate additional students could be processed.

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year. This indicates that an opportunity exists to increase the number of students serviced by the TABS program.

Table 10 reports the number of days by center during the 2000-01 school year on which the daily intakes exceeded 20.

Table 10
TABS Center Daily Intakes Greater than 20 Students
2000-01 School Year

	Days	%
South	14	7.8%
North	21	11.6%
Total	35	9.7%

Source: MPS Technology Services TABS Summary Report, 2000-2001
Note: Of the 35 days where either one or the other center had full capacity, on three of these days both were at full capacity.

TABS centers were at full capacity less than 10% of school days.

As Table 10 indicates, there were very few days (less than 10%) during the school year that the TABS centers were at the maximum capacity of 20 students; and there was also a small number of days where there were no TABS intakes, 12 in 1999-00 and 9 in 2000-01. In addition to these days, TABS did not convey students on exam days, banking days or the start of the school year (12 days).

Other TABS programs utilize one-person squads to maximize pick ups.

In comparison to the Milwaukee TABS intake totals, in San Jose, California, their TABS program utilizes six police officers for their TABS program and has two centers. Two of the six officers are assigned to each TABS center, which is the equivalent of the two Milwaukee County Sheriff's Deputies at the Milwaukee TABS centers. The San Jose officers at the centers serve as TABS Coordinators. The other four officers, two for each center, working overtime on their day off are assigned to detain truants and bring them to TABS centers. They work in one-person squads, so there are a total of four squads patrolling the streets, during normal school hours (8:00 a.m. to 2:00 p.m.) on school days. San Jose TABS officers are closely monitored for their productivity by their supervisors, and based on their productivity and other considerations, the Unit Supervisor will make future TABS car assignments. Oklahoma City, Oklahoma's Truancy Habits Reduced Increasing Valuable Education (THRIVE) program also utilizes one-person squads.

Currently, 0.0025% of annual MPS unexcused absences are serviced through the TABS program, suggesting that a large percentage of the

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target population; i.e., unexcused absences on the street, are not being conveyed to the TABS centers for services. The service level could be expanded if the MPD were to implement the use of one-person squads for TABS stops and pick-ups. Implementing a pilot program, possibly for one or two school semesters, to provide four, one-person squads and comparing the number of intakes during this period to the prior year would determine if the pilot program should be ongoing. If the number of pickups occurring during this pilot period is significantly greater (as determined by the district) than the same period in the prior year, one-person squads could potentially become the policy.

Recommendation #5

In order to maximize the total number of truants managed by the two TABS centers, it is recommended that the TABS steering committee work with the MPD to implement a pilot project that utilizes four, one-person squads for TABS stops.

Truancy Sweeps

Targeted sweeps can net large numbers of truant youth.

In addition to utilizing more squad cars to increase the number of truant intakes, another strategy that may net greater numbers of intakes would be to schedule mandatory sweeps on a rotating schedule through increased cooperation among TABS, MPD and MPS school administrators. These sweeps would involve multiple officers and squads.

At present, the MPD TABS officers do not follow a schedule of targeted sweeps aimed at picking up truant students. In discussions with MPD it was noted that the TABS officers might be involved in a sweep of an area where there was a high rate of criminal activity occurring, however, these sweeps often take place after 12:00 p.m. and would not necessarily have an impact on truant youth. TABS staff has indicated that sweeps have been undertaken in the past when MPS school administrators have requested such services, but there has been no systematic effort to target a particular school or area for a sustained period of time, especially area high schools with daily attendance rates of less than 70%. Information was not available on the results of the MPD TABS sweeps previously held.

According to the San Jose Police Department TABS Program Operations Manual, the utilization of targeted sweeps of truants has achieved many positive results. The first sweep undertaken in the fall of 1997 netted 80 truants and was successful in educating many families about San Jose's compulsory education law. They conducted another sweep in the spring of 1998, and processed 128 truants in a five-hour period. These sweeps have involved multiple San Jose Police department personnel, as well as

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other law enforcement agencies and the probation office, with mobile processing centers set up to handle the large numbers of youth, and are paid with San Jose Police Department funds.

Identifying target areas may contribute to the success of a sweep.

Identifying areas where targeted sweeps would result in the highest rates of TABS pickups is key to the success of a sweep. Utilizing reports, such as the MPS Technology End of the Semester Report of Total TABS Intakes by School, might help to target areas where sweeps should be conducted. Table 11 summarizes the total intake by school for the 1999-2000 and 2000-2001 school year. As Table 11 reveals, Bay View, Pulaski, Washington and South Division High Schools had the highest number of intakes in both 1999-2000 and 2000-2001.

Table 11
TABS Intakes By School for the 1999-2000 and 2000-2001 School Years

1999-2000			2000-2001		
School	Total Intakes	% of Overall Total	School	Total Intakes	% of Overall Total
Bay View H.S.	292	8%	Bay View H.S.	433	12%
Pulaski H.S.	285	8%	Pulaski H.S.	229	7%
Washington H.S.	228	6%	South Division H.S.	184	5%
South Division H.S.	225	6%	Washington H.S.	175	5%
Marshall H.S.	147	4%	Madison H.S.	173	5%
Custer H.S.	133	4%	Marshall H.S.	165	5%
North Division H.S.	129	4%	Juneau H.S.	159	5%
Hamilton H.S.	120	3%	Custer H.S.	133	4%
Kilmer Alternative School Totals	120	3%	Hamilton H.S.	110	3%
School Totals	1679	46%	School Totals	1761	50%
TABS Total Intakes	3615		TABS Total Intakes	3514	

Source: MPS Technology Services Reports, TABS Intake By School, 1999-2000 and 2000-2001 School Years

School reports on TABS intakes could be used to target problem areas.

By reviewing TABS intakes by school reports and identifying schools with high rates of truancy, mandatory sweeps of problem areas could be implemented. These coordinated efforts among law enforcement agencies and schools would allow MPS to target truancy hot spots or areas around schools and pick up large numbers of truant youth. These sweeps could also help educate students and parents on the local municipal truancy laws.

Recommendation #6

To increase the number of truant youth processed through the TABS centers it is recommended that the TABS steering committee consider working with the MPD to schedule several mandatory sweeps of

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truant youth during each school year. In addition, it is recommended that (1) end of semester TABS intakes by school reports be used to better target sweep efforts around schools with high TABS intake rates and (2) results over school semesters be tracked to determine the effectiveness of the targeted sweeps.

Boys & Girls Club/MPS/Milwaukee County Sheriff's Department

Each TABS center has one full-time Milwaukee County Sheriff's Deputy.

The Milwaukee Police Department determines who is brought into the TABS centers, and once they have conveyed the students to the centers, custody is transferred from the MPD to the Milwaukee County Sheriff's Deputy (MCSD). There is one Sheriff's Deputy per center, and these Milwaukee County Sheriff's Deputies are part of the Milwaukee County Sheriff's Department, Youth Services bureau and rotate between teaching DARE and working in the TABS program full-time during the school year with each deputy rotated between centers after each school semester.

MPS has 1.5 social workers assigned to TABS.

Once the Deputy has taken custody of the student, students 6 to 14 are assigned to a Boys & Girls Club case managers. This initial review involves problem-solving techniques designed to assist the student in making changes in order to prevent attendance issues. If no current assignment can be confirmed, the student is referred to the MPS School Social Worker assigned to the TABS program. The Social Worker will work with the family to enroll students in MPS programs and follow up on their attendance in these programs. Currently, there are the equivalent of 1.5 MPS Social Workers that are deployed to the TABS Centers where they are needed. Students 15-17 are interviewed by the MPS Liaison assigned to the TABS program to determine school assignment and, unless the student is without an MPS school assignment, receives little case management. Unaudited data at TABS indicated that MPS school social workers (SSW) were able to assign 71 of the 134 children picked up by TABS who were previously unassigned to a school. According to TABS staff, the TABS south center, where a full-time MPS SSW is assigned, had a 64% assignment rate, while TABS north center, with a half-time SSW assigned, had a 47% assignment rate.

The TABS program has focused their case management of TABS students on those 14 and younger with two full-time case managers assigned to each TABS center. The 2000-2001 TABS Annual Report notes that 305 middle and elementary school grade children were case managed with over one-half being classified as habitual truants. The 1999-2000 TABS Annual Report noted 490 middle and elementary school grade children case managed, with one half of these habitual truants, thus there was a 185 student drop in those case managed. TABS staff has indicated that this may be due to the decrease in elementary student pickups. For the first time in the 2000-2001 school year, TABS tracked attendance on the 305

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children case managed, and evaluated attendance data on 293 students, but did not make a distinction between habitual truants and non-habitual truants. According to TABS staff, of the 293 students tracked, at the time of the intake 49 had 90% or better attendance while 244 had 89% or less attendance. Of the 49 students, 61% (30) maintained 90% or better attendance through school end. Of the 244 students, 53% (129) increased their attendance by year end.

In the 2000-2001 school year, the TABS program had processed 3551 students per their reports, with 22.6% of the duplicated intakes being habitual truants. San Jose, California's TABS program will assess all student intakes to determine if a student is a habitual truant and refer them to their Truancy Intervention Program (TIP) for counseling and follow up services. An additional \$60,700 was provided by the San Jose Police Department in the 2001-2002 school year for these services. These funds are allocated to local community based non-profit agencies to provide case management services. Only a small number of students are case managed through the San Jose TABS program at present due to funding constraints.

The State Department of Public Instruction defines habitual truants as students absent from school without an acceptable excuse for part or all of five or more days which school is held during a semester. TABS staff has indicated that their habitual truant numbers were probably miscounted and are actually much higher, although these statistics are not currently available. The MPS habitual truant rate for school year 2001, was 65% high school, 52% middle school and 21% elementary school. Of the 802 truants identified as habitual truants, close to 150 received TABS case management services with a focus on elementary and middle school age students. This means that over 80% of the total habitual truants processed received little or no case management and follow up. Habitual truants, ages 15-17 accounted for 71% of the 2000-2001 total (571), while 5.74% (46) were 18 years of age or older, and 23.06% (185) were age 14 or younger. Table 12 provides a comparison of MPS habitual truancy rates and those of TABS habitual truants.

In 2000-2001 over 80% of habitual truant intakes received little case management.

Table 12
Comparison of MPS and TABS Habitual Truancy Rate
School Year 2000-2001

	High	Middle	Elementary
MPS	65.0%	52.0%	21.0%
TABS	76.9%	20.4%	2.6%

Source: MPS Technology Services Summary Report for all Code "08" TABS students, 2000-2001, MPS Accountability Report

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76% of the total habitual truants processed in 2000-2001 were 15 to 18.

Table 12 notes that TABS high school age habitual truants accounted for over 76% of the total habitual truants they processed, with very little case management provided to them. In addition, as noted in the Milwaukee Police Department Fire and Police Commission Public Safety Report, juveniles between the ages of 15-17 are most likely to commit juvenile crimes.

Literature on habitual truancy indicates that this group is at a great risk of dropping out of school and becoming involved in negative behavior, and requires aggressive case management and follow up. A recent Audit Services report on dropouts noted that MPS defines a child at risk as a dropout or a student who exhibits two or more of six characteristics. Two of these are a student who is habitually truant and a student who is an adjudicated delinquent. The audit reviewed Milwaukee TABS habitual truants for school years 1999-2000 and 2000-2001 to determine demographic characteristics and current status. Table 13 reports the demographic characteristics of these habitual truants.

Table 13
Habitual Truants (Code 8) Intake
School Years 1999-2000 & 2000-2001

	1999-2000		2000-2001	
	#	%	#	%
Age				
17.5+	37	6.15%	46	5.74%
15-17	402	66.77%	571	71.20%
14 & Under	163	27.08%	185	23.06%
Total	602	100.00%	802	100.00%
Status Summary				
Dropout	132	21.93%	65	8.10%
Graduated	37	6.15%	10	1.25%
Active	288	47.83%	593	73.94%
Expelled	2	0.33%	3	0.37%
Incarcerated	37	6.14%	25	3.10%
Non-MPS	73	12.12%	66	8.20%
Alt. Educ.	15	2.50%	13	1.60%
Other	18	3.00%	27	3.40%
Total	602	100.00%	802	99.96%

Source: MPS Technology Services Summary Report for all Code "08" TABS students, 1999-2001 school years.
Note: 2000-2001 students = 802, 1999-2000 = 602

IV. Program Operations Review

Males on average comprised 70% of the total habitual students.

As Table 13 reveals, students aged 15 and older make up, on average over the two-year period, 75% of habitual truants. Of the students identified, 28% of all habitual truants in the 1999-2000 school year had dropped out, were expelled, or are incarcerated, with 11.6% falling into these categories for the 2000-2001 school year. For the two years examined, males, on average, were 70% of the total habitual students.

The only intervention or case management for the majority of the habitual truants occurs through the MPS social worker assigned to TABS. The social worker's intervention is limited to assisting older students who are habitually truant with getting enrolled in appropriate educational programming, but they do not generally track this student population after enrollment or re-enrollment. In addition, if a habitual truant is aged 15+ and currently enrolled, no case management is provided by TABS or the MPS social worker. An opportunity exists to provide additional case management and follow up for students 15 and older. These services might be provided by TABS case managers and/or MPS school social workers.

Case management could include the four methods currently followed by TABS for managing students under age 15: intervention, development of an action plan, referrals and follow up.

