

Kings County Office of Education

Alt. schools
for at-risk
students.**Alternative Schools Department**

The Alternative schools Department provides educational services to a variety of at-risk students. Programs are provided for pregnant minors, neglected and delinquent students, and wards of the court. The purpose of the program for at-risk youth is to prevent students from dropping out of school by offering a variety of educational options. With appropriate instruction and support services students may: complete high school through the Alternative Schools Department, obtain a GED, learn appropriate job skills or, more hopefully, return to their local school to complete a course of study.

PROGRAMS:

- J. C. Montgomery School: This program is located in the Kings County Juvenile Center and allows youth to continue their education during the period of incarceration.
- Boot Camp: An extension of J. C. Montgomery School, the Boot Camp provides an educational program for students placed in a military style "Boot Camp". Basic academic instruction and vocational education is provided by the Kings County Office of Education.
- Community School: This program is for youth on formal or informal probation, expelled from their school of residence, or referred by the School Attendance Review Board (SARB). Re-entry to regular school is the major goal of this program.
- Cyesis (Pregnant Minors Program): The Pregnant Minors Program (called Cyesis) provides alternative on-site educational services during pregnancy and the semester following child birth. Human growth and development, along with parenting skills, are emphasized in addition to the regular academic coursework. Classes are available in Hanford and Lemoore.
- Staff Directory

Useful Links:**Regarding Substance Abuse:**

-
- AL-ANON and ALATEEN
- Center for Substance Abuse Prevention
- Habit Smart
- NicNet: The Arizona Nicotine and Tobacco Network
-
- Office of National Drug Control Policy

Regarding At-Risk Children and Youth:

- [At-Risk Children and Youth](#)
- [National Institute on the Education of At-Risk Youth](#)

Regarding Health, Pregnancy, and Parenting:

- [Womens Health, Pregnancy, and Parenting Resources](#)

Regarding Juvenile Crime and Crime Prevention:

- [PAVNET: \(Partnership Against Violence Network\)](#)
- [United States Department of Justice](#)

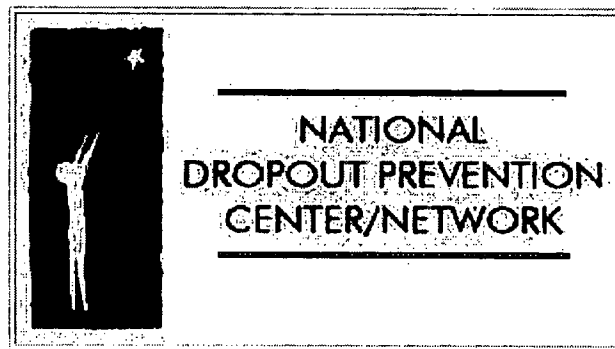


[Return to Kings County Office of Education Home Page](#)

For more information about Alternative Schools Programs,
contact John Stankovich at johnls@kings.k12.ca.us.

You are the 54th person to access this page since the 1st of the month.

Last update February 4, 1997

**NATIONAL DROPOUT PREVENTION CENTER**

Located at Clemson University, the NDPC functions as a clearinghouse and research center as well as a provider of technical assistance. Our mission is to reduce America's dropout rate by meeting the needs of youth in at-risk situations. Find out more!

**THE NATIONAL DROPOUT PREVENTION NETWORK.**

Discover how membership in this network can benefit your work with youth from at-risk situations.

**THE FOCUS DATABASE.**

Discover the premiere database for dropout prevention information.

**PRODUCTS.**

Discover new resources and publications to assist and enlighten you in your work with youth at risk.

**PROFESSIONAL DEVELOPMENT**

Discover new opportunities for professional growth through attendance at conferences and institutes and through staff development.

**STATS AND FACTS**

Discover the facts and figures that show the dropout problem and its impact.

**WHAT'S NEW**

Discover a new program, a new idea, or a new event that will promote dropout prevention.

**FEATURED ARTICLE**

Read about issues related to dropout prevention.

National Dropout Prevention Center/Network
of The College of Health, Education, & Human Development
at Clemson University
205 Martin Street
Clemson, SC 29634-0726 (864)656-2599



e-mail address: ndpc@clemson.edu

002719



*Alternative
Teacher Training
Program.*

Welcome to:



The Peace Corps Fellows at TC Home Page!

THIS IS IT! You have reached the home page of the Original Peace Corps Fellows Program! Here at Teachers College/Columbia University Peace Corps Fellows have been working, studying, teaching and living at the center of the Universe for over ten years.

Below you will find:

- Program Began
- Current Fellows
- Teaching Fields Sought
- Application Deadlines
- Program Start Dates
- Benefits
- Requirements
- Program Description
- How to Contact Us, and...
- Some photos!

-Also, important links to relevant Web sites-

Click here for: [General Introduction to the Peace Corps Fellows Program/USA](#)



Introduction To The PC Fellows Program at Teachers College

**Program Began:**

Summer, 1985. First Peace Corps Fellows Program to be created.

Current Fellows:

25 fellows for 1993-1995; 30 for 1994-1996; 27 for 1995-96; 30 projected for 96-97

Current number of Fellows enrolled at TC: 60**Teaching Fields Sought:**

Bilingual/Bicultural Education, Math, Science, Special Education, TESOL

Application Deadline:

Teachers College admissions deadline: February 1. Notification of awards are sent by April 15.

Program Start Date:

Early July only, coinciding with Summer Session B at TC

Benefits:

Start-up stipend of \$1100; tuition scholarship up to 50%; Board of Education salary begins at \$27,000+ (depends on past experience and education); full health coverage; eventual permanent NY State teaching license with reciprocity in 31 states.

Requirements:

Peace Corps Volunteer service (not necessarily in teaching); strong commitment to teaching in the demanding urban environment of New York city; completed Teachers College application; Description of Service; telephone or personal interview with Program Coordinator.

Program Description:

This is a competitively awarded program. Eligibility to compete is first dependent upon acceptance to Teachers College. Fellows are placed in full-time, salaried positions in public schools (mostly high schools) throughout New York City and attend Teachers College classes part-time in evenings. Full-time study is possible during summer Session B. The educational and communal assets of Teachers College and Columbia University are combined with the resources of New York City in planning the programs of study leading to a Master of Arts in Education in one of the five fields above. New York City and New York State Certification can also be secured. Many Fellows have gone on to be permanently appointed and/or tenured in their schools. The program is a two-year commitment with at least two additional years of teaching in NYC strongly encouraged. Along with teaching and studying, monthly cohort seminars are an important component of the Fellowship experience. These meetings are as much for support of the group as they are a forum for presentation and discussion of topics of interest/importance. Participants are often housed together, have some classes together, and are placed together in schools whenever possible, thus making interaction with other Fellows (including Alumni) an integral part of the Program. The inherent demands and challenges are both grueling and exhilarating.

Contact:

Mr. Daniel F. Tamulonis, Coordinator
Peace Corps Fellows Program
Box 301, Teachers College, Columbia University
New York, NY 10027
tel : 212-678-4080
fax: 212-678-4048
email to: [Peace Corps Fellows](#)

In addition to all of this hard work and hard study, we also like to have FUN here in NYC! There are frequent parties, outings, and other activities to enjoy the company of your fellow Fellows as well as the sights and sounds of the world's greatest city. Some examples: sailing trips around Manhattan; trips to the Bronx Zoo and the Cloisters Museum & park. We have been constantly the best-represented program at the National PC Fellows Convocation. The PC Fellows social season culminates in the Annual PC Fellows Prom/Formal. This spoof on your worst High School experience allows you to have the Prom you've always wanted. "Formal" dress is open to interpretation, and good, subsidized fun is had by all.

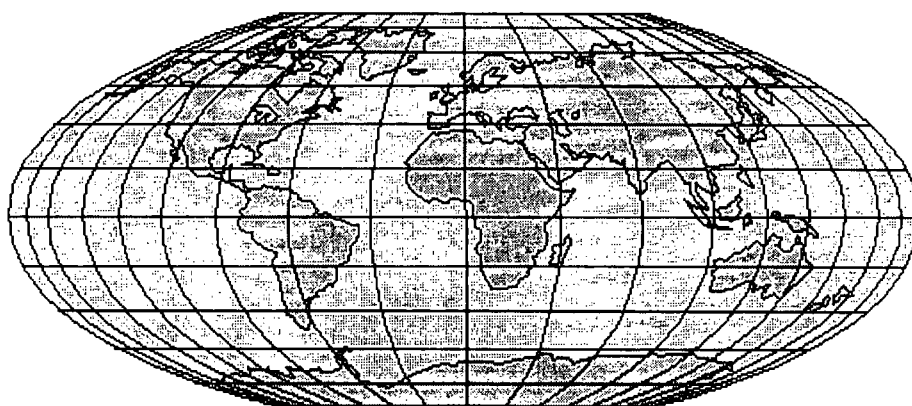
So don't worry, you will be happy!



Now that you know something about us, would you like to view some [photos](#)?

Here are some other things you probably want to check out:

- [THE Peace Corps Home Page](#)
 - [RPCV Services](#) (in case you have not yet visited their comfy lounge in DC!)
 - [The Columbia University Home Page](#)
 - [The Teachers College Web Site](#) (How to apply and all that)
 - [Neat stuff about NYC](#)
 - [The CIA home page](#) (Hey, if it's online, how secret can it be?)
-



This page was created by Matthew B. Dwyer (PC Comoros 90-92; PCF-TC 93-95) mbd15@columbia.edu

REQUIREMENTS FOR THE ALTERNATIVE SECONDARY CERTIFICATE: (ALS)

Alternative Teaching
Certificate in
Arizona

Valid one year.

- Bachelor's degree from a regionally accredited institution
- Passing score on the Arizona Teacher Proficiency Examination (ATPE)
- A major from a regionally accredited institution or a minimum of 30 semester hours in a subject area taught in Arizona Schools
- Passing score on a State Board approved examination in each subject area to be taught

DESCRIPTION OF AN ALTERNATIVE CERTIFICATION TRAINING PROGRAM

Within thirty days after issuing a teaching contract to an individual with an alternative secondary certificate, the employing school district shall implement a teacher training program in conjunction with either the Arizona Department of Education or a college or university having an Arizona secondary certification training program. The alternative certification training program shall contain the following:

1. Four weeks of training to be equally divided between 80 hours of secondary classroom activities and 80 hours of academic instruction on topics to include a knowledge of adolescence, classroom management and instruction, development of curriculum, and foundations of education. During this four week period, the alternatively certificated teacher may not have any responsibility for students and must be assigned to work with a certificated secondary teacher.
2. Ten weeks of secondary classroom teaching and training in which the alternatively certificated teacher has responsibility for the classroom under the direction of a supervising team or any of its members. The team or any of its members shall observe the alternatively certificated teacher for a minimum of one full teaching period per week. The alternatively certificated teacher shall also have 40 hours of release time distributed throughout the ten weeks to allow for continuing academic instruction.
3. Twenty weeks of classroom teaching during which the alternatively certificated teacher has sole responsibility for the classroom. Academic instruction shall continue on such topics as prescribed in paragraph one above. Observation by the team or any of its members shall be for a minimum of one full teaching period per month.
4. Evaluation by a team to be comprised of at least the following:
 - a. one teacher with a basic or standard secondary certificate;
 - b. a content area specialist;
 - c. a representative from the Arizona Department of Education or from a college or university with an Arizona approved secondary certification program and
 - d. a qualified school district evaluator
5. This team shall evaluate the alternatively certificated teacher after the first four weeks in the training program, after an additional ten weeks, and at the completion of this program. A person who successfully completes the training program may apply for a temporary or standard secondary teaching certificate.

Alternative Teaching
Program in inner-city
Chicago.

Volume 3, Number 1
1995 Indiana University - The Center for Adolescent Studies

An Urban Experience

The Urban Education Program offers an opportunity to student teach in an urban environment. Located in downtown Chicago, it offers the opportunity for undergraduate education majors to become full-time student teachers in one of Chicago's public, private, or alternative schools. Placements are available at all levels in both regular and special education classes. Because of the varied programming in Chicago schools, students can teach in a wide range of subject areas.

Demetria Iazzetto, director of the program, says some aspects similar to regular student teaching placements, with cooperating teachers and university supervisors involved. A unique feature of the program is that students can visit schools and choose the school in which they want to teach. Other features of the program include the housing arrangements and pre-term orientation. During the program, student teacher (up to 25 per semester) live together in one apartment building. In this way, they can support each other with ideas, resources and advice. They find it tremendously helpful to talk about the experience with others who are going through the same thing. Another benefit is the 4-5 day pre-program orientation.

During this time, students explore the neighborhood around the school where they will be student teaching. They walk around, buy things, talk to people, and get to know the area. Then, they teach others in the program about "their" neighborhood.

How do student teachers respond to the experience? When asked how the program contributed to their educational and/or professional goals, one student teacher said, "It has made me more open to new ideas and more well-rounded." Another said, "It's put me in touch with the realities of urban education and of being an educator. Most importantly, this program has taught me how to see my whole world from a much more realistic perspective. I do feel ready to teach!"

For more information write to: Demetria Iazzetto, Director, Urban Education Program, 5526 N. Magnolia, Chicago, IL 60640.

Send comments to ttalk@indiana.edu.

This document last updated on 9/2/95 by Chandra Hawley

Achieving the Goals: Goal 4 Teacher Professional Development - August 1996

U.S. Department of Veterans Affairs

The Alternative Teacher Certification Program

The Department of Veterans Affairs administers a program entitled the Alternative Teacher Certification. This is a pilot program which allows beneficiaries to receive benefits for alternative teacher programs. The pilot program will end on September 30, 1996. Legislation is pending which would continue the program. An alternative teacher certification program is one which is designed for an individual who possesses a bachelor's degree, but does not have education credits to obtain this certificate without reenrolling in an institution of higher learning and pursuing another bachelor's degree. Alternative teacher certification programs often include training conducted at an institution of higher learning, in addition to classroom experience and training provided by other entities.

Celia P. Dollarhide
Director, Education Service (22)
VA Central Office
Department of Veterans Affairs
810 Vermont Avenue, NW
Washington, DC 20420
(202) 273-7185
FAX (202) 275-2636

Educational Assistance Programs

The Department of Veterans Affairs administers a variety of educational assistance programs for veterans, service persons, eligible dependents and members of the Selected Reserve. The best known program is the Montgomery GI Bill. There are actually two distinct versions of the Montgomery GI Bill. The first is the Montgomery GI Bill-Active Duty, which provides benefits for those who have been discharged from service (veterans) and those who are still on active duty (service persons). The other portion is the Montgomery GI Bill - Selected Reserve. Another significant program, although much smaller in terms of overall participants, is the Dependents' Educational Assistance program. This program provides education benefits for spouses, surviving spouses and children.

Eligible individuals may pursue a wide variety of training opportunities, including undergraduate and graduate degree programs at colleges and universities. Other types of training such as cooperative training, correspondence courses, vocational-technical training and apprenticeship/on-job training are also available. The vast majority of trainees pursue college training. Some of these college students would, of course, be pursuing training to become teachers.

Celia P. Dollarhide
Director, Education Service (22)
VA Central Office
Department of Veterans Affairs
810 Vermont Avenue, NW
Washington, DC 20420
(202) 273-7185

Fax: 275-2636



Alternative Teacher Training in - DNS - Denmark.

Education for a Better World!

DNS is an alternative international four year teacher training college based in Denmark. DNS aims at producing education and educators for a better world. The college is private, secular and not restricted by government regulations.

The DNS education is both theoretical and practical, it takes place in four continents and requires the student's active participation in all elements of the four year program.

The DNS program includes:

- academic and vocational studies
- teaching practice
- study travel to India
- teaching in Africa
- international service

DNS (a concept much older than Domain Name Server) writes in Danish "Det Noedvendige Seminarium" (The Necessary Teacher Training College). The college has existed since 1972 and practices its own distinct pedagogy.

