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ABSTRACT

In response to the growing dropout problem, most of the northeastern states (and islands) and many of their local districts have implemented policies and programs designed to reduce the number of students leaving school. This paper presents some observations, culled from various reports, for policymakers' consideration. Section I offers a set of general observations from the literature: (1) dropouts are the most visible segment of the many children not succeeding in school; (2) problems like teen pregnancy and parenting, depression, suicide, substance abuse, and family instability complicate the issue; (3) schools' root problem may be their unappealing atmosphere; (4) schools are not organized to produce educated, self-motivated workers; (5) policy solutions will depend on an overlap between educational research and successful practice; and (6) the opportunity and commitment to reshape schooling has never been greater. Next, vehicles to guide policy-making, including necessary vision, knowledge, multiple perspectives, active roles for affected persons, incentives for creative problem-solving, a judicious mix of mandates and assistance, and leadership and analysis, are discussed. Section III summarizes current state or island initiatives dealing with technical asssistance, program and performance mandates, financial aid, task forces, and governors' initiatives. Part IV provides a list of resources, with officials' names, titles, addresses, and phone numbers. (MLH)

The Regional Laboratory
for Educational Improvement of the Northeast & Islands

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AT-RISK YOUTH:
Considerations for State-level Policymakers, Including a Summary of Recent State-level Actions in the Region

Within the last year, many provocative reports from a variety of sources have described the background and dimensions of the dropout problem. Facing the issue, most of the states and islands in this region and many of their local districts have implemented policies and programs designed to reduce the number of students who drop out of school.

The Regional Laboratory has also been attending to this problem. As a result, we have a wealth of information on research, practice, and policy that we are ready to share with clients. In May and September of this year we will host two conferences to inform individuals and school/community teams about the key factors that lead young people to be at risk. Participants will become acquainted with successful strategies and programs and available resources. As a follow-up to these conferences, lab staff will be providing intensive technical assistance to several school districts for the next three years to assist them in planning and implementing programs to retain students in school.

Other audiences will secure relevant information in a variety of forms -- information packets like this one, policy briefs, etc.

Our purposes in writing this paper were to present some observations, culled from various reports, for consideration by state-level policymakers and to offer information on current state-level activities in the region. We do not presume to offer solutions (we could find no panacea); the problem solving must remain the domain of local and state decision making. However, we hope the information will, at the very least, be thought provoking to those who design state policy and programs.

Section I presents a set of general observations from current literature regarding the problem of dropouts and at-risk youth. Section II offers a list of vehicles that can guide the policy-making process and lead to more effective policies. Section III provides information on current state/island specific actions

regarding dropout prevention,[1] and Section IV identifies individuals in each state and island who can be contacted for further information.

I. CONSIDERATIONS FOR STATE-LEVEL POLICYMAKERS

A review of the current literature provides much food for thought for those attempting to solve the dilemma of students dropping out of school. Some considerations are:

- Actual dropouts are only the tip of the iceberg of the much larger number of children and youth who are not succeeding in school. The evidence is that school failure is not an overnight development -- it is cumulative, often starting at a very early age, and results in a steady weakening of the ties that hold a student in the education system.

- Other problems -- teen pregnancy and parenting, depression and suicide, alcoholism and drug addiction, and family and community instability -- complicate the dropout/at-risk issue. Whether these factors cause dropping out or are the result of cumulative school failure can be debated, but in either case they are part of the overall phenomenon of too many young people who are experiencing difficulty achieving successful adulthood. Therefore, the problem not only involves the school but goes beyond its boundaries.

- There is ample reason to argue that other problems demanding policy attention -- teacher and administrator problems, for example -- may be symptoms of the same root problem: too many schools are places in which no one, child or adult, wants to spend time. In these schools, not only does little or no active learning take place, but the self-esteem of many is eroded or destroyed over time.

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[1] Data regarding state-level actions was collected from several sources (e.g., state education agency personnel, newspaper articles) from December 1986 through February 1987. In late February, a draft of the paper was distributed to a representative in the state education agencies in Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont; to a representative from the Board of Education in New York City; and to the Coordinator of the Puerto Rico/Virgin Islands Assistance Center for verification, additions, and revisions. From late February to the end of March 1987, revisions from every jurisdiction except New York City were received and incorporated into the final version.

