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ABSTRACT

The purpose of this report is to identify the use of North Carolina's dropout prevention funds by local school systems and to define the types of services provided to students. Part I of the report contains a summary of funding by program type. A chart lists the total amount of funds obligated from state dropout prevention and other program sources to operate the different types of programs. Part II contains charts which list the amount of funds obligated to date, the types of programs supported by the funds, and the numbers of students receiving services. Part III provides a summary of individual program types, including objectives, approaches, evaluation procedures, and implementation data. Information in this section was obtained from surveys completed by the state's 141 local school systems. The program types described include in-school suspension, job placement, alternative school, extended school day, high-risk counseling, academic remediation, transition programs, and other programs. The state dropout prevention funds annual report form is appended. (NB)

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STATE DROPOUT PREVENTION FUNDS

Annual Report

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STATE DROPOUT PREVENTION FUNDS
ANNUAL REPORT

Dropout Prevention Section
Division of Support Programs
Support Services Area
State Department of Public Instruction
Raleigh, North Carolina

April, 1986

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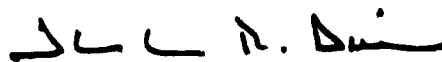
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PREFACE

In 1985 the North Carolina General Assembly appropriated funds specifically for the development and expansion of dropout prevention programs in middle schools, junior high schools, and high schools. The language of the appropriations bill guaranteed that each local school system would receive, at a minimum, the cost of one full-time counselor position. The remaining funds would be allotted on the basis of average daily membership. The legislation further specified those priorities for the use of the funds: in-school suspension programs and identification and intervention programs for high-risk students.

In this first year of increased funding for dropout prevention services, local school systems have expanded existing programs and implemented many new ones, each designed to reduce the dropout rate. At this time, the success or failure of these programs cannot be documented, since many have been operating for only a brief period of time. Local schools, however, have established program goals, objectives, and evaluation procedures which will enable them to gather and provide student data on a periodic basis. It is anticipated that some indicators will be available by the end of the first full year of funding.

The following report is the first in a series of annual reports. It provides an overview of funding to local school systems, including an explanation of the use of funds and a description of the different types of dropout prevention programs operating in the North Carolina public schools.



Theodore R. Drain
Assistant State Superintendent
Support Services Area

EXECUTIVE SUMMARY

The purpose of this report is to identify the use of dropout prevention funds by local school systems and to define the types of services provided to students. The report includes three parts:

1. A Summary of Funding by Program Type - The chart lists the total amount of funds obligated from state dropout prevention and other program sources to operate the different types of programs.
2. LEA Profile of Funding and Services - The charts list the amount of state dropout funds allocated to each local education agency (LEA), the amount of funds obligated to date, the types of programs supported by the funds and the numbers of students receiving services.
3. Explanation of Dropout Prevention Programs - This part of the report provides a summary of individual program types, including objectives, approaches, evaluation procedures, and implementation data.

Information included in the program summaries was compiled from the surveys completed by all of the state's 141 local school systems. The objectives, approaches and evaluation procedures listed are those most frequently reported.

The program data includes both actual and approximate figures. The total funds obligated and the number of LEAs providing programs are actual figures. In some cases, the numbers of students served and staff employed are estimated because all respondents did not complete that section of the report.

A review of the data reveals:

- . Of the \$15,000,324 allocated, \$14,748,958 has been obligated.
- . A majority of the funds (\$8,291,468) is being used to staff in-school suspension programs.
- . The second largest amount (\$3,849,182) is being used for high-risk counseling.
- . Approximately 56,499 high-risk students have been served to date.
- . Student groups served: students with discipline problems; students with multiple suspensions and expulsions; low achievers; economically and socially disadvantaged students; habitual absentees and truants; and students with low self-concepts.

All local education agencies have indicated an increase in the number and range of services to high-risk students. Although outcomes are not available at this time, some school systems are projecting a substantial reduction in their dropout rate by the 1987-88 school year. Subsequent studies will determine the success of this projection as well as the total effect these services are having on students and the entire school program.

PART 1
SUMMARY OF FUNDING BY PROGRAM TYPE

STATE DROPOUT PREVENTION FUNDS
ANNUAL REPORT
Summary

Total State Allocation \$ 15,000,324.00 ⁽¹⁾

<u>Program Type</u>	<u>State Dropout Funds</u>	<u>Total Other Funding Sources</u> ⁽³⁾	<u>Program Budget Total</u>
In-School Suspension	<u>8,291,468</u>	<u>2,264,003</u>	<u>10,555,471</u>
Job Placement Center	<u>834,845</u>	<u>1,153,233</u>	<u>2,008,078</u>
Alternative School	<u>185,093</u>	<u>212,427</u>	<u>397,520</u>
Extended School Day	<u>163,468</u>	<u>1,307,454</u>	<u>1,470,922</u>
High-risk Counseling	<u>3,849,182</u>	<u>1,012,969</u>	<u>4,862,151</u>
Academic Remediation	<u>436,320</u>	<u>731,572</u>	<u>1,167,892</u>
Transition	<u>10,798</u>	<u>38,562</u>	<u>49,360</u>
Other	<u>977,784</u>	<u>379,382</u>	<u>1,357,166</u>
TOTAL	<u>14,748,958</u> ⁽²⁾	<u>7,099,602</u>	<u>21,848,560</u>

(1) The amount includes the original 1985 General Assembly allocation of \$13.7 million, plus an additional allocation of \$1.3 million to compensate for salary increases.