Look here for more information about enrolment and financing

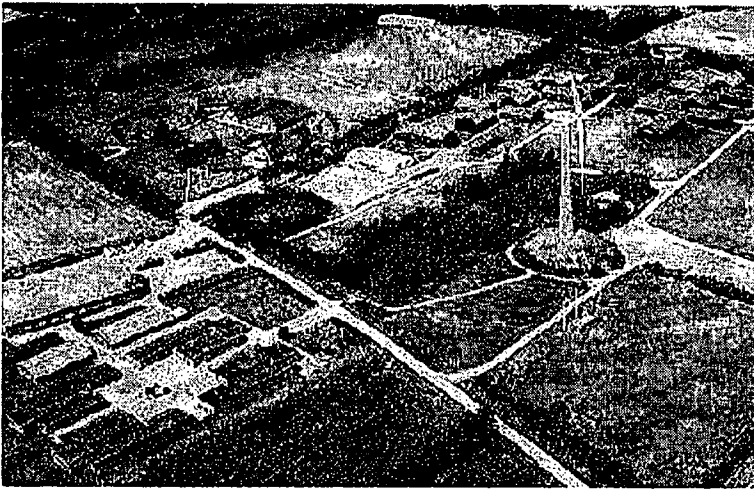
For information about other alternative schools with similar pedagogical ideas and international perspectives we suggest that you look into:

Institute for International Cooperation and Development

Den rejsende Hoejskole i Vamdrup

Den rejsende Hoejskole i Bogense

Asserbohus Efterskole



In the middle of the DNS campus in Tvind, Denmark you find Tvind Power, a 56 meter high windmill which when erected in 1975 was the largest windmill on our planet. The mill still supplies the campus with electricity.

The DNS Education

DNS offers a four year teacher training course for young people who wish to study in an international environment.

School teachers have always played a central role. Just think of your own teachers! A role which will become no less important in the future, but which will change its character, becoming more complex and challenging. This demands much from a teacher training course. The future will need people who with creativity and courage can tackle the big issues of our time. People with wide knowledge. People with the ability to cooperate, globally as well as locally, with many different types of people and who can engage themselves in future developments focusing on the human being. The future will need people who have a sense of economy and ability to act in practice, can get things done and who understand how to manage in a modern world with modern technical means. At DNS you can learn this and a lot more. Throughout the whole teacher training education the initiative to learn a lot will be with the student / a demanding and intensive learning process. The individual student will enhance his or her knowledge; and the community spirit in the team and at the school will thrive - because the sum of all the individuals form the community. This again will have an effect on the individual, who will thus experience him/herself as being in possession of an incredible treasure.

DNS, Tvind, DK-6990 Ulfborg tvinddns@inet.uni-c.dk
Phone: +45 9749 1849, Fax: +45 9749 2209

The web-counter says that you are visitor number: **2778**



Faculty for Educational Courses Seminar for Remedial Teaching Sciences



• Background

- The Seminar for Remedial Teaching Sciences is a training for teachers in special education. Special Education is being interpreted as education for children in problematical upbringing situations. Sometimes these children attend special schools for special education and sometimes they attend regular schools.
 - The training was founded in 1929 and operates on a national scale.
 - The Seminar for Remedial Teaching Sciences is part of the College of Higher Education of Utrecht since the first of January 1995 due to a merger of several Higher Education Institutions.
 - The Seminar for Remedial Teaching Sciences is part of the Faculty for Educational Courses. The Teacher Training Course for secondary education and the Teacher Training Course for primary education are part of this Faculty as well.
 - The cooperation within the Faculty of Educational Courses leads to the following positive result; all three Teacher Training Courses are able to profit from mutual experts and expertise. The Seminar for Remedial Teaching Sciences will remain to operate nationally.
 - Within the Seminar for Remedial Teaching Sciences they are convinced that not only teachers in the 15 different types of schools for special (secondary) education should be able to assist children in problematical upbringing situations but it's of great importance to teachers in normal education as well. For many years now the Seminar for Remedial Teaching Sciences is busy to realize a continuum of care in regular and special education, by working according to a plan, internal counselling, remedial teaching and/or ambulant counselling and since recently Tele Learning as well.
- From the gidsen link in the vertical menubar you can look at the Seminarium prospectus.



Education Statistics

Who are we?

The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the United States and other nations.

What do we do?

The National Center for Education Statistics fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally. The structure and activities of the center are as follows:

- The Office of the Commissioner sets policy and standards for the center and oversight for the operation of the center ensuring that statistical quality and confidentiality are maintained.
- Statistical standards and methodology staff provides state-of-the-art technical and statistical support to the center and to federal and nonfederal organizations and entities involved in statistical work in support of the National Center for Education Statistics. In addition, the staff develops and produces *Projections of Education Statistics* and operates the system of licensing for individuals and organizations who require access to confidential data for statistical purposes.
- Data development staff is responsible for focusing the content and design of the National Center for Education Statistics programs; improving analyses, distribution, and use of products; and increasing international activity. The staff also produces the major flagship publications of the center: the *Digest of Education Statistics*, and *The Condition of Education*.
- Education surveys staff oversees planning, design, operations, statistical analysis, reporting and dissemination for elementary, secondary, vocational, postsecondary, and library surveys ensuring that quality and confidentiality are maintained. The staff is also responsible for the development and implementation of the Congressionally mandated National Cooperative Education Statistics System in areas of elementary and secondary education, postsecondary education, and library statistics.
- Education assessment staff creates, designs, develops, implements and reports on the National Assessment of Educational Progress at the national level and coordinates assessment and related data collection activities with the states. The staff also conducts a variety of other related education assessment studies.

NCES Statistics

NCES, along with other components of the Office of Educational Research and Improvement (OERI), has developed an information program that provides the users of education statistics with access to a wide range of data. Statistical information is provided through the NCES publications program, the National Data Resource Center, the National Library of Education, and the Resource Sharing and Cooperation Division.

Who uses NCES Statistics?

Education statistics are used for a number of purposes. Congress uses them to plan federal education

programs, to apportion federal funds among the states, and to serve the needs of constituents. Federal agencies, such as the Departments of Defense, Labor, and Commerce and the National Science Foundation, are concerned with the supply of trained manpower coming out of our schools and colleges and also with the subjects that are being taught there. State and local officials are concerned with problems of staffing and financing public education. Educational organizations, such as the American Council on Education and the National Education Association, use the data for planning and research. The news media, such as national television networks, national news magazines, and many of the nation's leading daily newspapers frequently use NCES statistics to inform the public about such matters as school and college enrollment and expenditures per student. Business organizations use trend data on enrollments and expenditures to forecast the demand for their products. The general public uses education statistics to become more informed and to make intelligent decisions concerning the educational issues of the day.

How are they disseminated?

NCES issues approximately 100 publications each year. These documents include early releases, bulletins, statistical reports, directories, and handbooks of standard terminology. Many of these publications report the findings of specific surveys, but at least three--*Digest of Education Statistics*, *Projections of Education Statistics*, and *The Condition of Education*--cover the field of education statistics from a broad perspective.

How can we serve you?

The National Center for Education Statistics seeks to help its customers by

- addressing high priority education data needs;
- providing consistent, reliable, complete, and accurate indicators of education status and trends; and
- reporting timely, useful, and high quality data to education policymakers and data users.

To acquire statistical information or to obtain a copy of the *Digest of Education Statistics* or *The Condition of Education* contact the National Library of Education.

- Reference/Statistical/Research Information: Call (800) 424-1616 or Washington, DC area residents call (202) 219-1692, fax (202) 219-1696.
- Internet Address: Library@inet.ed.gov
- For multiple copies of publications contact the Government Printing Office (202) 512-1800.

Address: U.S. Department of Education, OERI/NCES, 555 New Jersey Avenue NW, Washington, DC 20208-5574. **Telephone:** (202) 219-1828.

-###-



Welcome Page

Last update: May 6, 1996 (NAA)

Data Source re:
who drops out

Center for Research on the Education of Students Placed at Risk (CRESPAR)

ED Program Office: OERI/AtRisk Institute

Award Number: 117D40005

ED Agency Contact: Harold Himmelfarb

Start Date: 10/1/94

End Date: 11/30/99

Expected Total Award: \$27,700,000

Principal Investigators:

Robert E. Slavin, Johns Hopkins University
A. Wade Boykin, Howard University

Institutions:

Johns Hopkins University, CSOS, 3505 North Charles Street, Baltimore, MD 21218, (410) 516-8800

Howard University, School of Education, 2441 4th Street, NW, Washington, DC 20059, (202) 806-7353

Affiliated Organizations:

University of California at Santa Barbara
University of California at Los Angeles
Arizona State University
University of Chicago
Manpower Demonstration Research Corporation
Southwest Regional Laboratory
University of Memphis
University of Houston, Clear Lake

Abstract: The mission of this Center is to examine how inner city and rural schools, families, and community agencies can work together to ensure that students placed at risk of educational failure achieve their full potential. The Center's work is organized into seven programs:

Program 1: Resilience and Cultural Integrity [[HH1](#)]

Program 2: Early Education and Development [[HH2](#)]

Program 3: School and Classroom Interventions: Elementary Schools [[HH3](#)]

Program 4: School and Classroom Interventions: Middle and High Schools [[HH4](#)]

Program 5: Language Minority Studies [[HH5](#)]

Program 6: School, Family, and Community Partnerships [[HH6](#)]

Program 7: Systemic and Policy-Related Studies [[HH7](#)]

Information on center [staff](#).

[Back to At-Risk Home Page](#) [Back to Center Overview](#)

Last updated 5/95

General re: at-risk students

Who Are the "At-Risk" Students of the 1990s?

J. Hixson and M.B. Tinzmann
NCREL, Oak Brook, 1990

Introduction

Throughout this series we have addressed critical dimensions of the restructuring process. The first five programs addressed structural issues: new goals or definitions for learning, the content and organization of the curriculum, collaborative methods for instruction, multidimensional strategies for assessment, and creating schools that are true learning communities. The next three programs focused on strategies for initiating, nurturing, and sustaining these structural changes, and the critical importance of professional development as the foundation on which new models for schooling will be built. Collectively, these dimensions form a framework of strategic priorities for the types of fundamental changes we believe are necessary to prepare today's schools and students to meet the challenges of the 21st century.

In this last program, however, we turn our attention to the special implications of these proposals for the growing number of students for whom the traditional approaches to organizing and delivering instruction have worked least well--those students most "at risk" of not completing or benefiting from their elementary and secondary experiences. It is, after all, primarily the failure of schools, as they are currently organized, to successfully educate this portion of the student population that has caused us to become "a nation at risk."

In this essay, we address four areas that call for special attention to ensure that the restructuring agenda presented in this series results in schools that first, reflect the belief that all students can learn, and second, take it as their primary responsibility to ensure that they do.

We begin by addressing the question of who are today's "at-risk" students? Next we discuss the reasons for focusing priority attention on the needs of these students. In the third section, we examine the often unintended, but no less problematic, barriers to school achievement that have placed increasing numbers of students at risk. Fourth, we look at alternative approaches and strategies for focusing and prioritizing school restructuring and improvement initiatives.

Current trends and Approaches

The issue of definition is an important and necessary first step in both understanding and developing solutions to the problems faced by at-risk students. However, the process of defining who is at risk and why is a highly controversial one.

Historically, "at-risk" students were primarily those whose appearance, language, culture, values, communities, and family structures did not match those of the dominant white culture that schools were designed to serve and support. These students-- primarily minorities, the poor, and immigrants--were considered culturally or educationally disadvantaged or deprived. As it became obvious that large numbers of these students were not achieving at minimally acceptable levels, "it seemed natural and certainly easy to define the problem as arising from deficiencies in the students themselves" (Goodlad & Keating, 1990).

More recently, the tendency to blame school failure simply on characteristics of the students, their communities, or their families has diminished, or is at least less overt. Moreover, the terminology we use

has changed and is generally less pejorative (though some continue to use the term "educationally disadvantaged," e.g., Natriello et al., 1990). At the same time, the need to identify that portion of the student population most consistently experiencing school-related problems remains an important priority.

In spite of these changes, the issue of definition remains one of the most controversial aspects of the national discussion about at-risk students because it reveals continuing ideological and philosophical divisions among educators, policymakers, and the general public about the role and responsibility of schools, families, and students themselves. Currently, there are four general approaches to defining at-risk students used by most schools and policymakers, each of which has their own limitations.

Predictive Approach

Students who have certain kinds of conditions such as living with one parent, being a member of a minority group, have limited English proficiency, and so on, are defined as at risk because, statistically, students in these categories are more likely to be among the lowest achievement groups or drop out of school altogether. This approach and the descriptive approach described below are the most commonly used strategies for defining the at risk student population. The predictive approach has the advantage of being relatively straightforward and uses information already available from schools or other agencies. In addition, this approach is based on an early intervention philosophy for preventing rather than remediating academic and related school problems.

However, this approach is also based on a deficit model of students, their families and communities, and rarely leads to any examination of fundamental aspects of the school (Natriello et al., 1990). More often, reliance on this approach leads even compassionate and well-meaning educators and policymakers to devise programs to identify the various ways in which children need to be changed in order to fit into existing school structures and programs (Goodlad & Keating, 1990). Even more problematic, this early categorizing of students often has the effect of simply lowering teachers' expectations of what students have the potential to achieve. The phrase "what can you expect from these types of students" continues to be heard throughout too many schools and classrooms. Lastly, use of such categorical indicators often places students in the position of being blamed for poor school performance on the basis of characteristics over which they have no control (Richardson & Colfer, 1990).

Descriptive Approach

Students who are already performing poorly or failing in school are at risk because they have not been able to successfully take advantage of the "regular" school program and will likely fall further behind or drop out. This approach reflects a monitoring/intervention strategy. In attempting to get away from the use of predisposing indicators, this approach waits until school-related problems occur and then identifies the student as at risk. A major difficulty with this approach, however, is that identification of a student's problems often occurs after a pattern of poor performance, and the expectations of both teachers and students that it will continue have become severe enough to make successful intervention/ remediation less likely. In addition, even if problems are identified early, the typical intervention involves ancillary programs that (a) do not promote changes in the "regular" program, (b) intensify the impact of negative labeling and isolation of less successful students from important peer role models and support systems, and (c) tend to slow down student progress and thereby exacerbate the degree to which students fall behind and further diminish their belief that they will ever "catch up" (Levin, undated).

Unilateral Approach

With the increase in the number and complexity of problems faced by today's youth, all students are at risk

in one way or another. On the one hand, this approach is attractive because first, it addresses egalitarian ideals and values and second, it allays the fears of many parents, educators, and policymakers that disproportionate attention is being paid to poorly performing students at the expense of both the most gifted and the average students.

However, though the logic is seductive, it ignores the urgent need to focus attention on those students for whom structural and organizational impediments in the current model of schooling have most often and most consistently resulted in unacceptable levels of academic and intellectual development, whether the students finish school or not. We must be mindful of the axioms that to treat people equally does not mean that they should be treated the same, and that in most arenas of life, we focus our attention and resources on those areas in which there are the greatest problems and need. In a hospital emergency room, for example, one might assume that all patients are in need of attention and treatment. However, there is an important and necessary distinction made between those who have headaches and those who are hemorrhaging. The emergency room maxim that patients will be treated in order of medical need is not a perfect analogy, but one that is nonetheless relevant and instructive in this discussion.

School Factors

In addition to these predominant strategies for defining or identifying which students are at risk, there is an emerging body of research that looks at school factors as potential causes of "at-riskness" (Richardson & Colfer, 1990). School characteristics that have been identified as hindering the academic achievement of many students include inflexible schedules; narrow curricula; a priority focus on basic/lower-order skills; inappropriate, limited, and rigid instructional strategies; inappropriate texts and other instructional materials; over-reliance on standardized tests to make instructional and curricular decisions; tracking; isolated pull-out programs; and teacher and administrators' beliefs and attitudes toward both students and their parents. Though few state or district level policies use analysis of school factors to allocate resources or develop programmatic interventions for at-risk students, attention to the relationship between school factors and student success is increasingly reflected in the more general policies regarding overall school improvement and restructuring at both the state and district levels, as well as among national organizations such as the National Governors' Association, the Council of Chief State School Officers, the American Association of School Administrators, and the National School Board Association, among others.