- All these school problems are happening at a time when employers increasingly need educated, self-motivated workers. A recent state-by-state projection of future work force requirements cited the growing demand for workers who can solve problems, are active learners, and can work with others. The current schooling process in most localities is not set up to systematically foster the development of these skills.

- The seeds of policy solutions for these complex and overlapping problems lie in the cumulative and convergent learning from educational research and successful practice over the last twenty years. Combined, they provide a firm foundation on which to build new schooling processes. However, to have impact, this knowledge must be used to shape new policy interventions.

- Finally, there currently exists a window of opportunity to fundamentally reshape the nature of schooling in this country, not by turning the system topsy-turvy, but by assisting educators and others to systematically apply what we know works. Never before have so many different sectors of society registered this degree of concern and evidenced commitment to do something to solve educational problems.

II. VEHICLES TO EFFECTIVE POLICY

Keeping the previously identified considerations in mind, there are also some general parameters within which effective policy can be developed to address the needs of all students who are "at risk" in some way in our schools. Effective policy solutions appear to employ many of the following vehicles:

- **Vision** -- an image of a changed schooling process is articulated along with the strategies for achieving it;

- **Knowledge** -- a combination of research and best practice is the basis for policy design decisions;

- **Multiple perspectives** -- concerns, expectations, and insights of a diverse set of stakeholders (those affected by policies) are acknowledged, integrated, and considered when policy is being designed;

- **Active roles for those affected** -- those concerned with implementing solutions are also involved in designing the policies, thereby building solutions that work in a variety of specific settings as well as commitment to implementing those solutions;

- **Incentives for creative problem solving** -- cutting across traditional boundaries between agencies and/or sectors by promoting and supporting collaboration is encouraged -- the pooling of resources and energy for maximum impact;

- **A judicious mix of mandates and assistance** -- a climate for improvement combines "the maximum of support with the maximum of challenge" to force and/or assist school change as appropriate;

- **Leadership and analysis** -- decision makers actively inform and are informed by other stakeholders in the policy design process.

III. STATE/ISLAND INITIATIVES IN THE REGION

Recognizing many of the considerations identified in Section I and utilizing some of the vehicles briefly discussed in Section II, the states and islands in this region have responded to the problem of dropouts and/or youth at risk of school failure in a variety of ways. Their focus has been on preventing students from leaving school early, retaining students who are at risk, and/or retrieving those who have left. Their emphasis has been placed at all levels, preschool through high school, and the impetus for activity has emanated from state education agencies, governor's offices, and legislatures.

Among the policy options employed by state departments of education are technical assistance, program mandates, performance mandates, and financial aid[2]. In addition, some states have set up a task force to advise on appropriate actions. In several states/islands the governor has his/her own initiative underway - often in collaboration with the state department of education, the business community, and/or other state agencies.

State initiatives using each of these techniques are highlighted in the next few pages. If further information on specific initiatives or programs is needed, a list of contact persons with addresses and telephone numbers is presented in Section IV.

Technical Assistance

Technical assistance provided by state departments of education within the region has taken two forms: indirect assistance (e.g., the collection and dissemination of information helpful to local districts as they develop dropout prevention activities,

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[2] Refer to enclosed article by James G. Cibulka ("State-Level Policy Options for Dropout Prevention") for a general discussion and review of research on these state-level policy options.

statewide conferences)[3] and direct assistance (e.g., provision of assistance by state department staff to specific districts).

Since the winter of 1985, the Office of Research and Evaluation in the Connecticut Department of Education -- with the assistance of Education Matters, Inc., in Cambridge, MA -- has undertaken two activities aimed at providing usable information regarding dropouts and/or dropout prevention programs. Their first effort resulted in the publication of Research, Program, and Policy Trends in Dropout Prevention: A National Perspective (1986), which was mailed to superintendents of schools, directors of the Regional Education Service Centers, and directors of vocational-technical schools. At present, the research team is conducting case studies in six high schools throughout the state to determine the variables related to decisions of at-risk youth to stay in school. Anticipated date for publication of the final report is early fall 1987.