(2) The total includes the amount of funds obligated to date; a balance of \$251,366 is unobligated by LEAs.

(3) Other funding sources include: Community-Based Alternatives, Juvenile Justice Delinquency Prevention Act, Job Training Partnership Act Title II-A, and other local and federal funds.

PAR: II
LEA PROFILE OF FUNDING AND SERVICES

STATE DROPOUT PREVENTION FUNDS ANNUAL REPORT
LEA PROGRAMS AND FUNDING

Code LEA	ANNUAL MS 04-05 RATE (%)	TOTAL DOP FUNDS	IN-SCHOOL SUSPENSION	JOB PLACE CENTER	ALTERNATE SCHOOL	EXTENDED DAY	HIGH-RISK COUNSELING	ACADEMIC REMEDIAL ION	TRANSITION	OTHER	# SERVED AS OF 1-15-86	TOTAL DOP \$ OBLIGATED
10 ALAMANCE	0 1	\$142,023 00	\$142,023 00								1,709	\$142,023 00
11 Burlington	5 8	\$95,279 00	\$40,370 00				\$41,165 00	\$5,599 00			485	\$87,134 00
20 ALEXANDER	6 3	\$67,246 00					\$67,246 00				550	\$67,246 00
30 ALLEGHANY	5 3	\$20,207 00	\$20,207 00								40	\$20,207 00
40 ANSON	0 0	\$69,336 00	\$30,200 00				\$24,009 00			\$7,136 00	132	\$69,336 00
50 ASHE	7 0	\$53,365 00		\$11,178 00			\$21,541 00			\$20,646 00	99	\$53,365 00
60 AVERY	7 6	\$39,444 00	\$6,620 00	\$4,434 00			\$25,912 00	\$2,470 00			314	\$39,444 00
70 BEAUFORT	5 4	\$60,475 00								\$60,475 00	110	\$60,475 00
71 Washington	3 9	\$52,104 00	\$5,700 00	\$13,757 00		\$5,164 00	\$22,417 00			\$4,986 00	200	\$52,104 00
80 BERTIE	7 1	\$50,494 00					\$58,494 00				520	\$50,494 00
90 BLADEN	6 7	\$04,200 00				\$25,288 00	\$44,000 00			\$15,000 00	197	\$04,200 00
100 BRUNSWICK	0 0	\$115,062 00					\$115,062 00					\$115,062 00
110 BUNCOMBE	6 0	\$299,026 00								\$299,026 00	462	\$299,026 00
111 Asheville	7 1	\$66,622 00	\$66,622 00								620	\$66,622 00
120 BURKE	7 3	\$172,607 00	\$172,607 00									\$172,607 00
130 CABARRUS	7 7	\$160,700 00	\$126,962 00				\$10,647 00	\$37,171 00			420	\$160,700 00
132 Kenoapolis	9 5	\$62,972 00	\$62,972 00								170	\$62,972 00
140 CALDWELL	9 3	\$174,560 00	\$101,278 00				\$73,124 00				109	\$174,402 00
150 CAMDEN	7 6	\$20,207 00					\$28,287 00				20	\$20,207 00
160 CARTERET	0 9	\$103,670 00	\$103,670 00								83	\$103,670 00
170 CASWELL	7 5	\$53,610 00	\$22,000 00					\$31,610 00			256	\$53,610 00
180 CATAWBA	6 2	\$175,022 00	\$155,022 00	\$20,000 00							680	\$175,022 00
101 Hickory	9 5	\$59,580 00								\$59,580 00	75	\$59,580 00
102 Newlon	0 5	\$40,041 00	\$17,675 00	\$6,570 00				\$2,000 00		\$13,796 00	205	\$40,041 00
190 CHATHAM	6 1	\$79,092 00	\$43,500 00	\$25,300 00			\$10,292 00				79	\$79,092 00
200 CHEROKEE	7 2	\$50,950 00	\$7,422 00				\$34,480 00	\$9,048 00			235	\$50,950 00
210 CHOWAN	4 6	\$32,910 00		\$32,910 00							65	\$32,910 00
220 CLAY	5 5	\$20,207 00	\$16,661 00				\$11,626 00				100	\$20,207 00
230 CLEVELAND	5 8	\$117,057 00	\$93,052 00				\$8,238 00	\$5,339 00		\$10,478 00	1,536	\$117,057 00
231 Kings Mt	6 1	\$57,097 00	\$36,510 00	\$9,633 00			\$10,946 00					\$57,097 00
232 Shelby	5 2	\$50,630 00	\$50,630 00								173	\$50,630 00
240 COLUMBUS	7 2	\$110,245 00		\$110,245 00							342	\$110,245 00
241 Whiteville	7 2	\$37,056 00						\$17,556 00		\$19,500 00	85	\$37,056 00
250 CRAVEN	0 7	\$185,212 00	\$125,035 00	\$22,511 00			\$36,866 00				469	\$185,212 00
260 CUMBERLAND	5 6	\$507,373 00	\$507,373 00								1,636	\$507,373 00
270 CURRITUCK	0 9	\$30,407 00				\$4,160 00	\$26,247 00				151	\$30,407 00