This approach has the desirable characteristics of not blaming poor academic achievement on circumstances or characteristics over which students have little, if any, control and of not absolving schools of their obligations to provide nurturing and effective educational environments for all students--not just those that reflect an ideal or model student. However, though we think that it is the primary responsibility of the schools to design programs that meet the needs of the students they have, making the school solely accountable for responding to conditions in students' lives over which they have little control similarly absolves students of any personal responsibility for their own achievement. Making the school solely accountable also absolves parents of any responsibility for supporting and participating as partners in support of the school's efforts on behalf of their children.

A Working Description

The preceding discussion has outlined the benefits and drawbacks of four approaches to defining who is at risk and why. How then do we merge these perspectives into a coherent and meaningful strategy to guide both policy and practice? We take our lead in this endeavor from the work of Richardson and Colfer (1990), Natriello et al. (1990), and Chubb and Moe (1990), as well as from our own work at the Laboratory in studying circumstances, contexts, and interventions for students at risk.

First, we believe that the degree to which a student, or group of students, may be at risk of imminent or future educational failure cannot be adequately determined by the simple existence of one or more predetermined characteristics of the students themselves, their families, or the schools they attend. The predictive probability model that underlies these approaches relies on too high a level of generalization to provide the direct guidance needed to develop specific interventions in individual schools, classrooms, or communities. Similarly, we believe that the ancillary or isolated program approach that is the basis for most current policies and programs, while potentially successful for limited numbers of students, does little to alter the circumstances or patterns of practice that allow poor performance in schools or classrooms as a whole to continue.

Third, we believe that there is a compelling case to be made for moving away from a preoccupation with categorizing or labeling students (Ghory, 1988) or finding the proper person, group, or institution to "blame." Instead, we need approaches that provide a more meaningful data base and perspective for planning new, holistic, integrated, and systemic alterations in the norms of schooling.

We suggest, therefore, an "ecological" approach that recognizes education as a process that takes place both inside and outside the school itself and is, therefore, affected (as opposed to determined) by (a) the social and academic organization of the school, (b) the personal and background characteristics/circumstances of students and their families, (c) the community contexts within which students, families, and schools exist, and (d) the relationship of each of these factors to the others (Natriello et al., 1990; Richardson & Colfer, 1990).

In this view then, the degree to which students are "at risk" is a function of inadequacies in one or more of these arenas that are not compensated for in the others, or a mismatch between the requirements and expectations in one arena and the ability of other arenas to respond to them. From this perspective, one does not simply define or describe at-risk students, but more appropriately, one regards as at risk the combined characteristics of educational environments taken as a whole in which a significant proportion of students are consistently unsuccessful. As Richardson and Colfer (1990) note:

The responsibility for the at-risk status of a child, therefore, does not reside in one individual--be it the child, mother, or teacher--or in one institution--the school. Society creates schools in certain ways to meet its goals and expectations, thus creating environments in which certain children are at risk. The solution to the at-riskness of children and youth, then lies with us all (p. 110).

Why Is There a Need to Focus Especially on At-Risk Students?

We believe there are seven basic reasons why special attention to the problem of at-risk children and youth is not only important, but essential, to the long-term success of the broader and more general drive to restructure schools.

Quality and equality Findings by Goodlad (1979, 1984) and others underscore the need for a new priority in the school reform agenda that recognizes that true educational quality and equality are inseparable. In his book, *A Place Called School*, Goodlad noted the continuing denial of equal access to knowledge for all students in nominally desegregated schools. There is a similar danger if restructuring efforts are driven only by the normative needs of students as a whole without specific and overt attention to the particular needs of those students who have historically been least well-served by most public schools.

Escalation of the problem Each year, increasing numbers of students are entering schools from circumstances and with needs that schools are not prepared (or in some cases are unwilling) to accommodate. As Brown (1986) notes, this requires that increased understanding and sensitivity to these new contexts for schooling become a more integral part of the national dialogue about educational reform than is currently the case.

Demands of the work force The combined trends of a decreasing proportion of youth and increasing educational requirements for jobs at all levels require us to ensure that a significantly larger percentage of students attain higher levels of intellectual skills and knowledge if we are to continue to be a first-level participant in the world economy.

Social development A significant number of social problems are, at least in part, the result of inadequate education. As noted in the National Coalition of Advocates for Children's 1988 report, "The failure to educate millions of children is turning the potential for social profit into grave deficit, the cost of which American taxpayers will bear both financially and socially, in terms of increased dependency and the loss of a common sense of purpose." Society, therefore, can avoid more costly problems in the future by investing more heavily in the development of all of its youth today (Ogden and Germinario, 1988, p. xvii).

New role of the school Changing societal realities and expectations now require that schools attend to issues that were traditionally addressed by families and other community institutions. This is particularly evident in the increasing number of young parents who were themselves unsuccessful in school and, therefore, need additional support and assistance to support their own children's educational efforts.

Restrictive attitudes toward student capabilities Though attitudes are changing, there still remain a large number of educators as well as policymakers and members of the general public who believe that school failure can be primarily attributed to characteristics of students and their families. An NEA study, for example, found that while most teachers attributed the much reported success of Asian students to hard work, they attributed the failure of American minorities (primarily Blacks and Hispanics) to lack of capability. As noted by Sinclair and Ghory (1987), too many educators have become satisfied with not reaching certain students. They go on to note that, in response to calls for excellence for all students, they [educators] exhibit a "curious resentment, as if they were trying to protect those students who can learn under current conditions from those who can't or won't." This circumstance often permits reformers to implement changes in schools without ensuring that conditions exist that would allow more children to succeed.

Legal responsibilities Lastly, it is important that, in designing strategies for school restructuring, educators and others are mindful that providing equitable education for all students is also a legal requirement. Titles VI, IX, and Section 504 of the Civil Rights Act all provide broad-reaching standards for complying with equity and non-discrimination aspects of the law as it applies to education.

For these reasons, as well as others not explored here, we believe that concern for those students at the margins of public schooling must be at the center of the debate on how best to restructure the schools they attend. It is vital to reconnect them and their parents to revitalized and more meaningful instructional opportunities and to regain their faith in the importance of education to both their futures as well as our own.

What Are the Systemic Barriers for At-Risk Students?

We have talked thus far in this essay about conditions, contexts, and rationales for understanding the need to create educational environments that reduce the risk of educational failure for all students. A part of that process is to establish the environments and practices that will accomplish that goal. However, as Asa Hilliard indicated in an interview for Video Conference 9, an equally important part of the process is the identification and elimination of current barriers to educational success for all students, particularly those who are not currently succeeding on a consistent basis.

Our point of reference for this discussion is the report, Barriers to Excellence: Our Children at Risk (National Coalition of Advocates for Children [NCAC], 1988). In that national study, researchers identified three major categories of barriers that were regularly associated with poor performance by "those children who have shared least in the material benefits, and economic opportunities of our society" We include these barriers in this essay because they reflect a comprehensive agenda of issues to be considered by those concerned with understanding current inequities in their schools and classrooms as a precursor or foundation for developing more fundamental changes and innovations.

1. Discrimination and Differential Treatment

Even though today's schools enroll far more racial, linguistic, and cultural minorities, and more students who are poor, or who have handicapping conditions than ever before, "the education of too many of these students is characterized by low expectations, inferior resources, and differential treatment. The doors to schools have been opened, but hanging above those doors are signs that say: 'Enter at your own risk. You may not belong here.'" (NCAC, 1988).

Such discrimination and differential treatment on the basis of socioeconomic class, race, culture, and sex remains the norm in many schools--not necessarily by intent, but certainly by inattention and by results. It is not simply a matter of theoretical equity of access, but practical opportunities to participate in all that the school has to offer, including the provision of support to do so when necessary. Reducing the risk of educational failure for all students requires that educators at all levels must become proactive in rooting out subtle forms of differential treatment.

2. Structural and Programmatic Barriers

Among the principal barriers to full participation by all students in everything that the school has to offer are:

- * Inflexible school structures and schedules based more on history and inertia than student or family needs
- * Abuses of tracking and ability grouping that often serve simply to separate students on the basis of perceived differences in ability, interest, or potential rather than to promote improved educational attainment
- * Misuses of testing where tests become more vehicles for sorting students or allocating rewards and benefits than a data base for program planning
- * Narrowness of curriculum and teaching practices allow many students to become frustrated and disconnected from the basic instructional activities of the school
- * Lack of support services for youth reflects a lack of understanding on the part of many educators of (1) the clear and direct connection between students' life circumstances and their interest or ability to

participate in any meaningful way in the school's instructional or other programs and (2) the vested interests of the school in seeing that students' personal, emotional, and social needs are addressed

* Lack of early childhood programs similarly reflect the unwillingness of many educators and policymakers to invest in prevention initiatives rather than remediation programs that could be made unnecessary

* Finally, lack of democratic governance, coupled with cumbersome and generally inefficient bureaucracies in most schools and districts, serves to further isolate and alienate those parents and community residents who need most to be involved in intimate partnerships with their children's schools--both for their children's benefit and their own.

3. The Societal Context: Declining Support for Schools, Children, and Families

As the demographics and economic stratification of society change, so, too, does the public's interest and willingness to support schools for "other people's" children or for services for the increasing number of youth with various social, personal, emotional, or for that matter, health-related needs.

Overall, insufficient funding has severely diminished the options that many schools serving large numbers of at-risk students are able to provide, for example, as the report notes, chemistry in most inner-city schools as compared to their suburban counterparts is a drastically different course of study. This circumstance is further aggravated by the increasing disparity of resources available to students in different school districts. While these broad issues of educational funding are generally beyond the purview of individual schools, local schools can in fact be instrumental in reversing the public mood of cynicism and lack of faith in public education by establishing more inclusive and broad-based partnerships with both individuals and institutions in the school's community.

Again, these barriers do not necessarily reflect the intent of educators or policymakers to isolate certain students from the mainstream of educational opportunities. Instead, they reflect historic societal patterns of who should, or needs to, receive what type of education; racial and class discrimination; and the lack of a compelling reason to change well-established and familiar--if not productive--patterns of behavior.

We believe, however, that today there are sufficiently compelling reasons to reexamine the manner in which schools are organized and the rationales that support it. As Phillip Schlechty notes in Video Conference 8, we can make great strides forward if we simply stop doing what we know doesn't work. Eliminating current barriers to school success is a good starting point for that process.

How Do We Construct Effective Educational Environments for All Students?

The development of school environments that meet the needs of all students is based first on acceptance of the fact that, for the most part, traditional approaches have failed to change substantively overall patterns of student achievement. In most schools, those categories of students who have performed least well as a whole, generally continue to do so. School-based educators and district or state level policymakers should understand, however, that such an admission is not an indictment, but rather simply a recognition that current organizational structures and patterns of practice are not matched to the needs of the school's current students. Therefore, a change is in order--no more, no less. Open acceptance of this reality, however, is a necessary prerequisite for initiating the other changes that will be necessary to establish a

more broadly successful educational environment.

As we view it, this process involves four strategic initiatives: (a) redefining the cultural norms of the school, (b) refocusing the content, methods, and priorities of the instructional program, (c) attending to the personal/affective needs of students and staff, and (d) establishing new relationships between the school and students' homes and the broader school community. In each case, we are not proposing strategies different from, or in place of, the dimensions for restructuring that have been discussed in the previous eight video conferences. Instead, these initiatives form a framework of priorities to focus implementation of those more general approaches in areas most critical to reconnecting students currently at risk and preventing future students from following in their path. These, then, become areas of priority on which to focus rather than a new agenda for schools or districts.

Redefining the Cultural Norms of the School

While there are numerous elements that comprise a school's culture, there are several that are of particular relevance to both reconnecting at-risk students and reducing the likelihood of failure for all students--current and future. First, and most important, is the issue of redefining the standards by which school staff and the broader school community measure success. More specifically, the following are examples of the types of indicators of success or progress that schools might include in an annual "state-of-the-school" report to the staff and community:

- * The school's success in reducing the percentage of students represented in the lowest 40 percent or stanines 1-4 on nationally normed standardized tests.
- * A survey of student and parent attitudes toward the school in terms of the quality of educational and related services provided; the frequency and usefulness of communications between teachers and students, and the school and parents (including parents who do not speak English or have limited English fluency); and the degree to which both students and parents understand the instructional goals of the school and their roles and responsibilities in helping to achieve them
- * An assessment of the degree to which students from all racial, ethnic, and socioeconomic groups, and of both sexes are actively involved in all of the school's educational and extracurricular activities
- * A report on patterns of attendance and the school's initiatives to retrieve regularly absent or truant students
- * An assessment of the degree to which students with special support needs (e.g., special education, physically disabled, limited English fluency, etc.) are integrated into the general educational program

Second is the idea of valuing all students. Examples here include: (a) ensuring that the images and symbols throughout the school reflect the membership, participation, and contribution of all "categories" of students, (b) sensitizing all staff, visitors, and students to the importance of the language used to describe the staff, students, parents, who are part of the school family, and the community in which the school is located, (c) reflecting in the patterns of dialogue and planning the assumption and expectation that all students can learn whatever the school has decided it is important, or is required, to teach, and (d) reflecting in ceremonies, celebrations, and traditions the value, involvement, and diversity of all students in the school. In many cases this means that some existing traditions and ceremonies may need to be altered. Some schools, for example, have moved to presenting, at school-wide rallies, school letters to students who have overcome the greatest obstacles, while athletic letters are presented in smaller, less visible ceremonies. Others, such as Tongue River Middle School in Ranchester, Wyoming, have adopted

an athletic policy that all students who try out and come to practice may play in every game --regardless of their level of competence. Inclusive participation has replaced "winning" as a value and tradition in the school.

Third, the culture of the school encourages and supports the active involvement of all students, parents, and members of the community in supporting and participating in the instructional program. Peer tutoring; parents as tutors, role models, and resource persons; community service projects; adult education courses and seminars; and home visits by all school staff are just some of the ways of creating a culture of participation, belonging, and involvement across the entire school community.

Refocusing Instructional Content, Strategies, and Priorities

A positive, nurturing, and inclusive school culture is a necessary, but not wholly sufficient, condition for educational success. In the final analysis, it is the instructional experiences to which students are exposed and in which they become involved that determine the success or failure of their schooling. The following discussion describes instructional practices that are particularly important for establishing an instructional success model for students who have not been successful in traditional classroom environments.

As discussed in Guidebook 8, a prerequisite for establishing contexts for academic success is that school staff must be comfortable and confident with respect to the apparent diversity these students bring to the classroom. Indeed, diversity can become an exciting resource for all students to learn new ideas, world views, ways of processing information, and so forth. Diversity can be tapped in new curricula and instructional approaches that are guided by increased awareness of the importance of the history, culture, patterns of experience, and contributions of the diverse groups that comprise American society.

A second prerequisite is to recognize the key role of school practice in assuring (or hindering) student success. This prerequisite moves us away from a "blame the victim" attitude about being at risk toward becoming stronger advocates for these at-risk students.

We have maintained throughout this video series that the foundation for school practices ought to be the school's vision of learning. A r - vision of learning is especially critical for at-risk students. School learning that is responsive to our information society ought to ensure that students will be able actively construct knowledge, solve problems and make decisions, collaborate with fellow learners and workers, and pursue learning throughout their lives--these are new "basic skills". At-risk students need to attain these goals of learning if they are to develop fully as individuals and to function as contributing citizens in our society. To attain these goals, students at risk need to participate fully in a thinking curriculum, be members of classrooms where collaboration is the usual mode of interaction and learning, and participate in assessment practices that tap their multiple abilities and strengths and at the same contribute to their learning. Each of these is discussed briefly below. (Refer to Guidebooks 2, 3, and 4, for full treatment of these topics.)