In a similar manner, Maine, New Hampshire, and Rhode Island are collecting information to be disseminated to districts. Utilizing the writing assessment section of the Maine Assessment of Educational Progress (MAEP), Maine has asked all eleventh graders to write an essay on why students drop out of school. Once essays are reviewed for MAEP purposes, they will be analyzed by state department staff. These analyses will be compiled for local districts to use in developing their policy and programmatic initiatives. In New Hampshire, the Research Coordinating Unit of the Vocational Education Division is conducting a pilot study to review socio-economic data and dropout rates in order to capture the critical variables relating to the identification of potential dropouts.

Rhode Island has undertaken an effort to link results of the statewide testing program to the early identification of students who are at risk. Data on students in grades 3 and 6 during the 1985-86 school year who scored below a designated level in reading, mathematics, or language on statewide tests have been extracted by student, by building, and by district. This information will be distributed to superintendents next month. An accompanying manual discusses the data and its interpretation and urges districts to use information (e.g., personal/social behavior, attendance rates, quality of health, discipline,

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[3] Research activities undertaken by the state departments of education in Connecticut, Maine, and New Hampshire are included in the discussion of technical assistance. Although, with the exception of the project in Maine, the assistance provided is not directed to a particular district nor delivered in person by a representative of the state department of education, it does provide local districts with information which can inform the planning, implementation, and evaluation of programs on a local level.

motivation, socio-economic status) in addition to the achievement scores to identify potential dropouts.

Many of the states in the region have expressed concerns regarding data collection and analysis (i.e., accuracy or lack of appropriate information to make informed decisions). Four states are involved in activities to improve data collection and analysis procedures. In **Connecticut**, the department is reexamining its existing state and local databases with the goal of collecting better information regarding the incidence of dropouts. A needs assessment instrument was disseminated to all districts with high schools in the state. Respondents were asked to react to the recommendations regarding data collection put forth by the Council of Chief State School Officers and to identify the strategies presently being used by the district to collect data on dropouts. A report, discussing results of the survey and offering recommendations pertaining to data collection strategies, will be available in the near future.

Maine will be reprogramming database information to recompute state dropout rates/numbers to compare end of year counts (present grade) to end of year counts (previous grade) for each grade 7-12. As part of a new legislative mandate, **Massachusetts'** school districts will now be required to provide the Massachusetts Department of Education with extensive annual information on school dropouts, suspensions, and truancy, which will result in a more accurate database on the state's at-risk student population. The **New Hampshire** Dropout Task Force, initiated by the Director of the Research Coordinating Unit in the Vocational Education Division, has proposed the development of a School Enrollment Information System to track all students in grades K-12.

Another way to disseminate information has been statewide conferences. Last November, the **New Hampshire** Dropout Task Force sponsored a day-long conference. Concurrent sessions addressed policy issues, activities of the Task Force, promising programs in the state and available through the National Diffusion Network, early intervention, and societal factors.

In February 1987, a conference -- sponsored by the Department of Education, the Juvenile Justice Advisory Committee to the Office of Policy and Management, and the Connecticut Assistance Center of The Regional Laboratory with support from the Department of Children and Youth Services, the Connecticut Business and Industry Association, the Connecticut Alcohol and Drug Abuse Commission, and the State Job Training Coordinating Council -- was held in **Connecticut**. Its focus, with an emphasis on prevention, was on children and young adults of all ages who are at risk of school failure. Conference sessions covered a wide range of topics (e.g., district data analysis, monitoring systems, and outreach efforts; school building approaches; school and community interventions; substance abuse prevention programs;

counseling services; employability skills; school/community/court truancy interventions; research initiatives).
In **New York**, the Board of Regents and the State Education Department held regional conferences to obtain input relative to high school completions and early childhood intervention to inform their policy recommendations. In addition, the State Education Department is sponsoring a conference entitled "Increasing High School Completions" on May 4-6, 1987. In **Massachusetts**, the Department of Education plans to hold a series of regional seminars and conferences next fall on promising practices, networking, and dissemination.