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Code LEA	ANNUAL HS 04-05 RATE (%)	TOTAL DOP FUNDS	IN-SCHOOL SUSPENS'ON	JOB PLACE. CENTER	ALTERNATE SCHOOL	EXTENDED DAY	HIGH-RISK COUNSELING	ACADEMIC REMEDIATION	TRANSITION	OTHER	0 SERVED AS OF 1-15-86	TOTAL DOP \$ OBLIGATED
260 DARE	5 0	\$34,736 00					\$7,707 00			\$27,029 00	53	\$34,736 00
290 DAVIDSON	5 0	\$217,004 00	\$174,741 00				\$43,063 00				1,304	\$217,004 00
291 Lexington	0.5	\$45,971 00					\$23,009 00	\$22,002 00			173	\$45,971 00
292 Thomasville	6.4	\$35,402 00	\$22,215 00				\$13,267 00				333	\$35,402 00
300 DAVIE	6 3	\$65,767 00	\$32,967 00	\$17,036 00			\$15,764 00				624	\$112,023 00
310 DUPLIN	7 5	\$112,023 00	\$90,222 00	\$21,801 00					\$92,500 00		1,067	\$227,090 00
320 DURHAM	6 6	\$227,090 00	\$134,590 00				\$22,590 00	\$23,621 00			796	\$117,097 00
321 Durham	12 6	\$117,097 00	\$54,063 00	\$16,015 00			\$55,429 00				206	\$74,850 00
330 EDGEcombe	9 4	\$74,058 00	\$19,429 00				\$31,700 00				29	\$43,705 00
331 Tarboro	7 0	\$43,705 00	\$11,997 00								3,399	\$534,401 00
340 FORSYTH	4 0	\$534,401 00	\$534,401 00								160	\$60,611 00
350 FRANKLIN	7 2	\$60,611 00	\$60,611 00								67	\$20,207 00
351 Freehinton	9 4	\$20,207 00	\$20,207 00								1,400	\$437,562 00
360 GASTON	7 4	\$437,561 00	\$416,096 00			\$8,290 00	\$13,176 00				36	\$26,207 00
370 GATES	6 3	\$20,207 00		\$24,759 00			\$3,520 00				138	\$26,207 00
380 GRANAM	9 0	\$20,207 00	\$0,031 00				\$19,456 00				620	\$91,792 00
390 GRANVILLE	6 9	\$91,792 00	\$67,530 00				\$24,262 00				83	\$39,703 00
400 GREENE	9.2	\$39,703 00					\$7,067 00			\$32,716 00	1,430	\$323,056 00
410 GUILFORD	5 5	\$323,056 00	\$323,056 00								126	\$117,477 00
411 Greensboro	5 3	\$296,285 00	\$209,367 00				\$117,477 00				297	\$93,066 00
412 High Point	6 6	\$117,477 00					\$31,022 00	\$31,022 00			505	\$36,025 00
420 HALIFAX	9 4	\$93,067 00	\$31,022 00				\$3,958 00				95	\$26,207 00
421 Roanoke Rapids	7 8	\$36,025 00	\$32,067 00								1,450	\$156,053 00
422 Weldon	12 3	\$24,207 00		\$20,287 00			\$40,300 00			\$40,403 00	135	\$110,590 00
430 HARNETT	7 2	\$156,053 00	\$60,150 00			\$110,590 00					250	\$20,207 00
440 HAYWOOD	6 4	\$110,590 00					\$17,787 00		\$1,200 00	\$6,000 00	273	\$52,069 00
450 HENDERSON	7 5	\$110,700 00	\$110,700 00				\$33,430 00			\$26,604 00	373	\$67,653 00
451 Hendersonville	5 5	\$20,207 00		\$2,560 00			\$11,000 00				47	\$20,207 00
460 HERTFORD	9 6	\$50,617 00		\$26,265 00			\$33,430 00				520	\$53,290 00
470 HOKE	6 0	\$67,653 00	\$23,223 00				\$13,053 00				163	\$30,529 00
480 HYDE	4 7	\$20,207 00	\$20,207 00								99	\$46,337 00
490 IREDELL	7 9	\$130,021 00	\$49,245 00								40	\$52,546 00
491 Mooresville	9 0	\$30,529 00	\$10,959 00	\$11,570 00			\$10,468 00	\$12,011 00	\$9,590 00		667	\$193,672 00
492 Statesville	4 9	\$46,337 00	\$46,337 00				\$23,392 00				140	\$20,207 00
500 JACKSON	6 6	\$52,551 00	\$10,771 00	\$9,690 00			\$17,582 00				497	\$101,019 00
510 JOHNSTON	7 4	\$190,572 00	\$155,902 00	\$14,378 00							627	\$87,004 00
520 JONES	0.1	\$20,207 00	\$10,705 00								223	\$66,560 00
530 LEE	5 7	\$101,019 00	\$00,799 00			\$13,020 00					166	\$119,404 00
540 LENOIR	6 5	\$67,004 00	\$37,804 00				\$90,343 00				73	\$27,702 00
541 Kinston	7.2	\$66,560 00	\$40,013 00	\$10,555 00			\$30,199 00	\$8,757 00			74	\$30,956 00
550 LINCOLN	6 9	\$119,404 00					\$43,116 00				203	\$74,000 00
560 MACON	5 0	\$49,010 00	\$19,125 00									
570 MADISON	9 5	\$30,956 00										
580 MARTIN	5.9	\$74,005 00	\$11,856 00	\$19,112 00								