Recommendation #7

Since many of the TABS students are considered "at risk" and in order to successfully re-engage habitual truants into school life, it is recommended that the TABS steering committee work with MPS officials to expand assessment, intervention and case management services to habitual truants aged 15 and over. Expansion could include programs similar to the Truancy Intervention Program operated in San Jose, California.

School Social Worker Involvement

Currently, the process used by TABS case managers and MPS school social workers to follow up on TABS students is not clearly defined. It appears that each TABS student receives intervention on a case-by-case basis, which could involve independent case management by the TABS case managers, independent case management by the school social worker, or, in some cases, a collaborative effort. Interviews with both TABS and MPS staff revealed that both parties were not clear as to the role of the other.

TABS notifies each school social worker of all intakes by forwarding the student's intake form to their school. The school social worker is then

IV. Program Operations Review

TABS staff will not usually engage in dual case management.

responsible to follow up with the TABS case manager; however, there are no established procedures regarding when, how, and for whom follow up occurs. At the time of TABS intake, TABS staff will contact the school attendance officer, who are typically clerical staff, to notify the school of TABS pick up. TABS staff will determine if the student is currently case managed by an MPS social worker or school psychologist. TABS staff has indicated that they will usually not case manage students already assigned to a school social worker. However, there could be dual case management of TABS students if the student is 14 years of age or younger, because TABS will case manage all students under age 14. As indicated by TABS, all 6-12 year olds must be case managed. Thirteen and fourteen year olds are case managed at the discretion of the case managers.

TABS intakes of students 15 and older do not receive case management services by TABS, but have their intake forms sent to the MPS school social worker. The social worker will then run an attendance report on the student to determine if there are truancy issues and, if so, schedule a home visit with the student and their parents and/or guardian. It is the sole responsibility of the MPS school social worker to follow up on these 15 and older students, and there appears to be little contact between TABS and school social workers on these students after the TABS intake form is sent.

Another area of concern was access to student records. Interviews with MPS and TABS staff indicated that case management activities were sometimes limited due to restricted TABS access to student records. Increased access to student records would assist TABS staff in their case management activities, support the social workers efforts, and promote collaboration between MPS and TABS staff.

Expanding the collaboration between the TABS program case managers and MPS school social workers could result in improved attendance and reduced dropout rates for TABS intakes.

Recommendation #8

In order to increase collaborative efforts between MPS school social workers and TABS case managers, it is recommended that a comprehensive procedure be developed jointly by MPS and TABS officials. The procedure would be followed by all when case managing TABS students and could describe who handles the TABS student, student records access, case management priorities and assignments, and area(s) of focus for collaborative efforts in handling all students including those 15 and older. In addition, it is recommended that MPS district administration work with the City

IV. Program Operations Review

Attorney to develop student record confidentiality agreements that would provide TABS staff access to student records.

Boys & Girls Club Intern and Volunteer Program

Unlike the TABS program in San Jose, California, which utilizes up to 166 hours of volunteer and intern labor per week, the MPS TABS program does not currently have a large base of volunteers or student interns assisting with the day-to-day operations at the TABS centers. Through the San Jose Police Department's VOLT program, a pool of 18 volunteers supervised by the San Jose Police Department, TABS coordinators provide up to 166 hours of service per week at each center. These volunteers who are a mix of law enforcement majors recruited by the San Jose Police Department, other college students, and retirees will contact parents, schools and probation officers, and complete all student paper work.

The TABS operations manual notes that volunteerism is encouraged and that there are three types of volunteers that potentially serve the program; university students, community volunteers and community service workers. According to the TABS volunteer policy and procedures, university students might manage a small caseload, monitoring and supporting students in increasing their attendance. Community volunteers might handle tasks such as answering phones, calling parents, reviewing student surveys and completing student intakes. Community service worker volunteer activities would be limited to, answering phones, filing, addressing envelopes and clean up activities. In the 2000-2001 school year, the Milwaukee TABS program averaged about 13.5 hours of community volunteer and student intern assistance per week. In the 2001-2002 school year, volunteer hours decreased to around 6 hours per week. Currently, the North TABS center has a graduate student intern that works with the MPS assigned social worker to provide case management support while the South TABS center has one community volunteer participating in various activities. There are no community service workers participating in TABS operations at present.

It appears that an opportunity may exist to expand the intern and volunteer programs. Volunteers could be recruited to interview and complete intakes with individual TABS students, meet with the parent or guardian at time of disposition, and manage a small caseload. This would allow case managers to focus their efforts on higher priorities such as case managing 15-17 year old students. Volunteers might be recruited from the Milwaukee Police Department Police Auxiliary program, college students such as students majoring in criminal justice or social welfare, community groups and retirees.

Increased use of volunteers could expand program efforts.

San Jose utilizes up to 166 hours of intern and volunteer labor per week.

IV. Program Operations Review

Recommendation #9

In order to accommodate larger caseloads of habitually truant students, it is recommended that the TABS steering committee and MPS officials work together to develop a plan to expand the volunteer and student intern base that could serve in a support role for TABS case managers, freeing up TABS staff for youth ages 15-17.

Boys & Girls Club Non-TABS Month Assignments

Boys & Girls Club TABS staff are 12-month appointments and include the TABS program director and two TABS case managers. During the non-TABS months of operation when no student intakes occur, TABS staff will prepare the annual report, attend committee meetings, tabulate program data, undertake program planning, research potential grant opportunities and provide direct service to MPS youth at either the North or South Centers. Little or no case management or follow up activities are undertaken by the TABS case managers during the non-school months of operation.

The Milwaukee Police Department TABS officers do not convey youth to the TABS centers during non-TABS school months, and the Milwaukee County Sheriff's Deputies do not staff the centers during these months either. MPD TABS officers and Milwaukee County Sheriffs are funded and paid on a ten-month basis. MPS liaisons are ten-month appointments as are the MPS social workers assigned to TABS.

Given the fact that there are no case management and/or follow-up functions occurring during non-school months, the opportunity exists to expand these services to TABS students. If resources were redeployed to specific TABS activity during non-school months of operation, greater numbers of TABS students could receive follow-up and case management.

An example of how summer activity could effect improved attendance and lower dropout rates is a program currently in place in the Sacramento City Unified School district. This district has established a program to contact students who have dropped out of school to determine their reasons for dropping out, and to try to reenroll them. In order to accomplish this, Sacramento school district liaisons spend 6 to 8 weeks every summer contacting students who are listed as dropouts. This activity has been a success with their dropout rate declining from 12.1% to 3.2% in a four-year period.

IV. Program Operations Review

Recommendation #10

To provide for program efficiency and effectiveness, it is recommended the TABS case managers expand their duties during the summer months to include case management activities such as (1) home visits or phone contacts for habitual truants to explain local truancy ordinances and the responsibility of parents to ensure their school age children attend school and (2) follow-up activities designed to enhance student attendance.

V. Program Funding

Program Funding Review

Program budget and actual revenues and expenditures were reviewed to determine that revenues and expenditures were (1) in accordance with the approved budget and (2) reasonable, appropriate and valid. The review included an examination of the TABS budget and expenditures for the TABS Boys & Girls Club operation, the MPS TABS direct and in-kind TABS support operations, and the MPD TABS support operations. Table 14 reports the result of operations for the year ended June 30, 2001.

(See Next Page)

V. Program Funding

Table 14
TABS Program Budget and Expenditure Report
School Year Ended 6-30-01

<u>Revenues</u>	<u>Pos.</u>	<u>Budget</u>	<u>Pos.</u>	<u>Actual</u>
MPS Contract - B&G Club		\$340,000		\$340,036
Office of Justice Grant		100,000		100,000
MPS Contract - MPD		222,000		222,000
MPS - Direct		62,697		63,002
MPS - In-Kind		<u>104,904</u>		<u>104,904</u>
Total Revenues		\$829,601		\$829,942
<u>Expenditures</u>				
Boys & Girls Club				
Salaries and Benefits	7.0	\$334,590	7.0	\$331,192
Utilities and Occupancy		26,800		28,062
Management and General		38,070		41,759
Travel and Car Allowances		1,000		1,501
Supplies		13,300		14,873
Other		<u>26,240</u>		<u>22,649</u>
		440,000		440,036
MPD				
Salaries and Benefits	4.0	222,000	4.0	222,000
MPS-Direct				
Salaries and Benefits	2.0	60,197	2.0	61,656
Travel and Car Allowances		2,200		1,032
Other		<u>300</u>		<u>314</u>
		62,697		63,002
MPS-In-Kind				
Salaries and Benefits	1.5	<u>104,904</u>	1.5	<u>104,904</u>
Total Expenditures	14.5	\$829,601	14.5	\$829,942
Revenues Over/(Under)				
Expenditures		\$0		\$0

Source: Boys & Girls Club Annual Financial Reports, MPS Budget, City of Milwaukee Budget 2000

In 2000-2001, the average cost per TABS intake was \$233.

As Table 14 shows, the total cost of operations for the TABS program for the 2000-2001 school year was slightly over the \$829,601 budget with actual expenditures of \$829,942. With 3551 student intakes for the 2000-2001 school year, this averages about \$233 in costs per student intake.

V. Program Funding

Table 14 includes 14.5 funded positions. A description of each position follows.

Boys & Girls Club Staff

- 1 - TABS program director (12-month position): Develops, implements and directs all functions of the TABS program.
- 4 - TABS coordinators/case managers (12-month positions): Assesses and counsels 6-14 year old students and their families. Two positions are funded with MPS contract funds and two are funded through a \$100,000 Office of Justice Assistance grant. This is a three-year grant and expires at the end of the 2001-2002 school year.
- 2 - Milwaukee County Sheriff's Deputies (10-month positions): One full-time deputy assigned to each center to keep and maintain order. The Boys & Girls Club contracts separately with MCSD. The MSCD staff was paid by Milwaukee County for the non-TABS months of operation.

MPD Staff

- 4 - Milwaukee Police Department Officers assigned to TABS (10-month positions): Identify and transport youth to one of two centers. Work in two-man teams and also issue truancy citations. The MPD staff was paid by MPD for the non-TABS months of operation.

MPS Staff

- 1.5 - MPS social workers assigned to the TABS program (10-month positions): Serve as the complainant for Municipal Court truancy citations issued by TABS officers. Work to obtain school program assignments for those students picked up by TABS who are unassigned.
- 2.0 - MPS liaisons assigned to TABS (10-month positions): Assess 15-17 years, create individual student files, and access MPS attendance records.

Program effectiveness could be increased by expanding summer activities.

In our opinion the TABS program budget, revenues and expenditures presented in Table 14 fairly presents, in all material respects, the results of operations for the year ended June 30, 2001. Our testing of expenditures found that expenditures were reasonable and appropriate. However, as previously reported, since all other operations are based on a ten-month school year and no case management activities are occurring during the

V. Program Funding

non-school months, expanding the duties of the Boys & Girls Club staff to include summer case management activities would further justify 12-month authority for these positions.

TABS Funding

The TABS program was originally funded with State of Wisconsin, Department of Health & Social Services funds in November 1993 as a three-year pilot project. At the conclusion of the 1995-1996 school year, these state funds expired and MPS was directed through Wisconsin Act 27, Section 119.55 to provide funding for the program beginning with the 1996-1997 school year. During 1999, the Boys & Girls Club received an Office of Justice Assistance grant for approximately \$100,000 annually for three years. These funds were used to supplement TABS operations in the 1999-00, 2000-01 and 2001-02 school years.

Consideration should be given to seeking other types of funding such as U. S. Department of Education grant funds, State of Wisconsin-Department of Health and Social Services funds and/or Office of Justice Assistance funds to supplement TABS operations.

Recommendation #11

It is recommended that the TABS steering committee and the MPS Grant Office work together to obtain federal, state and/or private grants to fund and expand existing TABS operations.

VI. Signature Page

This report was provided to the Director of the Boys & Girls Club School & Non-Traditional Club Operations, the TABS Program Director, the members of the TABS Steering Committee, and the Deputy Superintendent of Schools and designated members of his staff. These individuals, as part of the audit process, were provided the opportunity to express their concerns relative to the audit criteria, findings, conclusions and/or recommendations. The audit report has been revised for those concerns investigated and found appropriate by the audit team. For those concerns deemed inappropriate by the audit team, these individuals have been provided the opportunity to incorporate their concerns into the responses included with the report. The aforementioned individuals are in agreement with, and acceptance of, the audit report except for those audit results as detailed in the responses to the audit report and findings.

Audit Team:

Paul C. Esch

Ronald J. Vavrik
Chief Auditor

VII. Summary of Recommendations

Recommendation #1

In order to determine how student attendance has changed or improved as a result of the TABS contact, it is recommended that long-term attendance measures, such as the three-year measurement methodology used during the audit, be incorporated into the TABS Annual evaluation reports.

Recommendation #2

In order to provide more comprehensive case management, it is recommended that TABS utilizes long-term student attendance measurement reports to identify those students with clear patterns of decreased attendance. Once identified, case management and counseling, as well as follow-up services, might be targeted to these students regardless of age.

Recommendation #3

In order to determine and measure how the TABS program has impacted students participating in the TABS program, it is recommended that graduation and dropout rate measures be incorporated into the annual reports.

Recommendation #4

In order to improve daytime crime measurements and more precisely measure the effect of the TABS program, it is recommended that the TABS steering committee consider expanding the types of crimes used to evaluate program effectiveness by including crimes such as vehicle theft, larceny theft, robbery and arson committed during the school year.

Recommendation #5

In order to maximize the total number of truants managed by the two TABS centers, it is recommended that the TABS steering committee work with the MPD to implement a pilot project that utilizes four, one-person squads for TABS stops.

