



Illinois Truants’ Alternative and Optional Education Program Directory

2023-2024



**Illinois State Board of Education
ROE/ISC Services Department**

**Truants’ Alternative and Optional Education Program (TAOEP)
Brian Houser, Principal Education Consultant**

**Illinois Truants' Alternative and Optional Education
Program Directory
2023-2024**

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Program Directory**

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Illinois Truants' Alternative and Optional Education Program Directory

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College Programs

Black Hawk College
John A. Logan College
Lake Land College

Black Hawk College



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Counties Served: *Rock Island, Henry, and Mercer*

Program Description

For the last 36 years, the Optional Education Program has functioned as a collaborative effort between Black Hawk College and six ROE#49 school districts. The program is a key component in the region's continuation of education options available for high school dropouts and potential high school dropouts. Components of the program include: variable entry/exit at 3-week intervals, individualized instruction, student choice, focus on academic, social, and career development. Academic services include high school and high school equivalency instruction during the academic year as well as the summer. Non-academic services provided for students include: personal counseling, life skills, monitoring, mentoring, parenting, community agency referral, family support services, and court-related support which are offered through a combination of TAOEP and leveraged funds. Leveraged funds from other sources expand the number of academic classes and provide tutoring, career and work experiences, college classes, and transportation support.

John A. Logan College



Administrative Agency:

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Counties Served: *Williamson, Franklin, Jackson, and Perry*

Program Description

Mary Logan High School (MLHS) at John A. Logan College provides intervention services through 1) an optional learning opportunity to dropout and potential dropout youth and 2) a credit recovery opportunity to potential dropout youth with academic problems associated with attendance issues. The following services are provided through MLHS programming:

1. An intensive, comprehensive, full-day educational program for dropout and potential dropout youth that includes education (academic instruction), academic and personal counseling, support services, community internships, workplace readiness, and volunteer activities.
2. A supportive educational summer and evening program that allows potential dropout youth with truancy issues the opportunity to earn high school credit and remain "on track" for high school graduation.
3. A supportive program of counseling and communication for students, parents, and staff facilitated by program staff and counselors.
4. A program of assessment and counseling in academic, vocational, and life skill areas.

Lake Land College



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Counties Served: *Clark, Coles, Cumberland, Douglas, Edgar, Effingham, Moultrie, and Shelby*

Program Description

Since 1989, Lake Land College has been providing alternative education to students needing assistance to graduate from their home high schools or to achieve a high school equivalency (HSE)/GED. The Pathways to the Future Alternative Education program works collaboratively with home high schools, ROEs #3 and #11, community-based agencies, and social services agencies to identify active and potential dropout students. Pathways offers services to students between the ages of 15-21 years who have either dropped out of high school or who are at risk of dropping out. Students entering the Pathways program receive instruction toward either the completion of their high school diploma or GED certificate. Courses within their instruction include parenting education, life skills training, vocational education, and job-seeking and retaining skills. Pathways also offers tutoring, mentoring, service learning, and college/career transitioning opportunities throughout the year. Instruction, including those for students with credit deficiencies, satisfies ISBE State Goals for Learning and those of local high schools and school boards. Pathways classrooms are offered in four communities: Charleston, Effingham, Mattoon, and Shelbyville. Classes are held full-time, six hours each day, Monday through Friday, at each of these sites. There are also options offered to students not able to make full time with half day including morning or afternoon class times.



Regional Office of Education Programs

ROE #1

ROE #3

ROE #4

ROE #8

ROE #9

ROE #11

ROE #12

ROE #16

ROE #19

ROE #20

ROE #21

ROE #24

ROE #26

ROE #28

ROE #31

ROE #32

ROE #33

ROE #35

ROE #39

ROE #41

ROE #45

ROE #47

ROE #49

ROE #50

ROE #51

ROE #54

ISC #2

ISC #4

ROE #1 - Adams/Brown/Cass/ Morgan/Pike/Scott



Administrative Agency:

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Counties Served: *Adams, Brown, Cass, Morgan, Pike, and Scott*

Program Description

The goal of the ROE#1 TAOEP programs is to take a holistic approach to truancy by providing intervention services and educational opportunities that improve school attendance, enhance academic performance, and encourage positive attitudes towards education. TAOEP staff develop a professional relationship with students and families based on caring, trust, and respect while providing interactions such as home visits, phone contacts, and one-on-one counseling with the student, family, and school, as they provide curriculum and/or monitor school attendance. An Individualized Attendance Plan is created for each student based on the individual's attendance, needs, and potential. Services are implemented to attain goals set. TAOEP intervention programming initially provides supportive intervention to students, age 6-21, at four days of truancy with additional, ongoing supports offered throughout the year but specifically at seven and nine day intervals of truancy. The optional education component offers an alternative educational opportunity to at-risk students grades 9-12 at the Lafayette School in Jacksonville. The academy not only offers a classroom setting to students in need but also counseling and support to help the students become educated, literate, and employable upon high school graduation.

ROE #3 - Bond/Christian/ Effingham/Fayette/Montgomery



Administrative Agency:

ROE #3 Bond/Christian/Effingham/Fayette/Montgomery
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Counties Served: *Bond, Christian, Effingham, Fayette, and Montgomery*

Program Description

1. Provide an alternative/optional education program for grades 9-12 students who are dropouts, truants, and chronic truants.
2. Provide truancy intervention/prevention services at the K-9 level to students with irregular attendance.

Goal One will be achieved through our three alternative high schools. The schools provide a setting where credits can be generated towards graduation. 20 school districts in the five-county region partner with us to provide the necessary educational components and social services needed for student success in a face-to-face setting(s). The alternative high schools provide students with the opportunity to successfully return to their home school and/or graduate while strongly focusing on the problems that placed them with us as well as transition to the post-secondary or employment level. We focus on trauma-informed practices for these students as well as skills deficits from poor school attendance.

Goal Two will be met through the Regular Attendance Program (RAP). Truancy intervention/prevention services are provided at the kindergarten through ninth grade levels to promote regular attendance. Networking and identification between RAP, other agencies, families, and the home school will be performed by the RAP attendance specialists to ensure success for the student and his/her family.

ROE #4 - Boone/Winnebago



Administrative Agency:

ROE #4 Boone/Winnebago
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Counties Served: *Boone and Winnebago*

Program Description

The TAOEP Attendance Intervention Program is the only program to provide truancy intervention support to the school districts of our two counties, excluding RPS #205. RPS contracts with a private organization and holds a TAOEP grant. Each of the districts are responsible for the primary attendance intervention; however, when efforts fail to improve attendance, students will be referred to the TAOEP program for further, more intensive services. Upon referral, an individual plan is established with input from the student as well parent/guardian. This individualized plan will effectively use the school, TAOEP program, and community resources to address the root cause of the truancy while assisting the student/family to have a successful school experience. By the philosophy of the program, if intervention efforts fail to correct the truant behavior and a petition is filed with the State's Attorney, we have failed.

Summit Academy provides an alternative/optional education for students gr 6-21 years of age who reside in Boone-Winnebago Counties and have experienced school failure in some capacity. The students served are chronic truants and dropouts that seek to return to school. Summit Academy provides daytime instruction with trained teachers as well as access to community and onsite resources in order to meet the needs of the students. The program will help them to become successful participants in society and productive citizens upon completion.

ROE #8 - Carroll/Jo Daviess/Stephenson



Administrative Agency:

ROE #8 Carroll/Jo Daviess/Stephenson
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Counties Served: *Carroll, Jo Daviess, and Stephenson*

Program Description

Regional Office of Education #8 provides truancy intervention/prevention program to at-risk youth in the three-county region. The program provides at-risk youth in grades K-12 with services designed to improve attendance, academics, and life skills. Need for the program services is determined by using FY 2022 School Report Cards, FY 2022 and FY 23 End of Year Reports, meetings with local school administrators, and past experiences of our TAOEP program. The two components of the program are case management and credit recovery. Truancy Specialists (case managers) conduct regular school visits, home visits, provide one-on-one informal counseling to truant youth, and facilitate referrals and linkages to school and local community services. Credit recovery coursework is provided via on-line instruction. Academic and attendance is monitored weekly for the credit recover component.