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Code LEA	ANNUAL HS 84-85 RATE (%)	TOTAL DOP FUNDS	IN-SCHOOL SUSPENSION	JOB PLACE. CENTER	ALTERNATE SCHOOL	EXTENDED DAY	HIGH-RISK COUNSELING	ACADEMIC REMEDIATION	TRANSITION	OTHER	# SERVED AS OF 1-15-86	TOTAL DOP \$ OBLIGATED
590 McDowell	7.9	895,374.00	871,097.00	812,341.00	81,177.00	89,959.00					376	895,374.00
000 Mecklenburg	7.2	8979,980.00	8311,980.00				8888,000.00				1,000	8979,980.00
610 Mitchell	7.9	834,247.00	83,430.00	85,303.00			819,810.00			85,624.00	342	834,247.00
620 Montgomery	0.4	858,277.00								858,277.00	176	858,277.00
630 Moore	6.3	8120,245.00	851,022.00	810,304.00		824,784.00		826,855.00			204	8120,245.00
640 Nash	7.0	8140,007.00	878,752.00	817,034.00			853,582.00				376	8140,007.00
641 Rocky Mt.	0.5	879,743.00		821,757.90			839,226.00	812,759.00		86,000.00	153	879,743.00
050 New Hanover	7.7	8250,740.00	8250,740.00								872	8250,740.00
660 Northampton	5.5	850,929.00					858,929.00					850,929.00
070 Onslow	6.2	8213,760.00	869,004.00			820,991.00	8119,834.00				725	8213,760.00
600 Orange	7.9	880,630.00	880,630.00								532	880,630.00
001 Chapel Hill	3.1	873,230.00	873,230.00								150	873,230.00
690 Pamlico	0.9	828,080.00	828,080.00									828,080.00
700 Pasquotank	6.6	889,471.00		817,280.00			852,191.00				54	889,471.00
710 Perrier	9.4	883,650.00	814,654.00			822,751.00	826,245.00				414	883,650.00
720 Perquimans	7.7	828,207.00		828,287.00							38	828,207.00
730 Person	6.1	873,710.00	858,322.00				817,396.00				373	873,710.00
740 Pitt	7.2	8157,369.00					883,707.00	873,882.00			948	8157,369.00
741 Greenville	3.6	889,024.00	815,958.00		812,628.00		824,488.00	815,958.00			240	889,024.00
750 Polk	0.6	820,207.00	820,207.00								48	820,207.00
751 Tryon	5.0	820,207.00					828,287.00				40	820,207.00
760 Randolph	9.4	8170,590.00	8118,107.00				862,482.00				1,553	8170,590.00
701 Asheboro	7.1	849,349.00	828,125.00							823,224.00	333	849,349.00
770 Richmond	6.7	8123,475.00	890,873.00	813,437.00			814,271.00				614	8123,475.00
700 Robeson	0.7	8200,029.00	8190,190.00								778	8190,190.00
701 Fairmont	10.0	831,107.00	820,157.00				811,010.00				13	831,107.00
702 Lenoir	6.9	859,173.00	825,296.00				833,877.00				209	859,173.00
704 Red Springs	7.0	828,207.00	823,404.00	81,900.00			83,883.00				103	828,207.00
705 St Pauls	6.7	820,207.00					824,287.00					820,207.00
790 Rockingham	11.5	849,980.00					849,980.00				136	849,980.00
791 Eden	7.6	850,454.00	830,110.00				87,232.00			821,112.00	64	850,454.00
792 W. Rockingham	6.6	851,615.00	835,342.00				816,273.00				85	851,615.00
793 Reidsville	0.4	853,026.00	833,026.00	819,700.00						8308.00	400	853,026.00
000 Rowan	7.1	8103,964.00	8103,964.00								930	8103,964.00
001 Salisbury	7.4	833,325.00			821,057.00			812,268.00			34	833,325.00
010 Rutherford	0.4	8142,457.00		820,884.00	818,835.00		810,404.00	886,534.00			734	8142,457.00
020 Swain	7.1	891,900.00	891,900.00								408	891,900.00
021 Wayne	4.7	830,101.00	820,756.00				89,345.00				99	830,101.00
030 Scotland	10.6	8103,922.00					8103,922.00					8103,922.00
040 Stanly	7.1	891,778.00					891,778.00				194	891,778.00
041 Albemarle	0.5	820,207.00	820,207.00								100	820,207.00
050 Stokes	6.1	890,504.00	873,337.00	817,247.00							39	890,504.00
060 Surry	0.6	8111,575.00	8109,575.00							82,000.00	80	8111,575.00
061 Ekin	3.8	828,287.00	828,287.00								100	828,287.00
062 Mt. Airy	6.0	828,287.00										828,287.00

