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ABSTRACT

The Stay In--You Win project of Alberta, Canada is designed to harness the resources of the school, community, and parents in support of the student staying in school and completing a high school diploma. It is an approach dependent upon partnerships and teamwork. It is an approach based on research findings from around the world, programs that have worked elsewhere, and resources available in Alberta. Because several Alberta high schools have already introduced comprehensive dropout prevention programs while others are just beginning, the project is designed in modules which make it easier to access the appropriate information for any stage of implementation. (This document presents Module One of the project which is designed to provide a minimal amount of information on the nature and extent of the dropout problem and to analyze the participants, educators, parents, and students. It is a review of the problems that will help school personnel to get started in planning their Stay In--You Win initiatives. Brief descriptions of each of the six modules are provided. Analysis of three significant audiences of dropout prevention programs (educators, parents, and students) is presented. A summary of factors that put students at risk is included. An extensive article is appended: "Effective Strategies for Dropout Prevention; Twelve Successful Strategies To Consider in a Comprehensive Dropout Prevention Program" (M. Duckenfield and others). (ABL)

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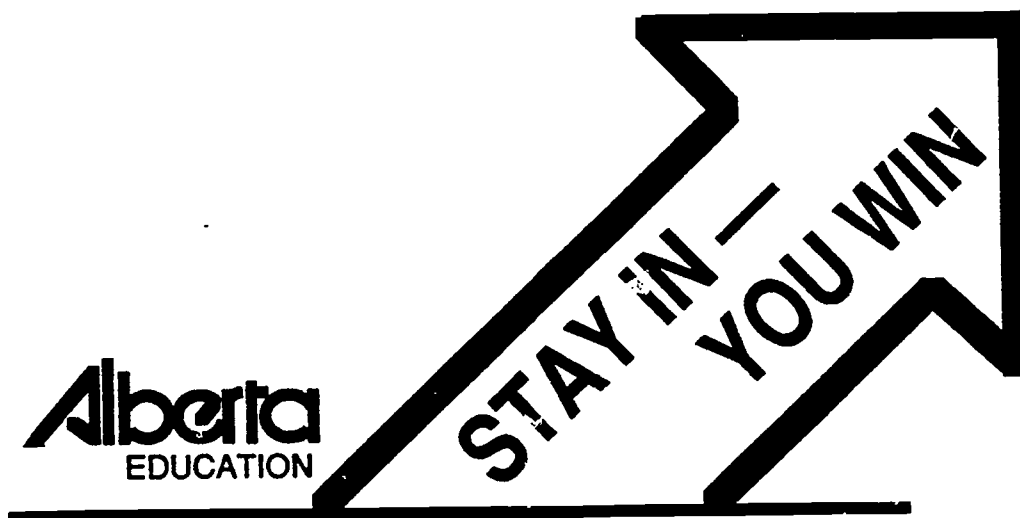
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STAY IN — YOU WIN

MODULE ONE

PROJECT OVERVIEW



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THE INTERDEPARTMENTAL TASK FORCE ON DROPOUTS

ALBERTA EDUCATION
INTER-DIVISIONAL COMMITTEE ON DROPOUT PREVENTION

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STAY IN — YOU WIN

MODULE ONE

PROJECT OVERVIEW

1. INTRODUCTION



A bumper sticker in the 1970s read: "IF YOU THINK EDUCATION IS EXPENSIVE — TRY IGNORANCE!" Maybe cynical and certainly pungent — in the context of a dropout prevention project, it is very relevant to the times in which we live.

Marshall McLuhan once accused us in education of being "too busy doing the immediate to do the important." Few issues in education today are as important as dropout prevention. This STAY IN—YOU WIN project is designed to provide in-depth information on dropout prevention and a school-based process for improving the educational opportunities of the one-third of Alberta students who do not make it through high school. The evidence is clear and the evidence is brutal. For the one third of our young people who do not complete high school the probability is that they will not make it through life with the career opportunities and lifestyle choices that we have come to expect in Alberta. It is reliably predicted that 70% of the jobs available in the year 2000 will require two years of education even beyond high school. A significant reason for concern about the high dropout rate is Canada's competitive position in the world economy and the need to build a skilled and knowledgeable labor force.

The causes of dropout are many and complex. Solutions are likely to take time to establish and become fully effective. However, the task is important and the task is urgent. Because the dropout phenomenon is a response to school, family and personal factors; the research

Solution an elusive one to curing dropout

to three provinces, she once lived in a Vancouver district where she witnessed a shooting. She started doing drugs — marijuana, LSD and marijuana — when she was 15.

The federal government through Employment and Immigration Canada, has named Steve in British Columbia, former police officer in Vancouver and head local dropout prevention.

"The key to the solution lies with the schools," says James McDonald, an Ontario principal who has spent years working with dropouts. "We've got to give them an incentive to stay, we've got to make them want to be there."

to close per cent was from the last three years. Most dropouts are from the last three years. Most dropouts are from the last three years.

Alberta
Book, McGONNELL
Journalist Staff Writer

Alberta teens turn their backs on education

Edmonton

Theresa dropped out of school this month. She's angry. She's depressed. Her problem started three years ago when she failed Grade 7 at Stratford Junior High School. Angry at being left behind, she stubbornly refused to work and so did her depression marks plumed. "I got used to not caring. I got used to not doing anything," says the pretty teenager who asked that her real name not be published. "Finally I just quit."

This year more than 10,000 young Albertans made the same costly decision as Theresa. Alienated at school and walked away from their studies, they packed their books and walked away from school.

SPECIAL REPORT
Journal reporter Rick McConnell examines why teens are dropping out of school, and what's being done to reverse the trend. Special Report B1

This loss of thousands of students can't be seen in just one classroom. It's a loss of productivity, skills, and economic growth. It's a loss of potential. It's a loss of future. It's a loss of the future.



Them...
 Zello
 others warn
 well! Set
 before
 In the early 1970s
 to lag far behind
 the rest of the world.

Nobody has a grip on why nearly one-third of school teens quit on education

HUGE SCHOOL DROPOUT RATE VERY COSTLY, MINISTER WARNS

WASTE 'STAGGERING'

By GLENN KIRKISH
 Staff Writer

Canada's economic future was painted in bleak colors yesterday by the federal youth minister in a speech about this country's crippling rate of school dropouts.

Social consequences

"The waste of human potential in terms of social and economic consequences for Canada is staggering," Pierre Cardinal said yesterday in Ottawa.

"Our high school dropout rate of approximately 20 per cent is one of the highest in the industrial world — it compares favourably with only one other country," he said.

Cardinal announced the committee to the Canadian Council of Social Development to study the problem of school dropouts.

billions over the next 20 years to keep high school dropouts on unemployment insurance and welfare.

One student drops out of a Canadian school every 10 seconds over a nine-month school term, Cardinal said.

Edmonton public schools trustee Joan Cowling, elected president of the association yesterday, said Cardinal's message should challenge all trustees.

"We have to turn this around for our country," she said. "But the days of education being the sole determinant of school success are over," Cowling added. "The numbers count and we are concerned."

Cowling said the Edmonton public school board does not have accurate statistics measuring the dropout rate. But she said the board should do so much more to prevent dropouts.

Alberta's dropout rate is 17 per cent compared to 20 per cent in the province as a whole. The number of high school dropouts amounted to the total number of 16-year-olds — 1.5

of our cost, the lowest in the country.

Cowling said many parents consider a student — Alberta students may legally quit school at age 16 — to drop out.

"Some students are heading down full-time jobs, some are living independently and some work to support their families," she said.

Co-operative program

Cardinal announced \$25-million in federal tax dollars toward an enhanced co-operative education program over the next four years.

Co-operative education combines classroom instruction with on-the-job training.

Cowling said the Edmonton district is studying the positive effects of co-operative education.

"There's one we have in mind the students at Jasper Place high school are working with the American Institute for Disabled Children to provide a national climate for high school students," she said.





indicates that dropout prevention programs are most effective when they attend to these multiple factors. There is no “quick fix” and there is no singular approach that will work for all potential dropouts. Because the causes of dropout involve all areas of the school program, prevention is a concern for the entire school staff. Reduction in the number of dropouts is most likely to occur when strong leadership at the most senior level is devoted to developing school-based solutions. This is why the over-riding objective of this STAY IN—YOU WIN project is to develop a school-based program of initiatives that meet the particular and specific needs of each high school.

Mounting effective dropout prevention initiatives in times of fiscal restraint is not an easy task. This is why this STAY IN—YOU WIN package emphasizes tried and true methods which have worked elsewhere and do not always call for massive amounts of “new money.” As you work through the six modules you will notice an emphasis on responsibility and communication. These are important elements in the enhancement of the reputation of public education in the public mind. The blunt reality is that if one-third of our young people do not complete the program designed for them something is seriously wrong. This does not mean that schools are the cause of all the problems, only that they are charged with the responsibility of doing something about it.

In the state of Virginia the legislature suspends the driving licences of truants. This is a dramatic step that recognizes the serious consequences of dropping out, and holds the student accountable and responsible. Though controversial, the confiscation of a student’s driving licence does indicate to the student that there is a personal responsibility for not wasting public funds.

Alarming school dropout rate must be reduced

'Staggering' waste linked to dropouts

Ottawa seeks help to stop flood

BOB GILMOUR
Journal Staff Writer

Edmonton

The federal government wants Canadian school board trustees to join a broad national alliance to stem Canada's flood of high school dropouts.

If something isn't done, Canada will have one million new high school dropouts by the year 2000, federal Youth Minister Pierre Cardinal told the Canadian School Boards' Association national convention Saturday in Edmonton.

"Our high school dropout rate of approximately 20

of any previous year... We must take action on the social problems, such as drug and alcohol abuse, that today's young people encounter. Certainly all of these issues were under-

Current government pol-
out. The three high
minority of

we drop-
ted in
to the
city.

City's jobless rate balloons

By ALLAN BOLSTAD
Staff Writer

of the unemployed swelled in Edmonton and across the country last month. The three-month average unemployment rate hit 9.4 per cent from May and 1.7 per cent from June of over the previous year," he noted. The largest increase was recorded in the construction industry, where there are over 10 per cent from last year. The average duration of unemployment also increased from 18.5 weeks in 1985 to 20.5 weeks in 1986. Province's growing work- from other Prov- economy is evi-

CUTTING CLASSES FOR GOOD

DROPOUT DILEMMA

Having a say on dropping out

"We're like dots on a wall. Nobody respects us and nobody cares about us."

— A 17-year-old dropout.

"These kids don't think they're being treated fairly."

— Natalie Badel, YMCA dropout trainer.

You can get by without an education. If you've got at least Grade 7 you're all right. There are a lot of college guys out of work and a lot of guys with Grade 4."

Bill, a 19-year-old dropout, was thoroughly and utterly depressed. "I was embarrassed. I did crying, a lot of pleading. But nothing worked." He is the mother of two dropouts.

Teachers need to change, the way they teach. If you don't put them in a class, they just get out of you."

A 16-year-old dropout.

Nobody has a grip on nearly

"A lot of the kids who drop out aren't dropouts at all, they're more like pushouts."
— Simon Van Der Valk, Edmonton Public School Board supervisor.

"I got mixed up with the wrong crowd and that really brought me down on myself for doing it. I can't go back, but I

Today's high school education in Alberta costs about \$5,400 per year and there is increasing public concern about rising taxes. Dropout prevention programs promise a high rate of return on the effort expended — not least for the individual student. The difference in lifetime earnings for the high school graduate is about \$250,000 more than for the average dropout. The federal government estimates that the cost to Canada over the next 20 years is \$33 billion in increased costs of social programs, welfare, prison, unemployment insurance and lost revenues.

Above all, in human terms there is the loss of individual potential and the prospect of a rising tide of alienation in a generation just starting out. This STAY IN—YOU WIN package is designed to be part of the solution by providing information, by pointing to positive approaches and by asking you to choose the initiatives that you can take in your school.

2. MODULE OBJECTIVES

The six modules are:

- MODULE ONE:** Project Overview
- MODULE TWO:** Dropouts— Problems and Solutions
- MODULE THREE:** Planning Your "STAY IN—YOU WIN" Initiatives
- MODULE FOUR:** Dropout Prevention Programs
- MODULE FIVE:** Student Handout, "So, What's the Lottery?"
- MODULE SIX:** Parent Handout, "How To Help Your Teenager Stay In School"



The overall project goal is:

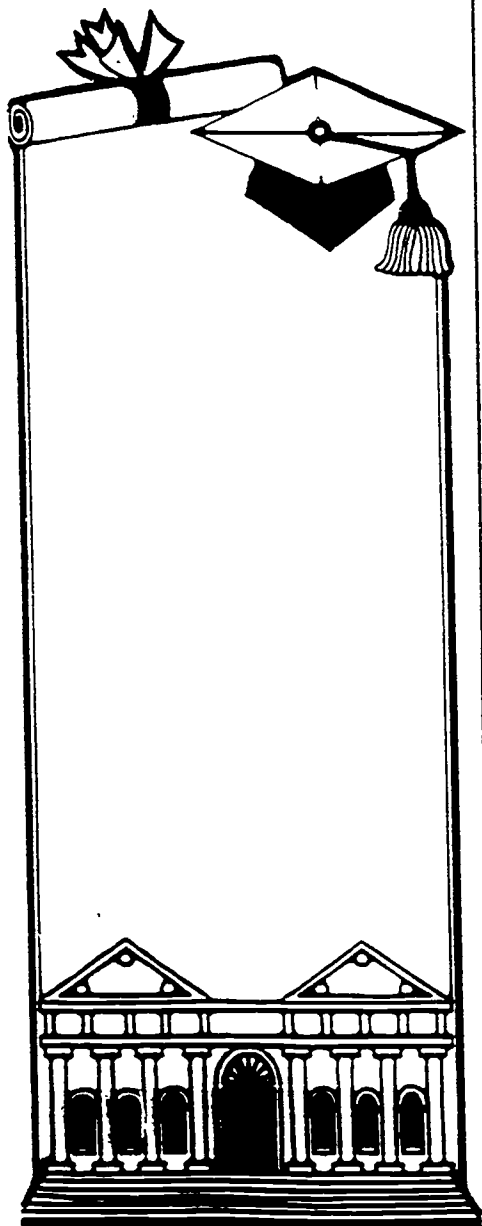
To provide a set of resources to Alberta high schools so that school-based STAY IN—YOU WIN initiatives will significantly reduce the student dropout rate.