Finally, states are providing direct technical assistance to local school districts. Through legislation, **Maine** has established a full-time position in the Department of Educational and Cultural Services for a consultant who is responsible for providing assistance to schools and communities that are attempting to prevent or reduce truancy and early exit from school, including prevention and alternative programs.

Regional dropout prevention specialists in the **Massachusetts** Department of Education provide technical assistance to 48 local school districts that have received state dropout prevention funds. Assistance includes developing an advisory council, designing and starting-up programs, and developing community linkages. A program evaluation process provides school districts with more formal feedback to aid in program improvement. The department also distributes to districts a packet on premises of successful dropout prevention programs and dropout prevention program models.

In **Puerto Rico**, the Department of Education instituted an island-wide program entitled Enlace. Its major thrust is to increase parents' involvement in their children's education. Each district has its own Enlace Coordinator and activities are planned on both a district and regional basis.

The **Rhode Island** Department of Education is providing limited technical assistance to local districts, designing and piloting a dropout prevention program in a middle school in the Providence Public Schools, and producing a publication -- in conjunction with The Regional Laboratory -- for local districts to use in designing intervention strategies for dealing with at-risk students.

In **New York City**, the Division of High Schools has a district of Alternative High Schools and Programs in addition to its five regular high school districts. Their nontraditional structures and curriculums serve students who have been at risk of failure or have already dropped out of regular high schools.

Among the many community-based organizations that have also initiated programs of their own is Aspira. It provides a host of services to Hispanic students who might ordinarily be neglected in school or in transitions between schools. Presently, it is collaborating on a program with a high school in the Bronx. In addition, it is participating -- in conjunction with Hunter College -- in a program sponsored by the Ford Foundation's National Dropout Prevention Collaborative. Finally, business and industry within the city have supported special programs through the NYC Partnership, the Chamber of Commerce, and other associations. Join-a-School Program, developed by the partnership and the Board of Education, sponsors partnerships between specific businesses and schools -- focusing on schools that are most in need of assistance.

Proposed Program Mandates

Central to the Rhode Island Department of Education's efforts at reducing the number of at-risk youth is its strong emphasis on early identification and intervention. Components of this proposed approach are the institution of mandatory kindergarten and even earlier intervention educational services, an increase in the minimum school age, and a K-3 literacy-based curriculum that focuses on the acquisition of basic literacy and numeric skills in the early grades.

Performance Mandates

In Maine, each school administrative unit (SAU) must include a review on the extent of truancy and dropping out as part of its annual School Improvement Plan. In addition, each SAU must identify the steps being taken to address any problems.

In New York, the Comprehensive Assessment Report (CAR) requires an annual reporting of data including retention rates. A dropout rate of 10% or more may require a building within a district to file a School Improvement Plan to address deficiencies.

Financial Aid

Financial aid in the form of permanent aid or temporary "seed" money has been used to assist districts and schools in the implementation of dropout prevention programs. Funds have been provided by state education agencies and at least one municipality.

In Massachusetts, a variety of new grant programs, administered by the Department of Education, address the needs of at-risk youth:

- Dropout Prevention -- provides funds to 48 districts with high dropout rates and high numbers of low-income children to create programs in grades 7-12 to better address the needs of at-risk youth. A unique feature of this grant program is that districts must form a broad-based local dropout prevention advisory council to participate in the development and implementation of dropout prevention activities, and must develop linkages to local businesses, higher education institutions and community agencies in order to bring additional services to bear on at-risk students.

- Comprehensive Health and Human Services -- provides planning funds to 26 districts to develop a comprehensive K-12 approach to health education, guidance and counseling services, and community links to better address the health needs of students.

- Remedial Skills -- supplies funds to school districts with high numbers of low-income children and high numbers of students failing basic skills tests to provide remedial services to at-risk students in grades K-9.

- Early Childhood Education -- provides funds to school districts to enhance kindergarten programs and implement programs for three- and four-year-olds.

- A collaborative grant program between the Department of Education and the Department of Youth Services (DYS) provides funds to vocational schools to create vocational programs for students under the auspices of DYS.

- The Division of Occupational Education of the Department of Education provides funds to districts to service the vocational needs of pregnant and parenting teens.