ROE #9 - Champaign/Ford



Administrative Agency:

ROE #9 Champaign/Ford
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Counties Served: *Champaign and Ford*

Program Description

Champaign-Ford Regional Office of Education 9 and eight (8) school districts in the region collaborate to improve student attendance. The systemic and restorative program offers both truancy intervention services through the Attendance Improvement Program for truants and chronic truants in K-12th grade, and an optional education alternative, RE-Start Program, for dropouts and potential dropouts in 9-12th grades. The Attendance Improvement Program employs a three-tiered approach that includes prevention oriented supports and monitoring of student attendance data for all students in Tier 1, early intervention and a higher level of support for truants in Tier 2, and intensive supports for chronic truants in Tier 3. Attendance specialist serve as case managers to support truants and chronic truants with Tier 2 and Tier 3 interventions. The RE-Start Program provides GED coursework, career planning and work experience for dropouts and potential dropouts. All levels of support include the following components: monitoring data, engaging families and students, recognizing improved attendance, providing personalized outreach, and removing barriers. The Attendance Review Council (ARC) with representatives from all districts meet to support district implementation of Tier 1 and Tier 2 supports. The ARC Advisory Group meets twice a year to monitor both programs and identify additional community resources.

ROE #11 - Clark/Coles/Cumberland/ Douglas/Edgar/Moultrie/Shelby



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ROE #11 Clark/Coles/Cumberland/Douglas/Edgar/Moultrie/Shelby
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Counties Served: *Clark, Coles, Cumberland, Douglas, Edgar, Moultrie, and Shelby*

Program Description

AIM (Attendance Improvement Matters) is the name for ROE #11's supplementary TAOEP services. The purpose of AIM is to provide direct services to students that will assist them in overcoming barriers that interfere with school attendance. Priority is given to economically challenged students because their numbers are growing in ROE #11 and they tend to require additional services to help them overcome barriers to school attendance caused by economic factors. The attendance specialists develop positive relationships with truant students and their families through home visits, school/classroom visits, incentive programs, mentoring, monitoring, and any other activities that are relevant to the intervention process. Flexibility in the design of the service plan ensures that individual needs are met.

Each ROE #11 RSSP site has a classroom specifically dedicated to TAOEP students as part of the alternative (optional) educational component of ROE #11's TAOEP services. These are self-contained classrooms designed for chronic truants below the age of seventeen who wish to catch up to grade level or retrieve credits missed because of poor school attendance. Besides improving daily school attendance, another major outcome of both programs is getting or keeping students on track for high school graduation. Attendance improvement strategies are evidence-based, flexible, sustainable, and coordinated with the classroom teacher, school district, and social service agencies.

ROE #12 - Clay/Crawford/Jasper/ Lawrence/Richland



Administrative Agency:

ROE #12 Clay/Crawford/Jasper/Lawrence/Richland
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Counties Served: *Clay, Crawford, Jasper, Lawrence, and Richland*

Program Description

The program provides a variety of comprehensive services to specifically truant, chronic truant, dropout, and potential dropout students. Efforts are focused on students with attendance problems and the potential of dropouts. Chronic truants, potential dropouts, and retrieved dropouts have priority status for placement and services.

Each student served will have an Individualized Optional Plan (IOEP) and/or Services Plan developed with the involvement of the students, the student's parent/guardians, the Local Education Agency, and other entities as indicated by individual circumstances. The students served may receive a variety of services that can include remediation, intervention, support services, and an academic component. The academic education component's curriculum consists of a general junior high school curriculum, Edgenunity on-line course, and high school courses, some include work site experience, as identified by the LEA and Truant Alternative/Optional Education Program.

ROE #16 - DeKalb



Administrative Agency:

ROE #16 DeKalb

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Counties Served: *DeKalb*

Program Description

The DeKalb County Family and Student Success Team (DCFSST) offers intervention and remediation services to DeKalb County schools. Eight school districts comprise a total student population of 17,000 with steady enrollment. Intervention services focus on identifying truants, chronic truants, and potential dropouts achieved through intensive communications with the schools. The goal is to find the student resources that address the barriers to attendance, often in a family system / community engagement approach. Services are rendered by Student Success Caseworkers who receive the referral from the school, complete the IOEP, run truancy hearings, and petition to court when necessary. Services include monitoring attendance, finding supports, and making referrals to social services as well as internally to the Family Success Liaisons. Services are provided by Family Success Liaisons who engage in intensive family engagement strategies, make home visits, mentor students and parents, and help reduce community barriers to regular school attendance. Remediation services allow students to recover lost course credits through online credit recovery. Intervention services are designed to improve attendance rates, meet IOEP objectives, improve academic progress, and meet the diverse social emotional needs of families. Resources are devoted to proactively encouraging districts to submit referrals in a timely fashion and connecting families to our new Community Navigator.

ROE #19 - DuPage



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Counties Served: *DuPage*

Program Description

The DuPage Regional Office of Education Truants and Alternative and Optional Education Program (TAOEP) works with the nine targeted school districts from the 2021-2022 SY IL School Report Card Data (Districts 2, 15, 16, 45, 87, 88, 99, 100, 180) to determine the needs of the families in order to create support plans. In addition, we host a network of county-wide stakeholders to develop a robust menu of strategies. The goal is to provide a multi-tiered system of support to address absenteeism, including access to tools, skills, and prevention and intervention strategies. For example, we continue to provide county-wide training for a Tier 2 group intervention, Attendance Improvement Mentoring (AIM), while simultaneously addressing Tier 3 needs through school meetings and home visits. We move from pilot to implementation of a Tier 1 observation process based on the Attendance Works Scan of Environmental Attendance Tool. In alignment with the DROE Mission to collaboratively build and sustain a quality County educational community for all youth, the strategic plan includes the key objectives of reducing chronic truant students in DuPage County, providing individual students support through behavior interventionists, building a shared understanding about community resources, and hosting focus groups during network opportunities to determine specific district needs in order to effectively address them.

ROE #20 - Edward/Gallatin/Hamilton/ Hardin/Pope/Saline/Wabash/Wayne/White



Administrative Agency:

ROE #20 Edward/Gallatin/
Hamilton/Hardin/Pope/Saline/
Wabash/Wayne/White
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Counties Served: *Edward, Gallatin, Hamilton, Hardin, Pope, Saline, Wabash, Wayne, and White*

Program Description

The ROE 20 TAOEP works cooperatively with local school districts, government agencies, and social service agencies to serve students in Edwards, Gallatin, Hamilton, Hardin, Pope, Saline, Wabash, Wayne, and White Counties. The purpose of the program is to provide comprehensive support services and optional education services to at-risk students resulting in more equitable and positive outcomes for students in the communities we serve.

Support services are provided by truancy interventionists in the traditional school setting and focus on improving the attendance of students in grades K-12 identified as truants or chronic truants by utilizing a tiered system that provides increasingly intensive levels of support and interventions.

Optional Education services are provided at a single, centrally located, site for students whose needs cannot be met in the traditional school setting. The Learning Alternative Branch (LAB) School provides services to students in grades 6-12 identified as chronic truants, dropouts, or potential dropouts. The LAB focuses on improving student attendance, academic achievement, and post-secondary outcomes by developing individual goals and providing tiered and individualized supports and interventions, including positive behavior supports, individualized incentives, enhanced communication with parents/guardians, home visits, tutoring, credit recovery opportunities, counseling services, and referrals to outside agencies.

ROE #21 - Franklin/Johnson/Massac/Williamson



Administrative Agency:

ROE #21 Franklin/Johnson/Massac/Williamson
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Counties Served: *Franklin, Johnson, Massac, and Williamson*

Program Description

The Regional Office of Education 21 TAOEP Program serves Franklin, Johnson, Massac, and Williamson Counties. The Partnership Against Chronic Truancy (PACT) provides a comprehensive truancy prevention/intervention program for students in all grade levels as well as optional education for students in grades 7/8, through the ECHO Junior High Alternative School. The PACT Team has been trained in Trauma Informed practices and understands that community support/collaboration are key to a student's academic, social, emotional, and personal success. This approach ensures students have more equitable access to education by creating optional education opportunities as well as truancy prevention and intervention services.