The STAY IN—YOU WIN project is designed to harness the resources of the school, community and parents in support of the student staying in school and completing a high school diploma. It is an approach dependent on partnerships and teamwork. It is an approach based on research findings from around the world, programs that have worked elsewhere, and resources available in Alberta.

Because several Alberta high schools have already introduced comprehensive dropout prevention programs while others are just beginning, the project is designed in modules which make it easier to access the appropriate information for any stage of implementation.

Throughout this STAY IN—YOU WIN package the definition of "dropouts" is that of the Alberta Education Inter-Divisional Committee:

"those public, separate and private school students who are 14 to 18 years of age as of September 1st of a school year and enrolled on September 30th, who did not complete a diploma or other program and are not in school the following September 30th."



MODULE ONE: PROJECT OVERVIEW (Red Book)

OBJECTIVES



- To introduce the STAY IN—YOU WIN project and describe the components.
- To motivate educators, school administrators, and parents to initiate dropout prevention programs.
- To provide a brief review of exemplary programs.

This module is designed to provide a minimal amount of information on the nature and extent of the dropout problem and to analyze the participants — educators, parents and students. It is a “once over lightly” review of the problem that will get you started in planning your STAY IN—YOU WIN initiatives.

MODULE TWO: DROPOUTS — PROBLEMS AND SOLUTIONS (Grey book)

OBJECTIVES

- To provide information on the dropout problem.
- To provide information on the causes of the dropout problem.
- To provide information on the solutions to the dropout problem.
- To provide information on the role of the school in preventing dropouts.
- To provide information on the role of the community in preventing dropouts.
- To provide information on the role of the family in preventing dropouts.
- To provide information on the role of the student in preventing dropouts.
- To provide information on the role of the teacher in preventing dropouts.
- To provide information on the role of the administrator in preventing dropouts.
- To provide information on the role of the parent in preventing dropouts.
- To provide information on the role of the dropout prevention program in preventing dropouts.

STAY IN—
YOU WIN

This module explores the problem of dropouts in greater detail and presents the Alberta and Canadian statistics with several charts and graphs. The causes of dropping out are outlined, and there are facts provided on the consequences of dropping out, such as lower wages, social assistance, and an increased chance of being involved in crime. Population trends are explored and there is an analysis of some of the major sub-groups in the overall dropout population.

Module Two includes sections on the Alberta workforce to the year 2000, and incorporates the booklet on this topic published by Alberta Career Development & Employment.

The "Solutions" chapter covers these topics:

- **Public Policy.** A look at what the federal and provincial governments are doing in dropout prevention.
- **Identifying the Potential Dropout.** Analysis of the major and minor causes of dropout is provided, together with a profile of the "typical" dropout.
- **Mentoring.** Providing a caring adult who meets with potential dropouts is a proven support technique.
- **Peer Group Tutoring.** Other students can often help individual "buddies" and prevent dropout if the academic and personal counselling is carefully structured.
- **Counselling.** Alienation plays a large role in student dropout and school counselling services are critically important.
- **Community Partnerships.** A wide variety of government agencies



and community groups can help in support of students at risk.

- **Parent Partnerships.** Parents are key to dropout prevention programs.
- **Technology.** Technology emerges as a major solution for some students and can humanize the teaching-learning process.

Module Two concludes with a brief look at programs for those students who “drop back” after leaving school.

MODULE THREE: PLANNING YOUR STAY IN—YOU WIN INITIATIVES (Orange Book)

OBJECTIVES

- To introduce a planning-for-change process for educational improvement.
- To provide an interactive workbook for planning-based dropout prevention initiatives.
- To encourage ongoing program development and prevention.

Module Three is “where the rubber hits the road,” and where you and your staff can plan for those dropout prevention initiatives that are most relevant to your students and most appropriate for your school.

Module Three provides for an integrated strategy involving community, parents, students and teachers. A collaborative team planning approach is used to maximize the “buy-in” of all teachers. The development of



STAY IN—YOU WIN initiatives is based on school leadership because of the professional expertise of educators, and the primacy of the school as the social institution most involved with young people.

MODULE FOUR: DROPOUT PREVENTION PROGRAMS THAT WORK (Blue Book)

OBJECTIVES

- To provide a listing of dropout prevention programs in Alberta high schools.
- To encourage interpersonal networking among educators concerned with their schools.
- To outline a variety of dropout prevention programs and discuss practical ideas for developing a school dropout prevention initiative.
- To provide guidelines for the design of effective dropout prevention programs.



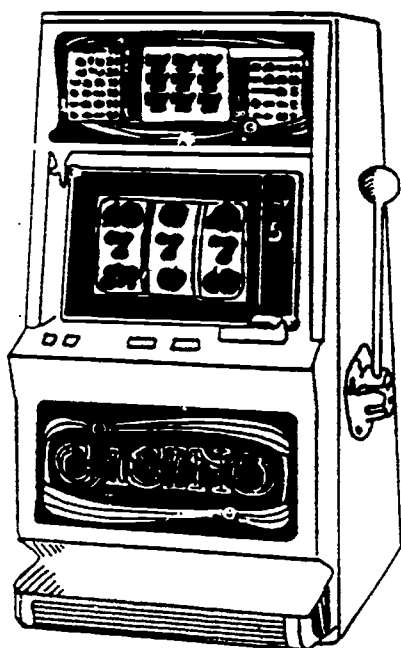
Module Four is basically a compendium of project descriptions of active and effective dropout prevention programs in schools across Canada and the United States. Names and addresses of educators involved are provided wherever available with the intent of encouraging professional networking in the development of staff expertise. A special section on projects in Alberta may prove helpful in this regard.

Module Four also contains guidelines for developing effective programs, suggested strategies and planning charts to select programs that will work in your situation. The selected "Programs That Work" are grouped under the categories of: General, Girls, Technology, and Business Partnerships.

STAY IN —
YOU WIN

MODULE FIVE: STUDENT HANDOUT “So You Want To Win the Lottery?”

OBJECTIVES



- To persuade high school students to stay in school and complete a diploma.
- To provide essential facts on the benefits of staying in school.

Module Five is in the form of an easy-to-read handout designed to persuade students to stay in school. The consequences of dropping out are outlined and there is a self-check quiz to assist potential dropouts in identifying themselves.

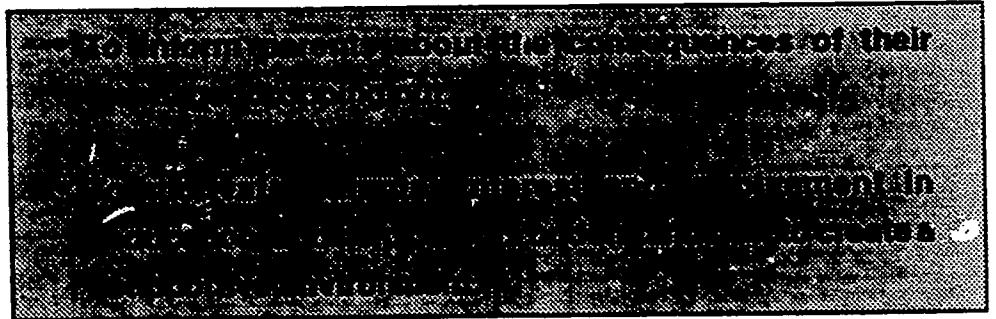
Because of the sensitive nature of some of the information, students are invited to keep the results confidential if they prefer. However, discussion of the general findings with a teacher, counsellor or peer is helpful in targeting dropout prevention efforts. When you have seen the material you will decide on how the results are to be handled in your school.





MODULE SIX: PARENT HANDOUT “How To Help Your Teenager Stay in School”

OBJECTIVES



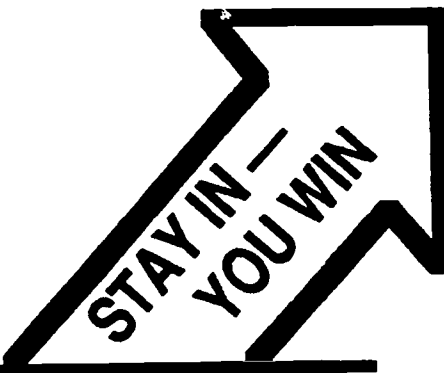
Module Six is in the form of a parental handout for distribution to all parents. It is designed to provide the essential basic information on the consequences of dropping out and to enhance understanding of how to create a supportive environment. Some schools may wish to modify the handout for their own special circumstances. It incorporates a short quiz and indicates referral to the school if needed.

Examples of Modules Five and Six are contained in this book under the appropriate audience heading.

THE LOGO

The STAY IN—YOU WIN logo was designed to introduce a sense of dynamism and direction through the use of a stylized arrow pointing upwards. The slogan STAY IN—YOU WIN is a direct appeal to the bottom line for students today: Staying in school makes you a winner. Dropping out.... ?

Alberta
EDUCATION





STAY IN—
YOU WIN

Use of the government of Alberta logo, "Alberta Education" is, of course, restricted to official use by the Department, and appears on all components of this STAY IN—YOU WIN package. Schools may wish to incorporate their own name in the alternative version reproduced below. Use of the slogan STAY IN—YOU WIN, is encouraged, because it will reinforce other uses and help in the long-term raising of public awareness about the serious problem of dropouts.



The STAY IN—YOU WIN project was a direct outcome of the strategy paper and recommendations developed by Alberta Education staff reproduced in Chapter 5 of Module Two.

In order to delimit the project it was decided to focus first on those students about to enter high school in 1991 or already enrolled in Grades 10, 11 and 12. This does not imply that dropout prevention is not needed in elementary or junior high schools, only that it was judged advisable to intervene positively with those young people who were older than the school leaving age and in most immediate need of assistance.

Similarly, it was determined that a considerable body of research existed and it was a priority to undertake an action-oriented project.

Accordingly, there is no attempt to produce an academic paper; the emphasis here is on consolidating information already available and streamlining it into a usable and readable format. The basic research selection incorporated into this STAY IN—YOU WIN package was drawn from a shelf of materials a metre in length assembled by the staff of the Alberta Education Library under the direction of Ms. Charlotte Landry.

Whenever an especially useful reference was found it is cited directly in the text. Readers in search of fuller academic references are referred to the bibliographies contained in these texts. The recommended texts are suitable for acquisition as professional development materials by school libraries. Finally, every attempt was made to incorporate Canadian research studies and to focus on the more recent publications in the field.

3. AUDIENCES

This chapter is based on analysis of the three significant audiences for dropout prevention programs: educators, parents and students. The factors that put students at risk have been summarized by the American Association of School Administrators opposite. These factors should be reviewed continually throughout this chapter and considered in the light of your school's circumstances.



Major Factors That Put Students At Risk

Factors associated with POVERTY

- Inadequate food, poor nutrition, and consequent dearth of energy for study and school work
- Damage to dignity and self-esteem when impoverished student compares himself or herself with others
- Alienation from main body of students based on economic lines
- Inadequate home facilities for study and homework

Factors associated with ETHNIC/RACIAL ORIGINS

- Deficiency in English language
- Deviation in habits, customs, language, and behavior from main body of students and middle-class norms
- Excessive punishment (detention, suspension, expulsion) brought about by differences in behavior of minority students
- Home backgrounds characterized by poverty, single parent, low value placed on schooling

Factors associated with SCHOOL AND SCHOOLING

- Course offerings inappropriate for students of low academic achievement
- Instructional materials (textbooks) unsuited for students
- Teaching styles ineffective with students
- Traditional emphasis on memorization, recitation, unsuitable verbalism
- Excessive testing and faulty interpretation of test results, especially for minority students
- Demands for higher graduation standards without accompanying provisions for remedial and tutoring services
- Lack of adequate counseling for students at risk
- Inadequate school services — mental health, social services, health services
- Disproportionate application of detention, suspension, and expulsion for students
- Inadequate opportunities for extra-curricular activities to meet the needs of students who work
- Repeated failure in school — leading to more failure

- Lag of one or more years in age and grade level in basic skills and academic achievement
- School climate hostile to students who do not "fit the norm"
- Teacher insensitivity to cultural and social differences among students
- Rejection of low academic achievers by their more able peers
- Failure of students at risk to find meaningful experiences in school

Factors associated with HOME AND FAMILY

- Divorce and its effect on children and youth
- Student anxiety, withdrawal, and depression caused by family quarrels, dissension, and eventual home break-up
- Trauma due to death or other family catastrophe
- Parental apathy for children
- Parental child neglect and child abuse
- Parents' own history of dropping out of school
- Frequent change of domicile, leading to changes in school enrollment — the "family on wheels"
- Negative attitude of parents toward education, schools, and teachers
- Parental overreliance on television to "entertain" children
- Lack of orderliness and discipline at home leading to student tardiness, absenteeism, and truancy
- Parental employment schedules leading to "latchkey kids"
- Lack of cultural resources at home — books, magazines, pictures, music
- Drug and alcohol abuse by parents
- Poor role models in home: no male or female role model in home

Factors associated with STUDENTS THEMSELVES

- Low self-esteem
- Poor emotional health
- Lack of life goals; inability to see life options
- Lack or loss of hope for the future
- No self-discipline
- Peer pressure
- Drug or alcohol abuse
- Premature sexual activity
- Alienation from other students, teachers, family, and self.