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Code LEA	ANNUAL HS 84-85 RATE (%)	TOTAL DOP FUNDS	IN-SCHOOL SUSPENSION	JOB PLACE. CENTER	ALTERNATE SCHOOL	EXTENDED DAY	HIGH-RISK COUNSELING	ACADEMIC REMEDATION	TRANSITION	OTHER	# SERVED AS OF 1-15-86	TOTAL DOP \$ OBLIGATED
070 SWAIN	9.5	820,287.00					820,287.00				133	820,287.00
080 TRANSYLVANIA	6.0	856,676.00	825,626.00	80,050.00	823,000.00							856,676.00
080 TYRRELL	5.6	820,287.00	85,002.00	821,555.00							66	820,597.00
080 UNION	6.9	8165,293.00	8165,293.00								731	8165,293.00
901 Moore	9.0	802,103.00	814,053.00	827,250.00							90	842,103.00
910 VANCE	5.5	8104,207.00	826,052.00	826,052.00			852,183.00				1,006	8104,207.00
920 WARE	6.0	8777,551.00	8366,200.00				8352,218.00			857,133.00	3,174	8777,551.00
930 WARREN	8.1	802,931.00					842,931.00				392	842,931.00
940 WASHINGTON	0.3	840,597.00		840,597.00							93	840,597.00
950 WATAUGA	6.6	863,210.00		822,000.00					841,216.00			863,216.00
960 WAYNE	4.5	8100,354.00	8100,354.00								930	8100,354.00
962 Goldsboro	7.5	867,056.00	842,490.00								126	842,490.00
970 WILKES	0.1	8150,544.00	836,466.00				805,490.00			826,273.00	994	8148,229.00
980 WILSON	6.4	8170,476.00					8170,476.00					8170,476.00
990 YADKIN	7.3	867,003.00	852,197.00				815,645.00				370	867,003.00
995 YANCEY	6.6	837,775.00	827,490.00	810,295.00								837,775.00
TOTALS		815,000,326.00	88,291,466.00	8834,645.00	8185,093.00	8163,468.00	83,049,182.00	8436,320.00	810,798.00	8977,704.00	56,499	814,740,950.00

PART III
EXPLANATION OF DROPOUT PREVENTION PROGRAMS

IN-SCHOOL SUSPENSION

- Purpose:** The in-school suspension program is designed for those students who need to be provided opportunities to develop the degree of self-discipline required to take advantage of the school's academic program. The program provides a practical alternative to out-of-school suspension and can be an important aspect to the school's overall approach to discipline.
- Objectives:** To reduce the number of "out-of-school" suspensions.
- To identify causes of students' maladjustment with consequent referral for assistance to proper personnel and agencies.
- To provide a learning and therapeutic environment within the school for students with problems which normally would lead to suspension.
- Approach or Elements:** Program placement determined by the school principal or his/her designee based on a suspendable offense or action on the part of a student.
- Interaction among administrator, teacher, and counselor regarding resolution of student's behavior and adjustment problem.
- Required continuation or make-up of academic work by the individual student with assistance from the teacher.
- Evaluation Procedures:** Compare numbers of failures, dropouts, and suspensions in school year 1984-85 with those in 1985-86.
- Compare attendance, discipline referrals and grades for a randomly-selected group of students who have been assigned to in-school suspension.

IN-SCHOOL SUSPENSION PROGRAM DATA

Total Funds Obligated: \$8,291,468

LEAs Providing Programs: 90

Students Served: 30,000

Group(s) Served:

- . Discipline Problems
- . Habitual Absentees/Truants
- . Students with Multiple Suspensions/Expulsions
- . Low Achievers
- . Substance Abusers
- . Students with Low Self-concept
- . Economically/Socially Disadvantaged
- . Students with Family History of Dropping Out
- . Handicapped
- . Pregnant School Girls

Staff Employed:

- . 250 Full-time
- . 50 Part-time

JOB PLACEMENT CENTERS

Purpose: Job placement centers are designed to address the individual needs of potential dropouts and actual school dropouts who are recruited back to school. The enrollees are those students most in need of program services. These would include students who are:

frequently absent; truant; disruptive in school;
functioning academically two or more grade levels below
expectancy level; encountering home problems; having
personal problems (drug abuse, alcohol, legal, etc.);
and in need of pre-employment skills and/or employment.

Objectives: To identify and make available to students a total education-work experience program to include employment -- subsidized and unsubsidized; part- as well as full-time; and temporary.

To improve access to available academic, vocational and remedial in-school programs.

To facilitate access to out-of-school employment and training programs available to students.

Approach or Elements: Student involvement in work-experience programs.

Educational and work experience activities to aid and enhance students' transition from school into the labor market.

Development of support for individual educational and employability developmental plans.

Evaluation Procedures: Monitor student progress on Education Employability Development Plan (EEDP).

Hold follow-up conferences with teachers, parents, employers, and other agency personnel.

Collect data on the number of clients served and the number of clients in the market place.