A thinking curriculum (as described in Guidebook 2) is based on a dual agenda of teaching both content and process. Higher-order thinking pervades the entire elementary and secondary curriculum. It is no longer adequate for students to simply master isolated skills or facts as ends in and of themselves--as catalogues of factual information to be memorized and stored for future recall. If schools are to become "learning communities," the collaborative, interpersonal, and intellectual skills needed to support them must become part of the curriculum for all students, especially students at risk. New guidelines from professional organizations stress these characteristics. Without exception, they also recognize that all students, including those traditionally kept from experiencing the general curriculum, are, with appropriate instruction, able to participate fully in such a curriculum. Appropriate instruction for these students would emphasize explicit teaching of learning and thinking strategies. Teachers would also need to make special

efforts to help these students make connections between academic content and students' prior knowledge and experience. These special efforts should not be provided in pull-out programs, but in the regular classroom. Furthermore, it is not enough to provide a thinking curriculum for at-risk students only in pull-out programs if they return to classrooms that teach "old," industrial-age curriculum.

If there are profound changes implied from the new definition of learning and the thinking curriculum, there are equally significant implications for instruction. Many state and local guidelines stress collaboration. Collaborative teachers engage in such roles as facilitating, mediating, modeling, guiding, assisting, sharing, listening, and adjusting. Teachers who collaborate with students help them set their own learning goals and guide them toward self-regulation and self-assessment of their own learning. Goal setting, self-regulation, and self-assessment are particularly important for at-risk students since they may not have learned these skills. These skills especially can empower at-risk students in the academic world.

Moreover, such teachers usually value diversity in their classrooms and they prefer heterogeneous groups of students. They view tracking in secondary schools and ability grouping in elementary schools as hindrances to collaboration and meaningful learning and thinking. Instead of separating students, collaborative teachers assess and build on the personal, cultural, and social strengths that students bring to their classrooms, and assist them in learning how to build on those foundations to develop new skills and knowledge. Collaborative learning, where students engage in genuine collaboration with their teachers and with each other, is the usual mode of accomplishing academic work.

Finally, it makes little sense to design thinking curricula and promote high-level collaboration among students if assessment instruments measure primarily the accumulation of isolated facts and performance of lower-order intellectual skills. Alternative assessment methods are being developed to evaluate and promote higher-order thinking, use of and reflection about learning strategies, and multiple intelligences traditionally ignored in school. These new assessments recognize the value of assessing real performances in real contexts rather than exclusively using paper-and-pencil tests. At-risk students are often over-tested and ought to benefit especially from these revolutionary approaches to assessment.

An example should illustrate some of the major points made in this section. In the fall of 1990, Dr. Weyman Patterson, Math Coordinator for Atlanta's Public Schools, will oversee implementation of the Algebra Project in seven of Atlanta's middle schools. Robert Moses customized the project using Atlanta's subway system as a basis for learning algebra.

Failure in 8th grade algebra classes has prevented 90 percent of Atlanta's students--most of them from minority groups--from taking geometry and calculus and pursuing careers where math skills are needed. The Algebra Project will provide all 6th graders with a conceptual base for thinking algebraically rather than arithmetically. For example, when students think of "number" they will ask "In what direction?" as well as "How many?" Seventh and eighth graders will study algebra and prepare for the college prep math sequence.

What distinguishes the Algebra Project from other math curricula is that students learn natural uses of math by confronting real-life concrete situations and moving toward abstract concepts to describe them. Thus, the project reflects National Council of Teachers of Mathematics curriculum standards that at all levels, math consists of problem solving, communication, and reasoning.

Teachers are being trained by participating in the same process they will use with students. Not only are they learning algebraic concepts such as equivalence, equality, and displacement, but they are also learning the five-step process whereby such concepts are internalized: Students begin with physical events such as taking subway trips. Then, in the modeling phase, students might draw pictures of experiences. Third,

working in groups, students describe the physical events in their own language. Next, student dialogue provides some structure to the language; for example, by attaining consensus in collaborative groups, students define a trip in a structured way (i.e., it starts at certain place, ends at certain place, has a certain number of stops, and has a direction.) Students use these definitional concepts to build equations when dealing with questions such as "What are equivalent trips?" Finally, students create symbols to represent concepts in the equations.

Attending to the Personal/Affective Needs of Students and Staff

While it is clear that close interpersonal relationships between students and staff are an important element in any successful instructional relationship, for at-risk students such relationships are essential. For many at-risk students, their self-concept and sense of confidence derives largely from their relationships with others. Teachers and other school staff, therefore, are primary sources through which they make judgments about themselves as learners and about their potential to be successful in educational environments. In addition, because many at-risk students come from dysfunctional home environments, school staff may well be the only competent and caring adults with whom they have regular contact.

Beyond these interpersonal relationships, however, at-risk students are more likely to have a wide variety of personal circumstances which can interfere with their ability to give full attention to educational matters. It is critical, therefore, that schools establish either in-house student support teams or collaborative relationships with other social service agencies that can work with students to resolve non-school problems. One example of this is the concept of the school as the "hub-of-the-network" which brokers a wide array of services (e.g., the Corporate Community School of Chicago). School may also be the location at which various human, health care, and social services are delivered (e.g., the Cities-In-School programs across the country). Both concepts provide models for how schools can address the personal problems and needs of their students. Such collaborative or holistic approaches also maintain the students' perception of the school as a valuable resource in their life and as a place in which they are cared about, nurtured, and supported.

Similarly, staff who are expected to be responsive to more than students' educational needs must also have access to ancillary support services. Classroom teachers can be expected to be sensitive and responsive to students' needs and circumstances. But it is unreasonable to expect that teachers can mediate or solve the myriad problems with which they will likely be confronted. Accordingly, professional and personal support must be as available to staff as it is to students. In addition, staff must develop broader collaborative relationships and responsibilities for the educational success and personal nurturing of their students. The priority must be development of a school-wide network in support of student success. For schools with significant numbers of at-risk students, the needs are likely to be too great to be reasonably managed by individual classroom teachers, and if the school functions as a true community, they should not have to be.

The challenge, therefore, is to create a network of professionals, both within and outside the school, who work together to ensure that students' non-school problems are addressed and that ensuring their educational success is a shared responsibility of the entire school family.

Establishing New Relationships Beyond the School

In Video Conference 5 of this series, we explored at some length the concept of schools as central institutions in a network of people, agencies, and institutions in the broader school community. In communities where a significant portion of the students would traditionally be classified as "at-risk," such networks become more than desirable--they become essential. Schools must assume new leadership roles

and responsibilities in developing a community-wide ethic that supports educational attainment as a value to be acknowledged, rewarded, and reinforced. As catalysts for change, school staff can provide important leadership to community agencies and organizations, informal neighborhood groups, and individual community leaders to develop activities that support and complement the educational and related efforts of the school.

Such leadership might include provision of adult education or parenting classes for students' parents or other community adults; training volunteers from a senior citizens' home to be tutors for primary students; helping local churches work with parents to organize after-school homework centers for "latchkey" children; or even developing parent telephone networks that can transmit information about homework assignments, school events, or other important issues.

In this vision of schools as mediators on behalf of students' academic and non-academic needs, the basic roles and responsibilities of the institution change and move far beyond traditional boundaries. This means that school will need to be both organized and staffed differently and that allocation of resources must reflect a broader array of priorities than is typical in most schools today.

A Final Comment

In this essay, we have proposed a wide assortment of alternatives to the manner in which most school organize and manage their affairs. We make these proposals mindful of the already complex world in which school and staff work and the growing number of roles and responsibilities they are expected to assume. However, we also make these suggestions not so much with regard to the magnitude of change that will be required, but with a clear understanding of the consequences if we do not make them.

In the final analysis then, this essay is not so much a blueprint as it is a stimulus for considering new alternatives and strategies for meeting the needs of that growing population of at-risk students whom we will meet not only in our classrooms but also as our neighbors and as the adults of tomorrow. From that perspective, their needs and their futures are tied to our own. We do indeed have common concerns and shared responsibilities for the future we will jointly construct for each other.

As one considers the dimensions we have proposed in this series, we hope that it is within these contexts, and with understanding of how these factors are played out in your schools and communities, that they be applied.

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30 Assets

General n:
who drops out

Asset Type	Asset Name	Asset Definition
Support	1. Family support	Family life provides high levels of love and support
	2. Parent(s) as social resources	Student views parent(s) as accessible resources for advice and support
	3. Parent communication	Student has frequent, in-depth conversations with parent(s)
	4. Other adult resources	Student has access to non-parent adults for advice and support
	5. Other adult communication	Student has frequent, in-depth conversations with non-parent adults
	6. Parent involvement in schooling	Parent(s) are involved in helping student succeed in school
	7. Positive school climate	
Control	8. Parental standards	Parent(s) have standards for appropriate conduct
	9. Parental discipline	Parent(s) discipline student when a rule is violated
	10. Parental monitoring	Parent(s) monitor "where I am going and with whom I will be"
	11. Time at home	Students goes out for "fun and recreation" 3 or fewer nights per week
	12. Positive peer influence	Student's best friends model responsible behavior
Structured Time Use	13. Involved in music	Student spends 1 hour or more per week in music training or practice
	14. Involved in extra-curricular school activities	Student spends 1 hour or more per week in school sports, clubs or organizations
	15. Involved in community organizations or activities	Student spends 1 hour or more per week in organizations or clubs outside of school
	16. Involved in church or synagogue	Student spends 1 hour or more per week attending programs or services
Educational Commitment	17. Achievement motivation	Student is motivated to do well in school
	18. Education aspiration	Student aspires to pursue post-high school education (e.g., trade school, college)
	19. School performance	Student reports school performance is above average
	20. Homework	Student reports 6 hours or more of homework per week
Positive Values	21. Values helping people	Student places high personal value on helping other people
	22. Is concerned about world hunger	Student reports interest in helping to reduce world hunger
	23. Cares about people's feelings	Student cares about other people's feelings
	24. Values sexual restraint	Student values postponing sexual activity
Social Competence	25. Assertiveness skills	Student reports ability to "stand up for what I believe"
	26. Decision-making skills	Student reports "I am good at making decisions"
	27. Friendship-making skills	Student reports "I am good at making friends"
	28. Planning skills	Student reports "I am good at planning ahead"
	29. Self-esteem	Student reports high self-esteem
	30. Positive view of personal future	Student is optimistic about his/her personal future

20 At-Risk Indicators

At-Risk Domain	At-Risk Indicator	Definition
Alcohol	1. Frequent alcohol use	Has used alcohol 6 or more times "in the last 30 days"
	2. Binge drinking	Has had 5 or more drinks in a row, once or more "in the last 2 weeks"
Tobacco	3. Daily cigarette use	Smokes 1 or more cigarettes per day
	4. Frequent chewing tobacco use	Has used 20 or more times "in the last 12 months"
Illicit Drugs	5. Frequent use of illicit drugs	Has used marijuana, cocaine or crack, PCP, LSD, amphetamines, heroin or other narcotics 6 or more times "in the last 12 months"
Sexuality	6. Sexually active	Has had sexual intercourse 2 or more times
	7. Non-use of contraceptives	Is sexually active, and self or partner does not always use contraceptives
Depression/ Suicide	8. Depression	Is sad or depressed "most of the time" or "all of the time"
	9. Attempted suicide	Has attempted suicide once or more
Anti-social Behavior	10. Vandalism	Destroyed property "just for fun," 2 or more times "in the last 12 months"
	11. Group fighting	Took part in a fight between two groups or gangs, 2 or more times "in the last 12 months"
	12. Police trouble	Got into trouble with the police, 2 or more times "in the last 12 months"
	13. Theft	Stole something from a store, 2 or more times "in the last 12 months"
	14. Weapon use	Used knife, gun, or other weapon "to get something from a person," 2 or more times "in the last 12 months"
School	15. School absenteeism	Skipped school 2 or more days "in the last month"
	16. Desire to drop out	Wants to quit school before completing high school
Vehicle Safety	17. Driving and drinking	Has driven after drinking, 2 or more times "in the last year"
	18. Riding and drinking	Has ridden with a driver who has been drinking, 2 or more times "in the last year"
	19. Seat belt non-use	Does not use seat belts "all" or "most" of the time
Other	20. Bulimia	Vomits on purpose after eating, once a week or more

Recommendations for Alternative Education
by
Billy G. Jacobs

Gen. re:
drop out prevention/
alternative ed for
at-risk students

Billy Jacobs is a legislative analyst for the Texas Youth Commission. The article appeared in *Texas Study of Secondary Education*, Vol. IV No. II, Spring 1995, a publication of the Texas Association of Secondary School Principals, 1833 South IH 35, Austin, Texas 78741, (512) 443-2100.

Based on site visits to alternative education programs across Texas, as well as current research, the following recommendations are offered as the key components and characteristics of effective alternative educational programs for students in at-risk situations:

- The schools, the juvenile justice system, the mental health system, and other community agencies should collaborate to develop and operate alternative education programs.
- The Texas Juvenile Probation Commission, the State Board of Education, the Texas Youth Commission, the Health and Human Services Commission and its component agencies, and essential agencies associated with the Texas Workforce and Employment Council should provide state-level leadership in the development of alternative programs for serious offenders.
- Needs assessment is critical and should include as much information as possible about the student and provide a clear definition of success for the student.
- Staff selection is the single most important undertaking of any prospective alternative program. Teachers involved in alternative programs must have exceptional affective and relational skills.
- The overall success of any alternative education program depends on staff development and diversity training. Student achievement cannot improve if the teachers in the classroom are not highly trained and skilled in their profession.
- Low pupil/teacher ratios must be maintained — usually about 10 to 1, but no more than 15 to 1.
- Successful alternative programs include intensive counseling by teachers and staff, social services, community and volunteer mentoring, peer tutoring, and careful monitoring of students' progress both in and out of school.
- Student skills assessment and short- and long-range goals must be included to ensure that the educational program is as useful and successful for the student as possible. No student is to be referred to an alternative program because of behavior that is related to a disability.
- The program should be locally administered and governed. Programming should be based on the needs and goals of students; input from students, staff, and business and community representatives; and the economic and social realities of the community. The alternative program should have a distinct identity and special facilities.
- The program should provide education, employment, skills training support services, special education, and other needed services. Special needs such as counseling or conflict resolution instruction should be met through individualized and innovative curricula.
- Curriculum materials must be relevant to student interests and to the economic and social realities of their lives and communities. The needs of the student must be met through individualized subject matter instruction.
- Teachers should have high expectations for student behavior and strong and flexible expectations for student academic achievement.

- Parents must be involved in their children's education and should participate in a variety of programs.
- The program plan should include specific, measurable objectives such as attendance rates, incidents of disruptive behavior, contacts with the juvenile justice system, and progress toward graduation. Programs should maintain contact with students who return to their home school or who graduate.
- The Texas Education Agency must:
 - ✓ hold local school districts accountable for the performance of students in alternative programs;
 - ✓ prevent the flow of funds to "dumping grounds"; i.e., unsuccessful alternative programs;
 - ✓ provide technical assistance to local communities;
 - ✓ assist in financing alternative school programs by consolidating federal, local, private, and state funds;
 - ✓ help coordinate the delivery of social services at the campus level; and
 - ✓ conduct longitudinal studies on the effectiveness of alternative education programs in reference to the programs, performance in students' progress toward attainment of a high school diploma, reduction in juvenile crime and school violence, reduction in the recidivism rate of criminal activity, and successful reintegration of students in the regular school programs and the community.
- The Family and Education Codes should be modified to allow schools to refer students to the juvenile courts and not to the streets.