The PACT Team develops positive relationships with students who are truant and their families through home visits, school/classroom visits, incentive programs, mentoring, monitoring, and any other activities to identify needed supports to overcome barriers preventing regular school attendance. An Individualized Optional Education Plan (IOEP) for chronic truants includes a diagnostic profile highlighting student needs, goal setting, case monitoring, connection to community resources, home visits, like skills training, referral for social/academic services.

ROE #24 - Grundy/Kendall



Administrative Agency:

ROE #24 Grundy/Kendall
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Counties Served: *Grundy & Kendall*

Program Description

The Grundy/Kendall Regional Office of Education provides supplemental and optional education services to the students enrolled in the 18 school districts within Grundy and Kendall counties. Major emphasis is placed on connecting the student to the school community, as well as the community at large, and to increase positive interaction between truant youth and trusted adults. Program staff work to foster a truly collaborative relationship between students, their families, school personnel, and existing community institutions.

The supplemental services portion of the grant employs two caseworkers who work directly with school personnel to identify and support youth that remain truant, despite numerous school-based interventions. Caseworkers provide a variety of attendance interventions to referred youth; which over the past three decades, these measures have demonstrated effectiveness through increased student attendance rates.

The optional education portion of the grant employs 3 teachers and a counselor. Referred youth attend Premier Academy, the alternative school operated by Grundy/Kendall ROE 24. They benefit from a full-day academic program, life skills training, mental health groups, individual counseling, career building, college planning, and other services as needed.

ROE #26 - Fulton/Hancock/McDonough/Schuyler



Administrative Agency:

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Counties Served: *Fulton, Hancock, McDonough, and Schuyler*

Program Description

The Regional Office of Education #26 provides a truancy prevention/intervention and alternative education program for the 18 school districts in Fulton, Hancock, McDonough and Schuyler Counties through ROYALS (Regional Office Youth Alternative Learning Services). The mission of ROYALS is to provide a truancy intervention and alternative education program designed to reduce the dropout and absenteeism rate and guide students in achieving academic and post-secondary success. Services provided through our truancy intervention component include truancy casework for underachieving students referred for high rates of absenteeism. Our optional education component serves students grades 6-12 and provides a safe environment in which high-quality education is delivered and high-quality learning takes place in three educational sites across the four counties. A variable schedule is offered, and students are provided the opportunity to graduate from their home school. A credit recovery program, utilizing the TAOEP-sponsored Imagine Learning/Edgenuity curriculum, is utilized. An IOEP is generated for each student participating in the program. Outcomes-based learning objectives address goals that are compatible with the home district's local learning standards.

ROE #28 - Bureau/Henry/Stark



Administrative Agency:

ROE #28 Bureau/Henry/Stark
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Counties Served: *Bureau, Henry, and Stark*

Program Description

The Bureau Henry Stark Regional Office of Education (BHS ROE) provides a comprehensive program that addresses attendance issues in a 3 county area serving 168 students in 23 school districts. The program focuses on prevention, intervention, and remediation services, as well as systematic change through integrated school improvement efforts. The BHS ROE's TAOEP initiative relies on established community partnerships to provide access to vital resources, which link students with unmet needs to the community services designed to meet those needs, building upon personal responsibility, academic success, and life skills in order to prevent future truancy and dropping out of school. Preventing students from developing attendance habits with an adverse effect on educational success is the initial strategy. Early identification in the progression of problematic attendance occurs through the process of referrals coming from school staff, parents, and social service agencies. Data gathering and assessment of students needs with invited parental involvement increases the potential for success.

ROE #31 - Kane



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Geneva, IL 60134
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Email: jaxelsen@kaneroe.org

Counties Served: *Kane*

Program Description

The Kane County Truancy Prevention Program coordinates efforts between local school districts, government offices, community agencies, and the Kane County Regional Office of Education for the four tier 1 school districts served by TAOEP funds. Kane ROE staff serves the remaining districts in Kane County by utilizing alternate funding sources. The general purpose of the program is to improve student attendance and achievement through case management, counseling services, academic counseling, participation in credit recovery, tutoring, court-related services, home visits, referrals for community services, monitoring, support services for parents/families, and career services. These services are provided by youth outreach workers, a truancy intervention specialist, a program coordinator, and local counseling agencies. All grade levels are served with intensive prevention/intervention services that target truant, chronically truant, potential dropouts, and students who have dropped out of school.

ROE #32 - Iroquois/Kankakee



Administrative Agency: ROE

#32 Iroquois/Kankakee
Dr. Frank Petkunas, Regional Supt.
1 Stuart Drive
Kankakee, IL 60901
Phone: (815) 937-2950
Website: www.i-kan.org

Contact Person:

Frank Petkunas
1 Stuart Drive Kankakee, IL
60901 Phone: (815) 939-8838
Email: fpetkunas@i-kan.org

Counties Served: *Iroquois and Kankakee*

Program Description

The I-KAN ASP has one overall goal - to keep students in school until graduation. To achieve that goal, two components provide Supplemental Services through the I-KAN Attendance Assistance Program (AAP) and Optional Education through the Students All Learning Together Program (SALT). These programs serve 19 school districts in Kankakee and Iroquois counties with a student population of 20,070 kindergarten-12th grade students, 1,675 teachers and 55 principals. The I-KAN AAP provides case management services to approximately 910 K-12 students. Through partnerships with more than 100 government, civic and community-based organizations, the needs of students, schools and families are addressed. I-KAN AAP is a referring agency to the C and A LAN to assist chronic truant students. Two additional strategies to assist chronic truants are the I-KAN Truancy Review Board, a partnership between the judicial system, public agencies, school administrators and parents; and the States Attorney's Office which encourages restorative practices related to school attendance. SALT serves 235 students in grades 8-12 in two counties. The program focuses on strengthening the academic and social/emotional skills of students. SALT academic sessions are complemented with vocational training, independent study, volunteer service, career planning and/or credit recovery options. Students who are not able to receive all their credits by their expected graduation date are offered GED instruction.

ROE #33 - Henderson/Knox/Mercer/ Warren



Administrative Agency:

ROE #33 Henderson/Knox/Mercer/Warren
Jodi Scott, Regional Supt.
10 North E Street, Suite 1
Monmouth, IL 61462
Phone: (309) 734-6822
Website: www.roe33.net

Contact Person:

Alysa Franqui
105 N E St.
Monmouth, IL 61462
Phone: (309) 734-6822
Email: afranqui@roe33.net

Counties Served: *Henderson, Knox, Mercer, and Warren*

Program Description

ROE #33 is a region-wide attendance support program designed by the Regional Office of Education #33 (ROE #33) with input from regional and local professionals. ROE #33 has put together a community-based team in each of our four counties to evaluate needed services and to ensure collaboration without duplication of services. Our planning team includes local school districts, judicial services, outreach and other community agencies. The resulting outcome is a student and family-focused community-based comprehensive program designed to provide wraparound services including prevention, intervention, and remediation services for truant, chronic truant, and potential dropouts from across the Henderson, Knox, Mercer, and Warren County region. Students from all nine school districts are referred early (after three unexcused absences) to allow our team the opportunity to intervene before the behavior becomes an issue. If students go beyond 3 unexcused absences additional measures are taken, which may include home and school visits, referral to truancy review board team, and written communication to the parent/guardian. ROE#33 attendance specialists work closely with district staff to identify needed services for the students and their families. Case Managers are assigned when priority need is indicated, and referrals to social service agencies are made and regular visits are scheduled to support the child's attendance in school, as well as their social and emotional need.

ROE #35 - La Salle/Marshall/Putnam



Administrative Agency:

ROE #35 La Salle/Marshall/Putnam
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Contact Person:

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Counties Served: *LaSalle, Marshall, and Putnam*

Program Description

ROE 35's program proudly serves 27 districts in LaSalle, Marshall and Putnam counties covering 1693 square miles. We serve 9 High Schools and Unit Districts and 18 Elementary districts. Our Program is named Project Success. The focus is to provide intervention/remediation services to potential dropouts, dropouts, truants and chronic truants in grades K-12 to improve their attendance and academic achievement with the long term goal of High School graduation. Services to referred students include coordination with families and schools, educational assessment and student and family counseling as well as mental health training. Each student has an IOEP that may include referrals for tutoring, counseling and other appropriate school services agencies. Evaluation includes number of students meeting attendance, academic and career goals. We believe that success comes from early intervention in a child's school career as soon as concerns are presented and in parent/school/ community involvement. We work tirelessly to keep all students from leaving school with individually tailored interventions. Our very successful OPED program is for students who can flourish in a self contained classroom. Our OPED classroom is located in our ROE Academy building. Along with credit recovery, we have a program to graduate high school dropouts as well as Career, Mental Health and Crossroads Initiatives.