JOB PLACEMENT CENTER PROGRAM DATA

Total Funds Obligated: \$834,845

LEAs Providing Programs: 36

Students Served: 2,169

Group(s) Served:

- . Economically/Socially Disadvantaged
- . Low Achievers
- . Habitual Absentees/Truants
- . Students with Low Self-concept
- . Discipline Problems
- . Students with Family History of Dropping Out
- . Handicapped
- . Pregnant School Girls

Staff Employed:

- . 47 Full-time
- . 2 Part-time

ALTERNATIVE SCHOOL

- Purpose:** This program offers an alternative learning approach for high school, middle school and junior high school dropouts, potential dropouts, and students with behavioral problems. It is generally located in a setting of its own in an attempt to create an environment more conducive to learning for capable students who have demonstrated that they cannot make satisfactory progress in the traditional school setting or cannot return to the regular setting.
- Objectives:** To provide an isolated setting so that students may remain in school and on task even if they have been expelled from regular school attendance for the school year.
- To help high-risk students re-enter the regular school program, graduate from the alternative school program and continue their education or enter the work force.
- To redirect undesirable behavior; to reduce the disruptive behavior of students (as a symptom) and student dropouts (the problem).
- Approach or Elements:** Individualized or small-group instruction for identified students.
- Strong guidance component.
- Remedial instruction where academic deficiencies exist.
- Reduction of student/teacher ratios and provision of flexible schedules to create a successful learning environment.
- Evaluation Procedures:** Compare and analyze results of teacher assessments and standardized tests to determine student progress.
- Conduct follow-up surveys of students involved in the program.
- Gather and analyze quarterly information on behavior, attendance, academic failures, school dropouts, suspensions and expulsions.

ALTERNATIVE SCHOOL PROGRAM DATA

Total Funds Obligated: \$185,093

LEAs Providing Programs: 6

Students Served: 471

Group(s) Served:

- . Low Achievers
- . Habitual Absentees/Truants
- . Students with Family History of Dropping Out
- . Students with Low Self-concept
- . Discipline Problems
- . Students with Multiple Suspensions/Expulsions
- . Pregnant School Girls
- . Economically/Socially Disadvantaged
- . Substance Abusers

Staff Employed:

- . 14 Full-time
- . 18 Part-time

EXTENDED SCHOOL DAY PROGRAM

- Purpose:** The extended school day program is an alternative education program. It is primarily designed to provide dropouts and potential dropouts ages 16-21 years of age with the opportunity to complete high school in an environment suitable for meeting their needs. The program emphasizes preparing students for the world of work upon completion of high school.
- Objectives:**
- To provide students with alternative means of completing requirements for high school graduation.
 - To enhance and reinforce the educational experience for those students who have experienced difficulty in the conventional school program.
 - To increase the number of students who graduate from high school.
- Approach or Elements:**
- Credits earned from successful employment.
 - Classes scheduled in late afternoon and evening to accommodate the working student.
 - Assistance provided in job placement.
- Evaluation Procedures:**
- Conduct periodic monitoring (Department of Public Instruction and the Division of Employment and Training).
 - Survey the number of dropouts registered in the program with focus on achievement level.
 - Focus on normal class evaluation, dropout rate and number of students successfully completing needed time and instruction.

EXTENDED DAY PROGRAM DATA

Total Funds Obligated: \$163,048

LEAs Providing Programs: 8

Students Served: 671

Group(s) Served:

- . Economically/Socially Disadvantaged
- . Low Achievers
- . Habitual Absentees/Truants
- . Pregnant School Girls
- . Discipline Problems
- . Students with Family History of Dropping Out
- . Students with Low Self-concept
- . Students with Multiple Suspensions/Expulsions
- . Handicapped

Staff Employed:

- . 11 Full-time
- . 36 Part-time

COUNSELING THE HIGH-RISK STUDENT

Purpose: Counseling services for high-risk students focus on early identification of students with potential problems and on early intervention techniques.

Objectives: To strengthen the students' self-esteem by providing sufficient experiences to enable students to see themselves as capable and worthwhile individuals no matter what their past experiences have been.

To assist in creating an instructional environment which will allow students to experience success and achievement, thus avoiding repeated failure.

To develop an awareness among school staff of problems facing high-risk students.

Approach or Elements: Early identification of high-risk students to determine plans for intervention.

Structured counseling (individual and group) and amelioration of problems that may inhibit success in school.

Staff development for school personnel to increase awareness of problems faced by high-risk students--for example, substance abuse, teenage pregnancy, behavioral problems and academic failure.

Evaluation Procedures: Compile data regarding number of students served by the program during the year utilizing a statistical breakdown by age, sex, race, and discipline referral.

Compile data regarding number of students who improved their behavior as documented on follow-up evaluation forms completed by teachers of students assigned to the high-risk counseling program.

Use principals' monthly reports of student accounting, counselor interview records, personal teacher and student interviews, and follow-up to determine program's positive effect on the dropout rate.