Summary

- Clear definitions of success and accountability must be established for students in alternative education programs.
- The community as a whole should be held accountable for student performance.
- The performance measures should be based upon (a) progress toward attainment of a high school diploma or completion of a GED; (b) reduction in juvenile crime and school violence; (c) reduction in the recidivism rate of criminal activity; and (d) successful reintegration of students in the regular school program and community.
- The courts should fully support the program by exerting their authority to impose sanctions upon both students and parents in regard to performance and participation in the alternative education program.
- Schools and communities must be safe and free from violence. The implementation of a zero tolerance policy must be fully shared by the school, juvenile justice, the health and human services system, and the community.

26 Promising Prevention Strategies
A Look at What Works

Minnesota Department of Education
Prevention and Risk Reduction Unit

Overview of
strategies to
prevent drop-out

Locus of Action	Strategies Specific to Alcohol and Other Drugs ⇐ ⇒ Strategies Promoting General Health/Well-Being
Promote the Skills, Knowledge, and Values of Individual Students	<u>Social Competencies</u> 1. Teach refusal skills 2. Teach pressure-resisting skills 3. Teach decision-making and problem-solving skills 4. Teach goal-setting skills 5. Teach interpersonal skill (listening, friendship making, etc.) <u>Information/Knowledge</u> 6. Teach the health, social and legal consequences and risks of alcohol, tobacco and other drug use <u>Personal Development</u> 7. Enhance self-esteem 8. Promote the personal understanding and sharing of feelings 9. Promote identification and appreciation of one's skills and talents <u>Positive Values</u> 10. Promote devaluation of alcohol, tobacco and other drug use and affirmation of being chemically free 11. Develop prosocial values 12. Develop educational commitment and aspiration

26 Promising Prevention Strategies (continued)

Locus of Action	Strategies Specific to Alcohol and Other Drugs ← → Strategies Promoting General Health/Well-Being
Promote Positive School Climate	13. Adopt clear alcohol, tobacco, and other drug policies 14. Develop normative expectation of non-use 15. Develop caring community 16. Promote involvement of students in co-curricular activities in school and/or community 17. Involve students in youth service/service learning in school and/or community
Empower Parents	18. Help parents develop a commitment to play a primary prevention role with their children 19. Teach parents how to establish rules, standards, and effective discipline regarding chemical use 20. Teach parents how to support, nurture, and affirm children
Mobilize Community	21. Establish a community-based prevention task force 22. Collect community data to monitor trends in alcohol and other drug use 23. Pay attention to racial/ethnic factors in creating prevention strategies 24. Use data to plan, evaluate, and modify prevention efforts 25. Provide consistent and frequent messages discouraging use 26. Place emphasis on changing adult alcohol, tobacco, and other drug use attitudes and behavior

**26 Promising Prevention Strategies
A Look at What Works**

**Minnesota Department of Education
Prevention and Risk Reduction Unit**

Glossary of Terms	
Prevention Strategies	Definition
1. Teaching refusal skills	Teaching students how to say “no” when offered alcohol, tobacco, and other drugs. Includes role playing.
2. Teaching pressure-resisting skills	Teaching students how to avoid those social situations which can create pressure or encouragement to use alcohol, tobacco, and other drugs.
3. Teaching decision-making or problem-solving skills	Teaching students cognitive skills necessary for making critical judgments, sorting out options, evaluating choices, or applying values to practical situations.
4. Teaching goal-setting skills	Teaching students how to set personal goals about school, friends, higher education, or career. Teaching students strategies for meeting goals.
5. Teaching interpersonal skills	Teaching students how to relate well to other people, including friendship-making, listening, and communication skills.
6. Teaching knowledge	Teaching students about the health, social, and legal risks of using alcohol, tobacco, and other drugs.
7. Enhancing self-esteem	Efforts to help children accept personal interests and characteristics. Helping children feel worthwhile and valued as individuals.
8. Teaching how to understand and share one’s feelings	Helping students name and acknowledge feelings and talk about the impact of one’s feelings on behavior.
9. Helping identify skills and talents	Helping students discuss “what is special about me” in terms of abilities, interests, capacities, and skills.

**PARENTS AS TEACHERS
(PAT)**

*Primary Prevention Program
- since at least 1985*

Contact: Mary Ellen Nudd
Program Specialist
Mental Health Association in Texas

Address: 8401 Shoal Creek Blvd.

City: Austin **State:** TX **Zip Code:** 78757-7597

Phone: 512/454-3706

Program Description

Parents As Teachers (PAT) is a primary prevention program designed to maximize children's overall development in the early years, laying a foundation for school success, minimizing developmental problems and preventing child abuse. The program covers early childhood development and suggests parent activities that encourage language and intellectual growth, curiosity and social skills. Parents As Teachers programs in Texas are affiliates of the National Center for Parents As Teachers, St. Louis, Missouri.

The Mental Health Association in Texas, a non-profit agency that is an affiliate of the national Center for Parents As Teachers, provides training and monitoring for the program in the state.

PAT in Texas

- There are currently 55 PAT sites in 42 school districts.
- 2,500 families receive services at 33 sites (75 families per site).
- 2,700 children are enrolled; 40 percent of families enrolled in PAT are single parents.
- Forty percent of PAT families are Anglo, 37 percent are Hispanic, 21 percent are African-American, and 2 percent are some other ethnicity.
- 16 percent of Texas PAT families speak only Spanish.
- 32 percent of the parent educators speak Spanish.
- 94 percent of PAT children are up-to-date on their immunizations, compared to 30 percent of all Texas two-year olds.
- All of the sites serve low-income families and 70 percent target low-income families.
- Teen mothers account for 41 percent of those enrolled in Parents As Teachers programs in Texas.
- 8 percent of the teens enrolled are age 14 or younger.
- 82 percent of teens in PAT stayed in school last year.
- Sites provide personal visits and group meetings, generally on a monthly basis. Developmental screenings are usually conducted two to four times a year.
- 66 percent of PAT programs are components of larger service programs.
- Almost all sites provide additional services to their families, including child care, vocational education/job training, academic education, transportation, tutoring, mentoring, literacy training, counseling, drug abuse counseling, gang intervention, field trips, English tutoring, and GED classes.
- 1 percent of PAT families have been referred to child welfare authorities for suspected child abuse.
- One school district reported that five (of seven) developmentally delayed children were brought up to grade level through Parents As Teachers by age four. The school district estimates that by eliminating the need for special education for these students the district will save \$39,440 per school year.
- Of the three-year-olds who exited PAT last year and who received the Denver Developmental Screening, 97 percent passed the language section, 98 percent passed the intellectual section, 100 percent passed the social and physical sections.
- The five most common funding sources for PAT are Texas Education Agency Compensatory Education Funds; TEA Pregnancy, Education and Parenting Program; School District General Revenue; the Texas Children's Mental Health Plan; and Even Start.

PAT Support System

Home visits. Certified parent educators, trained in child development and home visiting, go to each family's home to help parents understand each stage of their child's development and offer practical tips to encourage learning.

Group Meetings. Parents come together to learn. Programs schedule times for parents to hear professional speakers on developmental topics, and to gain new insights through sharing experiences, common concerns, and successes.

Screenings. PAT offers periodic screening of overall development, language, hearing, and vision. The goal is to provide early detection of potential problems to prevent difficulties later in school.

Referral Network. PAT helps families link with special services, if needed, that are beyond the scope of the program.

Results

- An independent evaluation of the pilot program in 1985 showed that children who participated in PAT were significantly advanced over their peers in language, social development, problem-solving, and other intellectual abilities.
- A follow-up study of the pilot program, completed in 1989, showed that PAT children scored significantly higher on standardized measures of reading and math achievement in first grade. In all areas evaluated by teachers, PAT children were rated higher than comparison children. A greater proportion of PAT parents initiated contacts with teachers and took an active role in their child's schooling.
- Results of the 1991 Second Wave evaluation indicate that both children and parents continue to benefit from PAT. PAT children performed significantly better than national norms on measures of intellectual and language abilities, despite the fact that the sample was over represented on all traditional characteristics of risk.

Honors

Cited by the U. S. Department of Education as an example of an educational program meeting the president's first national education goal: school readiness.

Chosen by the Bureau of Indian Affairs as the parent education model from birth to age three.

Received the Innovation Award from the Council of State Governments.

Named an exemplary program by the U. S. Department of Education and now a part of its National Diffusion Network.

Received Innovation Award from Harvard.

Featured as a "program that works" by the Children's Defense Fund.

Highlighted on every major television network as well as the *New York Times*, *Education Week*, *Christian Science Monitor*, *Psychology Today*, and *Fortune*.

Won "Best of Texas" award from the Corporate Fund for Children in 1993.

Selected as a model program for replication by The Children's Trust Fund of Texas (1993-1995).

Chosen by one site as a component for the "School of the Future Project" sponsored by the Hogg Foundation for Mental Health, Austin, Texas (1992).

PARTNERSHIP FOR LEARNING

For those w/learning disabilities

Contact: Delgreco K. Wilson
Project Coordinator

Address: 111 Clarence M. Mitchell, Jr. Courthouse
110 N. Calvert St.

City: Baltimore

State: MD

Zip: 21202

Phone: 410/396-5092

Program Description

Partnership For Learning (PFL) is a joint project of the Office of the State's Attorney for Baltimore City, the Office of the Public Defender, the Maryland State Department of Education, the Baltimore City Department of Education, the Department of Juvenile Services, and the Maryland Associates for Dyslexic Adults and Youth (MADAY). The purpose of this project is to screen all first-time juvenile offenders appearing before the Juvenile Court for the Circuit Court for Baltimore City and to identify and assist those offenders diagnosed as learning disabled.

Learning Disabled

In general, learning disabled (l.d.) individuals are those of average or above average intelligence who show a marked discrepancy between their potential and actual levels of achievement or performance. The l.d. student is **NOT**

- mentally retarded
- emotionally disturbed
- physically disabled (such as deaf/blind)
- environmentally deprived

Objectives

1. To identify how many (both in percentages and raw numbers) juveniles referred for prosecution for the first time are hampered by learning disabilities;
2. To provide psycho-educational assessments for all referred youth who have been screened as having probable specific learning disabilities;
3. To refer eligible l.d. juveniles for individualized remedial therapy as a diversion from prosecution;
4. To monitor post-program educational performance and recidivism among the program participants and compare this performance with that of non-participants;
5. To educate judges, prosecutors, members of the defense bar and others involved in the child-serving agencies to the link between learning disabilities and juvenile delinquency and to convince these professionals that appropriate remedial education for learning disabled children involved in delinquent behavior reduces recidivism rates.

Services Provided

- **Screening:** Preliminary assessments are conducted at the courthouse when the child first appears for the arraignment of his or her case. Information developed through the screening interview includes medical history, school history, social history, and family history. Skill levels in reading, writing, and spelling are also determined.
- **Testing/Assessment:** MADAY-trained clinicians administer the Wechsler Intelligence Scale for Children-Revised (or the Wechsler Adult Intelligence Scale-Revised), the Gray Oral, and Ayres Handwriting test, and the Wide Range Achievement Tests for Reading and Spelling. They also review report card information and standardized test scores provided by the Baltimore City Department of Education.
- **Tutorial:** Trained tutors provide a minimum of 60 hours of individualized instruction using a multi-sensory phonics-based approach to the teaching of reading, writing, and spelling. Advanced educational software is available to teach new skills and reinforce others.

Tutors/Volunteers

Tutors are volunteers from the Baltimore community who are required to participate in a 15-hour training program before being paired with a PFL student. PFL has engaged the services of tutors who are employed as school teachers, social workers, police officers, lawyers and paralegals, correctional officers and full-time college students.

Conclusion

Specific learning disabilities can be a causative factor preceding some delinquent behavior. Reintegration of this category of delinquent children into mainstream society will fail unless specific programs are aimed at remediation of the specific learning disability. Unless measures are taken to equip these children with the tools they need to live productive lives, crime-free, the cycle of arrests will continue.

National Recognition

The Partnership For Learning program was among 20 recipients of the 1993 Gould-Wysinger Awards, established by the Office of Juvenile Justice and Delinquency Prevention. Winners are recognized for local achievement in improving the juvenile justice system and helping our nation's youth.

TWELVE-TOGETHER

In-school
At-risk students
Peer-counseling

Contact: Ms. Donna Lovette

Address: Metropolitan Detroit Youth Foundation
16810 James Couzens

City: Detroit

State: MI

Zip: 48235

Phone: 313/864-0700

Program Description

Twelve-Together is a community-based program that organizes groups of 12 ninth graders (the age-group most likely to drop out) in each of the city's 20 high schools into peer-counseling groups. Six successful students are placed with six poorly achieving students for weekly peer-counseling sessions under the guidance of two adult volunteer advisers per group.

Program Components

- Supplemental counseling program focusing on problem-solving and academics
- Peer-group meetings
- volunteer adult advisers
- Cooperation between school district and community organization

Program Inputs and Outcomes

- **Target:** 12 high- and low-risk 9th graders in each of Detroit's 20 high schools.
- **Costs:** \$460 per student; contributed space.
- **Outcomes:** Improved attendance and academic performance.

Objectives

The program is based on the theory that "positive peer pressure" can help teenagers deal effectively with their problems and support one another's attempts to stay in school, reinforcing attendance, achievement, and ultimately graduation for all 12 students in each group.

Peer pressure counseling is believed to be effective in helping to reduce the stresses that inhibit young people's ability to stay in school, to increase students' belief in themselves and their abilities, and to provide positive reinforcement to their desire to graduate.

Requirements

To join Twelve-Together, students pledge to study 1 1/2 hours per day and to attend peer-group sessions and academic forums. The two-hour peer-group meetings address one student's problem each week, focusing equally on school, family, and personal problems.

Results

Program staff have documented increasingly positive results when comparing participants and non participating students. Participating ninth graders were more likely than those in the comparison group to be promoted into the next grade. Overall, students have shown improvement in self-esteem development, motivation, problem-solving abilities, and interpersonal skills.

THE WAVE
Coshocton County, Ohio

- At-risk
- Competency-based curriculum
- Focus on career skills
- Based on 20 yrs experience

Program Description

The program was developed by the professional staff at the 70001 Employment and Training Institute in Washington, D. C. The WAVE (**W**ork, **A**chievement, and **V**alues in **E**ducation) is a comprehensive program designed for students considered at-risk of dropping out of school. The competency-based curriculum utilized by WAVE focuses on basic skills, employment readiness, career awareness, and life-skills development. The goals are to improve grades, attendance, self-esteem and employability in the high school student.

The WAVE Career Association involves students in community services, enables them to take part in leadership skills seminars and provides them with a positive peer group affiliation experience. The WAVE offers students who don't typically belong to school groups an opportunity to do so. The WAVE recognizes that students learn in different ways and is designed to be adaptable to many kinds of students.

The WAVE program is based on 70001's 20 years of experience in dropout recovery. The WAVE takes a proven model of education, employment services and motivation and adapts it for use in the schools.

Sponsor

The Central Ohio Rural Consortium (CORC) developed the WAVE program in conjunction with Coshocton County high schools, and the Coshocton County Juvenile Court became the sponsor. The local program was selected from more than 100 nationwide as "Model Program of the Year."

Target Population

WAVE supports grades nine through twelve and is designed to operate in affiliation with existing educational institutions. It assists teenagers who have committed felony and misdemeanor offenses become self-sufficient and civic-minded community members. Coshocton's program is the only one in the United States that uses juvenile offenders.

Project Capacity/Length of Stay

WAVE has a small student-to-teacher ratio of 20 to 1, making individual attention possible. The program operates January through May, and July through November. The schedule is four nights per week, three hours per night, for a total of 220 - 240 hours per student.

Components

- One-to-one tutoring or small group lessons of one hour sessions.
- WAVE Program instruction by certified teacher for two hours per session.

Outcomes

According to Juvenile Court Judge C. Fenning Pierce, results can be seen in several areas:

- the number of teens who return to his courtroom has been reduced;
- many of the students participating in the initial classes have gotten jobs;
- the students are helping other people in voluntary community service projects; and
- they are learning a sense of community.