ROE #39 - Macon/Piatt



Administrative Agency:

ROE #39 Macon/Piatt
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Counties Served: *Macon and Piatt*

Program Description

Futures Unlimited Alternative School has served the at-risk youth of Macon/Piatt counties for the last forty-six years. Futures Unlimited helps at-risk students who are significantly behind in credits and have had problems attending school in the past. Futures Unlimited is the only alternative school in Macon/Piatt counties that allow students to graduate in an accelerated manner. Futures Unlimited operates through the Macon/Piatt Regional Office of Education and provides an optional education for many students.

The mission of Futures Unlimited is to serve at-risk students and their families by providing an opportunity for education and guidance through various community-based programs. Our students have the opportunity to earn their diploma in a timely manner by utilizing an Individual Optional Educational Plan in a personalized atmosphere, thus building the academic and social skills needed for a successful life and becoming a productive member of the community.

ROE #41 - Madison



Administrative Agency:

ROE #41 Madison
Robert Werden, Regional Supt.
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Counties Served: *Madison*

Program Description

The Madison County Truants Alternative Program emphasizes a holistic and equitable approach to reduce the problems of truancy. This is accomplished by providing information and supports available within the community as well as through building relationships between the families and the respective school districts. In the fall of 2019, a committee was formed to investigate causes and effects of truancy within our county. Based on those findings, the Regional Office of Education in collaboration with multiple community based entities will provide remediation, intervention and support services to at-risk and truant youth through the integration of multiple approaches such as parent and student education on truancy, supplemental opportunities or alternative methods to earn academic credits, and the integration of existing community services to meet the needs identified by the family which are contributing factors to truancy. Howard Johnson, in his paper "Truancy and Attendance: Interventions for High Schools", sites factors affecting truancy. Those listed include school, family, economic, and student factors. By offering opportunities for families to learn about and take advantage of a wide variety of regional services designed to meet their specific needs, we are addressing both the family and economic factors. The multiple platforms for earning academic credit combined with the option for academic tutoring and counseling will meet some of the school and student factors.

ROE #45 - Monroe/Randolph



Administrative Agency:

ROE #45 Monroe/Randolph
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Counties Served: *Monroe and Randolph*

Program Description

Right Track Truancy Prevention (RTTP) Program through the Monroe-Randolph Regional Office of Education #45, is a collaborative and comprehensive community-based program. The shared vision of each stakeholder group is to decrease and prevent chronic truancy and dropout by providing expedient and viable interventions and supports for students who are showing academic, behavioral, cognitive, and/or at-risk indicators. The Right Track Truancy Prevention Program activities include prevention, intervention, and remediation for truants, chronic truants, and potential dropouts. The RTTP Program staff and mentors deliver support in the areas of data collection, at-risk identification, appropriate intervention, monitoring, and mentoring for students who are identified as at-risk or are currently displaying behaviors that lead to dropping out of school. Interventionists work directly with the students, school counselors, mentors, family, community resources, and the court system to identify and deliver supportive needs and options. Major outcomes include increased school attendance, grade promotion/graduation, credit attainment/overall grade improvement, decreased behavior/discipline reported, a growth mindset, increased overall social-emotional wellbeing, and greater understanding of career readiness.

ROE #47 - Lee/Ogle/Whiteside



Administrative Agency:

ROE #47 Lee/Ogle/Whiteside
Chris Tennyson, Regional Supt.
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Contact Person:

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Sterling, IL 61081
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Counties Served: *Lee, Ogle, and Whiteside*

Program Description

The Truant Alternative Program #47 (TAP 47) collaborates with all Lee/Ogle/Whiteside School Districts to target truant, chronic truant, and potential dropout students. TAP 47 provides comprehensive prevention and intervention services to students and their parents with the primary goals of reducing truancy and maintaining academic goals to stay on track to graduate. An Individual Optional Education Plan (IOEP) is developed by TAP 47 staff, school officials, parent(s), and students. IOEP goals and responsibilities for students to appropriately achieve these goals will be reviewed, as indicated, with targeted achievement by the end of the current school year. TAP 47 staff coordinate services with schools to foster engaging school climate, building positive family/student relationships, and establishing the correlation of attendance and achievement to encourage graduation target date. TAP 47 maintains direct interventions support of monitoring, home visits, counseling, mentoring, transportation, alternative credit recovery, community linkage, and possible court/law enforcement. Our program addresses remote learning engagement and provides a credit recovery option of students who are credit deficient.

ROE #49 - Rock Island



Administrative Agency:

ROE #49 Rock Island
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Contact Person:

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Counties Served: *Rock Island*

Program Description

The Rock Island County Regional Office of Education (RIROE) collaborates with all Rock Island County School Districts to assist them in addressing the Illinois Compulsory Attendance (105 ILCS 5/26-1) school code requirement that all children between the ages of 6-17 attend school regularly. To achieve this goal, the RIROE Prevention Services Truancy Program provides prevention and intervention services to youth, and their families, who are truant, chronically truant, or a potential dropout. The goal of the program is to continue to support a collaboration network of the RIROE Prevention Services Truancy Program and community partners/agencies. The RIROE Prevention Services Truancy Program staff, school personnel, law enforcement, court services, and community social service agencies work together, maintain, and put forth efforts to provide sufficient use of services to youth and their families, making referrals to agencies and court services as needed. The target population is youth, and their families, identifies as truant, chronically truant, and a potential dropout.

ROE #50 - St. Clair



Administrative Agency:

ROE #50 St. Clair
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Belleville, IL 62220
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Counties Served: *St. Clair*

Program Description

The St. Clair County Regional Office of Education 50 (ROE-50) collaborates with its partners to offer truancy intervention services that address truancy and its underlying causes in St. Clair County. The ROE serves as a county enforcer of the state's truancy policies by conducting regional truancy hearings for cases involving chronic truants. As part of the ROE's efforts to proactively address chronic absenteeism in schools in St. Clair County, the ROE collaborates with school districts to provide support services to families of students classified as chronic truants or potential dropouts. By using a holistic case management approach, the ROE provides wrap-around social services to all St. Clair County students referred to its Truancy Division for services. The ROE serves as a referral center for dropouts between the ages of 16 and 21 who: (1) desire their secondary education credentials, (2) seek assistance entering the workforce, and (3) desire to explore the personal development of academic and career goals by first addressing socioeconomic barriers that could hinder their ability to become self-sufficient adults. These efforts are part of the ROE's mission of ensuring the region's education system produces skilled laborers to meet future labor and workforce demands.

ROE #51 - Menard/Sangamon



Administrative Agency:

ROE #51 Menard/Sangamon
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Contact Person:

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Counties Served: *Menard and Sangamon*

Program Description

The Regional Office of Education 51 TAOEP program provides services to truant, chronic truant, potential drop-out, and drop-out students in the thirteen school districts in Sangam and Menard counties. All students in the program are given an IOEP to outline the focus/services for each student. Students in grades K-12 in Sangamon/Menard Counties including District 186 Springfield Public Schools considered to be truant/chronic truants receive attendance intervention, remedial and supportive services. All referred student receive initial home visits. The parent, school and student contract continues on a regular basis throughout the school year. Services are provided in collaboration with the community/school resources. SCLA serves truants, chronic truants, potential dropouts, and dropouts, in grades 9-12 from Sangamon and Menard schools at the Capital Area Career Center building centrally located in Springfield. SCAL offers students the opportunity to attend the career's vocational/technical programs and offers career counseling services. Transportation is provided by each county school district. Unique features of SCLA include: small class size, increased parental involvement, academic services, individual/small group instruction, behavior remediation, academic counseling, attendance intervention, support services and transition services for return to home school.