A. Educators



Your STAY IN—YOU WIN initiatives will need to involve all staff including administrators, counsellors and teachers. Your support staff may also become involved in some of the mentoring activities outlined in Module Two. Perhaps the first step is to appoint a Dropout Prevention Co-ordinator with the time required to plan and co-ordinate a team effort within your high school. It is strongly recommended that the principal head up the STAY IN—YOU WIN initiatives because of the prestige that this lends to the initiatives and the need to plan staff assignments and budgets accordingly. As Dropout Prevention Director, the principal is in the best position to ensure that the school community as a whole understands the importance of dropout prevention — this will include students, parents and staff.

In some circumstances a vice-principal or counsellor may have particularly strong skills in the area and make an ideal co-ordinator. The skills required to head up dropout prevention initiatives may be summarized as follows:

- Ability to lead a team effort, motivate colleagues, and plan effectively.
- Strong inter-personal skills in communicating with colleagues, parents and teachers.
- A commitment to the education of all students in the best possible program appropriate to their individual needs.
- Ability to promote change and instructional improvement.

Working with the summary, "Major Factors that Put Students At Risk," above, the Dropout Prevention Co-ordinator should arrange for delegation of the tasks suggested in Module Three, "Planning Your STAY IN—YOU WIN Initiatives." Staff development time should be scheduled for some of the team activities recommended there.



STAY IN -
YOU WIN

The next section, on "Parents," contains information on the effects of poverty on learning in students. For the moment, in analysing the audience of "Educators," it is important to note what the Canadian Teachers' Federation (CTF) says about teacher-student interaction in their book, Children, Schools and Poverty (1989).

Although we may want to believe that most teachers find teaching disadvantaged children challenging and satisfying, observational studies of classrooms in Canada and the United States generally report differences in teachers' interaction with students of middle and low socio-economic status. It appears that there is:

- A greater tendency for middle-class children to receive teacher attention, praise and other rewards.
- A greater tendency for low-income pupils to receive teacher criticism and punishment.
- More supportive contact with middle-class children and more dominating-style contact with poor children.
- Early teacher labelling of lower-class children as potential failures.

Richer's own Ottawa-based research supports these generalizations. He found more extensive teacher-student contacts for middle-class children who also received more teacher attention. (Richer 1988)

There is little direct evidence that teachers' middle-class values incline them to discriminate against lower-class children. While it is possible that teachers label such children as unrewarding or difficult to teach, this may simply reflect their occupational needs, that is, teachers may feel more fulfilled interacting with students who are alert and highly motivated. (Pike, 1970)



This is not to suggest, however, that children's educational performance is not influenced by teachers' values and opinions, even if these are unconsciously held. A 1964 study of Manitoba high school students and dropouts found that a disproportionate number of those who dropped out came from low-income families; many of the dropouts believed that their teachers had offered little encouragement in their studies. (Sharp and Kristjanson, 1967) Apparently many poor students do not view teachers as their sympathetic allies.

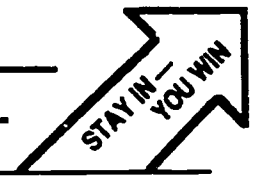
There is some evidence that teacher encouragement (as perceived by students) may play an important part in bolstering the educational self-image and aspirations of working-class children, presumably because many of them receive little encouragement elsewhere. (Pike, 1970) Baldus and Tribe (1978) found that students' attitudes are also important. As early as Grades 1, 3 and 6, public school children are able not only to recognize social inequality but they also associate moral and performance behavior with social class. Specifically, children anticipate good things from higher socio-economic class and bad things from lower socio-economic class children.

Many teachers find teaching poor children painful and frustrating. In a letter to the Canadian Teachers' Federation, one Teacher observed: "My own kids have so much, but they are going to have to live in a world with others who are hungry, and angry and feel hopeless. I fear for them all. I have done very little about this. If you bring it into the open, that will be a start."

While the schools cannot be expected to cure the root causes of poverty itself, it is important that all teachers are alerted to the need for special understanding of the needs of students from poorer families. There is high potential for misunderstanding and misperceptions because of differing value systems. With an average teacher age of 38-39, this can be compounded by the problems of the "generation gap."

The research indicates that dropout rates are closely related to school climate and the tone of relationships between staff and students. In this





sense, every member of staff can assist in minimizing dropouts. In today's semestered high school programs it is very difficult for any one teacher to get to know individual students on a personal basis. Often, teachers see as many as 100 students in different classes and the opportunity simply does not exist to diagnose individual difficulties and provide the required help. A strong home-room and extra-curricular program can do much to provide opportunities for teachers to understand individual students. Other methods involve assigning a certain number of students to members of the teaching staff who act as advisors. Radwanski's Ontario study noted that many students seem lost in today's high school and develop feelings of alienation:

As an absolute minimum, any serious attempt to reduce the alienation that is a major cause of dropping out must begin by providing every student with an assured and regular relationship with at least one caring adult within the school system.

Only by monitoring the personal and academic life of each student can early intervention efforts be made with those students likely to drop out. Because of the difficulty of carrying a high "case-load," it may be necessary to complement adult relationships with a "buddy" system where support is delivered by other friends in each student's peer group. Perhaps teacher-advisors have to be assigned only to those students who are identified as potential dropouts, because this allows scarce teacher time to be concentrated on those who need it most.

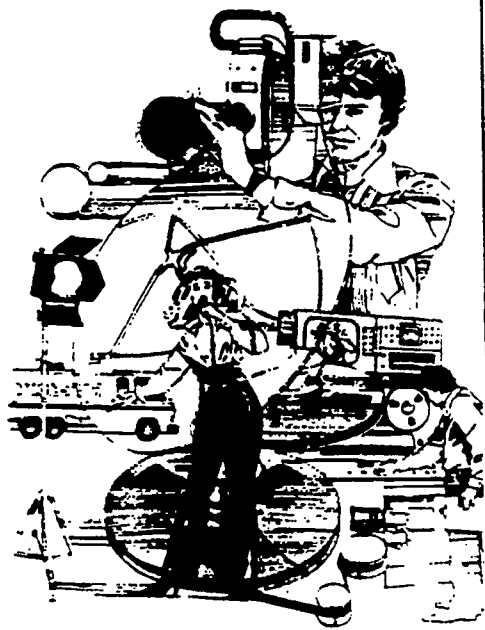
Alternatively, other adult mentoring activities and improved communications with parents can be developed. Because of the sensitivities involved, the high correlation between low socio-economic status and dropping out has not been featured in the student and parent handouts. Educators should be aware, however, of the strong negative effects of low income, welfare, single-parent status and



poverty on students. There is some evidence from the applied social sciences that keeping a diary is a valuable tool for some students. A diary can instill self-esteem, identify enduring problems and assist in the very important development of long-term planning. Because a diary is confidential to the student it acts as a mirror in reflecting important issues and events in a student's life and encourages thoughtful reflection.

A review of the school-related factors that place students at risk indicates that a major problem stems from failing to master work in the earlier grades. Having to repeat a grade is a significant indicator of potential for dropping out. Early intervention through remedial educational programs, tutoring, additional summer school study and correspondence education may allow the student to catch up and maintain a satisfactory academic standing. Many of the projects outlined in Module Four give concrete examples of how individualized study and the intelligent use of technology can help with students experiencing difficulty with school work.

The relevance of schooling for some students can be enhanced through co-operative education involving work experience in a community setting or through new curriculum approaches such as Career & Technology Studies. The student handout which is included in the "Students" section of this chapter emphasizes the importance of gaining some post-secondary education in order to obtain access to the majority of jobs available in the future. This does not necessarily mean university level courses and high academic achievement. A variety of short courses at Alberta Vocational Centres, Technical Institutes or Community Colleges can also lead to a "ticket" to future employment. Career counselling at the school level has always stressed the importance of career planning and anything that can be done to tie the relevance of schooling to the world of work is likely to prove helpful to





students at risk. Frequently students drop out to meet short-term objectives and every opportunity should be taken to extend the student's planning timeframe to think ahead. The information contained in Module Two on "The Alberta Workforce to the Year 2000" should be shared with students.

In terms of teaching-learning styles and curriculum implementation at the school level the improvement of the learning environment is an ongoing concern. The movement to enhance school effectiveness is clearly significant to dropout prevention. Radwanski in his Ontario study puts it this way:

The great risk inherent in a short-term dropout prevention strategy is that it might become a substitute for addressing the fundamental need for improvement in our education system. To accept such a substitute, or even to delay addressing the fundamental issues in the name of first assessing the effects of dropout prevention initiatives, would be tragically myopic. It would be a disservice not only to the many students who would not be dissuaded from dropping out by special programs superimposed on current approaches, but also to graduating students who are receiving a less than optimal education and to our society as a whole.

The information on immigration patterns in Alberta contained in Module Two emphasizes the need to be sensitive to the ethnic and linguistic backgrounds of students. The major variable here is the degree to which family traditions and cultural patterns value education. Examples abound of new Albertan families where children are regularly on the high school honor roll. Unfortunately, there are other examples where students, including aboriginal youth, are disproportionately at risk. In these cases there are multiple factors at work which combine to make it extremely difficult to stay in school.



Native students are particularly vulnerable to dropping out. A major study of this aspect is, "Native Student Dropouts in Ontario Schools," Ontario Ministry of Education, 1989. It cites the following information on the proportion of natives and non-natives who have a high school diploma:

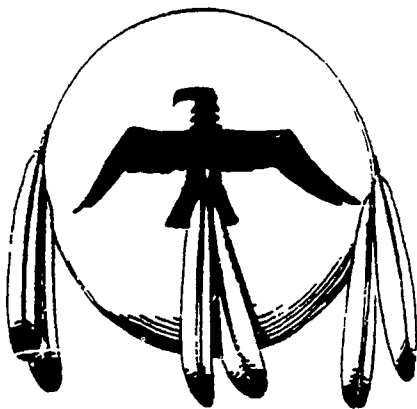
	NATIVE	NON-NATIVE
WOMEN	30.6%	48.9%
MEN	33.0%	53.3%

(1981 Census of Canada)

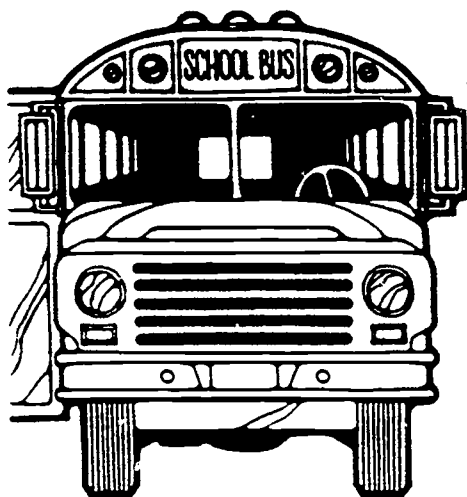
While we are concerned about the current dropout rate of one third in "white" society, the aboriginal rate still approximates two thirds.

A 1984 study by The Northern Alberta Development Council, "Early School Leavers in Northern Alberta," identified the characteristics of school leavers in northern Alberta as follows:

- 75% of the early school leavers were between 16 and 19 years old.
- Those who left before 16 likely came from remote and isolated areas.
- School leavers were generally several years behind in their schooling at the time of dropping out.
- Native leavers tended to complete fewer grades than Caucasians prior to leaving; 1/2 of the Native leavers left prior to Grade 9 completion, compared to 1/5 for Caucasians.



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- There was an equal male-female split in leavers.
- 1/5 of the leavers spoke Cree or another language at home.
- 72% of leavers had parents or other family members who had left school (compares to 46% for stayers).
- Almost 1/3 of the leavers had problems with the law.
- 1/3 of leavers did not live in two-parent households.
- 87% of leavers had friends who left school (compares to 60% for stayers).
- School leavers' families were fairly mobile with many (70%) having been in more than one center.
- Leavers had poor attendance records.
- 3/4 of the leavers were reported to be disciplinary problems.
- Large numbers of leavers were at a failing level during their last year of school; 1/2 scored below 100 in IQ compared to 50% for a normal population.
- Many leavers did not feel positive about their relationship with teachers.
- Leavers' favorite subjects were Math and Physical Education, while the most disliked subjects were English and Science.



- 60% of leavers mentioned friends as an element they liked about school and 44% mentioned sports. (The comparison for stayers is 27% friends and 34% sports.)

The study continued with identifying a priority list of issues, most of which are relevant in urban areas:

1. **The student at risk.** This focuses on the identification of the student who is the potential early school leaver, and the need for intervention programs.
2. **Awareness of the early school leaver problem.** To effectively solve this problem it is first necessary to become aware of the characteristics and the role that various people can play in encouraging students to stay in school longer.
3. **Student/teacher relationships.** The ways in which teachers and students relate to one another are very important in influencing students' attitudes toward school.
4. **Recognizing the value of and need for education.** While in school, students may not be fully aware of the importance of education. What can be done to increase this awareness?
5. **Community/school involvement.** The relationship which the parents and community have with the school is important in shaping attitudes towards education.
6. **Student involvement.** Student involvement in activities outside of the classroom is important in creating a sense of belonging and encouraging students to stay in school.