Recommendation #6

To increase the number of truant youth processed through the TABS centers it is recommended that the TABS steering committee consider working with the MPD to schedule several mandatory sweeps of truant youth during each school year. In addition, it is recommended that (1) end of semester TABS intakes by school reports be used to better target sweep efforts around schools with high TABS intake rates and (2) results over school semesters be tracked to determine the effectiveness of the targeted sweeps.

VII. Summary of Recommendations

Recommendation #7

Since many of the TABS students are considered "at risk" and in order to successfully re-engage habitual truants into school life, it is recommended that the TABS steering committee work with MPS officials to expand assessment, intervention and case management services to habitual truants aged 15 and over. Expansion could include programs similar to the Truancy Intervention Program operated in San Jose, California.

Recommendation #8

In order to increase collaborative efforts between MPS school social workers and TABS case managers, it is recommended that a comprehensive procedure be developed jointly by MPS and TABS officials. The procedure would be followed by all when case managing TABS students and could describe who handles the TABS student, student records access, case management priorities and assignments, and area(s) of focus for collaborative efforts in handling all students including those 15 and older. In addition, it is recommended that MPS district administration work with the City Attorney to develop student record confidentiality agreements that would provide TABS staff access to student records.

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APPENDIX A

TABS Annual Report for the 2000-2001 School Year



REPORT TO THE MILWAUKEE COMMUNITY:
ASSESSMENT OF THE TRUANCY ABATEMENT
AND BURGLARY SUPPRESSION PROGRAM (TABS)

Presented by the TABS Collaborating Organizations: Milwaukee Police Department, Milwaukee County Sheriff's Department, Milwaukee Public Schools, Boys and Girls Clubs of Greater Milwaukee

TABS PROGRAM OVERVIEW

HISTORY

The Truancy Abatement and Burglary Suppression (TABS) Program was established in November 1993, with support from the State of Wisconsin. It was designed to confront the issue of truancy and juvenile crime in Milwaukee. TABS offers young people an opportunity to momentarily evaluate their reasons for truancy and related behaviors. Using a comprehensive processing approach involving students, their guardians, schools, law enforcement personnel and community support services, TABS provides young people with a complete support and intervention system. The Milwaukee Public Schools now funds this community service.

From July 2000 through June 2001, the program expended \$723,648. 86% of these funds were provided by the Milwaukee Public Schools. The remaining 14% was secured through a grant from the State Of Wisconsin Office of Justice Assistance. 86% of all program funds were used to support thirteen staff, and 14% in related program expenses.

MISSION

The mission of the TABS Program is to intervene with students who are truant, deterring them from involvement in the criminal justice system. This is accomplished by promoting school attendance through a collaborative team approach, involving parents, schools, law enforcement and the Boys & Girls Clubs of Greater Milwaukee.

GOALS

TABS Program goals include:

- Increase attendance among students picked up through the TABS Program.
- Reduce the number of reported burglaries committed during school hours.
- Reduce the number of students who are the victims of crime during school hours.
- Divert young people with school-related problems from the juvenile justice system.
- Increase the chances of successful completion of school among the students in the TABS Program.
- Collect and evaluate data related to truant young people.

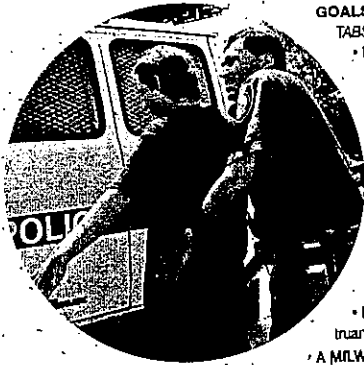
PARTNERS

TABS is a collaborative initiative involving the Milwaukee Police Department, Milwaukee County Sheriff's Department, Milwaukee Public Schools and the Boys & Girls Clubs of Greater Milwaukee.

- Four MILWAUKEE POLICE DEPARTMENT officers pick up truant young people and transport them to one of two TABS Centers.
- A MILWAUKEE COUNTY SHERIFF'S DEPARTMENT

deputy assumes custody of the young people when they arrive at the TABS Center. The deputy checks young people for outstanding warrants and missing person status. The deputy also assists TABS Center staff in counseling young people and parents. If young people are on probation, the deputy will contact their probation agent.

- A MILWAUKEE PUBLIC SCHOOLS liaison uses a centralized computer system to print out individualized student attendance reports. The liaison then calls the students' parents, informing them of the truancy, and asks them to come to the TABS Center to pick up their child.
- A BOYS & GIRLS CLUBS OF GREATER MILWAUKEE case manager meets with students and parents to review attendance records and discuss factors which contribute to truancy and problems with school. The case manager works with students, parents and schools to resolve issues related to truancy, thus improving attendance and academic performance.



"All I had to do was improve my behavior to get fewer suspensions, and not give in to peer pressure."

13 year old student picked up by TABS



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- Four MILWAUKEE POLICE DEPARTMENT officers pick up truant young people and transport them to one of two TABS Centers.
- A MILWAUKEE COUNTY SHERIFF'S DEPARTMENT deputy assumes custody of the young people when they arrive at the TABS Center. The deputy checks young people for outstanding warrants and missing person status. The deputy also assists TABS Center staff in counseling young people and parents. If young people are on probation, the deputy will contact their probation agent.
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- A BOYS & GIRLS CLUBS OF GREATER MILWAUKEE case manager meets with students and parents to review attendance records and discuss factors which contribute to truancy and problems with school. The case manager works with students, parents and schools to resolve issues related to truancy, thus improving attendance and academic performance.

"I didn't know where else to turn. It seemed like TABS was the only one who could help me."

Mother of a 14 year old MPS student

"You normally don't run into people who will take the extra step. Whatever you are doing, it's working...thank you so much."

City of Milwaukee Resident

"All I had to do was improve my behavior to get fewer suspensions, and not give in to peer pressure."

13 year old student picked up by TABS

"It is with great need that we continue to collaborate on developing delivery systems that support students and the learning process. Please know that you (TABS) provide a powerful support service to youth."

An MPS Principal

Presented by the TABS Collaborating Organizations: Milwaukee Police Department, Milwaukee County Sheriff's Department, Milwaukee Public Schools and the Boys & Girls Clubs of Greater Milwaukee

ON EDUCATION

- 3,551 truant were processed at the two centers this school year. Over 22,000 truant have been processed through the centers since the program's inception.
- TABS has located over 500 children who were unassigned to a school. This school year, 134 unassigned children were located, of which, 53 were 14 years old or younger. TABS staff were successful in assigning 71 of these students.
- TABS recidivism rate has dropped from 17% to 15%.
- High School students account for 64% of all TABS youth. Attendance among this group is up 20% when compared to TABS High School attendance measures during the first year of operation.
- 305 middle and elementary school grade children were case managed this year. Over one half of these were habitual truants. By the end of the school year, 52% of the case managed students had met their attendance goals.
- Over all, the MPS attendance rate stayed steady at 88%.
- MPS high school drop out rate has steadily dropped from 17.5% to 10.6% since TABS started.
- Habitual truancy rates at Milwaukee High Schools are down from 70% to 65% since TABS started.

ON CRIME AND PUBLIC SAFETY

- TABS Officers made 6,967 stops on the street this school year. 3,767 children without legitimate excuses were transported to the two TABS centers.
- Daytime burglaries are down 26% when compared to TABS first year of operation. This indicates there are fewer truant on the streets.
- Calls for TABS service are down 34% when compared to TABS first year of operation. This indicates there are fewer truant on the streets.
- TABS Officers located 65 missing children this school year. 475 missing children have been located since the program's inception.
- TABS Officers cleared 89 warrants this school year. 659 warrants have been cleared since the program's inception.
- TABS Officers have confiscated 72 weapons since the program's inception.

ON COMMUNITIES

- TABS helps neighborhood residents feel more secure about their communities by providing assurance that young people will be properly occupied in school during the day.
- TABS assists retailers who seek to control the number of young people loitering around commercial areas during the day. Pick ups at these locations are down from 17% to 4%.
- TABS assist schools by patrolling school grounds. TABS encourages students to get to school on time, to stay in school through out the day, and leave on time. Pick ups around schools account for 10% of all TABS pick ups.
- TABS support parents. During an average school year, TABS responds to hundreds of crisis calls from parents who are struggling to get their kids to go to school. This past school year, 992 parents were personally counseled in the two centers.

PROGRAM ENHANCEMENTS

- The number of case managers has been increased from two to four.
- Two school social workers have been assigned to the program who work with students who are unassigned to a school.
- Students who are picked up more than once are cited for truancy.
- Unresponsive guardians are given a citation for contributing to truancy.
- Students with truancy citations are offered court advocacy services if their attendance improves after TABS pick up.
- A case management/mentoring program was established which helped students stabilize their attendance while matching them with a mentor.
- TABS teamed up with school security staff to coordinate public sweeps around schools, deterring students from loitering around schools and the neighborhoods in which they are located.

CHART 1 TABS Impact on Daytime Burglaries

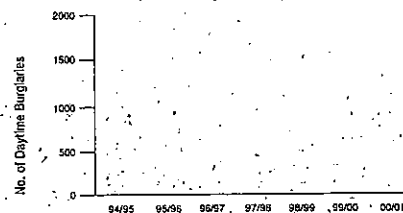


CHART 2 Percent of all MPS High School Students Dropping Out 1992-93 Through 2000-01

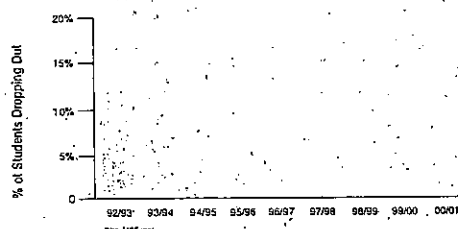
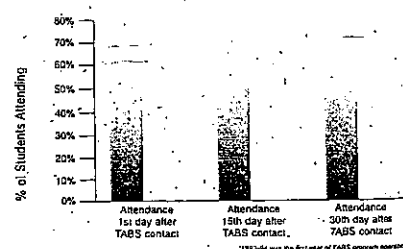


CHART 3 TABS High School Attendance 1993-94* Compared to 2000-01



ON EDUCATION

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ON CRIME AND PUBLIC SAFETY

- This year TABS Officers made 6,967 stops on the street. 3,767 children without legitimate excuses were transported to the two TABS centers.

SUCCESS STORIES

RUSSELL is a fourteen-year-old boy who had a consistent history of truancy when TABS picked him up in October. A TABS case manager tried supporting Russell in attending school regularly to no avail, as he was picked up three additional times. It was determined that Russell needed more attention. Staff met with Russell and his foster father. Together it was decided that Russell needed a different school placement that could offer him the attention and special educational support he needed. TABS staff assisted Russell and his foster father in the transfer process. By April, Russell had increased his attendance from 36% to 74%.

TABS PICKED UP ANN in early September. At that time, her attendance was 90%. While monitoring Ann's attendance after the TABS visit, a case manager noticed that her attendance was slipping. By the end of October it had dropped to 78%. The case manager went to the home and met with Ann's parents. They were unaware that her attendance had dropped that much. Ann's parents started strictly monitoring her attendance and TABS put Ann in the Boys & Girls Club incentive program. Ann responded and by February, her attendance was back up to 90%.

In September 1999, a parent of a 12 year-old boy called for TABS assistance. The parent was concerned because her son had begun skipping school. TABS staff suggested that she bring her son to TABS for the day. This experience, along with continued monitoring from the parent and TABS staff, stopped the truant behavior. JOVAN did well and advanced to the 7th grade. In September 2000, this parent called the centers again, reporting that Jovan had begun skipping school, getting suspended, and had even gotten arrested. Despite the efforts of TABS and the parent, Jovan's attendance continued to drop. In November, a TABS staff person was successful in finding a placement in a local alternative school for Jovan. Jovan responded to this school environment. By February, his attendance was perfect. His grades improved dramatically, even achieving a spot on the honor roll.

In February, TABS received a call from a distraught parent. Her two sons, ages 12 and 14, had begun to skip school. She found that they had been hanging out at an uncooperative relative's home during school hours. TABS Officers met the parent at the relative's home, where they found nine truant. The two brothers were taken to the center, and the adult harboring the others was cited for contributing to truancy. Follow up one month later revealed that the two young boys had been attending regularly and that the relative was no longer encouraging non-attendance at school.

WE'RE KEEPING
TABS
ON TRUANTS

For more information or copies of the report contact:
Dana Nix — 414-447-5333
Boys & Girls Clubs of Greater Milwaukee
3000 N. Sherman Boulevard
Milwaukee, WI 53210

SUCCESS STORIES

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"It is with great need that we continue to collaborate on developing delivery systems that support students and the learning process. Please know that you (TABS) provide a powerful support service to youth."

An SOPS Principal

DEMOGRAPHICS

The TABS Program operates on an average of 167 days of each school year. Milwaukee Police Department officers stop an average of 5,925 students on the streets of the city each year. On average, 3,356 of the young people found on the streets each year are transported to the TABS Centers. The rate of recidivism has dropped from 17% to 15%.