Contact:

Steve Champagne
Chief Juvenile Probation Officer
Coshocton County Court House
Coshocton, Ohio 43812

ADOPT-A-STUDENT

- At-risk
- Mentor/Role Model
- 14 yrs experience

Contact: Dr. Claude George, Director

Address: Office of Job Development
Atlanta Public Schools

City: Atlanta

State: GA

Zip: 30312

Program Description

The Adopt-a-Student program pairs volunteers as mentors or "big brothers/sisters" with low-achieving high school juniors and seniors. Through monthly job preparation workshops and a relationship with a volunteer, students are encouraged to finish high school and develop post-high school career plans. The program is jointly run by the Atlanta public schools and the Merit Employment Association (MEA).

Program Components

- Supplemental program focusing on post-high school plans
- Business volunteers as mentors
- Monthly job preparation workshops
- Weekly consultant-student activities

Program Inputs and Outcomes

- **Target:** High school students from the bottom 25% of the class.
- **Costs:** Volunteer time from business employees; public school space and administration.
- **Outcomes:** 92% graduation rate; 93% job placement or post secondary education enrollment rate.

Objectives

Adult volunteers (consultants) help students think concretely about their future employment, identify their occupational interests, and begin taking steps to get a job that matches them. Consultants meet weekly with students to share an activity—anything from tutoring to attending basketball games. Students and consultants also attend the monthly job preparation workshops together. Consultants provide world-of-work exposure by taking students to see their worksites and discussing their own careers.

Results

Since 1983, participation in the Adopt-a-Student program has grown from 10 students in two schools to 210 students in all 21 Atlanta high schools. Preliminary evaluation results show the program to be quite successful. According to a study of students from the 1985-86 program year, 75 percent rated the program highly. Ninety-two percent of seniors had graduated, in contrast to 84 percent of a comparison group of non participants. Six months after graduation, 93 percent of participants were employed or in a post secondary educational program.

**YOUTH MOTIVATORS PROGRAM
A Community Involvement Project**

At-risk
In-school
Mentor / Role Models

Contact: Richard H. Knee
Youth Motivator Facilitator
Office of Dropout Prevention

Address: 600 S.E. 3rd Avenue

City: Fort Lauderdale **State:** Florida **Zip Code:** 33301

Phone: 305/768-8903

Program Description

The Youth Motivator Program is administered by the Broward County Public Schools. It uses volunteer advocates to help guide youth at risk in school and provides a positive role model outside of the family. Youth motivators meet once a week during the school day with a student for one hour. A two hour training program is required for all youth motivators prior to working with a student. As a role model, tutor and listener, the youth motivator gives positive reinforcement, raises self-esteem, and promotes the value of education.

Goal

The goal of the Youth Motivator Program is to involve community and business volunteers in on-going efforts to promote the value of education and to increase graduation rates in Florida and Broward County.

Assessment

The program has made a positive impact on the lives of participating students, and is highly recommended by school officials. Improvements are noted in the following areas:

- grades
- attendance
- fewer tardies
- positive self image
- self-confidence
- improved outlook on life

School Guidelines

Each school sets its own guidelines and determines how and where the program is used at that school. Considerations are:

- identification of students (teacher/guidance counselor recommendations)
- contact persons (teachers, counselors, volunteer coordinators)
- scheduling
- "on" and/or "off" campus activity
- parental involvement
- parental permission

Recruitment of Motivators

The recruitment process is handled by the county facilitator. It involves speaking to civic groups, contacting businesses, television/radio interviews targeting potential volunteers, and publicizing training sessions for potential motivators.

Involvement of the PTA/School Advisory Committee is beneficial to the program at a school. Fraternities/Sororities at local colleges and universities are a rich source for volunteers as a service project.

Training

Potential motivators must attend a 2-hour training session conducted by the district office staff. All volunteers are required to be finger printed and given security clearance by the Security Department of the School Board of Broward County. Individuals with records of an adverse nature are not allowed to participate in the program.

During the training sessions, the county facilitator covers the profile of the dropout, reasons for dropping out, what a youth motivator is, listening skills, strategies for helping students, confidentiality, techniques for opening up communication and ways to promote educational goals.

Recognition

Recognition events are scheduled by each in school. Coffees, luncheons and holiday parties may be held for motivators and students. In addition, the motivators should be invited to all functions at the school held for volunteers. They should be put on school newsletter mailing lists.

Recognition events should be designed by each school to honor motivators, students and school personnel participating in the program.

Matching Process

Matching the motivator with the student is the responsibility of the school. When matching students, the coordinating person starts with those students who want to succeed and not with the most troubled students who may need professional, intensive counseling. Similarities in backgrounds, hobbies, family composition, and career interests are considered in matching students with motivators.

Parental Consent

A parental consent letter must be signed by the parent and kept with the school's records before the student can participate in the program.

Off-Campus Activities

The principal of each school will determine whether or not students and motivators may leave the campus for special activities. Necessary parental permission would have to be obtained.

Suggested Activities

In School:

- Discuss priorities for the week
- Discuss study and test-taking tips
- Help with make-up or current homework
- Utilize a problem-solving activity for decision making
- Discuss how education helps in your job

Outside of School (at principal's discretion)

- Visit the motivator's work site
- Have lunch
- Visit a local college or junior college
- Help the motivator with other volunteer activities
- Visit the public library
- Play golf or go fishing
- Attend a concert or play
- Learn a new craft

Evaluations

Student, Motivator, and Coordinator Evaluations are completed and copies sent to the county facilitator. This information is used to improve the program and to compile data for recruiting new volunteers.

Project GRAD

in-school for at-risk students

Contact: Project GRAD

Address: P. O. Box 2511

City: Houston **State:** TX **Zip:** 77252-2511

Phone: 713/757-3563

Project GRAD (Graduation Really Achieves Dreams) was initially launched in 1989 by Tenneco, the University of Houston-Downtown, and the Houston Independent School District, to stem the loss of students at Jefferson Davis High School. This inner city high school is among the oldest schools in the Houston School District and serves a population that is 88 percent Hispanic, 10 percent African American, and 2 percent Anglo and other. The collaborative includes support from the Houston Endowment, Communities in Schools, and The Metropolitan Organization.

This long-term program was established to bring comprehensive systemic change to an entire feeder system supporting Jefferson Davis High School.

Objective

Project GRAD's objective is to increase test scores of students above national norms and reduce the drop-out rate to acceptable levels.

Program Components

- **Community and Parental Involvement** . Communities in Schools-Houston (CISH) places staff members at schools across the city and then augments this team with parents, volunteers, and public and private agencies to help as therapists, tutors, mentors, and class aides. CISH also offers extensive assistance to at-risk students. Effective with the 1994-1995 school year, CIS Project Managers were in each of the seven elementary schools.

Under the Jefferson Davis Feeder School Project, a staff member from CISH has been added to each elementary school. The primary purpose of this member is to coordinate community services and expand parental support.

- **Classroom Management** . Teachers are being trained in a new classroom management model, called **Consistency Management** , used to create a supportive, but firm and orderly, classroom environment by emphasizing prevention of classroom problems. The University of Houston coordinates this component. Teachers and administrative staff in the seven elementary schools are trained in Consistency Management. Middle school teachers will be trained and will implement Consistent Management in 1995-1996.

Teachers are encouraged to:

- challenge students beyond the typical classroom lessons to improve the flow of classroom instruction and reduce student boredom,
- hold high expectations for student behavior and management, and
- implement strategies to help students succeed academically and achieve self-discipline.

The model focuses on student participation in classroom and school governance to heighten students' sense of ownership and school pride.

Consistent communication between teachers and parents is an important aspect of the model. Telephone calls, grade-level newsletters, progress reports, school festivals, regular family math and science activities, and language classes for non-English speaking parents are involved.

- **Math**. The University of Houston-Victoria has trained teachers in its innovative "Move It Math" program. The program has elevated scores on standardized exams, improved students' attitudes toward math, and aided at-risk students in meeting grade level expectations.
- **Reading and Language Skills** . "Success for All" is a nationally proven model for teaching reading, writing, and language skills to children. Designed by Johns Hopkins University and Baltimore Public Schools, this model stresses one-to-one tutoring by certified teachers with experience teaching special education and/or primary reading. Students also participate in reading programs that emphasize development of sound and letter recognition and basic language skill. A family support team provides parental education and encourages their involvement.

Progress to Date

- **Community and Parental Involvement** . Effective with the 1994-1995 school year, Communities in Schools Project Managers were in each of the seven elementary schools. Larger CIS staffs work with at-risk students in the middle and high school.

An overall feeder system director coordinates CIS among the nine schools. Expanded parental programs included citizenship classes, GED classes, training in the new math curriculum, and English classes. Courses were also held in Consistency Management for parents at the three schools that had the program in effect during the year.

- **Classroom Management** . Teachers and administrative staff at three elementary schools were trained in the Consistency Management program and instituted it at the beginning of the 1994-1995 school year. The remaining four elementary schools will complete training and will implement the program in the 1995-1996 school year. Middle school teachers will also implement the program in 1995-1996.
- **Math**. The first group of 70 teachers began training in December 1993. Each teacher received 30 hours of training in the first year. Training for all eight schools (including the middle school) was completed in August 1994. A second year of 30 hours of training was completed in October 1994 to April 1995.

Two master teachers worked with teachers in eight schools for two days each week during the 1994-1995 year. This follow-up will be expanded to two teachers five days a week during 1995-1996. The lack of follow-up education for teachers is the hallmark of many failed programs that have been studied.

- **Reading and Language Skills** . Success for All was implemented during the 1994-1995 school year in Pre-K and kindergarten. Training of all teachers in the seven elementary schools was completed in August 1995. Success for All will be implemented in all schools, grades 1 through 6, in the 1995-1996 year. Facilitators and principals from each school attended five days of training at Johns Hopkins in Baltimore. Middle school components of Success for All will be implemented in the fall of 1995 after middle school teachers are trained.

Summary of Progress

Over 30,000 hours of teacher training have been provided to teachers in the feeder system, covering Consistency Management, Move It Math, and Success for All. Extensive support was provided for all curriculum; each school received in excess of \$75,000 in support materials – manipulatives for math, integrated computer indexed math libraries, extensive new reading materials, text, support materials, etc.

Results to Date

The full impact of the program will only be measurable in the longer term, when the Pre-K and kindergarten classes of the 1995-1996 school year, the first classes to receive all parts of the program, reach the testing years of third, fourth, and fifth grades; and again when those same children progress through middle and high school. However, the results of the first full year of teaching Move It Math were very encouraging.

Kindergarten children can read at a much improved level; first graders can add, subtract, multiply, and divide double digit numbers; classes of children are excited about learning math; and parents report their children's self-discipline improving at home as a result of Consistency Management. Teachers are enthusiastic about the program. Much remains to be done.

Funding and Budgets

The total four-year cost for Project GRAD is approximately \$3.5 million (less than \$200 per year for the 6,500 students in the feeder system).

Donors:

Houston Endowment	\$1,000,000
Brown Foundation	400,000
Cullen Foundation	400,000
John & Becky Moores	200,000
Texas Education Agency	136,000
University of Houston	110,000
McNair Foundation	100,000
GTE Corporation	100,000
Shell Foundation	75,000
J. P. Morgan & Co., Inc.	20,000
Linda & Ken Lay	10,000
Kathryn & Jim Ketelsen	10,000
Strake Foundation	6,000
Other gifts	<u>3,925</u>
	\$2,566,925

Expenditures

Communities in Schools (Houston Endowment grant is committed to pay CIS for four years)	\$300,000
Move It Math	525,000
Consistency Management	232,000
Success For All	227,000
Middle School Programs	64,000
Miscellaneous Expense	<u>35,000</u>
	\$1,383,000

Project GRAD has no administrative expense. The total program has been developed and administered by J. L. Ketelsen and his secretary at no cost to the program. All funds have been used in and for the schools.

Evaluation

The University of Houston - System Administration will fund and administer an evaluation over a long-term period. A professional evaluator has been hired and is at work.

Summation

Lessons learned to date:

1. Intervention in inner-city schools to be successful must have a critical mass. One subject or one school does not have a high chance of success because of overwhelming interlocking problems. Problems in the homes must be dealt with in order for kids to have academic success.
2. Motivation from the scholarship program has been critical in providing hope. Even the teenage pregnancy rate has been reduced by more than one-half since the beginning of the scholarship program.
3. Adequate training, materials, and texts must be provided in a timely manner for implementation of programs.

4. Programs must be long-term. Adequate support must continue throughout the school years. Teachers must have continuing support in adopting new teaching methods.
5. School district support is vital, yet the district cannot implement this type of program without outside support.
6. Buy-in must come from principals and faculty – one school at a time. Their conviction and participation is essential for success to occur.

Making the Grade – Victoria

Contact: Tammy Hartman
Address: P. O. Box 105
City: Victoria **State:** TX **Zip:** 77901
Phone: (512) 578-0270

Program Description

Making the Grade – Victoria began in 1989 as part of the National Collaboration for Youth's initiative to create community awareness about issues affecting America's youth. These issues include, but are not limited to, school-age dropouts, functional illiteracy, teenage pregnancy, substance abuse, juvenile crime, and family deterioration. The Texas Agricultural Extension Service and the Junior League of Victoria were the lead agencies spearheading the initial effort.

Goals

The goals are accomplished through the following activities: nonduplication of services; raising public perception of and concern for at-risk youth; developing and implementing program models; coordinating individual and collaborative efforts to address the needs of youth-at-risk; serving as a positive change agent in Victoria area schools and the community at-large; and expansion of Victoria's youth data base.

A long range plan for youth has been developed with 42 youth agencies and organizations.

Great Expectations – Dropout Prevention

The Great Expectations program is designed to interrupt the cycle of repeat teen pregnancy and welfare dependency by providing early and sustained comprehensive services for teen parents and their children.

Program goals include:

- No repeat pregnancy while in the program
- Class attendance consistent with school policies
- Maintenance of a grade point average of 75 or above
- Completion of family life and sex education courses
- Completion of childbirth education and infant-toddler stimulation classes
- Regular prenatal and well-baby checks
- Completion of high school
- Academic tutoring as needed

For Young Parents

Participant benefits include:

- On-site daycare for infants
- On-site well-baby checkups
- Prenatal childbirth classes
- Adult mentor
- Parent education
- Incentive program for baby items
- Summer school opportunities
- Family life and sex education classes
- Academic assessment testing and college/career counseling
- College scholarships or financial aid assistance upon high school graduation

Community benefits include:

- Reduction in teen dropout rate
- Prevention of repeat teen pregnancies
- Reduction of teen welfare dependency

- Savings to taxpayers in AFDC and Medicaid dollars
- Increase in teens pursuing post-secondary education
- Increase in teen employment rate

Great Expectations is funded by Texas Agricultural Extension Service/United States Department of Agriculture Youth at Risk grants, Victoria Independent School District (VISD), The Junior League of Victoria, The Victoria College, and the ALCOA Foundation. Volunteer support is provided by the Junior League of Victoria, The Golden Crescent Tech Prep Consortium, The Victoria College, community volunteers and VISD personnel.

Great Expectations is included under the VISD STAR (Students Taking Action and Responsibility) program, which provides an education to all VISD teen parents.

World Scholars

World Scholars is an academic incentive program that encourages students to set high academic standards to prepare them for a competitive workforce.

The program emphasizes courses that will best prepare students for higher education and the technical job market: mathematics, language arts, science and computer literacy. Students must maintain at least a "C" average to remain in the program.

A comparison of all VISD 10th graders passing the Texas Assessment of Academic Skills test to World Scholar 10th graders shows the following:

<u>World Scholars Passing TAAS</u>		<u>All VISD Passing TAAS</u>	
Writing	93%	Writing	80%
Reading	90%	Reading	73%
Math	78%	Math	50%

Teen-Aid

The Teen-Aid family life program focuses on providing educational information on pre-marital abstinence and parent/teen communication to seventh grade students.