New York and New York City have a multitude of programs that provide similar assistance to local districts. Among programs administered by the New York State Education Department are:

- Comprehensive School Improvement Planning -- provides technical assistance for K-12 schools identified by analysis of test data and dropout rates (CAR data) that must develop School Improvement Plans approved by the department.

- Community Renewal -- encourages cooperation of all human service providers in offering mutual support and additional learning opportunities, including extended school day and years.

- Chapter 683 -- provides funds for noninstitutional and support services to disadvantaged students in nonpublic schools.

- Bilingual Formula Aid -- offers resources to increase school completion rates and the quality of instruction for non-English speaking students through development of English as a Second Language Resource Centers.

- Attendance Improvement and Dropout Prevention Program -- extends funds to schools with low attendance rates to hire attendance teachers and guidance counselors as well as to develop alternative schools and work study opportunities.

- Educationally Related Support Service Aid -- enables students in regular education to receive extra services to assure success and retention.

- Early Grade Intervention -- enables reduction in class size in grades 1-3.

- Pupils with Special Educational Needs -- supports remedial programs for students performing below grade level.

- Stay in School Partnerships -- awards competitive grants to colleges and universities that design school specific programs to improve the retention rate in low retention districts.

In New York City, two ongoing initiatives provide support for lowering dropout rates. The mayor's office has funded a project conducted by the New York Urban Coalition's Center for Educational Leadership. It seeks to improve instruction for at-risk students by promoting school-based staff development for teachers. The Board of Education uses a mix of state and local funds to conduct local and citywide attendance improvement and dropout prevention programs. The most prominent of these is a dropout prevention initiative in 10 high schools.

In Connecticut, a budget and proposal to provide resources to local districts to plan and implement programs for dropouts and at-risk students was submitted by the governor and state board of education to the 1987 legislature. If approved, it would provide $750,000 for programs in the 1987-88 school year.

In a related move, New Hampshire's Dropout Task Force has gone to foundations to secure additional funding.

Task Forces

Task forces are at work in two states. In Maine, an Advisory Committee on Truants, Dropouts, and Alternative Programs appointed by the Commissioner of Education submitted a report (Staying Power - Leaving School Too Soon), released in January

1987. It recommended legislative, departmental, and local board action to reduce truancy and dropping out. As part of a comprehensive community-based strategy, K-12, for dropout prevention, the report supports the development in schools of alternative education programs for at-risk students. Currently, a permanent Advisory Committee representing a broad range of constituencies, has been formed. The committee, which meets monthly, has formed four subcommittees (legislation, alternative education, statistics, and prevention). Several areas of legislation to clarify statutes affecting dropouts, alternative programs, and funding are being prepared. The committee is also identifying grant support sources for local school units who need seed or matching money to start up new programs. Special funding is available through the state for dropout prevention only through the Innovative Grant program on a competitive, categorical basis.

The New Hampshire Dropout Task Force, again with broad representation, has been meeting monthly since last spring. Its purposes have been to develop an Office of Dropout Prevention in the Department of Education to coordinate and oversee all activities, to conduct a study of the economic impact of the problem in the state, to develop a School Enrollment Information System, and to create a communication network among all school districts, agencies, and others interested in the problem. Proposals related to the first three purposes were approved by the State Board of Education in November 1986. Currently, they are under consideration by the legislature. In response to these initiatives, the governor has proposed funding ($50,000 in 1988; $100,000 in 1989) to create an Office for Dropout Prevention in the Department of Education.

Currently, the Task Force is in the final stages of issuing papers on early intervention strategies, youth employment issues, and accessing vocational programs. It has recently completed a survey of all school districts in the state. Information was gathered on current practices and programs, local needs, and local contact persons.

Governor's Initiatives

In four states and Puerto Rico, the governor has initiated programs alone or in concert with other state agencies. In Massachusetts, the governor's Executive Department has sponsored six regional conferences throughout the winter and early spring on "Bringing Down the Barriers to Opportunity." Targeted for local municipal and school officials and representatives of community agencies and businesses, the conferences highlighted model programs in dropout prevention, adult illiteracy, drug and alc abuse, and teenage pregnancy. In addition, the gov 's Office of Human Services has established a Challenge Fu will provide six to eight communities with funds to

plan and implement teen pregnancy and parenting services and prevention efforts.