7. **Relevance of education.** How well can students relate to the courses which are being taught? Does the content have meaning for them in their environment?
8. **Education after dropping out.** Students wish to return to school at some point after they have left. How can this be made easier for them?
9. **Busing.** Long bus rides affect the performance of students and may discourage them from staying in school. Alternatives to long bus rides should be considered.
10. **Teaching system.** This involves a consideration of the approach to education, including a philosophy of education for communities, continuous progress and pre-school programs.
11. **High teacher turnover rates.** Teachers in the North tend to stay in their communities for a much shorter time than teachers elsewhere.
12. **Teacher preparation.** How well are teachers prepared for the experience of living and teaching in northern communities?
13. **Education alternatives for remote communities.** Small schools and mobile education might be an alternative to no school at all in smaller centers.



This study is perhaps the most detailed examination of the dropout phenomenon undertaken in Alberta and it has been included for this reason. Readers are cautioned that it was conducted in a generally rural area. However, the major findings are very consistent with urban studies conducted elsewhere. The most important factors behind early school leaving were identified as:



- **Teaching approaches**
- **Unpleasant school atmosphere**
- **Social factors (drugs, alcohol, pregnancy)**
- **No home encouragement**
- **Home life**
- **Student not interested**

These findings reflect a common finding in the literature: The reasons for dropping out are diverse and involve educators, students and parents. This is why the STAY IN—YOU WIN package deals with all three audiences.

In conclusion, educators need to be aware of the complexity of the reasons for dropping out and the factors that mitigate against a student staying in school. Because educators are professionally trained and experienced, this STAY IN—YOU WIN initiative has been based on the assumption that educators will spearhead the efforts to implement dropout prevention programs. It is important that all staff review the information in the six modules and be familiar with the research findings. Staff development sessions at the school level are critical to developing this understanding, particularly in regard to the school-related factors.

Parents of high school age students will generally be in their thirties or forties and this “generation gap” can cause difficulties within the family in communicating with teenagers. Additionally, most parents will be fully occupied with their own careers, and opportunities for dialogue are often limited by lack of time. There is a reluctance on the part of many parents to visit the school and parent-teacher meetings are often poorly attended. (The information in Chapter 5 of Module Two is designed to encourage parental involvement.)

B. Parents

The parent and student handouts which are incorporated as part of the STAY IN—YOU WIN package have deliberately avoided mention of poverty, socio-economic status and single parent status because of the sensitivity of some to questions of this type. However, the research is clear: Family background is a more significant factor in dropping out than the natural abilities of the student.

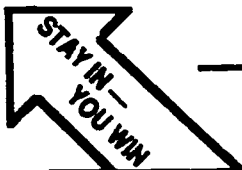
- Socio-economic status is highly correlated with student dropout. Students from low income families drop out more frequently.
- If parents are in lower skilled or semi-skilled occupations, their children also tend to drop out more frequently.
- The lower a parent's educational level, the higher the chance of the child dropping out.

Radwanski summarizes as follows:

Virtually every study ever done on the dropout issue has found a strong link between family background and the likelihood of dropping out. The lower the income level, occupational status and level of education of his or her parents, the greater is the statistical risk that any given student will not complete high school.

Thus, for instance, a province-wide study carried out for the Ministry of Education by John Porter, B. R. Blishen and Maria Barrados reported in 1977: "Higher family socio-economic status and higher levels of father's education are found to be associated with higher levels of school performance, higher levels of self-concept or ability, higher levels of educational expectations, a greater tendency to be enrolled in a five-year program and staying in school longer."

Similarly, a Toronto Board of Education study concluded in 1985: "Students whose parents' occupations were categorized



in the lower categories, unskilled and semi-skilled, were more likely to terminate early than students whose parents' occupations were categorized in the higher categories, professional, managerial, etc. This is true for both mothers' occupations and fathers' occupations."

And the Carnegie Foundation's Ernest Boyer, in his exhaustive examination of U.S. high schools, stated: "Dropouts tend to come from poor families. They have more siblings, more broken homes, higher levels of parental punitiveness, and lower self-esteem. Their parents also have less schooling."

The survey of Ontario dropouts and graduates carried out for this study by Decima Research further confirms this correlation: 51% of dropouts said their father's occupation was in medium- or low-level production, compared to 37% of non-dropouts. At the other end of the scale, only 22% of dropouts identified their father's occupation as professional/technical/cultural or manager/owner, compared to 36% of non-dropouts. Median family or household income was \$27,030 for dropouts and \$33,180 for non-dropouts.

It cannot be emphasized too vigorously that this correlation does not mean that young people from lower socio-economic status families are innately less intelligent or less endowed with potential to be educated.

Quite the contrary, it appears that the influences of family socio-economic background are a more powerful factor than a student's innate mental abilities.

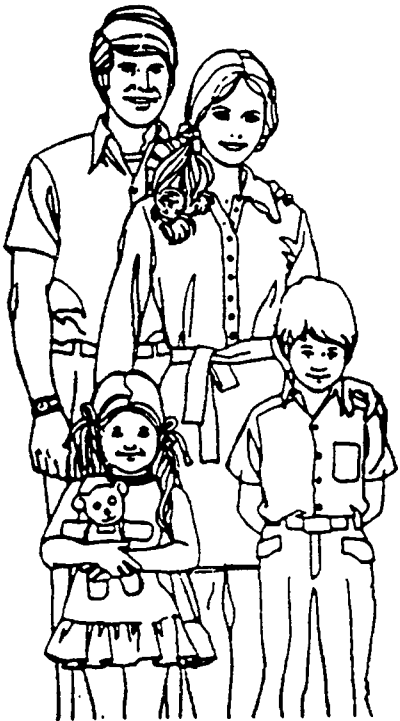
The Porter study cited above demonstrated, for instance, that students who scored low on mental ability tests but came from families with high socio-economic status were more likely to remain in high school until the fourth year than students with high ability but low socio-economic status: 79% of the low-ability but high socio-economic status students in the sample remained in school, compared to 71% of the high-ability but low socio-economic status students. Even more dramatic was the comparison between similarly high-ability students in the high and low socio-economic status groups: 93% of the former stayed

in school until the fourth year, compared to only 71% of the latter.

This importance of family socio-economic status to educational outcomes can be attributed to a variety of factors.

The home is a vitally important learning environment. As a broad generalization, children of less well-educated parents in lower socio-economic status households tend to receive less intellectual stimulation in the pre-school years. Because the least educated and least sophisticated parents are least likely to read and talk at length to their children in ways that broaden their vocabulary and range of interests, these children tend to arrive at school in a less advanced stage of development than children from families higher on the socio-economic scale.

Secondly, the more educated, affluent and sophisticated the parents, the higher are likely to be the educational expectations they communicate to their children. University-educated professionals, for instance, are likely to take it for granted from the outset that their children will be successful in school and go on to university. Such an assumption is far less widespread among unskilled workers at the opposite end of the socio-economic scale, especially if their children — already hampered by a less advantageous early learning environment — are not strikingly successful achievers in elementary school.



The support and encouragement children receive with regard to their school work also tends to vary with the socio-economic status of the household. Again as a broad generalization, better educated and more sophisticated parents are more likely to take a direct interest in their children's studies, to supervise homework, to communicate comfortably with teachers, and so on. Even the physical environment is a factor: Because more affluent families generally have more spacious homes, their children more frequently have access to a quiet place to study.

All these factors combine to make it more difficult for socio-economically disadvantaged children to perform well in school from the outset. And then the current practices of the education system itself — notably including ability grouping and the spiral

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curriculum in elementary school, and streaming and the alienating effects of the credit system in high school — turn those initial disadvantages into self-fulfilling prophecies.

Young people from single-parent households are considerably more likely to drop out than those from homes in which both parents are present.

In the Goldfarb survey carried out for this study, fully 40% of dropouts lived in single-parent households. In the comparison of 700 dropouts and 700 graduates carried out for this study by Decima Research, 29% of the dropouts but only 17% of the high school graduates were from other than two-parent households.

Similarly, the Toronto Board of Education study published in 1985 concluded that “those most likely to continue for four or more years of study come from homes where both parents are present.”

Family structure appears to have a considerable effect not only on the decision to drop out, but also on prior academic performance. In his 1986 study of Ontario students, The Adolescent Experience, Professor Alan King reports: “The students with both parents in the home are more likely than those living in some other situation to get higher marks, and, correspondingly, less likely to obtain lower marks. Also, students living with both parents are more likely to be enrolled in advanced-level courses.”

In further support of the link between family structure and school achievement, King also quotes an American report which states: “Comparing each non-traditional family type with intact two-parent homes, these investigators have found that children living in mother-only homes are most likely to be children with the broadest range of teacher-assessed problems including conduct, personality or immaturity problems, evidence of socialized delinquency, and psychotic signs.”

It is not clear from the available data whether the weaker academic performance and higher tendency to drop out among

children from single-parent families is due primarily to lingering trauma from the family break-up itself, or to the ongoing circumstances—including comparatively less available parental time for attention to educational matters—of living with a single parent. Either way, it appears clear that children from such families are not getting as much individualized attention in school as they would need to compensate for the effects of domestic factors.

Any attempt to identify potential dropouts must therefore include an assessment of the family background from which students come and concentrate prevention efforts on those students and their parents. Inter-agency co-operation is particularly important for students from poor families because funds are available for student support.

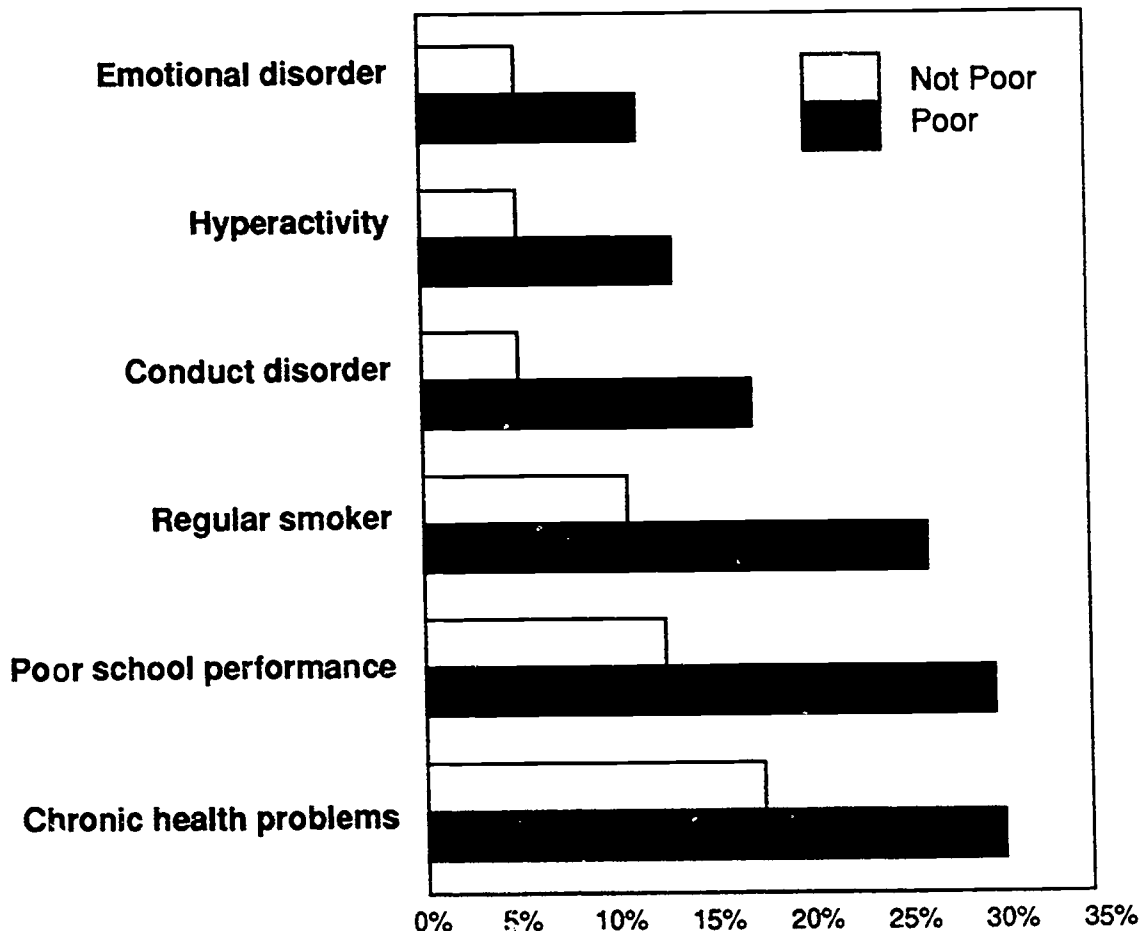
There are two main sources of information on the significant effects of poverty on success at school and the disproportionate dropout rate—the CTF study mentioned in the last section, and Children in Poverty: Toward a Better Future, Standing Senate Committee on Social Affairs, Science & Technology, January 1991. This study cites the 1983 Ontario Child Health Study, which compares poor and non-poor children in respect of school performance and a number of health problems:





overhead 1.1

Prevalence of Certain Characteristics in Poor and Non-Poor Children, 1983



Source: Ontario Child Health Study

The Canadian Teachers' Federation (CTF) study reports as follows:

Child poverty rose sharply with the recession and has decreased somewhat in recent years, but it is still widespread. In 1987, 16.9% of Canada's children under the age of 16 lived in poverty — 955,000 out of the total 5,642,000. Put simply, one child in six is poor.

Children growing up in one-parent families are much more likely to be poor than those in two-parent families. Of the total 528,400 children under 16 in single-parent families headed by women, 348,700 (66%) are poor. In other words, two of every three children being raised by a single mother are being raised in poverty. The rate for children in two-parent families in 1987 was 11.4% (461,800 children out of the total 4,946,500).