COUNSELING THE HIGH-RISK STUDENT PROGRAM DATA

Total Funds Obligated: \$3,849,182

LEAs Providing Programs: 75

Students Served: 10,632

Group(s) Served:

- . Low Achievers
- . Habitual Absentees/Truants
- . Discipline Problems
- . Students with Low Self-concept
- . Students with Family History of Dropping Out
- . Economically/Socially Disadvantaged
- . Students with Multiple Suspensions/Expulsions
- . Handicapped
- . Pregnant School Girls
- . Substance Abusers

Staff Employed:

- . 150 Full-time
- . 25 Part-time

ACADEMIC REMEDIATION

- Purpose:** Academic remediation programs provide intensive remedial instruction for high-risk students. Specific goals include providing a comprehensive instructional program to keep high-risk students in school, identifying and correcting their learning deficiencies in the basic academic skills and providing an introduction to the world of work.
- Objectives:**
- To provide a structured environment where meaningful learning can occur.
 - To identify high-risk students who will be subjected to intense individualized instruction.
 - To reduce the number of students failing the State Competency Test.
 - To reduce the number of students attending summer school.
 - To reduce the number of students failing math, science, and language arts.
- Approach or Elements:**
- Diagnosis of academic weaknesses of individual students as related to the school curriculum.
 - Intense remediation on an individual basis.
 - Remedial labs in reading and/or math for high-risk students.
 - Remedial English teacher in each high school for students at risk.
- Evaluation Procedures:**
- Compare pre- and post-program failure rates, test scores (math and English), and the number of students passing the competency test.
 - Collect data by way of a follow-up checklist between tutor and regular classroom teacher on conduct, attitude and classroom performance.
 - Review academic records of high-risk students each grading period; monitor attendance records of high-risk students.

ACADEMIC REMEDIATION PROGRAM DATA

Total Funds Obligated: \$436,320

LEAs Providing Programs: 18

Students Served: 1,161

Group(s) Served:

- . Low Achievers
- . Habitual Absentees/Truants
- . Students with Low Self-concept
- . Economically/Socially Disadvantaged
- . Students with Family History of Dropping Out
- . Discipline Problems
- . Pregnant Students
- . Students with Multiple Suspensions/Expulsions
- . Substance Abusers

Staff Employed:

- . 25 Full-time
- . 15 Part-time

TRANSITION PROGRAMS

- Purpose:** Transition programs provide coordination and linkage for existing special and supportive services to insure a successful move from school to work. To illustrate this concept, two current projects in operation are:
- . Project "HELP" (Handicapped Employment Linkage Program).
 - . School-to-work Transition Project: training and services to students who desire to enter the full-time labor market upon graduation.
- Objectives:** Project HELP - To improve service delivery and job placement for handicapped students through vocational skills training and technical assistance.
- School-to-work Transition Project - To provide occupational information and job search assistance to high school seniors and dropouts who desire employment upon graduation.
- To provide follow-up services as soon as possible for seniors and dropouts upon leaving the program.
- Approach or Elements:** Involvement of parents in the design and implementation of a written, formal transition plan.
- Involvement of special and vocational educators, the employment sector, parents, and students.
- Restructuring of services among agencies to eliminate duplication and enhance employment training and placement programs.
- Evaluation Procedures:** Conduct follow-up interviews with those involved in program.
- Observe pre- and post-behavior, social adjustment, and academic achievement.
- Compare school attendance records; monitor improvement in student work habits.

TRANSITION PROGRAM DATA

Total Funds Obligated: \$10,798

LEAs Providing Programs: 2

Students Served: 30

Group(s) Served:

- . Economically/Socially Disadvantaged
- . Handicapped
- . Low Achievers
- . Habitual Absentees/Truants

Staff Employed:

- . 3 Full-time

OTHER PROGRAMS

Purpose: This category includes a wide range of programs:

- . Alternative Classrooms
- . Assistance to Pregnant Students
- . Assistance to Single Parents
- . Dropout Prevention Identification
- . Parent Involvement
- . Coordination and Liaison
- . Visiting Teacher

Objectives: To identify, assess, and resolve difficulties which may interfere with a student's attendance, adjustment, and achievement in school.

To provide professional assistance to chronic absentees.

To reduce or limit the number of juvenile petitions.

Approach or Elements: Home visits by teacher counselors to provide instructional support; provision of transportation and any additional strategies that are parent/child centered.

Opportunities for success through counseling, tutoring, small group activities, parental contact, referrals to community resources and the implementation of an Individualized Education Plan (IEP) for high-risk students.

Evaluation Procedures: Review and update IEPs; compare pre- and post-progress data regarding grades during each grading period.

Observe student behavior and social interaction; monitor each student's individual academic progress.

Review quarterly reports submitted to collaborative committee and vocational director comparing status of program with stated objectives.

Collect data from student attitude survey to assess program usefulness.

OTHER PROGRAM DATA

Total Funds Obligated: \$977,784

LEAs Providing Programs: 24

Students Served: 2,883

Group(s) Served:

- . Habitual Absentees/Truants
- . Economically/Socially Disadvantaged
- . Students with Family History of Dropping Out
- . Handicapped
- . Students with Low Self-concept
- . Discipline Problems
- . Students with Multiple Suspensions/Expulsions
- . Substance Abusers
- . Pregnant School Girls

Staff Employed:

- . 25 Full-time
- . 10 Part-time

APPENDIX

STATE DROPOUT PREVENTION FUNDS
ANNUAL REPORT

Instructions

Summary - Form DOP-1

1. LEA Information - Include the name, address and telephone number of the person on the central office staff who is responsible for coordinating dropout prevention services in the LEA. The form must be dated and signed by the superintendent.
2. Budget - Indicate the total state allocation received by the LEA and list the budget for those programs supported either in full or in part by these funds. Include also the total amount from other sources which is used to operate each of the programs (Individual program budgets are requested in item 9, Form DOP-2).
3. Planning Information - Items a through e have been included to assist our staff in securing information planning and improvement of dropout prevention services. Please be as specific as possible in responding to these questions.