Another program of the Governor's Office, Commonwealth Futures, is sponsored and funded by the state offices of Health and Human Services, Training and Employment, and Education. Its aim is to assist local communities with dropout problems to develop and implement communitywide prevention plans. Six communities with high dropout rates have been selected to participate in the program. Each has established a planning team, with representatives from the city/town, the schools, the community, and the private sector. In addition, they have attended an intensive institute in which team members obtained assistance in developing these plans.

In **Rhode Island**, Governor DiPrete sponsored a conference on adolescence and youth on March 24, 1987. In addition, he has filed a bill with the legislature, the Rhode Island Literacy and Dropout Prevention Act of 1987, which would reemphasize literacy in the early grades and provide funds for the development of pilot programs for dropout prevention.

In **Puerto Rico**, the Governor's Office established 12 residential campuses throughout the island in the summer of 1985. Approximately 250 students, ranging in age from 16-28, are in residence for one year at each campus. During this time, they receive vocational training in a field of some demand in each geographic area; academic tutoring to upgrade deficiencies and make them candidates for licenses or tests for particular trades (in some cases, the GED); job counseling and placement (in some cases involving orientation to self-employment); and human development education through values clarification, counseling, and role modeling.

In **Vermont**, Governor Kunin has stated that her goal is to bring the dropout rate in the state's schools to zero in five years while offering life-long learning opportunities that continue to bring the state's citizens back into education for training and retraining. Her initiative, the Second Chance Program, which was developed with the assistance of the Department of Education, has been approved by the House Education Committee and is awaiting approval by the full House and Senate. If passed it will provide participating school districts with matching funds to develop alternative education programs (e.g., an adult learning center, vocational center, Job Service) for returning dropouts, high school students at risk of dropping out, and 7th and 8th grade students at risk. It encourages districts to develop joint cooperative programs.

Conclusions

Many policies and activities have been employed to ameliorate the dropout problem. Each state or island has its own approach and set of initiatives, many of which recognize that school failure is not an overnight development; that the problem not only involves the school, but extends beyond its boundaries; and that interventions should be based upon educational research and successful practice. However, few states have begun to exploit the current window of opportunity to fundamentally reshape the nature of schooling to make education more attractive and effective for all.

Information in this paper lists policy outcomes we have observed rather than details about the policy-making process, but we believe many of the vehicles from Section II are being used. Most visible in various parts of the region are the utilization of a combination of research and best practice as a basis for policy decisions, collaboration among a variety of actors for creative problem solving, and the use of a judicious mix of mandates and assistance.

Ultimately, the effectiveness of any of the interventions will only be established through the accumulation of evaluation data. It is hoped that evaluation activities have been or will be funded to increase the regional knowledge base regarding best practices and policies to retain students and increase their school success.

3/87

IV. RESOURCES

Technical Assistance

CT James Wade, Office of Research and Evaluation, State Department of Education, P.O. Box 2219, Hartford, CT 06146, (203) 566-4723 [research activities]

CT Elizabeth Schmitt, Chief, Office of Planning, State Department of Education, P.O. Box 2219, Hartford, CT 06146, (203) 566-1961 [statewide conference, interagency coordination]

MA Dan French, Dropout Prevention Coordinator, State Department of Education, 1385 Hancock Street, Quincy, MA 02169, (617) 770-7589 [database, conferences, technical assistance]

ME Frank Antonucci, Consultant, Department of Educational and Cultural Services, Station #23, Augusta, ME 04333, (207) 287-5110 [essay on MAEP, technical assistance]

NH Mike Hansen, Research Coordinating Unit, Division of Instructional Services, State Department of Education, 101 Pleasant Street, Concord, NH 03301, (603) 271-3186 [research study]

NH Roger Crim, Director, Research Coordinating Unit, Division of Instructional Services, State Department of Education, 101 Pleasant Street, Concord, NH 03301, (603) 271-3186 or 225-4629 [management information system, statewide conference]