TABLE 1 Gender

Female 33% Male 67%

TABLE 2 Grade

Elementary 9% Middle School 27% High School 64%

TABLE 3 Race

African American 62% Hispanic 18% Caucasian 18% Asian 3% American Indian 2% Other 1%

TABLE 4 Custody Release Outcomes

Released 47% Pending 28% Retained 15% Responsible Adult 6% School 2% Legal Guardians 1% Children's Court Center 1%

TABLE 5 Recidivism Rates

95/96	16%	98/99	Not Available
96/97	16%	99/00	17%
97/98	16%	00/01	15%

TABLE 6 TABS Intakes by Recorded Absence

Habitual Truancy 26% Truant 48% Other 19% Suspended 6% Drop-out 1%

TABLE 7 TABS Intakes by Location Pick-up

Rickshott 69% School Grounds 10% Bus Stop 6% Business/Small 4% Park 3%



"You normally don't run into people who will take the extra step. Whatever you are doing, it's working...thank you so much."

City of Milwaukee Resident

TABS PARTNERS

TABS PARTNERS

Arthur L. Jones, Chief
Milwaukee Police Department

Leverett F. Baldwin, Sheriff
Milwaukee County Sheriff's Department

Dr. Spence Korte, Superintendent
Milwaukee Public Schools

Jeffery Snell, President
Boys & Girls Clubs of Greater Milwaukee

TABS STEERING COMMITTEE

2000-2001 SCHOOL YEAR

Boys & Girls Clubs of Greater Milwaukee

Chris Protz, Director of School and
Non-Traditional Club Operations 267-9100
Dana Nix, TABS Program Director 447-5333

Milwaukee County Sheriff's Department

Captain Diane Moore 278-5066
Sergeant Kipp Leopold 278-4459

Milwaukee Police Department

Captain Deb Davidoski 935-7338
Sergeant Jerald Flut 935-7402

Milwaukee Public Schools

Dr. Aquina Jackson 475-8027
Director of Student Services



WE'RE KEEPING
TABS
ON TRUANTS

For more information or copies of the report contact:

Dana Nix — 414-447-5333
Boys & Girls Clubs of Greater Milwaukee
3000 N. Sherman Boulevard
Milwaukee, WI 53210

Design by Design Directions, Photography by Nellie Ellen Huebner

APPENDIX B

TABS Operations Manual 2000-2001

TRUANCY ABATEMENT AND BURGLARY
SUPPRESSION PROGRAM
Operations Manual
2000-2001



A Collaboration Among
Milwaukee Public Schools
City of Milwaukee Police Department
Milwaukee County Sheriff's Department
Boys & Girls Clubs of Greater Milwaukee

Program funded by Milwaukee Public Schools

TABS OPERATIONS MANUAL

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TRUANCY ABATEMENT AND BURGLARY SUPPRESSION PROGRAM

The Milwaukee Truancy Abatement & Burglary Suppression Program, established in November 1993, was designed to confront the issue of truancy and juvenile crime in our community. This program offers youth an opportunity to momentarily evaluate their reasons for truancy and related behaviors. Using a comprehensive processing approach, TABS involves the student, their guardians, the assigned school, law enforcement personnel as well as community support services, to provide the child with a complete support and intervention team.

TABS was originally developed in 1981 by the San Jose Police Department, in response to a high number of daytime residential burglaries in their community. Two years after implementing TABS, daytime burglaries dropped 35%. After eleven years, daytime burglaries dropped 50%. In 1995 San Jose decided to discontinue TABS and implemented a curfew instead. Daytime crime immediately shot up 12%. In 1989 the Oklahoma City District Attorney spearheaded a similar program called THRIVE (Truancy Habits Reduced Increasing Valuable Education.) The THRIVE program added a counseling component which provided crisis intervention care.

In Milwaukee, the Sheriff's Department took the lead role. Research was gathered, that demonstrated a correlation between poor attendance in school, resulting in dropping out and later incarceration. The Milwaukee Public Schools has a student body of 100,000. On any give day 10,000 students are absent. Of these 10,000, 1,000-2,000 are truant. Through the leadership of the Sheriff's Department, a community wide dialogue ensued, over a two-year period of time. Support from community leaders and local politicians was secured, followed by the support from the Milwaukee Public Schools and the Milwaukee Police Department. Sheriff Artison was on the Boys & Girls Club Board of Directors and solicited their commitment to implement and house the program. With the assistance of State Representative G. Spencer Coggs, legislation was passed which allowed police officers to pick up and temporarily detain youth who were truant.

Governor Thompson supported the program as a pilot, for three years. It was so well received in the community that the State mandated the Milwaukee Public Schools to provide for the continuance of the truancy initiative. The program costs are \$638,000 per year. 38% of these funds are used by the Boys & Girls Club to provide three staff and take care of all costs associated with center operations. 33% is utilized by the Milwaukee Police Department to provide four police officers. 17% is utilized by the Milwaukee County Sheriff's Department to provide two Deputies. The remaining 12% is utilized the Milwaukee Public Schools to provide three school liaisons. Additional funding, through Federal and State grants are used to expand the case management portion of the program.

The Milwaukee TABS Program remains a collaborative effort among the Milwaukee County Sheriff's Department, Milwaukee Police Department, Boys & Girls Clubs of Greater Milwaukee, and the Milwaukee Public Schools. Each department shares equal responsibility for maintaining the program, as well as providing staff. The program is managed by a Steering Committee made up of people who represent the interest of each department. The group meets monthly to oversee operations. TABS is dependent upon the cooperation of each department, in and out of the centers. It is through mutual commitments and sharing of resources that we have built the finest TABS Program in the country.

The mission of TABS is to intervene with students who are truant, deterring them from involvement in the criminal justice system. This is accomplished by promoting school attendance through a collaborative team approach, involving students, parents, schools, law enforcement and the Boys & Girls Clubs of Greater Milwaukee.

This mission is carried out by an enthusiastic staff of 15. The Milwaukee Police Department provides four officers who work in teams of two. They comb the streets during the day, identifying truants and conveying them to one of two centers. The Sheriff's Department provides two Deputies who provide on site security, one at each center. The Milwaukee Public Schools provide three school liaisons who complete an initial intake with the student and access current attendance information. They also notify parents of the student's contact with TABS and instruct them to come to the centers to pick up the youth. TABS has a School Social Worker who serves as the court liaison for cases involving habitual truants and their parents. The Boys & Girls Club provides five staff people. Four are Case Managers who complete the assessment process by pulling together all of the information gathered. Case Managers go over the information with the student and parent. This session serves as an opportunity to determine what role each with play and what they each need to accomplish, to ensure a decrease in the truant behavior and increased attendance. When grant money is available, extra Case Managers are hired to support the social work aspect of the program.

If a parent cannot be located by 3:00pm, those 15 years or older are released. Parents are notified by mail of the contact. Those under the age of 15, are held at the center by the Case Manager until 7:00pm. At that time a protective services worker is called. The two lead Case Managers provide on site supervision, overseeing the day to day operations of the program. The Director, who is employed by the Boys & Girls Club, is responsible for budgeting, grant writing, staff supervision and development, program statistics, reports and the annual evaluation. The Director also handles all public relations issues, while pulling together the collaborative network.

TABS Mission Statement

The mission of the Truancy Abatement & Burglary Suppression Program is to intervene with students who are truant, deterring them from involvement in the criminal justice system. This is accomplished by promoting school attendance through a collaborative team approach, involving parents, schools, law enforcement, and the Boys & Girls Clubs of Greater Milwaukee.

Program Goals

1. Increase attendance among truant students picked up through the TABS Program.
2. Reduce the number of daytime burglaries during school hours.
3. Divert children with school related problems from the juvenile justice system.
4. Increase the chances of successful completion of school among the students picked up through the TABS program.
5. Collect and evaluate data related to truant youth.

Roles of Collaboration

The responsibilities of the four entities that make up the TABS coalition are as follows:

1. Boys & Girls Clubs

- Responsible for total coordination of Service Centers including overseeing staff, and ensuring policies and procedures.
- Public Relations/Marketing in relation to Service Centers
- Provide the Counseling component of the process including assessment, referral and follow up.
- Care for facility operation and maintenance.
- Coordinating year-end evaluation.
- Coordinate the Steering Committee.

2. Milwaukee Public Schools

- Computer installation and maintenance.
- Informs parents, students and the community of the TABS program and procedures.
- Provides attendance statistics for evaluation.
- Provides specialized services and follow up services through the School Social Workers
- Trains MPS Liaisons and administrative staff regarding TABS procedures.
- Provides demographic data monthly as to numbers of kids processed.
- Serve on Steering Committee

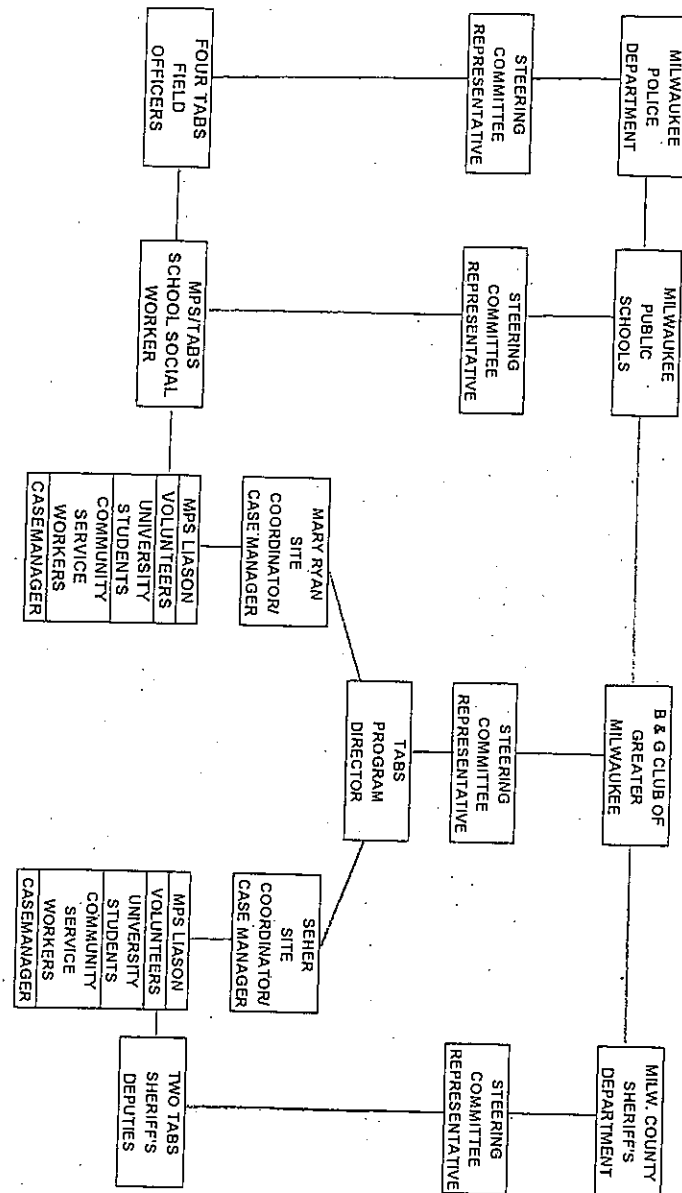
3. Milwaukee Police Department

- Provide four Police Officers who work full time on TABS during the school year.
- Provide two police vans for use in picking up truants during hours.
- Compile weekly activity report
- Compile statistics and analysis regarding the increase or decrease in day-time crime during school hours.
- Serve on Steering Committee

4. Milwaukee County Sheriff's Department

- Provide two Sheriff Deputies who ensure the safety of staff and students.
- Coordinate program procedures with Suburban Districts
- Serve on Steering Committee

TABS ORGANIZATIONAL CHART



POSITION DESCRIPTION

Title: DIRECTOR OF TABS (TRUANCY ABATEMENT/
BURGLARY SUPPRESSION) PROGRAM

Department: Operations

Supervisor: Director of School & Non-Traditional Club Operations

Origination Date: 4/93 **FLSA: Exempt**

Revision Date: **Salary Grade: 12**

Job Summary: Reports to the TABS Steering Committee under the direct supervision of the Boys & Girls Clubs of Greater Milwaukee Director of School & Non-Traditional Club Operations. Develops, implements and directs all functions of the TABS program according to the objectives set down by the steering committee.

Qualifications:

Education: Position requires a Bachelor's degree in Education, Social Work or equivalent experience in related juvenile fields.

Experience: Three to five years administrative and supervisory experience preferably in social agency or public service setting.

Skills: Organizational skills.

Communication and conflict management skills.

A valid Wisconsin Driver's License and a good driving record.

Position Responsibilities:

- Operates the TABS program with respect to the policies established.
- Serves as the spokesperson for the TABS program and assures that it is properly presented to the public.
- Assures that confidential records are securely maintained and that client information is released only to professionals providing supplemental services to the child or family.

POSITION TITLE: DIR. OF TABS

- Assists in identifying and selecting qualified Boys & Girls Clubs of Greater Milwaukee staff and supervising activities of all team members (police, sheriff, MPS).
- Ensures the development and implementation of personnel training and development of plans and programs that will provide the human resources necessary for the achievement of the program's mission.
- Acts as liaison between agencies participating in the TABS program and sees that all parties are kept fully informed on the condition of the program and important factors related to it.
- Makes certain that the TABS program's philosophy and mission statements are operationalized and practiced throughout the program..
- Gives direction to the formulation and leadership to the achievement of the program's philosophy, mission and strategy, and to its annual objectives and goals.
- Solicits funds to assure continuation of the program.
- Develops appropriate analytical tools to provide measurement of the impact of the program activities, the gaps and overlaps in services, and supportive data to the service agencies in Milwaukee.
- Develops long-range strategic plan that will ensure expansion and continuation of TABS.
- Develops and prepares financial reports as required in concert with MPS.