Sole-support mothers face five times the risk of poverty as two-parent families. As of 1987, 56.6% of single-parent families headed by women were poor. While the poverty rate for female single parents has declined since 1985, when it reached 60.4%, it is still extremely high.

One Canadian child in six under the age of 16 is poor. Compared to non-poor children, poor children are at increased risk for a multitude of problems—physical, psychological, social, cultural, behavioral and educational.

Low-income children are more likely than their middle and upper-middle class counterparts to experience hunger, the effects of inadequate child care arrangements, behavioral problems and low self-esteem. While not all low-income children will have difficulty in school, many experience less motivation to learn, delayed cognitive development, lower achievement, less participation in extra-curricular activities, different types of teacher-student interactions, negative effects of streaming, lower career aspirations and expectations, interrupted school attendance, lower university attendance, an increased risk of illiteracy and higher dropout rates.

Such school-related difficulties present serious long-term personal and social consequences: illiteracy, delinquency, difficulties in personal adjustment, underemployment and unemployment are connected in part to lack of educational success.

Equality of opportunity has long been an expressed goal of education in Canada. All Canadian provinces have had



compulsory school-leaving laws since at least 1943. Consequently, virtually all children between the ages of 6 and 14 are enrolled full-time in schools across the country. Over time, increasing numbers of Canadians have been attaining higher levels of education.

Student retention is explained in part by work force trends. The educational requirements for jobs have increased; the availability of a more highly educated labor force has prompted employers to raise their educational standards. Prior to World War II, employers rarely required a high school diploma, whereas today a university degree is the minimum qualification for many jobs. (Hunter, 1981)

Educational attainment is a very reliable predictor of upward social mobility, employment stability and higher income. There is a strong link between poverty and level of education: the lower one's level of educational attainment, the greater the chance of falling below the low-income line. For example, a family led by someone who did not get to high school is four times more likely to be poor than one headed by a university graduate. (National Council of Welfare, April 1988)

Students' socio-economic backgrounds continue to exert influence on their educational outcomes. Substantial and disheartening inequalities in secondary and post-secondary aspirations, occupational aspirations and years of schooling attained are still evident between social classes. (Richer, 1988)

Research examining whether various groups with the same number of years of education receive equal rewards (measured in terms of income) report distressing results.

McRoberts (1979) examined the income attainment of Canadian males and found that an individual's origin, as measured by his father's socio-economic status, has a strong effect on the males' current income. The higher the social origins of a student, the greater the income returns on his education. Generally speaking, gains in income are correlated with gains in years of education. However, a male whose father has fewer years of education and



a semi-skilled occupation will earn less income than one whose father has more education and a white-collar occupation, even though both sons have equal educational attainment. This income difference increases with the years of schooling achieved.

McRoberts concludes: "...Those from families with low socio-economic status are in a sense doubly disadvantaged. On the average their attainment will be lower in absolute terms than those from more privileged backgrounds, and they will get a lower rate of return on what they have managed to achieve."

Porter, Porter and Blishen (1973) presented evidence of a strong relationship between family income (as measured by fathers' occupations) and students' educational aspirations and expectations. Using the 1971 Survey of Ontario Students' Aspirations (SOSA), they illustrated how the grade at which students planned to leave school, what they hoped and expected to do after leaving school, how they chose their high school subjects and which stream they selected were all related to their social class. Although this study is now more than 15 years old, the results continue to be of interest:

- 24% of Grade 10 students in the highest socio-economic class chose to leave school early and not attend Grade 13 (normally considered to be a prerequisite for university) compared to 57% of the lowest socio-economic class. The percentage who preferred to complete Grade 13 decreased from 76% in the highest socio-economic class to 43% in the lowest.
- At all income levels, fewer students expected to graduate from university than wanted to, but the proportions at each income level decreased from 60% in the highest to 24% in the lowest.
- Low-income students wanted to graduate from university after leaving high school but only 24% in Grade 12 and 22% in Grade 10 expected to. This finding indicates that students may already be aware of an economic position which makes them more realistic — or pessimistic about their futures.
- Using a list of predetermined activities, Grade 12 students



were asked what they wanted to do after leaving high school. Those from higher social classes were more interested in going to university while those in lower social classes either wanted to work, pursue apprenticeships or attend private trade schools. Put another way, almost 40% from the lowest income levels were more interested in earning money immediately than in continuing their education. Further, while 30% of low-income students expected to go to work immediately, only 26% wanted to. Porter et al suggest that this indicates that they were socialized to want what was "appropriate" for them—employment and immediate financial rewards rather than an investment in education.

Parents of one-third of the SOSA sample were asked the same questions as their children. Parents had higher expectations for their children than did the students themselves across all income levels. However, the proportion of parents expecting their Grade 12 child to go into the work force immediately increased by social class from 4% in the highest to 31% in the lowest. Conversely, the percentage expecting their child to go to university decreased by social class from 65% in the highest to 32% in the lowest.

Students of lower socio-economic status were more likely to choose subjects which lead to the work force rather than university. In 1971, when SOSA was conducted, students selected were allocated to one of two programs: a five-year high school program from which they could then go to university, nursing school, or teachers' college, or a four-year program which led directly to work or to colleges of applied arts and technology. There were higher percentages of students of low socio-economic status in the four-year program and a smaller percentage in the five-year program.

Growing up in impoverished circumstances will affect all aspects of children's lives, including the time they spend in school. Inadequate food, shelter and medical care can affect scholastic performance both directly and indirectly:



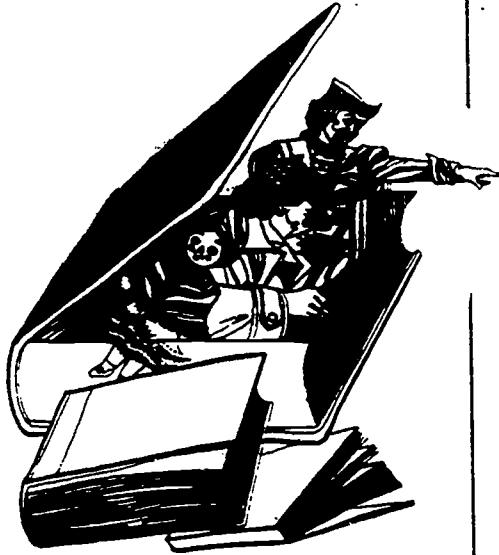
- Disadvantaged youth do not have the money to cover the costs associated with school-based activities (e.g., any fees and equipment necessary for extra-curricular activities, special events such as dances, cafeteria food, school memorabilia such as rings and jackets);
- Low-income youth feel pressured to leave high school for the work force to augment the family income. Additionally, they may be unable to return to school or proceed to university as it is too costly.
- Youth from poor families tend to enrol in high-school vocational programs perhaps because such programs enable them to enter employment without too much delay. Alternatively, these programs may lead to relatively low-cost post-secondary courses at community or technical colleges. (Pike, 1970)

Parents also influence their children's academic performance. Parenting styles, parental literacy and interested contact with the school are all associated with children's scholastic progress.

Additionally, the richness of family experiences contribute to early cognitive development. As previously indicated, many aspects of family interaction differ by social class. Middle and upper-middle class families can provide their children with stimulating and enriching activities (vacations, trips to local points of interest such as the zoo and museums, birthday parties, etc.) which poor families simply cannot afford.

Family socialization also has long-term effects on educational attainment by differentially preparing children to use their education. Affluent students, through their parents and other well-placed contacts, are more likely than poor students to learn how to present themselves to prospective employers and to know exactly how to plug into the labor market. (Richer, 1988)

Richer (1988) refers to these sorts of advantages as "cultural capital." He argues that there is an unequal distribution of the cultural trappings necessary for success, with low-income persons possessing less than those with higher incomes.



Clearly, any attempts at dropout prevention must focus in a carefully targeted way on those most at risk. The combination of health, emotional and cultural factors together with the lower levels of family support and restricted aspirations make children from poor families particularly vulnerable.

Socio-economic status translates into a number of key indicators in terms of creating an effective learning environment. The ability of parents to help with homework, provision of sufficient space and the necessary quiet for study, and the economic necessity of teenagers having to work to pay their own way through school. The subtle nuances of living in a family environment where education is not valued can combine to be a strong demotivating force on teenagers. This combined with a prevailing peer group value system that stresses designer clothes and the panoply of materialism can combine to encourage youths to drop out in search of immediate employment income.

Quite apart from the issue of poverty in families there is another aspect of family life that provides a key to dropout prevention. This is the development of self-esteem in children. Stanley Coopersmith's work indicates that parents who foster self-esteem have these characteristics:

- Parents themselves have high self-esteem.
- Parents consistently show respect for the rights of their children, and consider their opinions.
- Parents clearly define limits on their children's behavior.

Development of a concern for education in parents is a difficult task and Module Three contains some positive suggestions. However, it is critical that parents understand the need for completion of a high school diploma and support their teenager. The California Task Force to

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Promote Self-Esteem & Personal & Social Responsibility study, Toward a State of Esteem, has this to say about the role of academic failure in the development of self-esteem:



The Task Force investigated the possibility of a link between self-esteem and academic failure for the purpose of identifying the school and classroom conditions and teacher-student relations that might promote both self-esteem and academic success. Practitioners in the field believe that low self-esteem interferes with learning and suggest that high self-esteem may well promote it. Thus, school failures could be lessened by promoting those conditions known to enhance self-esteem and facilitate learning.

Martin Covington's research review for the Task Force asserts that: "...at the heart of the achievement process we find a struggle which, when reduced to its essential elements, represents the need to establish and maintain feelings of worth and dignity.

Professor Covington and others find one of the culprits working against such sense of worth is the currently accepted practice of competition to motivate students. In a competitive system successes and failures become strongly associated with high or low ability. Ability is seen as an immutable factor, over which a failing student has little control. This promotes learned helplessness and hopelessness. That is, to avoid the feelings of worthlessness that stem from trying hard and failing, the student stops trying. He or she thus protects a fragile sense of worth by getting little education.

A number of schools are currently instituting methods that respect and nurture the potential all children possess to succeed. Co-operative learning or team learning is one of those methods. It is increasingly being applied to diminish the negative experiences sometimes brought on by large class sizes and too much classroom competition. Co-operative learning creates a



network of peer support, encourages responsibility for self and others, and improves academic performance.

In testimony presented to the Task Force, Michele Borba reported that in the U.S. Department of Education's publication, Dealing with Dropouts, young people cited as the major cause of their dropout behavior that "there was nobody there who cared." Dr. Borba also mentioned another study of 40,000 high school students in Arizona which concluded that making schools more effective must permit students to feel that "I am considered more than just a name on a roll sheet."

These key observations on education and self-esteem set a context for dealing with parents and have implications for the teaching staff, administrators and students.

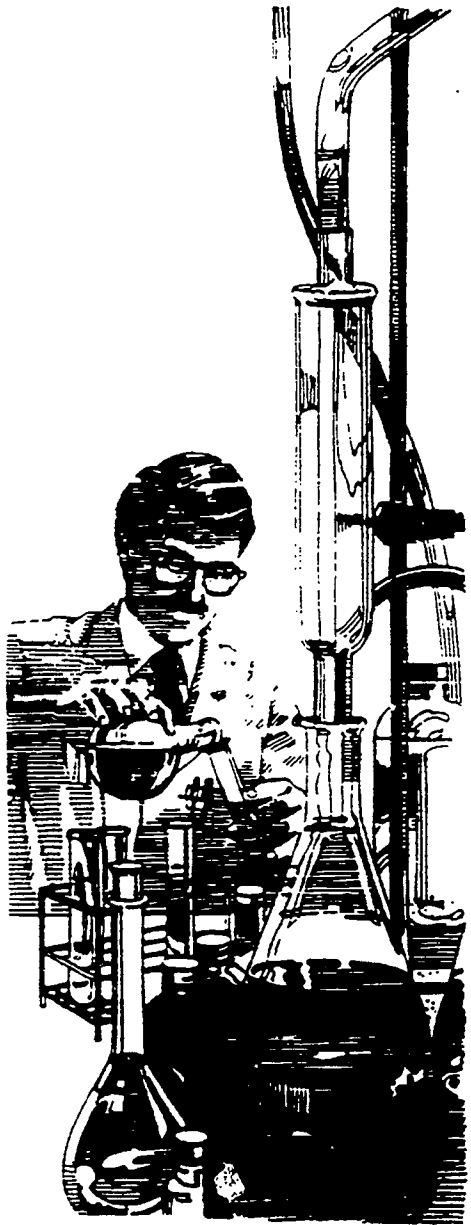
Module Six has been designed as a handout for parents to commence a dialogue with their teenagers and the school.

This section on parents has summarized information on:

- parental attitudes to education;
- the generation gap;
- effects of poverty, particularly in single parent families; and
- the importance of self-esteem in teenagers' attitudes to school.

With sensitivity, a school staff can work at developing improved home-school communication and then move to educating parents in understanding the importance of high school completion. Evening or weekend phone contact with parents of students at risk recognizes the time constraints of parents who often work full time.

Because parents themselves were educated in a former age and the pace of social and economic change has increased, it is critical that an



understanding of job realities is renewed. This is why the parent handout includes information on future skill requirements and average earnings. More complete information on workforce requirements is contained in Module Two. The format allows schools to take advantage of the back page to incorporate the name of the school and add specialized local information. The intention is to stimulate discussion between parents and students and to encourage them to focus on the importance of completing a high school diploma. It would be extremely valuable in encouraging parent-school relationships if a contact name could be provided so that parents whose children are "at risk" could arrange for an interview with school staff or administrators.