Program Description - Form DOP-2

Complete one copy of Form DOP-2 for each program supported in full or in part by the state dropout prevention funds. Make additional copies of Form DOP-2 as needed by your LEA. A program may cover one position or a number of positions providing the same service. Attach completed copies of Form DOP-2 to Form DOP-1 and submit as one report.

1. Program Type - Check the type of program to be described on the form. If the types listed do not accurately identify your program, specify the type under other.
2. Program Description - Briefly describe the program provided and state the goals, objectives, strategies and procedures for evaluation. Under progress indicators, provide any data available on the effect of the program on students. For example, actual reductions in suspensions, expulsions, absenteeism; improvement in grades or test scores, etc. Include additional pages if necessary.
3. Number of Students Served - In the first blank, list the actual number of students served from the beginning of the program during the current school year to January 15, 1986. This figure should be a cumulative, unduplicated count. In the second blank, include an estimate of the number to be served during the entire 1985-86 school term.
4. Target Group(s) - In this section, indicate the groups of students the program is designed to serve.
5. Identification/Selection Procedures - List the procedures used by your LEA to identify and select students for the program described. Such

procedures may include specific grade, test and attendance records or behavior problems; recommendations from teachers/principals, school committees, student service personnel, etc.

6. Location(s) - Name school(s) or other site(s) in which the program is located and the grade level(s) served.
7. Staffing - List the positions employed from state dropout prevention funds to staff the program (teacher, counselor, job placement specialist, etc.). Indicate also the number of positions, either full-time or part-time, and the type of certification required by the LEA.
8. Program Duration - Indicate the length of the program.
9. Program Budget - Indicate the amount of the state allocation designated for this program. List other funding sources and amounts which provide additional support. For example, vocational education, handicapped (state-aid, Title VI-B), Chapter 1, migrant, or JTPA.

Submission Requirements

Submit two copies of the total report by February 7, 1986, to:

Ms. Anne Bryan
Assistant Director for Dropout Prevention
Division of Support Programs
Department of Public Instruction
116 W. Edenton Street
Raleigh, North Carolina 27603-1712
Phone: (919) 733-6286

STATE DROPOUT PREVENTION FUNDS
ANNUAL REPORT
Summary

1. LEA _____ Central Office Dropout Prevention Coordinator _____ Title _____
Address _____ Phone _____

Superintendent _____ Date _____
Signature

2. BUDGET for programs supported in full or in part by state dropout prevention funds. Attach a completed program description (FORM DOP-2) for each area listed below.

Total State Allocation \$ _____*

<u>Program Type</u>	<u>State Dropout Funds</u>	<u>Total Other Funding Sources</u>	<u>Program Budget Total</u>
____ In-School Suspension	_____	_____	_____
____ Job Placement Center	_____	_____	_____
____ Alternative School	_____	_____	_____
____ Extended School Day	_____	_____	_____
____ High-risk Counseling	_____	_____	_____
____ Academic Remediation	_____	_____	_____
____ Transition	_____	_____	_____
____ Other, specify	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
TOTAL	_____*	_____	_____

*Amounts should be the same.



3. a. What types of services from the Department of Public Instruction would be most helpful to you in strengthening the quality of your dropout prevention services? Please check appropriate areas and provide specific recommendations.

_____ Program consultation

_____ Staff development in areas such as:

_____ Identification of model programs

_____ Development of resource materials

_____ Others, please be as specific as possible

- b. In the existing program, are there problems (other than insufficient funding) which limit the provision of effective services? If so, please explain.

- c. If additional funds were available for expansion of dropout prevention services, how would you anticipate using them? What is your most pressing need?

- d. Has a dropout prevention task force or advisory group been appointed in your LEA or community? If so, what is the membership representation (school program personnel, service agencies, business and industrial groups, etc.)?

LEA _____

STATE DROPOUT PREVENTION FUNDS
ANNUAL REPORT
Program Description

1. Program Type

In-School Suspension
 Job Placement Center
 Alternative School

Extended School Day
 High-Risk Counseling
 Academic Remediation

Transition
 Other, specify

2. Program Description

Summary -

Goal -

Objectives -

Strategies -

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Evaluation Procedures -

Progress Indicators -

3. Number of Students Served

From Beginning of Program to January 15 _____ (Actual)

From Beginning of Program to End of School Year _____ (Estimate)

4. Target Group(s)

Low Achievers

Substance Abusers

Economically/Socially Disadvantaged

Students with Family History of Dropping Out

Handicapped

Students with Low Self-concept

Discipline Problems

Pregnant School Girls

Habitual Absentees/Truants

Others, Specify _____

Students with Multiple Suspensions/Expulsions

5. Method of Identification/Selection

6. Location(s)

Site(s)

Grade Level(s)

7. Staffing

<u>Position Title</u>	<u>Number</u>		<u>Certification Required By LEA</u>
	<u>Full-time</u>	<u>Part-time</u>	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

8. Program Duration

___ 9 months ___ 10 months ___ 12 months ___ Other, specify _____

9. Program Budget

a. Amount of state allocation \$ _____

b. Other funding sources and amounts

<u>Source</u>	<u>Amount</u>
_____	_____
_____	_____
_____	_____
_____	_____
	Total

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