Environmental and Working Conditions:

Office-oriented work which requires some travel.

Physical Requirements:

Physical requirements related office work and travel.

BOYS & GIRLS CLUBS

TABS SITE COORDINATOR/CASE MANAGER

The TABS Site Coordinator/Counselor is responsible for coordinating the day to day operation of the center and serve as student and family counselor.

- Monitor all aspects of the center, ensuring efficiency in meeting the needs of the student and their family
- Serve as point person for staff concerns
- Schedule and supervise students, volunteers and CSO workers on site
- Conduct brief crisis counseling sessions with truants ages 13-14 and their guardians the day of pick up, assessing the following:
 - The severity of the truancy problem
 - The degree to which the guardian is aware and concerned
 - The degree to which the student is concerned
 - The degree to which the school is involved
 - The needs of the student and the needs of the guardian
- Based upon the findings above, make referrals and a long range plan for improving the attendance and getting the student placed in an appropriate educational setting
- Monitor the plan and account for improvement at the end of the semester.
- Refer non compliant parents and repeaters to MPD/TABS Officers for citation

Hours: 8:30-4:30

BOYS & GIRLS CLUBS

TABS CASE MANAGER

The TABS Case Manager is responsible for the case management services of non attending Milwaukee Public School students between the ages of 6-12, and their families, who are picked up by TABS.

- Interview and assess TABS students who are between the ages of 6-12. Locate and meet with the student's guardian the day of pick up.
- Stay with students ages 14 and under, at the TABS Center until 8:00pm if a guardian cannot be located. Refer to protective services at 7:00pm, if necessary.
- Prepare a goal oriented case plan, while making a contract with the family, school, and probation officer, to ensure school assignment and consistent attendance.
- Monitor individual contract and goals through out the school year. Refer to MPD if guardian is not compliant. Refer 12 year old repeaters to MPD.
- Make referrals, conduct home and school visits as needed.
- Document daily work completed in individual case files. Fulfill monthly reporting requirements.
- Ensure confidentiality of all student and family records.
- Assist with other duties as assigned by Site Coordinator

Hours: 8:30-4:30

MILWAUKEE POLICE DEPARTMENT

TABS Officers

- Identify truant students on the street
- Transport truants to the TABS Centers with FI card
- Return to Center to arrest youth with warrants
- Provide security support at the centers when needed
- Write timely truancy tickets to repeaters, and contributing to truancy tickets to non compliant parents, as referred by TABS case managers

Hours: 7:30-3:30

MILWAUKEE COUNTY SHERIFF'S DEPARTMENT

TABS On-Site Deputy

- Keep order at the center; ensuring the safety of staff and youth. This is achieved by:
 - Physically searching youth who are brought in by law enforcement officers
 - Have each student sign in, assign them a seat, direct them to fill out a survey
 - Complete a background MDT search on each student
 - Assign youth educational worksheets while waiting
 - Take all students to the bathroom
 - Re-direct and discipline youth who are uncooperative
- Complete release form with adult picking up child, making a photocopy of their identification card.
- At 4:00, if parent contact has not been made, transfer the custody of the students 14 and under, to the TABS Case Manager.
- Complete monthly activity report and give to Site Coordinator by the 5th of each month

Hours: 8:00-4:00 center hours

MILWAUKEE PUBLIC SCHOOLS

TABS Liaison

- Using the MPD contact card, make individual student files which include the following:
 - File folder with student name
 - Blank intake form
 - Completed student survey
 - Blank release form
 - Students emergency contact sheet
 - Student attendance report
 - Counseling note
- Interview students ages 15-17, assessing their educational needs. Provide student and parent with information related to educational needs.
- Daily, refer repeaters to MPD for a citation. Counsel students as to their options in handling the ticket.
- Daily, enter completed intakes into the database
- Daily, enter MPD FI cards for truant students released on the streets
- Daily, send notification letters to parents of truants released from the center, making a copy for the students file
- Take all SOS calls from residents and parents; referring truant complaints to MPD/TABS Officers, and telling parents that we do not do over the phone counseling, but will send them a packet of information indicating where they can get support. Mail out the packet.
- Complete student intakes when counselors/students are unable to do so
- Access student records for case managers as needed
- Refer students listed as unknown to the TABS/MPS SSW

Hours: 8:00-4:30

MILWAUKEE PUBLIC SCHOOLS

MPS/TABS School Social Worker

- Aggressively intervene with youth that are not assigned to any school. Goal is to get them assigned and ensure continued attendance through case management services.
- Assist older students who are habitually truant or drop outs, with getting enrolled in appropriate educational programming, such as, MATC, Blackwell, and Literacy programs.
- Serve as the complainant with the Municipal Court for all truancy and contributing to truancy citations issued by TABS Officers.
- Intervene with abuse/neglect cases as needed
- Assist TABS center staff with processing students as needed
- Respond to parent and resident calls, which come into TABS office regarding incidents of truancy.
- Complete monthly and annual activity reports, submitting them to Site Coordinator by the 5th of each month.

Hours: 8:00-4:30

Reports: Nancy Anderson, MPS School Social Work Supervisor, 438-3699

LOCATION AND HOURS

The TABS Centers are located at two of the five Boys & Girls Club facilities in the city of Milwaukee.

Any truant picked North of Wisconsin Avenue will be transported to the Mary Ryan Branch, located at 3000 N. Sherman Boulevard. The phone number at this site is 447-5325.

Any truant picked up South of Wisconsin Avenue will be transported to the Irving J. Seher Branch, located at 2404 W. Rogers Street. The phone number at this site is 385-3100.

Civilian staff are on site from 8:00am-4:30pm. Law Enforcement staff are on site from 8:30am-3:30pm. Truants may be dropped off between 8:30am-2:00pm. Parents are expected to pick up their children by 3:30pm.

The phone number for the TABS Director is 447-5333, who is located at the Mary Ryan Branch. The Director's pager number is 575-1365.

...Please note...

- No truants are accepted at the TABS Centers until the Deputy is on site. No truants are accepted after 2:00pm.
- Reports of truants in the community should be directed to Milwaukee Police Department at 933-4444.

TRUANCY LAWS

Notice: This standard operating procedure applies only to circumstances where a child is taken into custody for truancy pursuant to Section 938.19(1)(d)10 Wis. Stats., and for no other reason or purpose as outlined in Section 938.19 (1).

COMPULSORY SCHOOL ATTENDANCE

There is a widespread misconception that youngsters can voluntarily quit school when they reach age 16. This is not true. Except under certain provisions (Wisconsin Stats., 118.15 (1)(b)(c), the legal age for leaving school is 18. Full-time school attendance is compulsory for Wisconsin youths between the ages of 6 and 18. (Wis. Stats., 118.15(1)(a).

Wis. Stats., 118.16 (1)(c) states: "Truancy" means any absence of part or all of one or more days from school during which the school attendance officer, principal or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent pupil, and also means intermittent attendance carried on for the purpose of defeating the intent of 118.15.

Wis Stats., 118.16 (1)(a) states: "Habitual Truant" means a pupil who is absent from school without an acceptable excuse for part or all of 5 or more days on which school is held during a school semester.

SCHOOL ATTENDANCE ENFORCEMENT

Wis Stats., 118.16(4)(e) states: A school board may establish one or more youth service centers for the counseling of children who are taken into custody under 938.19(1)(d)10 for being absent from school without an acceptable excuse under 118.15.

Wis Stats., 938.19(1)(d)10 states: A juvenile may be taken into custody if the juvenile is absent from school without an acceptable excuse under s.118.15.

Wis Stats., 938.19(1m) states: A juvenile who is absent from school without an acceptable excuse under s.118.15 may be taken into custody by an individual designated under 118.16(2m)(a) if the school attendance officer of the school district in which the juvenile resides or the juvenile's parent, guardian, or legal custodian requests that the juvenile be taken into custody. The request shall specifically identify the juvenile.

Wis Stats., 938.19(3) states: Taking into custody is not an arrest except for the purpose of determining whether the taking into custody or the obtaining on any evidence is lawful.

The complete state statutes pertaining to these issues can be found at www.legis.state.wi.us/nls. Section 118.15 deals with compulsory school attendance. Section 118.16 is compulsory school attendance enforcement. Section 938.19 of the juvenile justice code is concerned with taking a juvenile into custody. 938.20 is release or delivery from custody.

LOCAL TRUANCY ORDINANCESUMMARY OF THIS ORDINANCE1. CONTRIBUTING TO TRUANCY

On December 15, 1995, under this ordinance, a police officer may issue a citation to a person 18 years of age or older who knowingly encourages or contributes to the truancy of a minor. This includes the parent or guardian of the minor.

The citation amount is \$140.90.

City of Milwaukee

Office Of The City Clerk

Certified Copy of Ordinance

Ordinance relating to contributing to truancy and providing a penalty.

The Mayor and Common Council of the City of Milwaukee do ordain as follows:

Section 106-23.3 of the code is created to read:

Contributing to Truancy. 1. In this section "truancy" has the same meaning as defined under s. 938.31, Wis. Stats.

As provided in sub. 4, no person 18 years of age or older shall knowingly encourage or contribute to the truancy of a minor under the age of 18 years.

Whoever omits to contribute to the truancy of a minor, whether or not the minor is adjudged to be a delinquent or services, if the natural and probable consequences of that act or omission would be the truancy of a minor, shall be guilty of contributing to truancy.

Sub. 2 does not apply to a person who has under his or her control a truant minor who has been referred through the state Learnfare program under s. 49.50(7)(h), Wis. Stats.

Whoever who is convicted of violating this section shall forfeit not less than \$25 nor more than \$100 in default of payment shall be imprisoned in the house of correction or the county jail for not more than 20 days.

Certified Copy of Ordinance

FILE NO: 981145

A substitute ordinance relating to truancy.

Whereas, The Milwaukee police department made over 4,600 investigative stops of possible truants between the ages of 12 and 18 in the 1997-98 school year, and has increased its efforts in the 1998-99 school year; and

Whereas, These investigative stops of possible truants have revealed the following criminal and municipal violations, outstanding warrants, weapons and missing persons:

Truancy-Related Police Activity 1997-98 school year 1998-99 to date Total police investigative stops 4,612 N/A Valid excuse (not truant) 1,521 N/A Taken to TABS program 2,914 2,474 Taken to school or parents 177 N/A Charged w/ criminal offense 62 32 Charged w/ municipal violation 312 359 Outstanding warrants 72 N/A Weapons possession 13 11 Found to be missing persons 58 47

; and

Whereas, These statistics clearly show that truancy in Milwaukee continues to be a serious problem which robs young people of their opportunity to learn and increases the incidence of illegal activity by truant students; now, therefore

The Mayor and Common Council of the City of Milwaukee do ordain as follows:

Part 1. Section 106-23.1 of the code is created to read:

106-23.1. Truancy. 1. DEFINITIONS. In this section:

a. "Acceptable excuse" means an excuse described under ss. 118.15 and 118.16(4), Wis. Stats.

b. "Truant" means a school pupil who is at least 12 years of age who is absent from school without an acceptable excuse for part or all of any day in which school is held during a school semester.

2. PROHIBITION. It is a violation of this section for any person under 18 years of age to be truant.

3. PENALTIES. a. A person who violates this section may be subject to any or all of the following:

a-1. An order to attend school.

a-2. A forfeiture of not more than \$50, plus court costs, for a first violation.

a-3. A forfeiture of not more than \$200, plus court costs, for a second or subsequent violation committed within 12 months of the commission of a previous violation, subject to a maximum cumulative forfeiture amount of not more than \$500 for all violations committed during a school semester.

a-4. An order to pay court costs, subject to s. 938.37, Wis. Stats.

b. All or part of the forfeiture plus costs may be assessed against the truant person, the parents or guardian of the truant person, or both.

FILE NO: 981145 Continued



I, Ronald D. Leonhardt, City Clerk, do hereby certify that the foregoing is a true and correct copy of a(n) Ordinance passed by the COMMON COUNCIL of the City of Milwaukee, Wisconsin on March 2, 1999, published on March 18, 1999, effective March 15, 1999.

Ronald D. Leonhardt

Ronald D. Leonhardt
City Clerk

March 12, 1999

Date Certified

TABS PROGRAM PROCEDURES

Field Procedures and Role of Law Enforcement Officers

The intent of the TABS Program is to pick up juveniles who are engaged in activities other than going to school. TABS Officers are to stop youth that are on the street during school hours. If the student cannot produce a written excuse for being on the street, TABS Officers are to temporarily detain the student under suspicion of being truant. The choices are to transport the juvenile to the parent, the school, or to the TABS center. In almost all cases, the juvenile will be transported to the TABS Center.

TABS or school patrol squads should be dispatched to reports of truancy. If neither is available, district squads may be dispatched. Officers who come into contact with truants while on routine patrol should call for TABS or school patrol squads, if available. If a TABS squad is not immediately available, it is advisable for the routine patrol to transport the truant to the center. The location of the two centers are: TABS North: Mary Ryan Boys & Girls Club, 3000 N. Sherman Blvd., and TABS South: Seher Boys & Girls Club, 2404 W. Rogers St.

Truants cannot be accepted at the center until the Deputy is on site, which should be 8:30am. No students are accepted after 2:00pm.