ROE #54 - Vermillion



Administrative Agency:

ROE #54 Vermillion
Aaron Hird, Regional Supt.
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Danville, IL 61832
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Contact Person:

Aaron Hird
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Danville, IL 61832
Phone: (217) 431-2668
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Counties Served: *Vermillion*

Program Description

There are two specific programs. The first is the use of a truancy/attendance liaison to help improve student attendance for those identified under chronic absenteeism and chronic truancy. The liaison implements a variety of research-based interventions to assist students and families improve attendance patterns. Each intervention is documented and becomes part of the student's individualized plan. The interventions may be as simple as connecting students and families to social services or transportation, or as complex as partnering with the court system to increase guardian accountability. An appropriate outcome for this program is that all identified students will improve to a 90% or higher attendance rate. The second component is the GED Program for the students who are eligible or have been identified as potential dropouts. This is a high school equivalency instructional program for students between the ages of 16 and 21 that are contemplating dropping out of school. The program offers instruction to these students until they have passed the entire test. The goal of this program is for all of the students involved to test for a high school equivalency and pass all areas of the test.

Intermediate Service Center #2

West Cook



Administrative Agency:

ISC #2 West Cook
Mark Klaisner, Executive Director
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Contact Person:

Nancy Debre
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Counties Served: *West Cook*

Program Description

West40 TAOEP is a truancy intervention program working with three high needs school districts in Western Cook County. West40 TAOEP provides truancy services by offering a combination of prevention, intervention, and remediation services including early identification, parent education, student counseling, mentoring, referrals to social service agencies, and outreach from Truancy Liaisons. Liaisons conduct school and home visits and monitor each referred TAOEP student. Liaisons also build and maintain relationships with school officials in order to ensure positive student reintegration. The school districts will demonstrate a reduction in chronic truancy and an increase in graduation rates. Participation in our TAOEP will diminish negative risk factors for our students so that they may meet Illinois learning standards and earn credits for graduation.

Intermediate Service Center #4

South Cook



Administrative Agency:

ISC #4 South Cook
Vanessa Kinder, Executive Director
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Chicago Heights, IL 60411
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Website: www.s-cook.org

Contact Person:

Anthony Marinello
253 West Joe Orr Road
Chicago Heights, IL 60411
Phone: (708) 754-6600
Email: amarinello@s-cook.org

Counties Served: *South Cook*

Program Description

The South Cook Intermediate Service Center Truancy Program (SCISCTP) provides direct services to truants or those at risk of becoming truant in the 66 school districts of South Cook County. Participants receive a unique combination of academic and non-academic support to ensure they are equipped with the capacity to meet their educational and career goals. Through individualized planning and the creation of an IOEP, participants will have access to 3 core components of the program as follows.

1. Academic Services-Participants have access to our credit recovery program as well as a full-time certified teacher to supplement the online courseware. Furthermore, participants receive instruction that leads to their high school diploma.
2. Life-Skills Support-Participants have access to a teacher-delivered curriculum centered on building the life skills necessary to succeed in a post-secondary environment.
3. Career and Technical Education- All students have access to meaningful opportunities to help with career advancement and job training.

As a result of this program, participants will be equipped with the skills necessary to improve school attendance, advance their career and employment opportunities, improve academics, and gain the attitudes and social support to help navigate a post-secondary environment.



District Programs

Alton Community School District #11
Brooklyn Unit District #188
Cahokia Unit School District #187
Carbondale Community High School #165
Carlinville District #1
Champaign Community Unit School District #4
Chicago Public Schools
Collinsville Community Unit School District #10
Community High School District #218
East St. Louis School District #189
Edwards County CUSD #1
Eldorado Community Unit School District #4
Fieldcrest Community Unit School District #6
Granite City Community Unit School District #9
Illinois Valley Central School District #321
LaSalle-Peru Township High School District #120
Mascoutah District #19
Mt. Vernon Township High School District #201
Peoria District #150
PORTA Community Unit District #202
Quincy School District #172
Rockford Public Schools District #205
Streator Township HS #40
Thornton Fractional HSD #215
Urbana District #116
Waukegan Community Unit School District #60

Alton Community Unit School District 11



Administrative Agency:

Alton Community Unit School District 11
Kristie Baumgartner, Superintendent
550 Landmarks Blvd., Suite A
Alton, IL 62002
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Contact Person:

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Counties Served: *Madison*

Program Description

Alton School District serves approximately 250 students in grades 9-12 in The Success Academy at Alton High School. Post-COVID and Remote Learning, Alton reported over 43% chronic truant rate - nearly double the state average. Students meeting TAOEP criteria and requesting program placement increased from below 150 to over 347 students per semester. In 2022, chronic truancy rate has exceeded 50%. Our program will include the comprehensive use of EduClimber data clearinghouse and targeted identification of students meeting criteria. Academy will provide evening school for 33 weeks (4 nights/week; 3 hours/night) as credit recovery and alternate educational intervention program with Intake Process tailored to create personalized plans with data-based outcomes addressing individual students' needs. Students may obtain credit with Illinois standards-aligned curriculum through Edgenuity coursework. Instructors will implement MTSS-aligned prosocial skill instruction, such as self-monitoring using Edgenuity. Tertiary supports include family WRAP, Guidance Counselor academic counseling, Social Worker and Mental Health provider 1:1 conferencing and small group Secondary supports. Community agency partnerships include juvenile justice, Madison County Sheriff's Department and Alton Police Department, and Madison County Truancy.

Brooklyn Unit District 188



Administrative Agency:

Brooklyn Unit District 188

Dr. Raelynn Parks, Superintendent

800 Madison Street

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Contact Person:

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Counties Served: *St. Clair*

Program Description

Academic services include academic instruction, academic counseling, academic tutoring, and access to an elective class through the Edmentum online program. Students have the option of credit recovery in the tutoring program through the online opportunities. Non -academic services include health related services through community agencies, home visits, life skills training, mentoring, personal counseling, referrals for social/academic services, and support services for parents/families.

The program is staffed by the Case Manager who also serves as the TAEOP Program Coordinator. The Case Manager (CM) helps parents and students develop IOEP's and monitors and evaluate progress throughout the year for each student on the district-wide caseload.

The IOEP includes academic learning objectives, career/vocational objectives, personal objectives, services provided by the TAEOP staff, assessment procedures' timeline for expected growth, education and employment goals, procedures to involve others in the plan, signatures of students, parents/families, school personnel, and school administrator.

Cahokia Unit School District 187



Administrative Agency:

Cahokia Unit School District 187
Curtis McCall, Jr., Superintendent
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Cahokia, IL 62206
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Website: www.cusd187.org

Contact Person:

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Counties Served: *St. Clair*

Program Description

Cahokia Unit School District #187 understands that school truancy represents a serious issue in both our schools and our community. The district feels there is a critical and continuing need to implement strategies and programs to improve the services available to the truant youth in our district. Through a collaborative approach, the district offers a multi-dimensional strategy to addressing the problem by offering truancy services to include both individual and family therapy sessions to the students in our district that are identified as the most or chronically truant. Also, credit recovery classes are offered to those students who are two credits or less from completing the necessary coursework required for graduation. The major goal of the district is to implement a truancy program that fosters long term behavioral change that includes improved school attendance, improved academic performance, increased graduation rates, and a reduction in the district dropout rate from the students participating in the program. The goal is to provide students who have been identified as truant the opportunity to gain academic credit through the Edgenuity platform after school under the guidance of adult staff members.

Carbondale Community High School District 165



Administrative Agency:

Carbondale Community High School District 165
Daniel Booth, Superintendent
330 South Giant City Road
Carbondale, IL 62902
Phone: (618) 457-4722
Website: www.cchs165.jackson.k12.il.us

Contact Person:

Sandra Snowden
205 N Oakland Ave
Carbondale, IL 62902
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Counties Served: *Jackson, Perry*

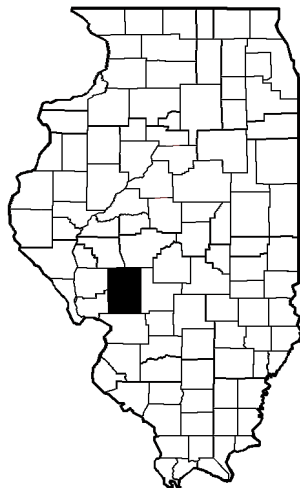
Program Description

Rebound at Carbondale Community High School offers a continuum of learning opportunities and supportive services for retrieved dropouts, as well as high school credit coursework for potential dropouts whose attendance problems have resulted in credit deficiencies. Teacher-directed instruction is offered in nine-week quarters plus a six-week summer session. Our educational, support, and transition components are strengthened by collaboration with area businesses and an extensive social services network. We offer the following:

1. A comprehensive educational program for retrieved dropouts leading to secondary completion (high school diploma or HSE certificate);
2. Summer high school credit classes for potential dropouts with credit deficiencies;
3. Supportive services to aid students in overcoming barriers to success;
4. Activities to develop leadership skills, teamwork skills, community service interests, and a sense of belonging;
5. Transition assistance for post-secondary education, career awareness, and workplace entry.