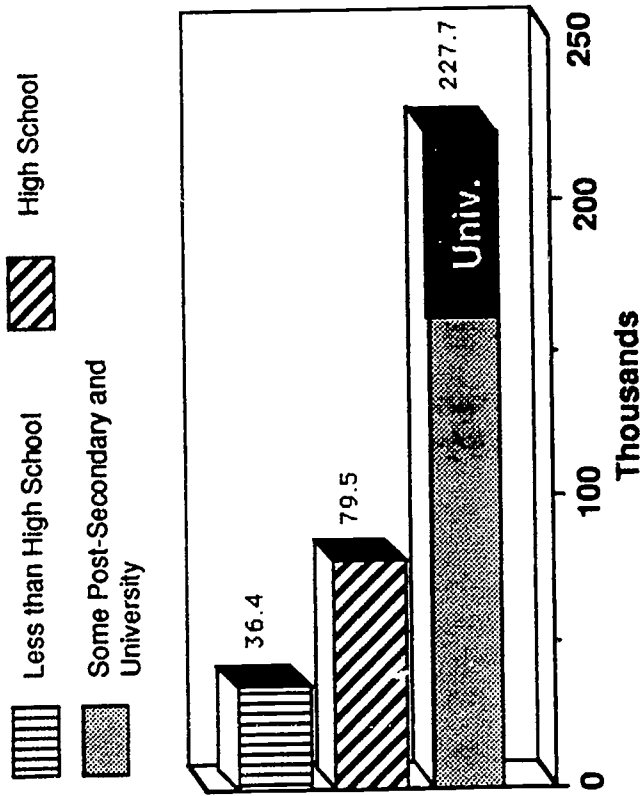
From the duplication master provided in this module it is an easy matter to "cut and paste" the school-prepared content before running off copies for use with parents. Administrators have suggested that this handout might be incorporated into the regular mailings which schools make to parents. Alternatively, it can be the focus of a special school event which you may be planning. It is important that the parent handout and the student handout are sequenced for distribution at the same time, because they reinforce each other. It is recommended that distribution be at the earliest opportunity in Grade 10. Follow-up reminders at the end of the school year will be helpful because of the relatively large numbers of dropouts who do not return after the summer vacation.

The Federal Government publication "Stay in School - A Parent's Guide" is a valuable resource for use with selected parents of potential dropouts.

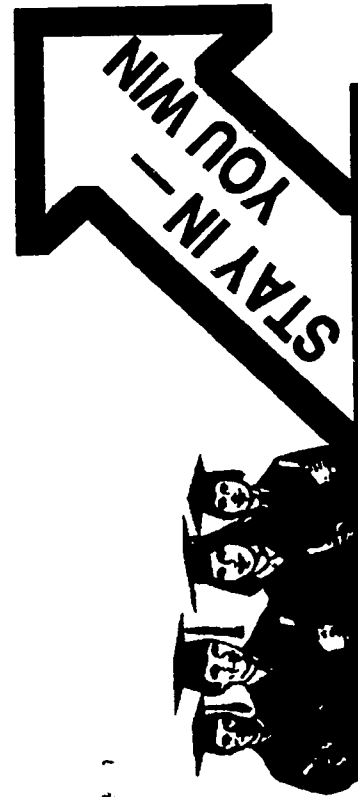
Multiple copies can be obtained from the address provided.

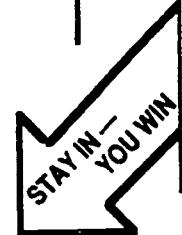
This chart from Alberta Career Development and Employment shows the number of jobs available to Albertans with different levels of education. It is reliably estimated that almost 70% of jobs in the future will require some technical school or other post-secondary education.

Projected Employment Change by Skill Level, Alberta, 1990 - 2000



HOW TO HELP YOUR TEENAGER STAY IN SCHOOL





Why be Concerned About Dropouts?

There is increasing concern in Canada about the 30% of high school students who drop out before graduating with their high school diploma. The dropout has double the chance of being unemployed compared to a high school graduate. More than half of Alberta's adult criminals are dropouts. The Federal Government estimates that it will cost \$33 billion over the next 20 years to support dropouts. The future of all Canadians depends on our ability to be competitive in the world economy and this needs an educated and skilled workforce. Above all, there is a loss of human potential and the reduced quality of life that results from our young people dropping out of school.

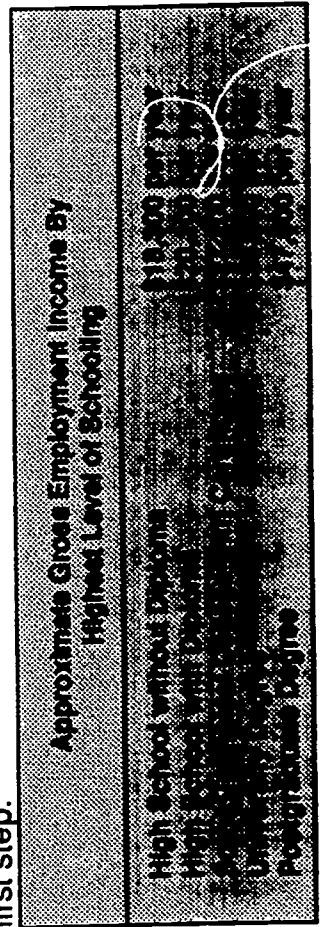
This is why Alberta Education and your teenager's high school are cooperating in this "STAY IN—YOU WIN" campaign.

What can Parents do?

- Build teenager's self-esteem
- Discuss any problems with the school staff
- Recognize that education is the best investment you can make in your teenager's future
- Participate in Parent-Teacher meetings and Parent-School Activities

Future Earnings

The chart on the back page tells what level of education will be required for jobs in the future. A high school diploma is an essential first step.



HAVE YOUR TEENAGER ESTIMATE THE SCORES THEN COMPLETE YOUR ESTIMATES AND DISCUSS THE RESULTS

MY TEENAGER:

				student parent
1. Plans things well ahead:	Never	Sometimes	Always	<input type="checkbox"/>
	0	3	5	<input type="checkbox"/>
2. Has a quiet place for homework:	Never	Sometimes	Always	<input type="checkbox"/>
	0	3	5	<input type="checkbox"/>
3. Has grade averages of:	-50%	50-65%	+65%	<input type="checkbox"/>
	0	3	5	<input type="checkbox"/>
4. Has family or friends to help with homework:	Never	Sometimes	Always	<input type="checkbox"/>
	0	3	5	<input type="checkbox"/>
5. Is absent from school:	A lot	Sometimes	Never	<input type="checkbox"/>
	0	3	5	<input type="checkbox"/>
6. Works hard to get things done:	Never	Sometimes	Always	<input type="checkbox"/>
	0	3	5	<input type="checkbox"/>
7. Likes school:	Not at all	Sometimes	Always	<input type="checkbox"/>
	0	3	5	<input type="checkbox"/>
8. Thinks school is relevant and interesting:	Not at all	Sometimes	Always	<input type="checkbox"/>
	0	3	5	<input type="checkbox"/>
9. Likes teachers and thinks they care:	Not at all	Sometimes	Always	<input type="checkbox"/>
	0	3	5	<input type="checkbox"/>
			TOTALS	<input type="checkbox"/>

32-45 Keep up the good work
 22-32 Discuss where improvements can be made
 10-22 This is an "at risk" score. Review what can be done to change things
 0-10 Consult with your local school counselor or a teacher and find out what can be done differently

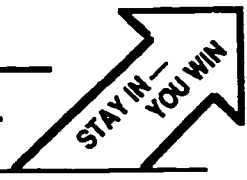
C. STUDENTS



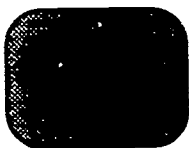
In a very real sense this STAY IN—YOU WIN package is all about students and the ways in which they can be encouraged to stay in school. In the final analysis the student has to take the responsibility for learning and this involves attendance, serious study and demonstrating persistence. Because the school impacts so strongly on students the process of dropout prevention has been placed in the hands of educators so that the strategies reflect a professional approach to designing the best possible learning environment for all students. Given the nature of adolescence, this process calls for patience and persistence. The involvement of parents as partners has already been emphasized; now it is appropriate to analyze how students react to their school and the world around them.

Perhaps the most important attitude to understand is the prevailing tendency for teenagers to meet their most immediate needs at the expense of their longer-range interests. Peer pressure to participate in the lifestyle of today is acute. Dress styles imply brand-name products that are expensive; independence is seen in terms of owning a vehicle; entertainment, hobbies and recreational sports are expensive. The drive to be well-regarded has led to a new level of “keeping up with the Joneses.” Part-time employment is often seen as a means of earning the funds so essential to gratifying the teenager’s needs and wants. This in turn can cause difficulty with school work through working late and being tired in school the next day, by taking time away from school work in order to meet the demands of socializing and other priorities for time.

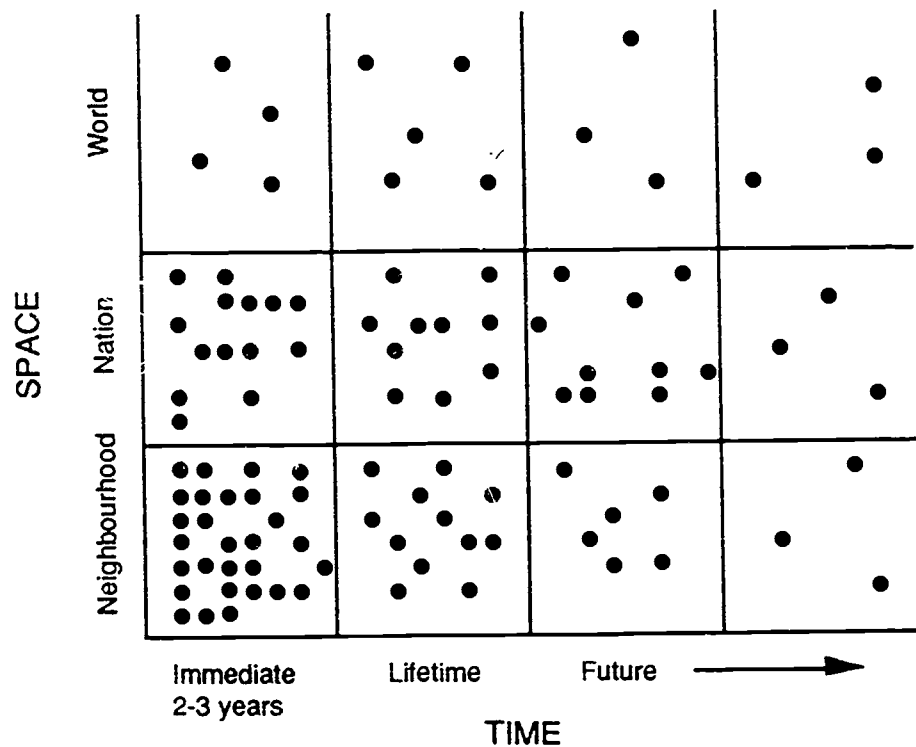
The research tells us that the dropout is often a short-range goal-setter. In this, the student is not alone. The Club of Rome examined the tendency for all humans to work to short-range objectives at the expense of long-range considerations. The majority of us are



preoccupied with short time perspectives. Very few of us have a global perspective that stretches over extended time perspectives. This clustering of most people's concern with their immediate family and future is illustrated in this chart where each dot represents a large number of people. As the "Space" axis extends to national and world scenarios, the number of truly concerned people diminishes. As "Time" extends beyond the next few years through to future generations, the number of people truly concerned diminishes. Teenagers exhibit this tendency as they grapple with the pressures of growing up and growing independent.



overhead 1.2



It is critical that students be made aware of the importance of expanding their time horizons to extend beyond short-term considerations. Parents too need to be aware of the difficulty facing a teenager in obtaining the necessary funds for going through the school years. Part-time work can have positive benefits for the student



overhead 1.3

in developing a sense of responsibility for earning a living; however, more than 15 hours per week can interfere with academic performance. It may be helpful to present the information below to students as an indication of their future earning potential and probability of employment. Further information on job availability and earnings is contained in Module Two and in the student handout which is included at the end of this section.