Wanted checks are performed at the TABS Center, using the mobile data terminals. If the check comes back negative, the officer fills out a green TABS card and the Deputy takes the youth into temporary custody. The TABS card is left with the Deputy. No police record will be kept of the police contact. If the check comes back positive, the TABS Deputy is to notify the MPD TABS Officers of the warrant or missing status. It is advisable for the MPD TABS Officers to remove the student as soon as possible from the center. No green TABS card is needed in this case. If the TABS Officers are unavailable for immediate transport, the Deputy will retain custody until the TABS Officers return for the student. Should the TABS Officers report that they are unable to return for 1 1/2 hours, the TABS Deputy will call the Sensitive Crimes Division at 935-7401. SCD will arrange an alternate conveyance.

When it appears that the juvenile is logically late and enroute to school, officers are to use good judgement and should allow for proximity to school (consistent with the youths age); direction of travel; whether the youth is carrying books or back pack; time of day; prior contact, i.e.

A juvenile arrested or suspected of being involved in the commission of a crime should not be transported to a TABS center. They should be processed according to juvenile arrest procedures with the appropriate disposition. Issuance of a Municipal Citation will not preclude his/her being transported to a TABS center, if they are truant.

Procedures for suburban police agencies taking City of Milwaukee students or city residents attending suburban schools into custody for truancy is the same. Suburban police agencies may transport these juveniles directly to one of the two TABS Centers, filling out a TABS green card.

Each TABS center has the capacity to process approximately twenty truants at one time. This number will fluctuate as truants are processed and released.

If one center is filled to capacity, transports should be directed to the other center. If both centers are filled to capacity and unable to accept additional truants, the Deputy on site will contact the MPD Juvenile Division at 935-7400. MPD will announce the closing of the center via police radio or Teletype.

Two Milwaukee Police Department TABS Squads are assigned to the program. Squad 236A is assigned to the south side. Squad 237A is assigned to the north side. These two squads will communicate with the TABS centers through cellular phones. Their numbers are:

Cell phone for the south side squad is 659-6196

Cell phone for the north side squad is 659-6197

Other Officers wishing to communicate with the centers should call the centers directly.

Telephone for TABS South is 385-3100

Telephone for TABS North is 447-5325

TABS Center Procedures

The Deputy on Site receives the truant from the officer along with the TABS card. The Deputy has the student sign-in and performs a cursory search. Deputies shall store student's coats, book bags, purses etc. until the student is released. Deputies shall bag and retain food items, writing instruments, pagers and cell phones, until the student is released. Large sums of money are to be logged on the sign in sheet and returned to the student immediately. All police officers must remain at the center until the search is complete. In the event that the search reveals a cause for arrest, the transporting officer must take custody of the truant and remove him/her from the center. If not, the student is given a survey and is assigned a seat. The green card is given to the MPS Liaison who will access student records.

The Liaison utilizes the MPS student database to confirm the identity of the student. The liaison gathers the emergency contact information, the current school assignment and the student's attendance records. A file is made for students ages 6-14 and passed on to one of two case managers. If no current assignment can be confirmed, the student is referred to the TABS School Social Worker who will work with the family to ensure school enrollment and regular attendance. TABS Liaisons interview students who are ages 15-17, review the file, and call the parent. Case managers do the same for students ages 6-14. The interview process should reveal the individual student's reasons for truancy, the student's legal, social, school and home status. This process should involve problem-solving techniques designed to assist the student in making the necessary changes, which are impeding regular school attendance.

The parent is expected to come to the center no later than 4:00pm. Once there, the staff who interviewed the student is to meet with the parent, informing them of the incident, which prompted, pick up, and, go over the student's attendance. If the attendance is poor, staff is to discuss with the parent and the student the truancy laws and possible fines associated with non-compliance. If the parent requests assistance, ongoing supportive services are to be provided. The parent is expected to return the student to school. If the student is suspended, the parent is expected to return the student home, with the understanding that they are not allowed on the street during school hours. This process facilitates communication between the truant and the parent and starts to build a supportive base for the youth and the parent to deal with the associated issues. If the needs of the family cannot be met through traditional TABS case management services, referrals to appropriate services are to be made and followed up on by the interviewing staff. These should also be documented in the student's file.

After the meeting the parent and student are turned over to the Deputy for release. The adult picking up the student must present a form of identification and sign the release form. The form is placed in the student's file. If the adult does not produce ID, the deputy must take a fingerprint and complete a warrants check on the MDT terminal. If the adult is wanted, he/she is taken into custody by the TABS Deputy. The TABS Deputy will call the MCSD warrant desk for a disposition and conveyance. Another adult must be found who can take responsibility for the truant student.

The truant could conceivably be at the center most of the day. If a responsible adult cannot be located for the truant, or one is unable to or unwilling to pick up the student, TABS staff may:

1. If school is in session, transport the student to his/her school after counseling, followed up by sending the parent a letter indicating the nature of the TABS contact.
2. Transport the student to the responsible adult
3. If school has been dismissed for the day and the student is 15 years or older, the student may be counseled and released at 4:00pm. Liaisons should follow up with a letter to the parent indicating the nature of the TABS contact.

4. If the truant is under the age of 15, and a responsible adult cannot be located by 4:00, the TABS case manager stays with the student at the center until a parent or responsible adult is located. It is advisable for the case manager to attempt to transport the student to a responsible adult. If all efforts have been exhausted, and it is 7:00pm, the student is considered abandoned and the case manager calls safety services at 220-SAFE. An after hours worker will come to the center by 8:00p.m. and take custody of the student.

Additional after hours procedures:

1. Students should be fed a snack at 4:30.
2. If a child becomes threatening, call the Milwaukee Police Department at 935-7444, telling them that TABS needs help.
3. If there is any question of a medical emergency, call 911 and let them assess the situation.
4. If a child runs away, do not chase them. Call and report the incident to the Milwaukee Police Department/Sensitive Crimes Division at 935-7402.
5. Page Dana at 575-1365 for clarity, if there are any concerns or questions regarding the handling of a situation.
6. TABS center staff taking all circumstances in to consideration, while abiding by all state laws determines the disposition of the student. In most cases, the best disposition is to release the child to their parent or legal guardian either at the center, or by transporting the student to them. The parent/guardian becomes directly involved in the truancy intervention and becomes responsible for addressing the problems uncovered.

Primary TABS Center Forms

The following six forms are to be used in every case where a juvenile is brought to the center and confirmed to be truant. All of the information obtained through the screening process is to be considered as confidential information. School records and legal information may only be shared among TABS staff from one of the four contracted agencies and may only be used for the purposes of processing the truant and providing follow up services by the TABS case manager. All records generated during the processing of a student, become the property of the Milwaukee Public Schools.

1. TABS Field Interview Card

The 3x5 TABS green card is the first form filled out. The transporting officer completes the card when delivering the truant to the center. The information taken by the officer from the truant is verified at the center. These cards are given to the Deputy on site, and become a part of the student's TABS file. After the warrant check, the Deputy passes the card onto the MPS Liaison. Green cards for students stopped on the street and not brought in, are to be entered in the MPS computer. They should be entered under MPS/MPD code with a 99 code for the excuse. These cards are to be stored in the brown 3x5 card box.

2. Intake/Disposition Form

The intake form is a four-part form that is filled out and completed by the MPS staff. This form, when completed, will contain vital information about the truant's home, probation, and school status. The pink copy is filed in the student's TABS file. At the end of the day, the MPS Liaison enters this data into the computer. The original is sent to Student Services. The yellow copy is sent to the school attendance officer. The golden rod is sent to the school social worker. If there is no school assignment, the school copy is filed in the TABS file. The golden rod goes to the TABS School Social Worker.

3. Student Release Form

The TABS Deputy uses this form. It documents whom the student was released to. When filling out the form, the responsible adult must present identification, which is photocopied and transferred onto the release form. If the adult does not have an ID card, the Deputy is to use the MDT terminal to confirm the identification and complete a warrant check. Only in this case, a fingerprint should be obtained on the form. The form is stored in the student's TABS file.

4. Counselor's Note

The case managers use this form. It is designed to pull together an individual student profile. Input is gathered from the school, the parent, the probation officer, etc., as well as the student. The casemanager summarizes the key issues along with steps to be taken by each concerned party in attempts of rectifying the student's truant behavior. This form is a part of the student's TABS file.

5. Student Survey

This tool is utilized to assess each student's attitudes towards school, themselves, their home life etc. It serves as an interviewing tool for the case manager's. It is to be stored in the student's file.

6. Parental Notification Letter

The School Liaisons use this form. This form is to be sent to parents of children who were at TABS and released at the end of the day. This letter MUST go out the very next day. A copy of the letter MUST go in the student's file.

MPS School Liaisons are responsible for seeing that the six forms above are included in each student's file before it is filed.

Field Interview Card

NAME (Last, First, M.I.)		D.O.B.		SEX M F	RACE W B I A	HISP Y N
RESIDENCE ADDRESS			CITY	STATE	ZIP	
A.K.A.		EMPLOYER/SCHOOL				
DRIV. LIC. #		STATE	PHONE NO.			
HEIGHT	WEIGHT	BUILD	EYES	HAIR	SOCIAL SECURITY NO.	
PERSONAL CLOTHES		SCHOOL				
CLOTHING						
SUBJ. 1. LIDTERRER		2. NITCHNIKER		3. FROWLER		4. BEARD
INFO. 4. HAS RECORD		5. ON PAROLE		6. ON PROBATION		7. MUSTACHE
Y	COLOR	YEAR	MAKE	MODEL	STATE	EXP. YR.
E	ARRESTED		TABS CENTER		COUNTY PARK	
H	Y	N	Y	N	SHOPPING CENTER	
				SCHOOL PROPERTY OR VICINITY		
				2 Door		
				4 Door		
				Convert		
				Van		
				Truck		
				S.S. W/LA		

PERSONS WITH SUBJECT				MPD PT-40 11/93	
Name (Last, First, M.I.)		Sex/Race	Name (Last, First, M.I.)		Sex/Race
D.O.B.		School	D.O.B.		School
Name (Last, First, M.I.)		Sex/Race	Name (Last, First, M.I.)		Sex/Race
D.O.B.		School	D.O.B.		School
COMMENTS:					CHECKED WANTED Y N
DATE		TIME	ADDRESS LOCATION		SQUAD AREA
PAYROLL NO.	LOC. CD.	PAYROLL NO.	LOC. CD.	PAYROLL NO.	LOC. CD.

Milwaukee T.A.B.S. Project

NORTH SOUTH T.A.B.S. Center
(circle one)

Intake/Disposition
Truancy Form

TRUANT INFORMATION

STUDENT NAME: SMITH JOHN S.
last first middle
12 2/7/91 M Q
age date of birth sex race
707 E. HARCETT
home address
FRAN SMITH - MOTHER
parent/guardian name
772-6600 / UNKNOWN
home phone business phone

STUDENT ID # 7764200
DATE 6-1-99
TIME IN 11:20 (time)
TIME OUT 2:00 (time)
Parent Contact 11:20 (time)
School Contact 11:25 (time)
Probation Contact NONE (time)
DHSS Contact NONE (time)
Contact by Dana

SCHOOL INFORMATION

SCHOOL NAME 7th
school name grade

Today's absence is (circle)

01-truant 02-exempt 03-excluded 04-expelled
05-drop out 06-excused 07-suspended 99-other
08-habitual truant

Reason if truant

Says always gets in fights so quit going

Is student a run-a-way?

Student's free periods (circle) 1 2 3 4 5 6 7 8

yes no

PICK UP INFORMATION

ADDRESS OF STOP 1712 N. PENNER
address of stop
WATTS/JOHN
officer making stop
WATTS/JOHN
transporting officer

TIME OF STOP 12:35
time of stop
squad/badge #
squad/badge #

Type of area

01-park 02-shopping center 03-store 04-residential
05-bus stop 06-vehicle 07-school grounds 99-other

Disposition

01-parents 02-legal guardian 03-school 04-D.H.S.S.
05-relative 06-released 07-responsible adult
Prior arrests - yes no Charges -
On probations - yes no P.O. called - yes no
P.O. name - P.O. number -

COMMENTS: parent contacted, will pick up by 3:00. Says
she is going to have school son. offering on
paperwork.



MILWAUKEE T.A.B.S. PROJECT
STUDENT RELEASE/ESCORT FORM

STUDENTS NAME: SMITH JOHN
PERSON TO WHOM RELEASED:
SMITH FRAN T.
NAME - LAST FIRST MIDDLE
707 E. HARCETT 53202 3/2/60
HOME ADDRESS ZIP DATE OF BIRTH
772-6600 223-7777
HOME PHONE BUSINESS PHONE
John Smith
SIGNATURE

RELATIONSHIP TO STUDENT: (CIRCLE ONE)

PARENT GUARDIAN RELATIVE RESPONSIBLE ADULT

IDENTIFICATION PROVIDED:

DRIVER'S LICENCE: N 200-666-4810 WI
NUMBER STATE

OTHER:

NO IDENTIFICATION:

1. FINGER PRINT
2. WARRANT CHECK INITIAL IF DONE

INDEX PRINT

RELEASE LOCATION:

LOCATION OF RELEASE: TABS NORTH
TIME OF RELEASE: 2:00 DATE OF RELEASE: 6-1-99

OFFICER RELEASING STUDENT:

Deputy Bob Mayers MSD
SIGNATURE DEPARTMENT SQUAD #
STUDENT DEMEANOR: COOPERATIVE ARGUMENTATIVE COMBATIVE OTHER

SCHOOLS REPORT: attendance is 82%. Most of absences are related to suspensions. Behavior's involve: disrupting class and fighting. No SSW intervention yet.