Rebound works with nearby TAOEP and other programs, ensuring that services are not duplicated.

Carlinville CUSD 1



Counties Served: *Macoupin*

Administrative Agency:

Carlinville CUSD 1
Becky Schuchman, Superintendent
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Carlinville IL 62626
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Contact Person:

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Program Description

TAOEP funds are used to develop a district-wide student support system. The major outcomes our program include increased academic achievement, credit recovery, increased graduation and attendance rates, and decreased referrals to alternative placements. Activities to achieve the outcomes include high impact tutoring, academic interventions, counseling, parent engagement strategies, transition plans, and social-emotional, academic and career counseling.

Champaign Community Unit School District 4



Administrative Agency:

Champaign Community Unit School District 4
Dr. Sheila Boozer, Superintendent
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Contact Person:

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Champaign, IL 61820
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Counties Served: *Champaign*

Program Description

Champaign Community Unit School District #4's (Unit 4) TAOEP program provides truancy intervention services that integrate school and community resources to meet the needs of chronically truant students and their parents. Four full-time Truancy Interventionist/Student Advocate staff implement the program at the district's twelve elementary, three middle, and three high school campuses. The program's foundation is Operation STOP (Stop Truancy Outreach Program), a strategic plan developed by Unit 4 leaders in collaboration with a spectrum of community partners.

Chicago Public Schools 299



Administrative Agency:

Chicago Public Schools
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Chicago, IL 60602
Phone: (773) 553-2937
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Contact Person:

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Counties Served: *Cook*

Program Description

CPS provides targeted supports to elementary & high school students who have stopped arriving and thriving at school. Group A: Rising freshmen & rising seniors at prioritized schools receive support of a Connection Advocate. A member of the school's student support team, the specialist facilitates a reentry plan for each student, checks in with the student at least 1x/week, and works with counselors, deans, social workers to ensure the student is enrolled in interventions/enrichment programs. If truancy resumes, the advocate conducts a home visit. Group B: Chronically truant students who don't qualify for Grp A supports will receive general re-entry supports, such as enrollment assistance to reengage with the best fit school based on student needs/preferences, assessments, & academic history. Schools will be trained on the student reentry model and monitor post-reenrollment support. The SESs continue to work with students until they reach stable enrollment.

Because students enter and exit our caseload through the year and re-enrollment timelines fluctuate, the program includes these enhancements to support re-enrollment: Outreach to students/families once a student becomes chronically truant; SEL and executive functioning workshops; access to high touch mentoring & tutoring; in-person & virtual credit recovery; paid opportunities to earn as they learn; connection to socioeconomic resources to address barriers to arriving & thriving at school.

Collinsville Community Unit School District 10



Administrative Agency:

Collinsville Community Unit School District 10
Dr. Mark Skertich, Superintendent
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Counties Served: *Madison*

Program Description

Collinsville CUSD 10 provides a TAOEP titled Kahok Academy (K.A.) as a holistic program to help engage and empower students in their pursuit of a high school diploma. Through a EWS, the K.A. analyzes student data in the areas of attendance, behavior and course performance to assess a student's progress toward graduation. Using an evidence-based approach, an academic program is developed to address the student's academic needs. Based on individual needs and interests, the academic program may incorporate on-site core classes, elective courses, and experiential courses through the school's vocational center as well as cooperative work experience. Individual services are offered for regular and special education academic advisement, physical and mental health, attendance support, substance abuse, special education, bilingual, and speech therapy. Student service needs are determined through a needs assessment conducted by academic instructors, social worker, counselor, school nurse, truancy officer, speech/occupation therapist, school psychologist and school administrator with input from student and parent/guardian. These are included in the student's IOEP which outline student's needs, goals, and objectives for academic, social-emotional and career development. Instructional design and delivery coupled with social services will help students find success in school and ultimately improve the student's likelihood for graduation from Collinsville High School.

Community High School District 218



Administrative Agency:

Community High School District 218
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Counties Served: *Cook*

Program Description

The Community High School District 218 Delta Learning Center Program serves potential dropouts from the District's three comprehensive high schools. This alternative education program focuses on students with significant attendance problems and credit deficiencies, along with the discipline and social-emotional issues that often accompany poor attendance and failure to achieve high school credit. Direct instruction, online credit recovery classes, vocational, social-emotional, career-focused, and academic support services are provided at Delta Learning Center. The program offers core academic classes as well as selected electives to promote student engagement and future-focused motivation for learning. Additionally, the program provides support mechanisms such as mentoring and mindfulness techniques to overcome anxiety. The curriculum is student-centered, providing various opportunities for students to stay engaged and feel connected. Importantly, all students are included in the development of their Individual Optional Education Plan (IOEP) that sets goals to realistically meet the individualized unique needs of each student. Allowing students to be part of their own educational journey builds confidence, keeps students engaged, and ensures their success.

East St. Louis School District 189



Administrative Agency:

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Counties Served: *St. Clair*

Program Description

Operation RESTORE assists students who have lost interest in school (7th-12th grades) by increasing school engagement, attendance, and academics. Research shows that this is a national trend as kids transition from elementary to secondary levels. At the peak of the pandemic, only 42% of students were actively engaged. School District 189 has diligently worked to increase attendance since the affects of the pandemic. Studies revealed that students transitioning from elementary to middle school demonstrate a "drop in self-esteem, declines in competence and perceived self-efficacy, lower achievement and academic competence, and increases in anxiety symptoms and absenteeism following the transition to middle school." Operation RESTORE focuses on the whole child by providing intervention services and educational opportunities that improve student attendance, enhance academic performance, and encourage positive attitudes towards education. TAOEP staff develop a professional relationship that aligns to trauma-informed practices with students and families based on care and trust. Operation RESTORE's focus on dropout reduction will:

1. Provide intense case management, social work services, and mentoring including home visits, phone calls, and partnerships with community agencies
2. Facilitate workshops, educational and vocational goals, restorative relationships, and life skills, An IOEP will be created for each student.

Edwards County Community Unit School District 1



Administrative Agency:

Edwards County Community Unit School District 1
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Counties Served: *Edwards*

Program Description

Edwards County Community Unit School District #1 has identified truancy as an area of concern for the district by conducting local needs assessment with our community consulting local law enforcement, judicial systems, and the local Juvenile Justice Council. The Districts stance become more proactive by providing additional opportunities and resources to youth and families of Edwards County. By doing so, we stand a better chance of reaching our educational goals of these at-risk youth.

Three strategic goals have been identified for this project:

- 1) Provide a Truancy Interventionist who will provide specialized intervention services to the at-risk adolescents in high school and provide the individual attention/intervention to those crucial years at the elementary level.
- 2) Provide a Truancy Interventionist who will work with families and develop specific plans of action to implement in households identified at-risk.
- 3) Provide a Truancy Interventionist who can provide one-on-one counseling to students identified as truant, chronic truant, and/or potential dropouts. They will develop individualized plans to assist and benefit these students and provide tutoring opportunities to assist academic concerns which may contribute to their attendance problems.

Eldorado Community Unit School District 4



Administrative Agency:

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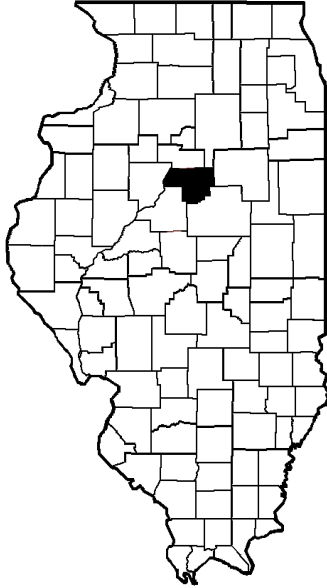
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Counties Served: *Saline*

Program Description

The purpose of the program is to increase attendance rates and graduation rates at Eldorado High School in Eldorado, Illinois. Eldorado High School in the past had lower attendance rates and higher dropout rates of any school in any adjacent county in Southern Illinois. The goals of our program are to raise attendance and graduation rates and lower the truancy rates. This is accomplished by using truancy interventionist to offer services such as mentoring, home visits, and coordinating services with other local agencies. The Eldorado TAOEP program works along side with our Project Aware Mental Health Grant to diagnose, treat, and prevent truancy.