Percent of Time in Labour Force States Ages 25-64, by Education Level and Sex

Yrs. of Education

Male

0-8 years

12 years

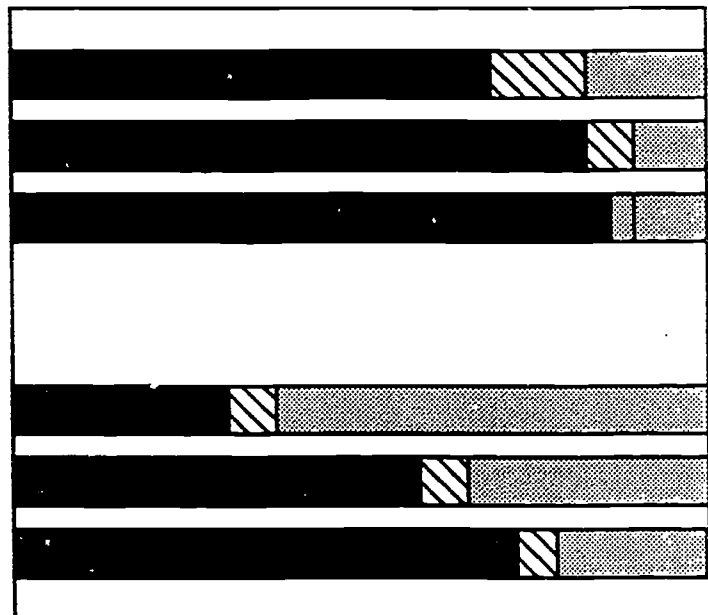
Degree

Female

0-8 years

12 years

Degree



Employment



Unemployment



Not in labour force

Source: Senate Standing Committee on Social Affairs

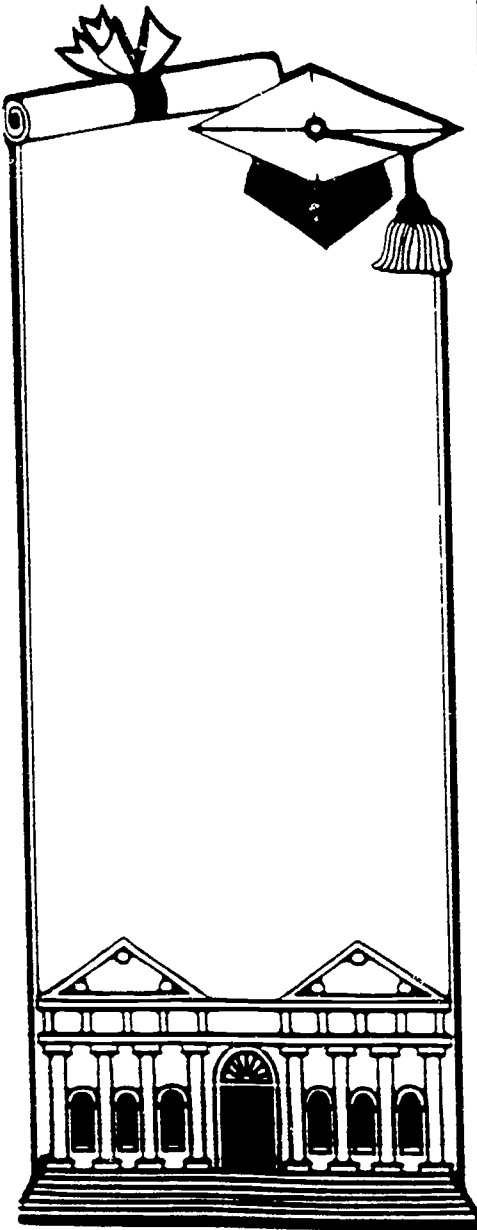
Every opportunity should be taken to counsel students about the negative consequences of dropping out; both in terms of lifetime earnings and potential for unemployment or working in low-skill

occupations where opportunities for self-fulfillment are meagre.

These educational, career and lifestyle choices are emphasized in the Federal Government's video program, ZOPTIONS, which is included in your STAY IN—YOU WIN package, and is described in the next chapter.

The student handout has been designed to present some very basic information on the dangers of dropping out. It emphasizes that students can "make their own luck," instead of dreaming about winning a lottery. The short quiz is based on the key factors which have been identified as contributing to dropout. Like the parent handout, it can incorporate the name of your school and a contact name and/or place for further information and assistance. Reproducing it on colored paper is recommended in order to attract attention and encourage students to keep it for future reference.

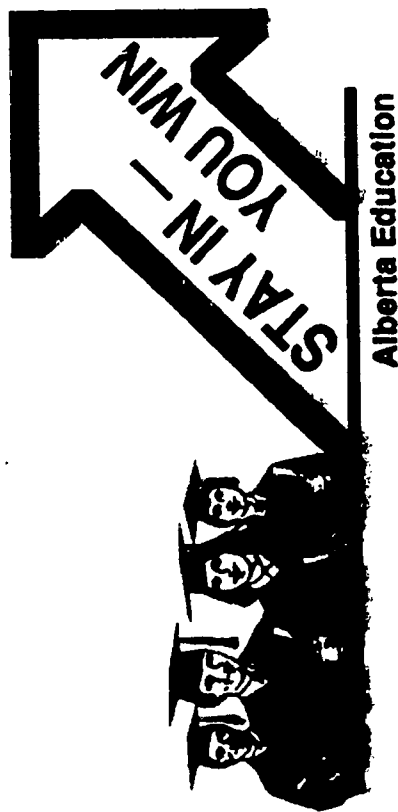
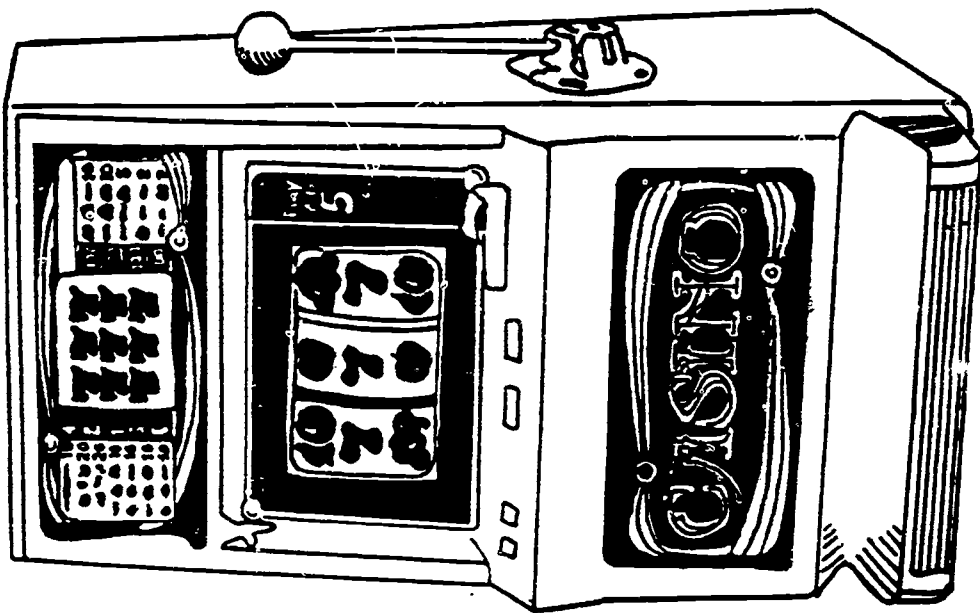
The Federal Government publication "Straight Talk About Staying in School" can be ordered in bulk from the address given.



SO YOU WANT TO WIN THE LOTTERY?

HERE'S HOW

(READ SMALL PRINT INSIDE FOR DETAILS)





There always seems to be some "small print" these days! Anyway, now we've got your attention there is one type of "lottery" where you can make your own luck. We all dream of winning the lottery. But, we all understand that our chances are very slim. Right now you can win your own "lottery" by staying in school and getting a high school diploma. Here's how much you gain in your lifetime:

Approximate Gross Employment Income By Highest Level of Schooling	
High School without Diploma	\$18,300 per year
High School with Diploma	\$20,200 per year
Some Technical College with Certificate	\$27,200 per year
University Degree	\$38,500 per year
Postgraduate Degree	\$47,600 per year

Here's how much more you will make if you work for 40 years:

- * GRADUATE FROM HIGH SCHOOL = +\$ 76,000
- * GET SOME POST-SECONDARY EDUCATION = +\$356,000
- * GET A BACHELOR'S DEGREE = +\$808,000

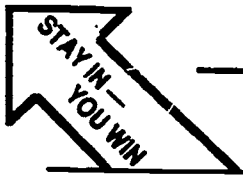
**THIS IS THE "LOTTERY" YOU CAN WIN
WHY NOT START NOW?**



TAKE A MINUTE AND SEE WHETHER YOU ARE ONE OF THE HIGH SCHOOL STUDENTS "AT RISK" OF DROPPING OUT

	My Score	
1: My participation in sports and extra-curricular activities is:	Low 0 Average 2 High 4	<input type="checkbox"/>
2: My English marks are usually:	Under 50% 0 50-60% 2 +60% 4	<input type="checkbox"/>
3: I have repeated this many grades:	Two 0 One 0 None 4	<input type="checkbox"/>
4: My Math marks are usually:	Under 50% 0 50-60% 2 +60% 4	<input type="checkbox"/>
5: The relevance of my courses is:	Low 0 Medium 2 High 4	<input type="checkbox"/>
6: My attendance record is:	Poor 0 Average 2 Good 4	<input type="checkbox"/>
7: I think my teachers care about me:	Not at all 0 So-so 2 A lot 4	<input type="checkbox"/>
8: I make long-range plans	Never 0 Sometimes 2 Always 4	<input type="checkbox"/>
9: I feel good about myself in school	Seldom 0 About 50-50 2 All the time 4	<input type="checkbox"/>
	TOTAL	<input type="checkbox"/>

28-36 You should be in good shape. Keep it up
 18-28 Take care! Talk with your parents.
 10-18 Think carefully about your future and talk to your counsellor or a teacher
 0-10 Definitely "at risk". You really have important decisions to make



4. ZOPTIONS

ZOPTIONS is a fast-paced 11-minute video produced by Employment & Immigration Canada. They have kindly provided us with copies of the video and facilitator's handbook at no charge for use in Alberta high schools. Although primarily intended to persuade students to stay in school and focus on their future, the video will also be very useful in parent education and teacher in-service. The video is suitable for viewing by all students as soon as they enter high school. It can also be used again to refresh the memory of any student who is "at risk" or considering dropping out.

All students can benefit from viewing the video and it can also be helpful for improving teacher and parent understanding.

The Clemson University publication which follows emphasizes that dropout prevention is a concern of educators at all levels. The twelve strategies also reinforce the need for a multi-dimensional approach to developing solutions.

APPENDIX

Alberta
EDUCATION

**STAY IN -
YOU WIN**

EFFECTIVE STRATEGIES

FOR

DROPOUT PREVENTION

**Twelve Successful Strategies to Consider in A Comprehensive
Dropout Prevention Program**

**Marty Duckenfield
John V. "Dick" Hamby
Jay Smink**

**THE NATIONAL DROPOUT PREVENTION CENTER
CLEMSON UNIVERSITY
CLEMSON, SC 29634-5111 (803) 656-2599
September 1990**

INTRODUCTION

Students leave school for many reasons. Pregnancy, family circumstances, economic necessities, substance abuse, lack of academic success, or disciplinary actions, singly or in combination, can influence a young person's decision to quit school.

There is no single solution to the dropout crisis. Just as there are a variety of causes behind a student's decision to drop out of school, a great many different strategies exist to prevent this event from occurring. Research has shown, however, that communities and school districts who adopt comprehensive approaches have far more effective dropout prevention programs. Comprehensive solutions address the multiple needs of at-risk students.

In an effort to determine the most successful approaches within a comprehensive strategy, the National Dropout Prevention Center conducted an analysis in 1990 of current research and practices in more than 350 dropout prevention programs. The result is a synthesis of twelve strategies that have had the most positive impact on the dropout rate in communities across the nation. The strategies identified are:

- Parental assistance and involvement
- Quality early childhood education
- Concentrated reading and writing programs
- Individualized instruction
- Utilization of instructional technologies
- Mentoring and tutoring
- Workforce readiness and career counseling
- Summer enhancement programs
- Flexible schedules and alternative programs
- Staff development programs
- School-based management
- Community and business collaboration

Those who are asked to coordinate dropout prevention efforts should find this publication useful. Each section contains a brief description of a strategy and its advantages. Information about programs, relevant organizations and additional resources are included as well.

Effective Strategies for Dropout Prevention provides only a small sample of the many programs and resources that incorporate these dozen strategies. Additional ones can be located in the National Dropout Prevention Center's FOCUS database. FOCUS now contains more than 400 dropout prevention programs, conference and workshop information, and a bibliographical index of the Center's resource materials. Anyone can access FOCUS via a personal computer and modem. For information about using FOCUS, contact the National Dropout Prevention Center at 803-656-2599.

It is the intent of the National Dropout Prevention Center that this document serve as a catalyst to inspire program coordinators and directors to find the assistance needed to implement programs that will encourage the young people of their communities to complete school.

PARENTAL ASSISTANCE AND INVOLVEMENT

Whether parents take the initiative to become involved in school or do so only at the request of the school, the purposes are the same: to improve skills in dealing with their own children and to serve as a source of support to improve the school for all children.

These purposes can be accomplished as parents do several things:

- serve as teachers for their own or others' children (e.g., serving as a tutor; helping with homework; assisting the teacher by preparing materials);
- provide support to the school (e.g., joining the PTA or other parent association; serving as a school volunteer to chaperone field trips);
- participate in special school programs for parents (e.g., counseling for personal or family problems; training in parenting skills; instruction in English; utilizing health and social support services);
- become an advocate for their own children or for groups supporting children with special needs (e.g., meeting with principals and other administrators to speak on behalf of better schools; supporting organizations that protect the interests of children); and
- share in making decisions about children and the school (e.g., creating individual educational plans for their children; serving on a school advisory committee; making choices about which school their child will attend).

Expected Benefits

When parents are involved:

- **Children benefit**—achievement and self-esteem increase.
- **Schools benefit**—support for teachers increases and communication leading to common goals improves.
- **Communities benefit**—as the overall level of education improves and a more highly-trained workforce develops, the community becomes a safer, cleaner, healthier place with a strong economy.

Program Ideas to Consider

- **"Parent Involvement."** School and community representatives meet with parents three hours a month at locations convenient to parents. Parents learn skills they can use to help prevent their children from dropping out of school, how to work with their children's teachers as partners, and how to obtain needed help from influential school and community persons. (Contact: Linda Johnson, Tuscaloosa County Schools, 2314 9th Street, Tuscaloosa, Alabama, 35403, 205-758-0411.)
- **"Parents Teach!"** Selected teachers and guidance counselors meet one night a week for ten weeks with parents and their children. Guidance is provided to parents (especially those who had trouble in school) on how to help their child improve academic achievement and make wise career choices. Parents learn how to teach their children good study habits, how to take tests, and how to find resources to solve problems. (Contact: Carla Hawkins, Metropolitan Detroit Youth Foundation, 11000 W. McNichols, Suite 222, Detroit, Michigan, 48221, 313-872-4200.)