STUDENTS INPUT: John takes no responsibility for suspensions, blames teacher and another student named Josh Brown.

PARENTS INPUT: mother is aware of John's behavior issues at school. She states she does not know what to do with him.

PLAN: ① mom meet with SSW Friday to discuss strategies in dealing with behavior
 ② put student in TABS intensive program. No suspensions for one month, will receive a reward.
 ③ refer student to counseling B&C. Get membership card today.

COUNSELOR NAME: [Signature]

WELCOME TO THE TABS CENTER!

WHILE YOU'RE WAITING, TAKE A FEW MINUTES TO ANSWER THESE QUESTIONS. BE SURE TO ANSWER ALL OF THEM! IF YOU NEED ANY HELP FILLING THIS OUT, RAISE YOUR HAND. HOLD ON TO THIS UNTIL YOU'RE ASKED FOR IT.

PRINT YOUR NAME _____

1. Which TABS Center are you in? (Check only one answer.)

_____ a. Northside _____ b. Southside

2. Why are you out of school today? (Check only one answer.)

_____ a. Didn't feel like going	_____ g. Missed the bus
_____ b. Don't feel well/am sick	_____ h. Was suspended
_____ c. Had an errand to do	_____ i. Woke up late
_____ d. Had doctor's appointment	_____ j. Dropped out
_____ e. Had to pick up my baby	_____ k. Expelled/kicked out
_____ f. Left for lunch	_____ l. Didn't have ID
	_____ m. Other _____

3. How many days a week have you been going to school, in the past month? (Check only one answer.)

_____ a. None
 _____ b. 1 Day a Week
 _____ c. 2 Days a Week
 _____ d. 3 Days a Week
 _____ e. 4 Days a Week
 _____ f. I have attended school every day.

TABS - YOUTH SURVEY
 September 1996

STAFF USE ONLY: STUDENT ID NO. _____
 SURVEY NO. _____
 DATE _____

What can YOU do to improve YOUR attendance? (Check all that apply.)

- ☐ a. Nothing, I'm already going to school
☐ b. Catch up on my school work
☐ c. Get a new class schedule
☐ d. Transfer to a new school
☐ e. Tutoring
☐ f. Ask for the help I need
☐ g. Be more responsible
☐ h. Change my attitude
☐ i. Develop new friends
☐ j. Get up on time/Get more sleep
☐ k. Go to school
☐ l. Nothing
☐ m. Other _____

Do YOU plan to do these things which will improve your attendance?

- ☐ a. YES ☐ b. NO

What help do you need from others to stay in school? (Check all that apply.)

- ☐ a. Parent/guardian(s) who pay more attention/get more involved in my school
☐ b. Someone to keep track of my attendance
☐ c. Teachers who care
☐ d. Tutoring
☐ e. Nothing
☐ f. Other _____

On a scale of 1 - 5, what are your chances of finishing school?
(Circle only one number.)

NONE		MAYBE		GOOD	
1	2	3	4	5	

8. On a scale of 1 - 5, how important are each of the following to you:
(Circle only one number for each statement.)

	Extremely Important		Somewhat Important		Really Don't Care
a. It is important to me to graduate from high school.	1	2	3	4	5
b. It is important to me to get a good job when I finish school.	1	2	3	4	5
c. It is important to me to continue my education after high school.	1	2	3	4	5
d. It is important to my parents/guardians that I finish school.	1	2	3	4	5
e. It is important to my friends that I stay/get back in school.	1	2	3	4	5
f. It is important to me that I contribute to my community.	1	2	3	4	5

9. What grades are you getting in school? (Check only one answer.)

- ☐ a. Mostly A's
☐ b. A's & B's
☐ c. B's & C's
☐ d. C's & D's
☐ e. I am failing most of my classes.

10. Overall, are you satisfied with your grades? (Check only one answer.)

- ☐ a. YES ☐ b. NO ☐ c. DON'T CARE

11. How many hours of homework do you do each week? (Check only one answer.)

- ☐ a. None
☐ b. 1-2 hours
☐ c. 3-5 hours
☐ d. More than 5 hours

12. Name one thing that is good about yourself. (Print your answer clearly.)

13. How do you usually spend most of your time when you are not in school? (Check all that apply.)

☐ a. At a mall
☐ b. At a recreation program/center
☐ c. Being with my friends
☐ d. Computer/video games
☐ e. Hanging out
☐ f. Reading
☐ g. Sleeping
☐ h. Taking care of someone
☐ i. Talking on the phone
☐ j. Watching TV
☐ k. Working
☐ l. Other _____

14. How often do you go to adults about your problems? (Circle only one number)

Always	Almost always	Sometimes	Not very often	Hardly ever	Never
1	2	3	4	5	6

15. Who do you go to about your problems? (Check all that apply.)

☐ a. My parent/guardian(s)
☐ b. My older brother/sister
☐ c. My other relatives
☐ d. My neighbors
☐ e. An older friend
☐ f. Other _____

16. Who do you go to, at school, when you have a problem? (Check all that apply.)

☐ a. Assistant Principal
☐ b. Classmates
☐ c. Counselor/Social Worker
☐ d. Grade Level Administrator
☐ e. Principal
☐ f. Teacher
☐ g. No One
☐ h. Other _____

17. Have you been suspended this semester?

☐ a. YES
☐ b. NO

18. Why were you suspended? (Check all that apply.)

☐ a. Was fighting
☐ b. Halls sweep/in the halls without a pass
☐ c. Was late to school
☐ d. Was not paying attention in class
☐ e. Was playing around/acting out in class
☐ f. Was sleeping in class
☐ g. Other _____

19. Do you live in a household where at least one adult works full-time?

☐ a. YES
☐ b. NO
☐ c. DON'T KNOW

20. Who is legally responsible for you? (Check only one answer.)

☐ a. Both parents
☐ b. Mother
☐ c. Father
☐ d. Relative
☐ e. Foster Home
☐ f. Other _____

21. Who lives in your house with you? (Check all that apply.)

☐ a. Mother
☐ b. Father
☐ c. Sister
☐ d. Brother
☐ e. Uncle
☐ f. Aunt
☐ g. Grandfather
☐ h. Grandmother
☐ i. Stepmother
☐ j. Stepfather
☐ k. Foster Parent(s)
☐ l. Older Friend
☐ m. I live in a group home
☐ n. Other _____

22. Did either of your parents graduate from high school?

☐ a. YES
☐ b. NO
☐ c. DON'T KNOW

23. Did either of your parents go to college or technical school?

☐ a. YES
☐ b. NO
☐ c. DON'T KNOW

24. Have you ever run away from home? ☐ a. YES ☐ b. NO

If yes, why did you run away? (Check all that apply.)

☐ a. Didn't feel safe at home
☐ b. Problems with my brothers/sisters
☐ c. Problems with my parents/guardian(s)
☐ d. Too many rules
☐ e. Was angry
☐ f. Don't know
☐ g. Other _____

25. Have you ever been arrested? ☐ a. YES ☐ b. NO

If yes, why were you arrested? (Check all that apply.)

- ☐ a. Drugs ☐ d. Battery/Assault
☐ b. Weapons ☐ e. Truancy/Curfew
☐ c. Sexual assault ☐ f. Theft/Burglary
☐ g. Other _____

26. Are you currently on probation or parole? ☐ a. YES ☐ b. NO

27. Are you pregnant? ☐ a. YES ☐ b. NO ☐ c. NOT SURE

28. Are you a parent? ☐ a. YES ☐ b. NO

If yes, how many children do you have? _____ # of children

29. Are you: ☐ a. FEMALE ☐ b. MALE

30. What is your date of birth? _____

31. What race/ethnicity are you?

- ☐ a. African American/Black
☐ b. American Indian/Native American
☐ c. Asian
☐ d. European American/White
☐ e. Hispanic/Latino
☐ f. Mixed Race

32. What grade are you in school? _____ grade

33. Are you eligible for free or reduced rate school lunch?

- ☐ a. YES ☐ b. NO ☐ c. DON'T KNOW

34. What zipcode do you live in? _____

THANKS FOR FILLING THIS OUT!

TRUANCY
ABATEMENT AND
BURGLARY
SUPPRESSION
PROGRAM

WE'RE KEEPING
TABS
ON TRUANTS

DATE: _____

Dear Parent or Guardian,

This letter is to inform you that _____ was picked up by the Milwaukee police Department on _____. Your child was truant from school and brought to the Truancy Abatement and Burglary Suppression center located at the Mary Ryan Boys and Girls club. We attempted to reach you by telephone during the day, but were unsuccessful. Your son/daughter was released at 3:00 p.m.

Please contact your school Social Worker,

_____ at _____
 Also enclosed is a copy of the city ordinance that states that the students brought to TABS more than once in a school year, will be issued a \$60.00 truancy citation (up to \$500). Parents who contribute to truancy may be issued a citation for up to \$500.

Feel free to call us if you have any questions. Our telephone number is 414-447-5325.

Sincerely,

TABS COUNSELOR

DANA NIX
TABS
Program
Director
NORTHWEST
LOCATION
414.447.5333

TABS
COLLABORATING
ORGANIZATIONS

Boys & Girls
Clubs of
Greater
Milwaukee

Milwaukee
Police
Department

Milwaukee
Sheriff's
Department

Milwaukee
Public
Schools

UNCOOPERATIVE STUDENT & EMERGENCY PROCEDURES

If a student becomes threatening to staff or other students, his/her conduct must immediately be reported to the Deputy on site. The Deputy shall evaluate the situation and determine the appropriate course of action. Options are:

1. Separate the student from the general population and cite if appropriate
2. Call MPD and have the student arrested and removed from the center
3. Cite and release the student if over the age of 15

TABS civilian staff should not initiate the restraining of a student. Only if the Deputy asks for assistance, civilian staff are advised to assist in the restraining of the student.

If back up support is needed, at the Deputy's request, civilian staff should call 911 and say an officer needs assistance.

If a student presents minor medical complaints, call the parent to make a decision on how to handle the situation. If the parent cannot be located, call Bell Ambulance at 264-2355. If the individual is not in custody, be sure to inform the ambulance company that the individual is not in custody. If the individual is in custody, the Deputy/Officer must accompany the individual to the hospital. Continue to call the parent through out the evening until contact is made.

If a student presents a major medical emergency, call 911. The Deputy or Site Coordinator shall call the parent immediately. Continue to call the parent through out the evening until contact is made.

DATE
TIME

SIGN IN SHEET

PLEASE PRINT

#	In	Out	First	M.	Last	S/R	DOB	School	Age	Contact Ph #	TO	Time Contact	GRD	ID #
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														
19														
20														

101 - 01 - PARENT
02 - 01 - GUARDIAN

04 - 04 - S.S.
03 - SCHOOL
05 - RELATIVE

06 - RELEASED

TABS CHILD ABUSE/NEGLECT POLICY AND PROCEDURES

Each TABS staff are mandated by law to report suspected child abuse/neglect suspicions. The person who does the reporting does not need to witness an incident of abuse or neglect - only suspect it. No legal action can be taken against a staff person who reports in good faith. Legal action may be taken against a staff person who fails to report their suspicion.

Procedures:

- Discuss your suspicion with all TABS staff who came into contact with the child, attempting to confirm your suspicions and to gather any additional information.
- Discuss the case with the MPD/TABS Officers. They will assess the case to determine if immediate intervention is necessary by themselves, or through the Sensitive Crimes Division.
- It is advisable to discuss the case with the students school social worker attempting to confirm the suspicion and to obtain additional information.
- Call the Bureau of Child Welfare at 220-SAFE to report the suspicion while providing supporting evidence.
- If the student refuses to go home, refer to the protective service's worker or to Pathfinders shelter.

Truancy Abatement & Burglary Suppression Program
Academic Awards and Recognition Policy

Policy Statement: Each Case Manager will provide appropriate recognition for TABS students who improve their attendance and participation in school. A variety of means --letters to parents and students, certificates of achievement, Boys & Girls Club memberships or other small tokens used to reward, may be used. End of the semester "pizza parties" etc. may be used for group acknowledgment.

Criteria: Individual contracts between the student and the case manager, which set personal and academic goals, will be used to determine which students are eligible for recognition. Elements in the contract will include:

- Getting assigned to a school
- Improving attendance
- Improving grades
- Participating in extra curricular activities
- Decreasing suspensions
- Decreasing incidents of tardiness
- Following up on case manager referrals
- Other short term and long term personal goals agreed upon.

Guidelines:

- Case managers must work with in their allotted budget
- Case managers must document contract and rationale in the student's file.
- Case managers must keep a log of rewards given away
- Check requests must be filled out by case managers and submitted through TABS Program Director.

Truancy Abatement & Burglary Suppression Program Volunteer Policy & Procedures

Volunteerism with in the TABS Program is encouraged. There are basically three types of volunteers who serve. They are university students, community volunteers and community service workers.

University Students

Students majoring in criminal justice, social work, psychology, and behavioral science are encouraged to do their placements at TABS. Students interested in TABS should contact the TABS Site Coordinator who will interview the student to insure proper placement. Students are asked to fill out a volunteer application, sign a confidentiality statement, and sign a background check form. The Site Coordinator shall process the background check through Human Resources. The TABS Site Coordinator will serve as the on site supervisor. Staff with in the Boys & Girls Club who have the appropriate degree shall serve as placement supervisor. Suggested activities for students include, shadowing each staff person, interview and complete intakes with individual TABS students, meet with the guardian when they come to pick up the student, manage a small caseload, monitoring and supporting student's in increasing their attendance.