Fieldcrest Community Unit School District 6



Administrative Agency:

Fieldcrest Community Unit School District 6
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Counties Served: *Woodford*

Program Description

Fieldcrest School District provides programming that allows students to engage in education tailored to their social and academic needs in order to reduce the number of truant students and decrease the dropout rate. We have developed smaller core course opportunities, a self-management course option, social work and counseling services, and family mentoring. Additionally, we utilize a family liaison who collaborates with K - 12 families to address chronic truancy issues. We also offer job training and work-based learning experiences. The major outcomes of the proposal will be (a) increased regular attendance and active engagement in courses K - 12, (b) increased graduation rate, and (c) expand program offerings to create sustainable alternative pathways for students to participate in high school.

Granite City Community Unit School District 9



Administrative Agency:

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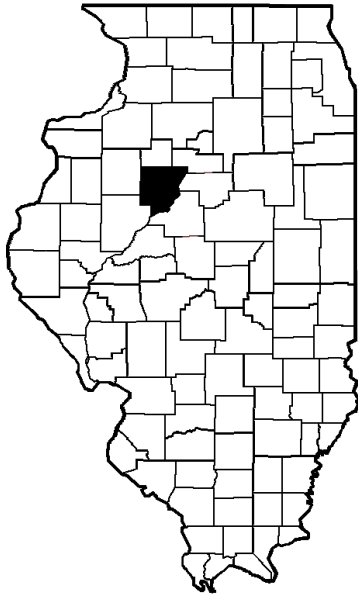
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Counties Served: *Madison*

Program Description

The Granite City School District uses TAOEP funds for an Evening School program for high school students. Remaining TAOEP funds are used for an alternative day school program that services students in grades 5 through 12. Both are alternative education programs that serve students with different needs. High school students who are at-risk of dropping out are a large part of the Evening Academy program. Students in both programs fall under the following: chronic truants, deficient in credits, failed multiple courses, teen parents/currently pregnant, or have discipline issues. We also serve a lot of students who have social-emotional or high anxiety and the smaller setting really helps them. The Evening Academy just completed its fifth year of existence and has graduated just over 200 students (averaging 40 graduates per year). The number of students who graduate from our alternative education programs make up nearly 10% of our overall graduation rate. We now offer a work co-op class at our alternative day school program that finds jobs for students and students get credit for having the job. This program served a total of 98 students last year and graduated 5 of them. The alternative day school program had 10 students return to their home schools this year and 23 students are returning to their home schools next year. The Evening Academy attendance rate for this year was 75% and the alternative day school program had an attendance rate of 73%. Both offer online courses.

Illinois Valley Central School District 321



Administrative Agency:

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Counties Served: *Peoria*

Program Description

The general purpose of our program is to ensure that students residing in the IVC School District remain in school and receive a quality education that is tailored to their individual needs. We need students to consistently attend school and to remain in school until graduating from high school with a diploma. An optional, alternative education site is offered to students to help those who require a setting different than the traditional school setting in order to be successful. We believe the major outcomes of this program would be to lower the truancy rates at our high school, reduce the number of students who are chronically truant, and reduce the number of students who dropout. We believe a major outcome of this program would be providing an optional, alternative education that matches the needs of some students who struggle to be successful in the traditional school setting. The optional, alternative program could be discussed with any student who is truant, chronically truant, or who is considering drop-out. It is important to offer students choice and differentiated educational opportunities that better meet their needs so that each student can feel successful. Students also need to be offered the option for credit recovery. High school age students often make mistakes or need a second chance to get back on track. A credit recovery option would help students regain academic success.

LaSalle-Peru Township High School District 120



Administrative Agency:

LaSalle-Peru Township High School District 120
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Counties Served: *LaSalle*

Program Description

LaSalle-Peru Township High School offers a comprehensive program to provide academic, social, and vocational support for students who are classified as truant, chronically truant, potential dropouts, or retrieved dropouts. Our goals are to assist students in increasing their attendance and improve their academic performance. Through these goals students are better equipped to obtain their high school diploma. A strong collaboration between students, school staff, community partners, parents, and educators provides a solid foundation for student success. In the Attendance Advocacy Program, each students' strengths and needs are assessed in order to determine which interventions and educational resources would be most meaningful for the student. Students are connected to community resources, mentoring opportunities, vocation exploration, and school-based services. Academic enrichment opportunities such as tutoring, credit recovery courses, and summer school are considered for students who are struggling academically. An optional education classroom is available to our students to provide a small, structured, and individualized educational setting. In this setting, students complete self-guided online courses and participate in interactive activities that sharpen their critical thinking skills. Social skills groups, personal development projects, vocation exploration, and individual social work services are also included.

Mascoutah School District 19



Administrative Agency:

Mascoutah School District 19
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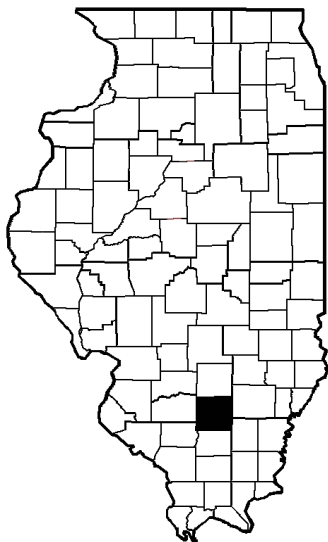
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Counties Served: *St. Clair*

Program Description

Mascoutah Community Unit School District aims to engage every student and provide equitable access to education. The Alternative Learning Program for truants and students at risk of dropping out called Success Academy provides individualized instruction for students facing truancy or drop-out risks due to mental health or social/court circumstances. The program aims to foster attendance, academic achievement, and social/emotional growth. The program aims to ensure persistence to graduation by affording students who face extreme challenges with opportunities to earn credits. Monitoring of target dates, student ownership, and accountability are crucial components of the program. The Success Academy accommodates up to 60 students and is located within walking distance of Mascoutah High School and within Mascoutah High School. In our Success Academy, 75% of students are expected to maintain 80% or higher attendance. All Success Academy students will receive Student Advocate services, provided by the Success Academy Teacher and Director. To promote parent involvement, quarterly meetings will be held with a target of 65% parent attendance. At least 60% of students will increase academic achievement as shown by being promoted to the next grade, earning credits, graduating from high school, or obtaining a GED.

Mt Vernon Township High School District 201



Administrative Agency:

Mt. Vernon Township High School District 201
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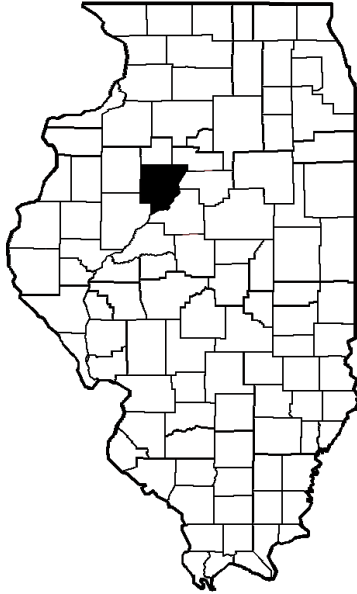
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Counties Served: *Jefferson*

Program Description

The goals of the Operation STOP, now embedded in the district's new strategic plan, "A New Day for Learning," are to retrieve truant students by removing barriers that prevent school attendance, reconnect them to Unit 4 and community resources, and reaffirm the importance of education. Although TAOEP services (Tier II) are the focus of this program, Unit 4 provides three tiers of support for chronically truant students and their families: prevention (Tier I), intervention (Tier II), and credit retrieval or alternative placement (Tier III). CHECK and CONNECT, an evidence-based model of sustained basic and intensive interventions, provides the foundation for the Tier II program. The ultimate goal of all three tiers is to support student achievement aligned with the Illinois Learning Standards at each grade level to help students remain on track to graduate from high school ready for college and career.