The Teen-Aid curriculum emphasizes the following concepts:

- Decision Making
- Recognizing and Neutralizing Peer Pressure
- Communication
- HIV Education
- Reproductive anatomy
- Refusal Techniques
- Fetal Development
- Family and Career
- Building Friendships
- Empathy

The content of the curriculum is summarized and sent to parents via "parent grams" which are signed and returned to class.

Results of Teen-Aid include the following:

- 96% of students correctly identified from a list the ways AIDS can be transferred
- 76% identified abstinence as the surest way to avoid contracting a sexually transmitted disease
- Over 92% of the students returned at least one parent-gram signed by their parents
- Over 63% of all parent-grams were returned with signatures
- 100% positive and 0% negative comments regarding the curriculum from students, parents or teachers

Mini-Grants

Grants up to \$500 are awarded on a competitive basis to VISD educators for unique classroom projects. Mini-grants are funded solely from community donations and are coordinated by Making the Grade – Victoria in cooperation with the Victoria Independent School District.

Some of the projects funded:

- Reading Across Grade Levels
- Aloe Postal Service
- Kinder Kooking Literacy Project
- Project Destiny I and II Robots
- The Homework Club
- The Dudley Rocketeer Space Shuttle
- Victoria Pre-School Talk Program
- Building Enthusiastic Literate Individuals by Empowering Families

Teacher mini-grant evaluation data shows improved reading skills, increased knowledge, increased parental involvement and new opportunities offered to make learning fun and memorable.

JOB TRAINING FOR VALUED YOUTH

*In-school for at-risk
- peer tutoring*

Contact: Texas Education Agency Dropout Information Clearinghouse
Address: 1701 N. Congress Avenue
City: Austin **State:** TX **Zip:** 78701
Phone: 512/463-9633

Program Description

The Job Training for Valued Youth (JTVY) program is a cross-age tutoring program designed for middle and high school students who are at high risk of leaving school or have already left. JTPA funds are used to fund the program.

The purposes of the program are to keep students in school and to improve their self-concept, school citizenship, attendance, achievement in the basic skills, and preparation for employment.

Program Goals

JTVY is designed to accomplish the following objectives:

- Student tutors will demonstrate a consistent rise in academic grades in basic skill areas as evidenced by a comparison of current year and prior year grades.
- Student tutors will demonstrate improved self-concept as evidenced by a pre- and post-participation instrument.
- Student tutors will demonstrate improved school attendance as evidenced by a comparison of current year and prior year school records.
- Student tutors and elementary students who are tutored will exhibit more acceptable school behavior as evidenced by a reduction in referrals for disciplinary action as contrasted with the previous school year.
- Student tutors will demonstrate pre-employment and job-related competencies.

Each local project determines the specific criteria for the performance standards, based on realistic expectations and local JTPA acceptable levels of performance.

Program Components

- Tutoring sessions by older students of elementary children,
- Classes for student tutors about tutoring techniques,
- Field trips,
- Role modeling
- Parental involvement,
- Student recognition, and
- Tutoring of tutors in their own basic skills needs.

Program Benefits

When at-risk students are placed as tutors, the results include:

- Strengthened basic skills
- Increased feelings of competence and responsibility
- Improved attitudes towards teachers and school
- Lower absenteeism and disciplinary action referrals

The Merge (YVP and JTPA)

The advantages of using JTPA funds include the following:

- Allowances can be paid to the JTPA participant tutor for program activities;
- The participant tutor can receive certification from JTPA for attainment of employment competencies;
- The participant tutor may be eligible for other JTPA services, including support services and referral to other training; and
- JTPA service providers and schools can achieve mutual goals by giving priority to dropout prevention and recovery.

COMPARISONS OF VALUED YOUTH PARTNERSHIP-JOB TRAINING PARTNERSHIP ACT STUDENT IDENTIFICATION CRITERIA

VYP	JTPA
Primary eligibility criteria: at risk of dropping out due to an array of state or locally identified factors. Specific factors include: √ underachievement √ demonstrated lack of interest in school √ discipline problems √ excessive absenteeism √ lack of socialization √ skills/minimal peer interaction √ lack of clear cut goals/objectives	Primary criteria: economic status, with secondary criteria based on selective “barriers to employment.” Specific eligibility criteria in the economic area is that participants meet federal low income guidelines established for determining economically disadvantaged. Specific barriers to employment criteria include: √ limited English proficient √ displaced homemakers √ school dropouts √ teen parents √ handicapped √ older workers √ veterans √ offenders √ alcoholics

Assessment

The assessment procedures are aimed at documenting and assessing youth employment competency skill areas in the following categories: (1) pre-employment skills and work maturity; (2) basic education skills; and (3) job-specific skills. Furthermore, assessment procedures document students' increased attendance, improved academic performance and enhanced self-concept.

-in-school for at-risk
-peer-tutoring

**SUMMARY OF
COCA-COLA VALUED YOUTH PROGRAM**

Contact: Linda Cantu, Director

Address: 5835 Callaghan, Ste 350

City: San Antonio

State: TX

Zip: 78228-1190

Phone: 210/684-8180

Program Description

The Coca-Cola Valued Youth Program is a cross-age tutoring program that creates success in the lives of children who are at risk of dropping out of school. The program turns perceived liabilities into strengths, remediation into acceleration, and "at-risk" students into valued youth.

The program is flexible—readily adaptable to individual schools—but careful design and assessment have shown that certain elements are critical. To help schools make the shift to the philosophy and practices of valuing "at-risk" students, the program is offered with a full range of training, technical assistance, and supporting materials.

Philosophical Base

The program is based on seven important tenets:

1. All students can learn.
2. All students must be valued by the school.
3. All students can actively contribute to their own education and that of others, and active contribution to the education of others creates a high propensity for learning.
4. All students, parents and teachers have a right to participate fully in creating and maintaining excellent schools.
5. Excellence in schools contributes to individual and collective social and economic growth, stability and advancement.
6. Commitment to educational excellence is created by including students, parents and teachers in setting goals, making decisions, monitoring progress and evaluating outcomes.
7. Students, parents and teachers must be provided extensive, consistent support in ways that allow students to learn, teachers to teach and parents to be involved.

Instructional Strategies

The instructional strategies are:

1. **Classes for tutors** . Tutors meet their secondary school teacher/coordinator once a week in order to develop tutoring skills; develop self-awareness and pride; and improve literacy skills. This class, coupled with the actual tutoring sessions which occur four times a week during the same class period, is offered as an elective or State-credit course.
2. **Tutoring sessions** . After a two-week observation period in the elementary classroom, tutors begin tutoring a minimum of four hours per week (one class period per day).

The student tutors receive a minimum wage stipend for their work as tutors and are expected to adhere to the employee guidelines of their host school. Each tutor is treated as an adult, with adult responsibilities, but is also provided teacher supervision and support. Tutoring teaches and reinforces work habits and encourages school attendance.

3. **Field trips** . Students explore economic and cultural opportunities in the community at least three times during the school year. The field trips are opportunities for the tutors to develop career awareness through concrete insights in a variety of professional environments.

4. **Role models** . Adults who are considered successful in their fields and who came from 'students' ethnic background are invited to participate. Career awareness is developed through five guest speakers who model a variety of professions and experiences.
5. **Student recognition** . Students are acknowledged for their efforts and for the contributions they make as tutors. Student recognition events include information about post-secondary options and college career choices. Speakers focus on life experiences and career possibilities.

Support Strategy

The instructional strategies require a parallel set of activities and functions in support of the program. These are:

1. **Curriculum** . A primary goal of the curriculum is to prepare the secondary school students to tutor elementary students. The objectives of the curriculum are to improve the student's tutoring skills, literacy skills, and self concept.
2. **Coordination** . The Valued Youth Implementation team includes the program administrator, the principals of the elementary and secondary schools, the teacher/coordinator at the secondary school, an elementary receiving teacher representative, the family liaison and the evaluation liaison. The team's major responsibility is to coordinate and monitor project activities at the campus level.
3. **Staff enrichment** . This function creates a cohesive group that is dedicated and committed to success, and has high expectations for the students and for adults. Staff enrichment is achieved through both technical assistance and training.
4. **Family involvement** . Valued youth families become initially involved through planned outreach which includes visits to parents' homes. Parent meetings and sessions, a minimum of three per year, are conducted bilingually or totally in the language of the parents. The focus of the sessions is determined by the needs expressed by parents.
5. **Evaluation** . The International Development Research Association conducts an evaluation of the Valued Youth Program, serves to monitor program operations and develop corrective action as needed, and documents results of program implementation. Both quantitative and qualitative measures are used to gauge student progress.

Support

Support for the creation and development of the Coca-Cola Valued Youth Program has been provided by Coca-Cola USA, the Coca-Cola Foundation, the U.S. Department of Education, the National and Community Service Program (through Texas Education Agency's Serve-America grant), the Challenge Foundation, and the National Diffusion Network.

MARY GRIMES EDUCATION CENTER
A School of Choice

- separate campus
for at-risk

- Since 1976 (21 yrs exp)

Contact: Margaret Watson
Principal

Address: 1745 Hutton

City: Carrollton

State: TX

Zip: 75006

Phone: 214/323-6450

Program Description

The Mary Grimes Education Center (MGEC), established in 1976 with 100 students, was one of the first alternative programs in the state of Texas and serves students who exhibit some or all of the following characteristics:

- are at least one year behind in school,
- come from a single-parent household,
- are two or more grade levels below in reading or math,
- have not participated in extra-curricular activities,
- have severe attendance problems, or
- are pregnant or school-age parents.

The Center provides educational opportunities to students who want a high school education and diploma but who have difficulty succeeding in a traditional high school setting.

Dropout Rate

In 1990 the national dropout rate was 11.2 percent; the Texas dropout rate was 12.5 percent; the dropout rate for the Carrollton-Farmers Branch School District was 2.7 percent.

Awards

- Texas Homemaking Teacher of the Year Award, 1990.
- Governor's Excellence Award for student intervention programs, 1991.
- Recognition by the Southern Association of Colleges and Schools, 1991.
- Three students won first place in a video competition hosted by TCI Cablevision and Storer Communications in 1992.
- Chosen as a mentor school by the Texas High School Network in 1993.

Eligibility and Enrollment Procedures

Individuals must:

- live in the district
- be between 16 and 22 years of age
- have failed half of their courses taken the preceding semester
OR
- have been out of high school for at least one semester

Students who are automatically eligible for the center are those beginning their fifth year of high school or who are pregnant.

- The individual must request the center's information and application from the home school counselor.
- The completed application and the student's high school transcript are referred to the MGEC's counselor who reviews the materials.
- If the student meets the basic criteria, the counselor meets with the student and the student's parent(s) to determine eligibility.
- Once approved for enrollment in the center, the individual may begin classes provided space is available.
- A student who has been out of school for one semester or longer may apply directly to the center.

Program and Organization

The program's most important aspects are its flexibility and personalized self-paced courses. Students are placed in one of three levels and move through each level based on their attendance and performance.

- **Level one** provides an opportunity to re-enter school through group and individual counseling.
- **Level two** is a self-contained class in which students are enrolled in one academic course and receive counseling and a vocational assessment.
- **Level three** classes are self-paced and are scheduled into 45-minute periods.

All basic academic courses are offered. Students may also choose from a variety of vocational classes, including industrial technology, power mechanics, commercial food preparation and management, and office procedures. Prenatal and child care classes are provided for students in the School Age Parent Program.

Project Success, is the most highly structured and success-oriented program in the school. It was designed by a teacher to recapture students who have been completely unsuccessful in the alternative program. Students engage in activities centered on communication and study skills, goal setting, and various group and individual counseling sessions, including a fully day of ROPES training to enhance self-confidence and foster team-building. In addition, they continue to work towards gaining academic credit in English.

E.N.C.O.R.E. (Encouraging 'n Challenging Ourselves to Reach Excellence) is another teacher-designed course which originated last year. Students are selected on the basis of leadership ability and attendance to participate in a cross-age tutoring experience with local elementary schools.

When students earn sufficient credits for graduation, they receive diplomas from either R. L. Turner or Newman Smith High School. Students may opt to participate in the commencement programs of their home high schools. Since 1976, enrollment at MGEC has more than doubled, and the total number of graduates has tripled.

Classroom Structure

- Students receive specific course outlines when they enroll in individual courses.
- Each academic course requires a minimum passing grade of 80 on all work. Any work that receives a grade less than 80 is returned to the student for revision.
- Students are not limited to earning a specific number of graduation credits each semester.
- Each course is designed to be completed in 18 weeks.
- When the requirements for a particular course are completed, students may start another class rather than waiting for the next semester to begin.

Students can attend classes from 7:45 a.m. to 7:45 p.m. This provides ample time for students to work and to go to school.

The Center's Staff

The faculty has grown from a principal and four teachers to the present staff of thirty, including support personnel. In addition to the certified classroom teachers and an administrative facilitator, there are also two full-time counselors, an educational diagnostician, a part-time psychologist and a part-time vocational counselor.

Scholarships

Numerous civic and business organizations have provided scholarships for MGEC graduations. Many private business individuals, who previously supported the center through local Rotary or Kiwanis clubs, are now sponsoring scholarships through their own businesses.

Cooperative Alternative Program (CAP)

- Separate campus for
at-risk students

Contact: Larry Weise
CAP Director
Coleman ISD

- Competency-based

Address: P. O. Box 900

- byrs experience

City: Coleman

State: TX

Zip: 76834-0900

Phone: (915) 625-3575

Program Description

Eight school districts in rural West Texas are involved in the Cooperative Alternative Program (CAP), a state and national model for dealing with at risk students in a rural environment. The cooperative nature of the program helps spread financial burden and risk, and assists in preventing duplication of programs. Students age 14 and over may be recommended by their home school for placement in CAP for a minimum one-year commitment. The program serves approximately 130 students each year.

Curriculum

Academic curriculum is a competency-based program that allows students to experience success by working at their own level and pace. Elective courses are vocational. Class size is limited to ten students per teacher. The organized curriculum includes specific courses designed to address social and interpersonal issues. Group counseling and a teacher-to-student advocacy program is also provided. A training course is offered to parents to help them deal with their youth's behavior. Discipline is very structured and exact, yet fair and equal.

Collaboration

A network of support systems with state and local agencies and organizations includes a community resource coordination group, Texas Department of Health, the Abilene Regional Drug and Alcohol Council, family intervention services, placement services for psychological and chemical abuse help, medical assistance, and juvenile probation/law enforcement. The involvement of a lay board of directors has created a broad base of support for the program and an attitude of cooperation between the school and the local business community.

The program has received \$900,000 in state and federal grants, which has had a positive effect on the depressed economy of the area.

Conclusion

CAP is in its sixth year of operation. The individualized instruction, counseling services, vocational courses, and the day-care center for children of students, deal effectively with many of the problems that force students out of traditional schooling. Disciplinary problems at the local school have decreased significantly, and because the students at CAP are experiencing success, the discipline on that campus is not a significant problem. Parents who had ceased involvement with local school systems are now actively involved with the CAP program.

CARVER LEARNING CENTER

- Separate campus
for at-risk students
- 4 yrs experience

Contact: Mark Gesch
Director of Alternative Education Programs
San Angelo Independent School District

Address: 1621 University Avenue

City: San Angelo

State: TX

Zip: 76904

Phone: 915/947-3700

Program Description

The Carver Learning Center (CLC) is located on a separate campus of the San Angelo ISD and is designed to educate disruptive students. Students are identified for placement based on their academic needs and their discipline record. Campus principals must document the student's scholastic history, including the discipline record, document all test and screening evaluations, and provide a signed parent notification of the recommendation. A placement committee of five director-level administrators evaluates each student for placement at CLC. The committee may recommend placement, deny placement and return the student to the home campus, or refer the student for further testing and evaluation. Parents have the right of appeal if they do not agree with the committee decision. Students are assigned to CLC for at least one semester.