Community Volunteers

Community volunteers shall be directed to the Boys & Girls Club Volunteer Coordinator. The coordinator will conduct an interview to determine skill level and appropriate placement. Volunteer Coordinator will conduct a background check. Once approved, the TABS Site Coordinator will have the volunteer sign a confidentiality statement and train the volunteer for TABS service. Depending upon past experience and skill level, suggested activities include, answering the phones, calling parents, reviewing student surveys for completeness, take kids to the bathroom, completing the intakes with students. All volunteers shall be recognized by TABS and by the Boys & Girls Club organization.

Community Service Volunteers

Community service workers shall be directed to the Boys & Girls Club Volunteer Coordinator. The coordinator will conduct an interview to determine skill level and appropriate placement. Volunteer Coordinator will conduct a background check. Once approved, the TABS Site Coordinator will have the community service worker sign a confidentiality statement and train the worker for service in TABS. Suggested activities for these volunteers are, answering the phones, filing, addressing envelopes, cleaning up at the end of the day, and assisting TABS Director. Community Service Workers will not have individual contact with TABS students in the center, nor direct contact with confidential student records. Consideration may be given to long term workers who demonstrate an ability to work with students. These volunteers must be formally trained and approved by the Program Director.

Volunteers will be turned away from service in the TABS Program if their background check illustrates a criminal history of child abuse, sexual assault, drug abuse convictions, any criminal activity which poses a conflict of interest with the confidential work done in the TABS Centers.

SURVEILLANCE CAMERA POLICY AND PROCEDURES

Surveillance cameras are installed in both TABS Centers. These cameras record all audio and visual effects in the room.

The reasons for having these cameras are listed below:

- The cameras were requested by staff
- The cameras will add to the detention like atmosphere, hoping the detained children will take it more seriously, thus controlling their own behavior
- We can use the recording as a training tool for new staff and for other communities trying to start their own TABS Programs
- The cameras will provide security for after hours staff waiting alone with kids
- The cameras can be used to show parents of kids who act out while waiting to be picked up

The following guidelines should be observed while using this equipment:

- Staff will inform students and visitors verbally, and through posting of signs, that they are under video and audio surveillance
- This equipment will run continuously, all day and over night
- The Site Coordinator is responsible for changing the tape every four days and,
- is responsible for ensuring the security of the equipment and,
- is responsible for reporting any malfunctions to the TABS Program Director immediately

TABS Response

February 19, 2002

TO: Ronald J. Vavrik, Chief Auditor, Milwaukee Public Schools

FROM: Dana Nix, Boys & Girls Clubs, TABS Program Director

RE: TABS Steering Committee Responses to TABS Audit Recommendations

The TABS Steering Committee met on Tuesday February 5, 2002 to review the recommendations made in the MPS Audit dated January 22, 2002. Those present were:

- Chris Protz, Dana Nix, Liz Humphrey, and David Knutson of the Boys & Girls Clubs of Greater Milwaukee
- Sergeant Marty Dudenhofer, Milwaukee Police Department
- Captain Diane Moore, Milwaukee County Sheriff's Department
- Mr. Ken Holt, Milwaukee Public Schools

Dana Nix also met with

- Dr. Aquine Jackson, Milwaukee Public Schools on Friday February 1, 2002 to review the recommendations

The following responses take into account the various opinions expressed by all the above parties at the two meetings.

TABS
COLLABORATING
ORGANIZATIONS:

Boys & Girls
Clubs of
Greater
Milwaukee

Milwaukee
Police
Department

Milwaukee
Sheriff's
Department

Milwaukee
Public
Schools

Recommendation #1: In order to determine how student attendance has changed or improved as a result of the TABS contact, it is recommended that long-term attendance measures, such as the three-year measurement methodology used during the audit, be incorporated into the TABS annual evaluation reports.

The TABS Steering Committee acknowledges the importance of program evaluation. Over the past eight years, the leadership and staff of the TABS Program have attempted to capture an increasing amount of data and statistics that reflect the breadth of program activity and impact that activity has on individual students and their families, and the community at large.

The current attendance measures used by the TABS Program were designed by the Department of Student Services, from the Milwaukee Public Schools when the program began. It was determined that holding the program accountable for student attendance for 30 days after pick up, was an appropriate expectation to measure program impact.

Since that time we have added a case management component. If current levels of grant funding continue, it would be appropriate to change our expectations of program impact. At this time, we will be losing funding for two of our case managers June 30, 2002.

While we agree with the intent of the recommendation, we feel that the long-term measure proposed is inconsistent with our program mission. The TABS program is designed to identify individual student and family issues that prohibit consistent attendance. Case management is designed to provide short-term support for youth and their families. Once the student is assigned to a school, or the attendance has stabilized, the student is left in the hands of the parent and school.

The TABS Steering Committee proposes we hire a researcher, possibly from UWM or the Non-Profit Center of Milwaukee, to set up attendance measures that are consistent with the parameters and scope of the program and take into account the limitations of the data itself. We will seek the involvement of a MPS research staff person to work with us in developing the evaluation parameters.

Recommendation #2: In order to provide more comprehensive case management, it is recommended that TABS utilizes long-term student attendance measurement reports to identify those students with clear patterns of decreased attendance. Once identified, case management and counseling, as well as follow-up services, might be targeted to these students regardless of age.

We agree that case management serves as an effective way to support students and their families in making changes that will decrease truancy and improve attendance. Because of this belief, the Boys & Girls Clubs, of its own initiative, sought and secured funding in 1999 to add case management services to the TABS Program. The funding was a prevention grant, thus dictating our work with younger students.

We agree that formal case management services are needed for TABS students ages 15-17. The grant we have which funds two of our case managers ends June 30, 2002. We are currently seeking funding which will continue to support these two positions. We will also work to secure funding for two additional case managers to work with the high school TABS students.

We will seek collaboration with MPS, in identifying grant sources and applying for them.

In addition, it is necessary to set up an established list of criteria which intake workers would use to determine who is appropriate for case management services. Historical attendance data on individual TABS students would be an asset when defining the list of criteria.

Recommendation #3: In order to determine and measure how the TABS Program has impacted students participating in the TABS Program, it is recommended that graduation and drop out rate measures be incorporated into the annual reports.

The TABS Steering Committee recognizes the need for a more comprehensive evaluation of the TABS Program.

If agreed, we would like to work with the researcher mentioned above, to determine an appropriate set of positive and negative indicators which would be used to measure impact on the TABS youth who are case managed.

Recommendation #4: In order to improve daytime crime measurements and more precisely measure the effect of the TABS program, it is recommended that the TABS Steering Committee consider expanding the types of crimes used to evaluate program effectiveness by including crimes such as vehicle theft, robbery, and arson committed during the school year.

The Milwaukee TABS Program was modeled after the San Jose, California TABS Program. At that time, we were told that the use of daytime burglaries was the best barometer for measuring all daytime juvenile crime.

The crime data in question does exist. It would have to be manually broken out by juvenile vs. adult and daytime vs. nighttime. This proposal would be quite labor intensive and would require the use of our four TABS Officers. The Steering Committee opposes the TABS Officers being used for program evaluation.

The data in question is public record and could be accessed by an outside researcher. The Steering Committee would like to consult the above proposed researcher, in preparing a data set that would give us a more comprehensive look at TABS program impact on daytime crime.

Recommendation #5: In order to maximize the total number of truants managed by the two TABS centers, it is recommended that the TABS Steering Committee work with the MPD to implement a pilot project that utilizes four, one-person squads for TABS stops.

Over 6,000 youth are stopped on the streets and over 3,000 youth are transported by the two TABS squads each school year. In the process of stopping and transporting, several arrests are made. Due to the large number of youth encountered and the volume of activity they generate, MPD and the TABS Steering Committee have concerns regarding the safety of the officer's and youth, and believe that it is unwise to have them working alone.

Vehicle limitations are also an issue. The MPD does not have additional vans available for use by TABS. In addition, the current level of funding provided by MPS only covers officers salaries and does not cover vehicle costs accrued by MPD.

The TABS Steering Committee does appreciate the desire for reaching center capacity each day. To this end, we make the following pledge

1. To have the two TABS squads work more closely together in covering the overall needs of the city, rather than restricting their work to one side of town.
2. To ask for assistance from the MPD district squads in which the centers are located.
3. To seek additional funding that would allow us to request a third squad that would conduct targeted truancy investigations and assist with transporting more youth to the centers.

Recommendation #6: To increase the number of truant youth processed through the TABS centers it is recommended that the TABS Steering Committee consider working with the MPD to schedule mandatory sweeps of truant youth during each school year. In addition, it is recommended that (1) end of semester TABS intakes by school reports be used to better target sweep efforts around schools with high TABS intake rates and (2) results over school semesters be tracked to determine the effectiveness of the targeted sweeps.

Due to a high number of calls for service from residents and school principals, TABS conducted sweeps last Spring. A calendar was established by the Steering Committee, which facilitated communication between the Officers and the Center Staff.

These sweeps did increase the number of truants in the centers and assist the schools in controlling their students. However, it should be noted that the students generally picked up in the sweeps go to school, and do not assist TABS in identifying those students with out a school assignment, or students with habitual truancy patterns.

The Steering Committee agrees with the intent of this recommendation and will continue conducting coordinated sweeps in the following areas:

1. Areas where we get the most calls for service
2. Schools with the highest truancy rates
3. Schools that provide TABS with the most students
4. Areas which present a high number of daytime burglaries

We will also keep track of the number of students detained in each sweep.

Recommendation #7: Since many of the TABS students are considered "at risk" and in order to successfully re-engage habitual truants into school life, it is recommended that the TABS Steering Committee work with MPS Officials to expand assessment, intervention and case management services to habitual truants aged 15 and over. Expansion could include programs similar to the Truancy Intervention Program operated in San Jose, California.

As stated earlier, The TABS Steering Committee agrees that case management services need to be expanded to include youth 15 and over. We will seek the input and assistance of MPS in expanding assessment, intervention and case management services.

There is an inherent benefit in having the case management staff serve as a part of the overall TABS Program operation as opposed to contracting out these services. A few benefits are:

1. Case managers are employees of the Boys & Girls Clubs and thus serve as Site Coordinators, overseeing the day to day operations, staffing, equipment and supply needs in the centers, which are located in the Boys & Girls Club facilities.
2. Case managers are available to cover for staffing shortages.
3. Case managers are able to take on and manage extra projects that TABS is asked to partake in.
4. Case managers are able to stay after hours with students under the age of 15 whom we are unable to locate parents and cannot release on their own, due to state laws.
5. Being apart of the TABS Program, case managers have credibility when accessing services from MPS and MPD.

The TABS Steering Committee appreciates the notion of contracting out case management services as an option if necessary. This however, would not be our first choice in program operations.

Recommendation #8: In order to increase collaborative efforts between MPS school social workers and TABS case managers, it is recommended that a comprehensive procedure be developed jointly by MPS and TABS officials. The procedure would be followed by all when case managing TABS students and could describe who handles the TABS student, student records access, case management priorities, and assignments, and area(s) of focus for collaborative efforts in handling all students including those 15 and older. In addition, it is recommended that MPS district administration work with the City Attorney to develop student record confidentiality agreements that would provide TABS staff access to student records.

Two years ago, TABS added a formal case management component to the program. In an effort to increase collaboration among the TABS Case Managers and the MPS School Social Workers, we will seek direct involvement from the MPS School Social Work Department in TABS planning and operations.

Recommendation #9: In order to accommodate larger caseloads of habitually truant students, it is recommended that the TABS Steering Committee and MPS officials work together to develop a plan to expand the volunteer and student intern base that could serve in a support role for TABS case managers, freeing up TABS staff for youth ages 15-17.

Having student interns and volunteers conduct the initial intake and locate parents would significantly free up the case managers to provide more comprehensive case management services, as well as serve more students.

The TABS Steering Committee will implement this strategy next school year. We will seek the assistance of MPS Officials in the process.

Recommendation #10: To provide for program efficiency and effectiveness, it is recommended that the TABS case managers expand their duties during the summer months to include case management activities such as (1) home visits or phone contacts for habitual truants to explain local truancy ordinances and the responsibility of parents to ensure their school age children attend school and (2) follow up activities designed to enhance student attendance.

The TABS Steering Committee will work with MPS Officials to implement this recommendation this coming summer.

In addition to working with habitual truants, we will follow up on MPS Drop Outs, if provided a list by MPS Officials.

Recommendation #11: It is recommended that the TABS Steering committee and the MPS Grant Office work together to obtain federal, state and/or private grants to fund and expand existing TABS operations.

The Boys & Girls Clubs grant writing department has been successful in securing funds to expand services with in the TABS Program. A few examples of grant funded programs developed under the TABS umbrella are:

1. A mentoring program funded by OJJDP that served TABS youth, after Case Manager's stabilized their attendance.
2. A court advocacy program for youth who improved attendance after receiving a truancy ticket. This was funded through a statewide B&GC grant from the State of Wisconsin. We collaborated with SDC and the Municipal Courts.

3. Added formal case management services through a grant from OJA. We collaborated with the Milwaukee County Sheriffs Department.
4. Added drop out recovery services through a contract with the Private Industry Council.

Because the TABS Program addresses educational and crime prevention issues, the grant possibilities are numerous. We have seen an improvement in our statistics since implementing some of the programs listed above and believe that further program expansion is a must. We will meet with MPS Officials to identify and secure funding to expand the TABS Program.