Peoria District 150



Administrative Agency:

Peoria District 150
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Counties Served: *Peoria*

Program Description

Our program provides the necessary resources for high school students who are not attending or are struggling in the regular school setting therefore are chronically truant with the potential for dropout. Our Peoria Public School students struggling to be successful in a regular classroom and who could benefit from a smaller, structured environment will be offered a flexible, shortened class day schedule. The premise of the grant will be to provide teachers and support staff for after school learning alternatives, individualized learning experiences, soft skill development and job experiences such as job shadowing and internships. An attendance connector (staff member) is employed to make home school connections to reunite students to the school setting that have stopped attending. Home visits, mentoring, monitoring and supporting will be the goal of this staff member to engage students and assist with enrolling into the Reengagement program.

PORTA Community Unit District 202



Administrative Agency:

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Counties Served: *Menard*

Program Description

The PORTA CUSD #202 TAOEP serves students ages 5-21 in grades K-12 and their families. The goal is to use a district-wide prevention and incentive program for students to maintain positive school attendance. Truancy intervention services are provided for 145 students who exhibit negative school attendance that disrupts academic success and may lead to a more serious truancy problem.

Truancy interventionists work with students and families to develop an IOEP and assist them through the following means: attendance incentive programs, academic counseling, tutoring, personal counseling, credit recovery assistance, home visits, student monitoring, support services for families, academic referrals, referrals to appropriate agencies and social services, and Truancy Review Board hearings for extra support and services. With recent studies showing such a high percentage of trauma in the lives of students and families, the TAOEP staff has become well versed in trauma-based identification and response.

The goals for our students enrolled in TAOEP are to establish regular school attendance, have fewer discipline referrals, achieve academic success, and receive extra social services support they may need.

Quincy School District 172



Administrative Agency:

Quincy School District 172
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Counties Served: *Adams*

Program Description

Quincy Public School District # 172 has developed a comprehensive program to provide academic, social-emotional, career, and parent/guardian support to students who are truant, as well as those who have dropped out or are at risk of dropping out. The goal of the TAOEP program is to improve the academic performance and attendance of students, as well as enhance their sense of school connection. The students served within this program, in grades 6-12, attend three sites Quincy Junior High School (Supplemental Services), Quincy Senior High School (Supplemental Services) and QPS Graduation Assistance Program (GAP) (Optional/Alternative Education). The Academic Services provided include Academic Counseling, Tutoring, Credit Recovery Program Online Curriculum, and Summer School Academy. The Non-Academic Services provided include Home Visits, Life Skills Training, Mentoring, Monitoring, Personal Counseling, Referral for Social/Academic Services, Parent/Family Support Services, and Transportation. The Career-Related Services to be provided include Career Services and Work Experience. TAOEP program services will ensure: 1. An Individual Service Plan for each student; 2. A Tutor and Family Liaison to monitor, coordinate, and provide needed services; 3. Edgenuity course curriculum within school or extended-day or extended-year programming.

Rockford Public School District 205



Administrative Agency:

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Counties Served: *Winnebago*

Program Description

Our program addresses chronic truancy, academic failure, and lack of school engagement through interventions provided at the high school level. We concentrate our efforts on 9th grade students during their transition phase and provide identified students with intensive casework services. In addition, upper grade level (10th, 11th, and 12th grade) students receive casework services based on their previous years' chronic truancy target percentages. Our objectives are to increase attendance and academic achievement levels for all identified students within the chronic truancy framework.

Activities and services:

1. Develop in-school support services which are aligned to community-based social service interventions i.e. students' family issues, social barriers, and other domestic challenges.
2. All identified students and their respective families will receive intervention and support services to eradicate barriers to academic achievement.
3. Ensure identified students receive instructional support during truancy intervention within their respective school during in-school tutoring opportunities, alternative learning site referrals/placements, and through community-based services.

Components of this proposal, combined with existing programs and casework services, will greatly enhance opportunities for students to graduate. Areas of concentration include identifying truancy causal factors, progressive intervention, providing pathway decisions, and academic support.

Streator Township High School

District 40



Administrative Agency:

Streator Township High School District 40
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Counties Served: *LaSalle*

Program Description

The purpose of our program is to be a Tier 3 intervention program for students grades nine through twelve who, for a variety of reasons, struggle with the conventional school day schedule. Referrals are to be made by an administrator, counselor, social worker, teacher or parent by contacting the Assistant Principal in charge of the program . Eligibility will be determined on a case by case basis by a committee consisting of the student's classroom teachers, guidance counselor and social workers. The Assistant Principal, who oversees the program, the Alternative Education Instructor and the parent/guardian of the student will also be involved in the admission process. After the initial eligibility meeting is held, the Assistant Principal will make the final decision as to acceptance of the student into the program. Each student will have an IOEP in place.

Thornton Fractional Township High School District 215



Administrative Agency:

Thornton Fractional Township High School District 215
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Counties Served: *Cook*

Program Description

Thornton Fractional High School District 215 serves approximately 3400 students from the communities of Burnham, Lansing, Calumet City, and Lynwood. Our student demographics are 6.8% White, 64.5% Black, and 25.2% Hispanic, with 74% of students considered low-income. Based on the 2021-2022 school report card, our district data shows a 29% chronic absenteeism rate, and a 4% dropout rate, and shows 23% of our students as chronically truant.

Our TAOEP program is designed to increase school attendance, decrease dropout rates, ensure credit attainment toward graduation and grade promotion, and provide prevention/intervention services to students and families. The program will include the following: an alternative learning environment in a smaller setting, online credit recovery and/or summer school opportunities, targeted development of social-emotional competencies and executive functioning skills, intervention sessions designed to address barriers to school attendance, weekly group and individual counseling, home-visits and family supports through wrap-around services, and expanded college and career opportunities that emphasize work-based learning experiences, industry certifications, and/or micro-credentials.

Our program offers rigorous academic coursework and a milieu of comprehensive non-academic supports to ensure students obtain the college and career readiness skills needed for post-secondary success.

Urbana School District 116



Administrative Agency:

Urbana School District 116
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Counties Served: *Champaign*

Program Description

Our program supports two essential district programs: truancy prevention/interventions for our K-12 schools and Urbana Adult Education Center's Optional Education program for students who have dropped out of high school. Our truancy prevention/intervention program primarily consists of supports provided by Student Engagement Advocates (SEAs). SEAs maintain a caseload of students. SEAs provide family outreach and student interventions to address barriers to school attendance. The primary goal of this program is to improve student engagement/attendance and build community with our students and families.

Alternatively, our district offers an adult education program for high school dropouts. Despite our attempts to intervene prior to this occurring, some students will ultimately decide that dropping out is their best option. When this occurs, students are eligible to enroll in Urbana Adult Education Center. TAOEP funds will support instructional and support services for students aged 16-21 enrolled in this program. As part of the school district, students who complete Urbana Adult Education Center's program earn an Urbana High School diploma. This is the only program in ROE#9 that provides the opportunity for high school dropouts to earn their high school diploma

Waukegan Community Unit School District 60



Administrative Agency:

Waukegan Community Unit School District 60
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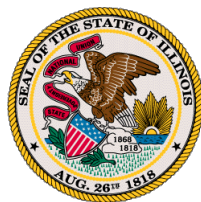
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Counties Served: *Lake*

Program Description

The mission of Waukegan's Alternative Optional Education Center (AOEC) is to identify the academic, social and emotional needs of students and to provide the appropriate interventions and support services to ensure their success as students and citizens of the community. With this in mind, Waukegan CUSD 60 has developed partnerships with the Lake County Health Department, Lake County Regional Office of Education, the College of Lake County, Hulse/Depke Detention Center and other local agencies to provide a wide-range of support services for students. AOEC has several programs designed to improve the educational outcomes of students who are faced with barriers to high school matriculation. The middle and high school programs focus on students in grades 7-12, who are credit deficient due to a variety of personal obstacles. Both programs utilize a self-directed approach that combines direct and individualized computer-based instruction. The faculty and staff at AOEC maintain a communal learning atmosphere which is focused on mutual respect and cooperation with students and their families.

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Dr. Steven Isoye, Board Chair