Orientation

Students and parents must attend an orientation with the program coordinator before entry to CLC. Issues discussed include previous discipline history, previous academic history, behavioral expectations, and specific rules for CLC. Students assigned to CLC are not allowed to attend activities at any school facility without written consent of the Carver Learning Center Coordinator.

Staff

The Carver staff consists of one administrator, seven teachers (math, social studies, language arts, art, physical education, science, and special education), five instructional aides, a school counselor, a social worker, and a secretary. In addition, Tom Green County has assigned a probation officer to the school in return for office space and support.

Agency Collaboration

Several agencies work together to improve student performance: SAISD, the police department, juvenile probation, San Angelo drug and alcohol abuse council, the Concho Valley Council of Governments, as well as local businesses.

Curriculum

The curriculum is an individualized teacher-generated model incorporating the resources of a Josten's computer network, the Accelerated Learning Systems audio/video curriculum, state adopted text, as well as teacher generated lessons. Each student's education plan takes into account individual needs and learning styles. A guidance component facilitated by the probation officer, the social worker, and the counselor is also included in the daily routine.

Criteria

Each student is reviewed by the placement committee at the end of each semester. Students are allowed to return to their home school only after meeting strict criteria set by the placement committee. These criteria include:

- Attending school 90% of the time
- Earning 2.5 credits per semester
- Having no serious offenses
- Having less than five minor offenses per semester

If the student meets all of the criteria, he/she is allowed to return to a choice of traditional schools in the SAISD or apply to PAYS School, which is the other alternative program for students in high risk situations.

Conclusion

The Carver Learning Center has served approximately 200 students since August 1, 1993. Of the students who have been enrolled for at least one semester —

- 75% have committed fewer serious offenses at school, and
- 50% have earned more credits than the previous semester at their home school.

Many students have opted to enter the workforce by earning their GED. The campus principals at the traditional secondary schools in San Angelo have reported a significant drop in the number of violent referrals.

The Carver Learning Center has made a significant contribution toward a safer climate for all students in the secondary schools of San Angelo. CLC has also succeeded in creating a quality learning and behavioral environment for the student population it serves.

McAlester Alternative High School

- Separate campus
for at-risk

Contact: Lucy F. Smith, Ph.D.
Superintendent

Address: McAlester Public School
P. O. Box 1027

City: McAlester **State:** OK **Zip:** 74502-1027

Phone: 918/423-4771

Program Description

The McAlester Alternative School project was developed to provide education services to at-risk students in the McAlester Public School District. The school allows students to learn at their own pace in a more relaxed setting. It provides onsite child care for teen parents and teaches fundamentals of child care. Class sizes are small, and a counselor is available throughout the day to provide personal, crisis, and career counseling. Attendance is voluntary. The staff consists of four teachers, a counselor, a principal, a secretary, and a day care attendant. Enrollment runs between 70 - 80 students; of this enrollment approximately 60 percent are economically disadvantaged and 25 percent are previous dropouts.

Goals and Objectives

Provide academic opportunities for students who are not successful in the regular academic program.

- All students in grades 9-12 who enter the regular high school program have the opportunity to attend the Alternative School; this includes students from other school districts in the county.
- Dropout students currently not enrolled in any school setting are actively recruited into the Alternative School.
- Students receive individualized instruction with high school graduation as the goal.
- Students receive vocational training when appropriate.

Provide emotional and social support and guidance for students in order that they may be successful, productive citizens.

- Individual counseling and small group counseling sessions to meet social or personal needs are available to all students.
- An on-site child care facility is available to student parents.
- Students receive instruction in parenting and life skills.

Individualization

- **Learning packets**. Individual learning packets that are self-paced and student directed have been developed for English I, II, III, and IV, General Math, Algebra I, Algebra II, Geometry, Physical Science, Biology I, Oklahoma History, U.S. History, and World History. Students use the packets with teacher support and instruction, as needed.
- **Small class size**. Class size is kept small, usually a maximum of 15 students per class, to allow for more individual attention.
- **Program flexibility**. Several enrollment options are available, including full or partial day attendance at the Alternative School, partial day attendance at the Alternative School and at the regular high school, or partial day attendance at the Alternative School and the area vocational-technical school.
- **Reinforcement opportunities**. Students have access to a computer lab for further individualization and reinforcement of skills.

Enrollment Procedures

Enrollment in the program is voluntary with students being self-referred or referred by the regular school principal. Students are also referred to the school through the juvenile justice system and from area schools in which a student has been unsuccessful.

Plan for Graduation

A counselor is on staff at the Alternative School for individual counseling to plan the academic program and monitor student progress. The graduation plan is based upon the student’s individual program and progress.

Instruction in Life Skills

A graduation requirement for Alternative School students and regular school students includes a semester of life skills. The curriculum includes instruction and activities relating to the work ethic; career search; the employment process, such as interviewing and resume writing; and personal living needs, such as insurance, banking, and financial planning. Students with children are required to take a course of parenting, including child development and parenting skills.

Student Support Activities

- All staff participate in professional development programs designed to increase their understanding of and sensitivity to the special needs of high-challenge youth.
- Parents of students still living at home are required to meet with the principal before enrollment is completed. Family nights are held each semester.
- Mentoring activities are available for selected youth. Students are encouraged to participate in the Ropes Program. Students are taken on field trips to vocational-technical schools and local businesses.
- The Pittsburgh County Bar Association conducts a “Law Review Day” each year. Members of the business community participate in “Career Day.”

Collaboration With the Community

A number of businesses and organizations assist with the day care program:

- The Department of Human Services provides financial assistance for eligible students.
- The Health Department has helped in acquiring cribs, toys, and bedding.
- WalMart provides all diapers at the day care.
- The Area Drug Prevention Resource Center provides weekly group counseling at the school.
- Sonic Drive In provides food for the family nights and end of semester parties.

National Recognition

The McAlester Alternative High School project was among 20 recipients of the 1993 Gould-Wysinger Awards, established by the Office of Juvenile Justice and Delinquency Prevention. Winners are recognized for local achievement in improving the juvenile justice system and helping our nation’s youth.

Budget

Yearly Expenditures:	
Staff Salary and Benefits:	
Principal	\$46,430
Teachers	\$160,170
Day Care	\$10,000
Secretary	\$12,000
Staff Development	\$1,000
Books/Supplies	\$5,000
Equipment	\$1,000
Curriculum Development	\$500
Child Nutrition	
Day Care	\$2,000
High School	\$6,000
Total	\$244,100

ROWETAN ALTERNATIVE EDUCATION PROGRAM

*Separate campus
for at-risk
students*

- Does it exist?

Contact: Jean Kerney, Ph.D.
Assistant Superintendent
Chillicothe City Schools

Address: 340 Braewood Lane

City: Chillicothe **State:** OH

Zip Code: 45601

Phone: 614/775-6172

Program Description

This is a 43-page proposal submitted to the Common Pleas Court, Ross County, Ohio for an alternative program designed for clients who are placed on a long-term and short-term basis at Rowetan Ranch. Special emphasis is placed on decision making and self-esteem building. The program consists of two major components: education and leadership skills. RAP would provide an opportunity for long-term placement students to earn high school credit while acquiring basic skills in academic areas. Short-term placement students would receive individualized tutoring.

Purpose

The purpose of RAP is to increase the success rate of at-risk children and decrease the number of children who return to the justice system.

Rowetan Alternative Program would provide residential students with an opportunity to:

- Develop basic academic, life skills and study skills necessary for the work world and high school graduation.
- Develop the personal responsibility and self-motivation necessary to direct his or her own learning.
- Develop decision making skills.
- Develop career knowledge and skills.
- Develop an interest in learning.
- Develop a positive self-image.
- Return to a regular school setting.

Implementation of Curriculum

- Basic academic skills and certain work skills will be offered.
- The prescribed course of study will be dictated by individual needs of students.
- Each course of study will provide a one-on-one educational experience with immediate teacher feedback and reinforcement.
- Each student will proceed at his or her own rate.

Curriculum Procedures

- Students' academic progress is based upon completion of minimum course skills established by the instructor.
- Students keep a daily assignment folder.
- All work is graded and averaged weekly.
- Students who are in program for more than four weeks should receive six weeks and semester grades.
- Students should be scheduled weekly to talk with a counselor or social worker.

Classroom Behavioral Re-Inforcers

- Token system to encourage and sustain students' positive behavior and academic performance.
- Weekly auction to bid accumulated points on variety of items.

General Organizational Procedures

- Develop a schedule for each child.
- Prepare a roster of all students enrolled.
- Design a personal folder for each student.
- Review with student his strengths and weaknesses in math/reading. Include him in the educational plan for remediation.
- Continually reevaluate a student's progress and attitude.

SUNSET HIGH SCHOOL
El Paso Independent School District

- Separate campus for
at-risk students

- from 1988

Contact: Jim Archer, Administrator

Address: Sunset High School
2231 Arizona Ave.

City: El Paso

State: TX

Zip: 79930

Phone: 915/545-5900

Program Description

This innovative dropout prevention program at Sunset High School takes youths who otherwise would give up on school and gives them a disciplined, concentrated education curriculum, combined with a nontraditional class setting, that eliminates a lot of the risk factors at regular high schools.

Who Attends

The student body includes 900 referrals from throughout the region.

- **Full-time students** taking five or more credit-earning classes. Most of these students work and are involved in a work-study co-op program.
- **Half-day students** from other El Paso district schools sent to Sunset for GED preparation. The GED scores are converted into from 5 to 7 academic credits used toward a Sunset High School adult diploma.
- **Part-time students** who pay tuition and enroll in evening-school academic classes. Upon completion of the semester, the credits are transferred back to their home campus.

Students must meet one or more of the criteria to determine whether they are "at risk" — whether they're academically behind, under court order to go to school or jail, dropouts or referred as an alternative to expulsion.

According to Sunset High School materials, students include those who:

- have enjoyed little success in school but are now continuing their studies in an alternative setting;
- have not been able to learn with conventional materials;
- have low esteem and poor study skills; and
- are raising their aspirations from menial labor to professional occupations.

Funding

Funding is through tuition and from the Private Industry Council and state funds.

Program

Sunset High is a part of Project Recovery and utilizes its curriculum, Learned & Tested's Accelerated Learning Systems. Using videotapes from a massive library, students move at their own pace while systematically learning basic, and then complex, skills in reading, writing and arithmetic. A small staff of teachers and aides supervises the classes, which run from late morning until 10 p.m., providing individualized instruction when needed, or encouragement. The program includes:

- Individualized lesson plans for students
- Students tested into program at level of student, assuring success.
- Self-paced/teacher assisted.
- Students always aware of grades
- Student folder allows teacher individual time with each student.
- Student in control and accountable for all aspects of success or failure.
- Students only required to work on what they do not know, this is determined by test results.
- Program offers complete on task behavior.

- Students have immediate feedback on their work.
- Students can work on:
 - √ TAAS
 - √ Building reading, writing, math skills
 - √ Earn credits
- Students progress folders incorporate lesson plans, grades and progress of each student.

Recovery Instruction

Sunset High School —

- Facilitates autonomous learning with use of videotapes and audio cassette tapes, using student work texts as support.
- 20-30 VCRs in lab setting with earphones.
- Non-graded, continuous progress instruction. Students progress through 270 videotapes at their own pace.
- 3 hour blocks for basic skills with study concentrated on subjects and skills that need improvement.
- Structured skill instruction based on diagnostic tests that pinpoint skills deficiencies.
- Student progress controls pace of instruction, enabling students to earn credits faster.

Goal

The goal is to get the students proficient enough to pass state-mandated achievement tests and gain enough academic credits to graduate with a real diploma — not a General Equivalency Degree.

Dropout Rate

Sunset High is credited with reducing El Paso ISD's dropout rate from 5.8 percent in 1988 to 2.7 percent in the 1991-1992 school year.

Attendance Rate

Sunset High has a 93 percent attendance rate and statistics show that 98 percent of dropouts who take the GED test for a diploma pass.

TAAS Successes

Exit level TAAS results in math, reading, and writing were higher for Sunset High students than for other El Paso ISD students and students across the state.

SCHOOL OF SUCCESS

*Separate campus for
at-risk*

Contact: Mr. Gaylon Garrison, Director

Address: Route 11, Box 446

City: Texarkana

State: TX

Zip: 75501

Phone: 903/831-5767

Program Description

The Liberty-Eylau School District established the School of Success (S.O.S.) as an alternative school for young adults with special needs that are not being met in a traditional school setting. The program serves students from the 13 Bowie County school districts.

Goal

The goal of the S.O.S. is to assist students in earning a high school diploma. Students may choose to graduate from the School of Success or transfer back to their home campus for graduation.

Special Features

- **Individualized instruction** . Each student has an individual instructional plan. The open entry/open exit policy allows a student to enter at any time of the year and complete the course of study at any time of the year.
- **Self-paced curriculum** . Each student progresses independently of other students. Test days are selected by the student when he or she is ready.
- **Flexible schedule** . Students have a voice in the order in which they attend classes and the amount of time to spend in each class as long as progress is made.
- **Extended school year** . The S.O.S. school year is 12 months. The Liberty-Eylau school calendar is followed from August until June.
- **Free transportation** . Transportation from any secondary school in Bowie County is provided.

Selection Criteria

Among the criteria considered for S.O.S. are:

- The student must be between ages 15 and 21
- The student is two or more years below grade level
- The student is presently failing two or more subjects
- The student has already dropped out of school

A comprehensive evaluation of intellectual ability and academic levels are completed upon entrance to the program.

Curriculum

- The curriculum is consistent with the district's learner objectives.
- Students are required to meet credit requirements in all subjects taught.
- The curriculum is designed to allow flexibility in terms of timelines for completion and grade level units.
- The curriculum is one of continuous progress and self-paced achievement within designated individual expectations.
- Students must pass all assignments with a score of 80 or above.
- Assignments may be repeated until a passing grade is achieved.

Classes Offered

- | | | | |
|---------------|----------------------|--------------|-----------------------|
| • English | • Social Studies | • Business | • Marketing Education |
| • Mathematics | • Physical Education | • Vocational | • Office Education |
| • Science | • Health | • Homemaking | |

All teachers are certified as required by the state of Texas.

Operation Fastrack

Students who have been retained or placed in alternative programs and who still fall two years or more below grade level in reading or mathematics or both are placed in the "FASTRACK" Program. Operation Fastrack provides intensive remediation for rapid progress in language arts, reading and mathematics.

Governance

The Building Leadership Team, an advisory body composed of parents, teachers, business and community leaders makes policy for the School of Success. The members, who are appointed, meet throughout the school year at the S.O.S.

Counselors

Three full-time professional counselors work on campus. One assists students with academic issues and two work with life skills development.

Student Handbook

A student handbook containing policies and regulations on the rights and responsibilities of students, the code of student conduct, and student discipline is distributed to all students, and parents, teachers, and administrators, at the beginning of the school year.

Each student and parent annually must sign a statement that they have received and read the student handbook and code of conduct and acknowledge their responsibilities outlined therein.

Graduation

When a student completes all credits required for graduation at the School of Success, his/her transcript and cumulative records are sent back to his/her home campus. The student will receive his/her diploma and official transcript from the home campus.

Day Care

"The Little Chatterbox" is an on-campus daycare facility for the children of teenage parents attending S.O.S.

Results

Average daily attendance in 1992 - 1993	92.8%
Daily average in attendance	115 students
Dropout rate last year 1992 - 1993	36%
Total number of students graduated to date	96
White 75	Female 46
Black 20	Male 50
Other 1	
Fifteen of the 96 graduates were adult probationers	
Twenty of the 96 graduates were teenage parents	
Where are they now?	
45 are employed	
28 are attending college or trade school	
13 are in the military	
10 were unable to be contacted	