NY R. Lancaster Crowley, State Education Department, Room 675 EBA, Washington Avenue, Albany, NY 12234, (518) 473-7281 [statewide conferences]

RI Janice Baker, Director, Management Information and Evaluation, Department of Education, 22 Hayes Street, Providence, RI 02908, (401) 277-3803 [census/early identification]

RI Ed Costa, Director, School Support Services, Department of Education, 22 Hayes Street, Providence, RI 02908, (401) 277-2638 [technical assistance]

RI Richard Edwards, Governor's Policy Office, Governor's Office, State House, Providence, RI 02903, (401) 277-2080 [governor's conference]

Proposed Program Mandates

RI Ed Costa, Director, School Support Services, Department of Education, 22 Hayes Street, Providence, RI 02908, (401) 277-2638 [K-3 literacy project]

Performance Mandates

ME Frank Antonucci, Consultant, Department of Educational and Cultural Services, Station #23, Augusta, ME 04333, (207) 289-5110

Financial Aid

CT Theodore Sergi, Office of the Commissioner, State Department of Education, P.O. Box 2219, Hartford, CT 06146, (203) 566-8712 [grants to local districts]

MA Dan French, Dropout Prevention Coordinator, State Department of Education, 1385 Hancock Street, Quincy, MA 02169, (617) 770-7589 [dropout prevention funds]

MA Barbara Krysiak, Director of Bureau of School Programs, State Department of Education, 1385 Hancock Street, Quincy, MA 02169, (617) 770-7615 [remedial funds]

MA Carole Thomson, Project Director of Early Childhood Education, State Department of Education, 1385 Hancock Street, Quincy, MA 02169, (617) 770-7536 [early childhood funds]

MA Frank Llamas, Director of the Bureau of Education, Training, and Employment, State Department of Education, 1385 Hancock Street, Quincy, MA 02169, (617) 770-7370 [funds for DYS students]

NH Roger Crim, Director, Research Coordinating Unit, Division of Instructional Services, State Department of Education, 101 Pleasant Street, Concord, NH 03301 [funding sources]

NY Bruce Crowder, Assistant Commissioner for District Superintendents, State Education Department, Washington Avenue, Albany, NY 12234, (518) 473-7880 [Comprehensive School Improvement Planning]

NY Russell Kratz, Community Education, State Education Department, One Commerce Plaza, Albany, NY 12234, (518) 474-8703 [Community Renewal]

Financial Aid (con't.)

NY Carmen Perez-Hogan, Bilingual Education, State Education Department, Washington Avenue, Albany, NY 12234, (518) 474-8775 [Bilingual Formula Aid]

NY John Murphy, Assistant Commissioner for Planning and Support Services, State Education Department, Washington Avenue, Albany, NY 12234, (518) 474-4141 [Attendance Improvement and Drop-out Prevention Programs, Educationally Related Support Service Aid, Early Grade Intervention, Pupils with Special Educational Needs, Stay in School Partnerships]

NYC Victor Herbert, Superintendent, Dropout Prevention Program, Board of Education, c/o Burrough of Manhattan Community College, 199 Chamber Street, Room S-614, New York, NY 10007, (212) 618-1449 [Dropout Prevention Program]

Task Forces

ME Frank Antonucci, Consultant, Department of Educational and Cultural Services, Station #23, Augusta, ME 04333, (207) 289-5110

NH Roger Crim, Director, Research Coordinating Unit, Division of Instructional Services, 101 Pleasant Street, Concord, NH 03301, (603) 271-3186 or 225-4629

Governor's Initiatives

MA Terry Grobe, Assistant Director, Commonwealth Futures, Office of Training and Employment Policy, Hurley Building, Government Center, Boston, MA 02114, (617) 727-2252, ext. 371

PR Salvador Padilla, Director, Cuerpo de Voluntarios, Avenue de Ponce de Leon 520, Puerta de Tierra, San Juan, PR 00901 (809) 725-5722 or 725-5723

RI Richard Edwards, Governor's Policy Office, Governor's Office, State House, Providence, RI 02903, (401) 277-2080

VT Robert McNamara, Chief, Compensatory Education Unit, Department of Education, 120 State Street, Montpelier, VT 05602, (802) 828-2753