Effective Strategies for Dropout Prevention

- "Parent Outreach Program." This program begins at the elementary school level and expands into the middle school. Strategies include parent meetings, classes, group activities, resource kits, and home visits all designed to teach parents how to help their children in school. (Contact: Carolyn Sheldon, Assistant Director, Student Services, Child Service Center, 531 S.E. 14th Avenue, Portland, Oregon, 97214, 503-280-5840.)

Organizations and Agencies with Additional Resources

- The ASPIRA Association, Inc.
1112 16th Street, NW, Suite 340
Washington, DC 20036
(202) 835-3600
- Home and School Institute
Special Projects Office
1201 16th Street, NW
Washington, DC 20036
(202) 466-3633
- Institute for Responsive Education
605 Commonwealth Avenue
Boston, Massachusetts 02215
(617) 353-3309
- National Center for Parents in Dropout Prevention
National Committee for Citizens in Education
10840 Little Patuxent Parkway, Suite 301
Columbia, Maryland 21044
(800) 638-9675

Additional Readings and References

- Davies, Don. Parent Involvement in the Public Schools in the 1980s: Proposals, Issues, Opportunities. Philadelphia, Pennsylvania: Research for Better Schools, 1985.
- Haley, Paul and Berry, Karen. Home and School as Partners. Andover, Massachusetts: The Regional Laboratory for Educational Improvement of the Northeast and Islands, 1988.
- Parents Make a Difference. Boston, Massachusetts: Institute for Responsive Education, 1989.
- Nicolau, Siobhan and Ramos, Carmen Lydia. Together is Better: Building Strong Relationships Between Schools and Hispanic Parents. New York, New York : Hispanic Policy Development Project, 1990.

QUALITY EARLY CHILDHOOD EDUCATION

A child's early years are crucial for successful intellectual, physical, social and emotional development. Admittedly, parents have the primary and most important responsibility to provide a nurturing environment for their children, but the school has a vital role since a major part of a child's formal learning is guided by the school. Schools must provide a safe, stimulating environment staffed by caring and knowledgeable adults. The primary focus of the faculty and staff is to meet young children's needs. They can best do this using materials and practices that fit the developmental levels of the children. High quality early childhood education programs:

- provide significant and enduring benefits for young children, especially those at risk of school failure and social alienation;
- are the most important initial link connecting the family with the school; and
- take on added importance as the number of two-worker and single-parent families increases.

Expected Benefits

Research supports the enrollment of children in developmentally appropriate full-day preschool and kindergarten classes. When trained teachers provide children with opportunities for self-initiated play, conversation, and exploration with much teacher-child interaction in safe and well-equipped environments, children:

- improve in language development;
- develop more appropriate social skills;
- have higher levels of self-esteem;
- are better prepared for school; and
- make higher achievement test scores.

Results are even better when parents are involved in their child's early childhood education.

Program Ideas to Consider

- **"Child-Parent Centers."** This highly individualized preschool and kindergarten program stresses language development and reading readiness. A parent-resource teacher trains parents to instruct their children at home as well as become involved in the school program. Comprehensive health, speech, and academic services are provided. (Contact: Velma Thomas, Child-Parent Center, Chicago Public Schools, 1819 W. Pershing Road, 6 E South, Chicago, Illinois, 60609, 312-890-8196.)
- **"Early Prevention of School Failure."** Four-, five-, and six-year-old children found to score one year below the norm of language, auditory, visual, and motor skills are given special programs daily. Teachers are trained to match appropriate curriculum with developmental levels of students. (Contact: Luceille Werner, Curriculum Services, 114 North Second Street, Peotone, Illinois, 60468, 312-258-3478.)
- **"Project SEED."** Project SEED is a program in which mathematicians and scientists teach abstract, conceptually oriented mathematics to full-sized classes of elementary school students as a supplement to the regular mathematics program to raise their achievement levels and academic self-confidence. SEED instructors use the discovery method, in which students play an integral role in educating themselves. (Contact: Helen Smiler, National Projects Coordinator, Project SEED, 2530 San Pablo Avenue Suite K, Berkeley, California, 94702-2013, 415-644-3422.)

Effective Strategies for Dropout Prevention

- "Success for All." This program provides a half-day preschool and full-day kindergarten both emphasizing language, academic readiness, music, art, and movement activities. Social workers and parent liaisons provide parent education and work to involve parents in their child's school. They also provide family support assistance for children who are not receiving adequate sleep or nutrition, who need glasses, who are not attending school regularly, or who have serious behavior problems. (Contact: Center for Research on Elementary and Middle Schools, The Johns Hopkins University, 3505 N. Charles Street, Baltimore, Maryland, 21218, 301-338-8248.)

Organizations and Agencies with Additional Resources

- Children's Defense Fund
122C Street, N.W.
Washington, DC 20001
(202) 628-8787
- High/Scope Educational Research Foundation
600 N. River Street
Ypsilanti, Michigan 48198-2898
(313) 485-2000
- Parents as Teachers National Center
8001 Natural Bridge
Manillac Hall
St. Louis, Missouri 63121-4499
(314) 553-5738
- National Association for Education of Young Children
1834 Connecticut Avenue, NW
Washington, DC 20009
(800) 424-2460
- The National Center for Family Literacy
1 Riverfront Plaza, Suite 608
Louisville, Kentucky 40202
(502) 584-1133

Additional Readings and References

- **Bridgman, Anne.** Early Childhood Education and Child Care: Challenges and Opportunities for America's Public Schools. Arlington, Virginia: American Association of School Administrators, 1990.
- **Dimidjian, Victoria Jean.** Early Childhood At Risk: Actions and Advocacy for Young Children. Washington, DC: National Education Association, 1989.
- **Miller, George, Editor.** Giving Children a Chance. Washington, DC: Center for National Policy Press, 1989.
- **Schweinart, Lawrence J. and Wikart, David P.** "Evidence that good early childhood programs work." Phi Delta Kappan, April 1985, 545-553.
- **Warger, Cynthia, Editor.** A Resource Guide to Public School Early Childhood Programs. Alexandria, Virginia: Association for Supervision and Curriculum Development, 1988.

CONCENTRATED READING AND WRITING PROGRAMS

Ability to read and write is the foundation of success in school. If basic skills are not learned in the earliest grades, students have increasing difficulty with expanding literacy as they progress through the grades. Research-based strategies include:

- increased time in instruction;
- instruction at the appropriate level;
- incentives for learning;
- individual tutoring to supplement, not replace, regular instruction;
- mainstreaming students in heterogeneously-grouped classrooms with the continuous regrouping across age and grade levels;
- computer-assisted instruction in reading and writing; and
- instruction across all curriculum content areas in higher grades.

Expected Benefits

Many students drop out of school because they have not mastered basic reading and writing skills. Even students with poor readiness and learning skills can develop adequate reading skills with appropriate early instruction. By emphasizing acquisition of reading and writing skills in the early grades with continual reinforcement across all curriculum areas in all grades, the frustration so often experienced by dropouts is lessened, thus increasing their chances of achieving academic success, graduating from school, and obtaining career and employment goals.

Program Ideas to Consider

- "Reading Recovery." Specially-trained teachers tutor first grade students reading in the lower 20% of their class during 30-minute individually-tailored lessons for a 16-week period. This program supplements the regular reading program, and emphasizes discovery of meaning through involvement in reading and writing experiences. (Contact: The Martha L. King Center for Language and Literacy, The Ohio State University, 200 Ramseyer Hall, 29 West Woodruff Avenue, Columbus, Ohio, 43210, 614-292-0711.)
- "Writing to Read." This is a program developed by IBM Corporation using computer-assisted instruction in reading and writing for kindergarten and first grade students performing in the lowest quartile in reading achievement. (Contact: Miss Jacqueline Walker, 300 Washington Street, P. O. Box F, Selma, Alabama, 36702-0318, 205-874-1600.)
- "Reading Education Accountability Design (READ:S)." A reading-across-the-curriculum program which provides content-area teachers with already-developed lesson design formats so they can develop instructional modules in vocabulary, comprehension, and study skills using their course content. Modules offer students reinforcement through guided and independent practice of the reading strategies taught in English classes. (Contact: Mrs. Lynn Dennis, Coeur d'Alene School District #271, 311 N. 10th Street, Coeur d'Alene, Idaho, 83814, 208-664-8241.)

Organizations and Agencies with Additional Resources

- Breadloaf School of English
805 Strode Tower
Clemson University
Clemson, SC 29634
(803) 656-4463
- Exemplary Center for Reading Instruction
3310 South 2700 East
Salt Lake City, Utah 84109
(801) 486-5083
- International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, Delaware 18714-8139
(302) 731-1600

Additional Readings and References

- Atwell, Nancie. In the Middle: Writing, Reading, and Learning with Adolescents. Portsmouth, New Hampshire: Boynton/Cook Publishers, 1987.
- Davidson, Judith and Koppenhaver, David. Adolescent Literacy: What Works and Why. New York, New York: Garland Publishing, Inc., 1988.
- Heath, Shirley Brice. Ways with Words. Cambridge, England: Cambridge University Press, 1983.
- National Diffusion Network. Educational Programs that Work, Edition 15. Longmont, Colorado: Sopris West, Inc., 1989.

INDIVIDUALIZED INSTRUCTION

Individualized instruction is particularly suited to at-risk students because it customizes a program to meet their various needs. It involves students actively in the learning process by utilizing their interests and aspirations more effectively. Since this process can capitalize on students' unique learning styles, it allows them to focus on specific objectives, learn at their own pace and ability level, and be at different points in the curriculum. Custom-tailored curriculum, flexible scheduling, competency-based evaluation, and frequent feedback of learning outcomes are some key elements of individualized instruction.

Expected Benefits

Individualized instruction is effective with at-risk students because it helps them:

- develop responsibility for their own learning;
- sustain attention, discipline, and motivation necessary to complete assignments;
- improve achievement without undue stress and anxiety;
- achieve success, one step at a time; and
- learn, using more than one of the three modes of learning: auditory, visual, and/or kinesthetic.

Program Ideas to Consider

- "PC Edge." This individualized instruction program uses a self-paced learning lab to raise skill levels of students so they can make the transition into further vocational or academic schooling, full-time employment, or the military. The program includes in-depth assessment, computer-assisted instruction, audio-visual materials, one-on-one tutoring, and counseling. (Contact: Candace L. VerBruggen, PC Edge, Lindsey Learning Center, 1602 S. 3rd Avenue, Tucson, Arizona, 85713, 602-884-8688.)
- "Individualized Bilingual Instruction." A program that focuses on teaching English oral language skills to students in preschool through third grade whose primary language is not English. Both individualized and small group instruction are used. (Contact: Beverly McConnell, Educational Institute for Rural Families, Southwest 615 City View, Pullman, Washington, 99163, 509-334-2750.)
- "Performance-Based Diploma Program." This program provides computerized, basic skills instruction in language arts and mathematics to prepare students to pass the state's minimum skills test, pass the GED, and gain certification of proficient vocational skills leading to employment. (Contact: Judy Jones, Vero Beach Senior High School, 1707 16th Street, Vero Beach, Florida, 32960, 407-778-7062.)
- "Multi-Sensory Intervention." This program for kindergarten children is designed to provide the earliest possible intervention and training of high risk children. Multi-Sensory Intervention provides materials, manipulative equipment and supplies for the multi-sensory approach program which identifies and matches learning styles of the students. (Contact: Jane Buckner, Gaston County Schools, Instructional Services Center, 219 N. Morris Street, Gastonia, North Carolina, 28052, 704-866-6234.)

Organizations and Agencies with Additional Resources

- Association for Supervision and Curriculum Development
1250 N. Pitt Street
Alexandria, Virginia 22314
(703) 549-9110
- The Center for Slower Learners
4949 Westgrove, #180
Dallas, Texas 75248
(214) 407-9277
- Center for Research on Elementary and Middle Schools
The Johns Hopkins University
3505 N. Charles Street
Baltimore, Maryland 21218
(301) 338-8248
- Center for the Study of Learning and Teaching Styles
St. Johns University
Grand Central Parkway
Jamaica, New York 11439
(718) 990-6161, ext. 6335

Additional Readings and References

- Carbo, Marie; Dunn, Rita; and Dunn, Kenneth. Teaching Students to Read Through Their Individual Learning Styles. Englewood Cliffs, New Jersey: Prentice Hall, 1986.
- Gross, Beatrice. "Can computer-assisted instruction solve the dropout problem?" Educational Leadership, 46(5), February 1989, 49-51.
- Jeter, Jan, Editor. Approaches to Individualized Education. Alexandria, Virginia: The Association for Supervision and Curriculum Development, 1980.
- Wang, Margaret C. and Walberg, Herbert J. Adapting Instruction to Individual Differences. Berkeley, California: McCutchan Publishing Corporation, 1985.

UTILIZATION OF INSTRUCTIONAL TECHNOLOGIES

Computer assisted instruction, especially such innovations as interactive video and video disks, allows for the individualized and self-paced curriculum which is particularly helpful to at-risk students. Modern instructional technology offers many opportunities for schools and communities to help at-risk students. Computer-generated identification and tracking systems give administrators a quick, accurate way to monitor at-risk students and their progress through school and to develop flexible, effective alternative programs. Such systems can be adapted to provide teachers with diagnostic and prescriptive programs suited to the different learning needs and styles of students. Computerized systems are useful to counselors for information and human resource management necessary for academic and career guidance as well as coordination of support services for at-risk students.

Expected Benefits

When technology is fully utilized on behalf of at-risk students:

- computer-assisted instruction, interactive television, telecommunication networks, and satellite-transmitted programs can allow schools to provide a broader range of effective educational experiences;
- schools can identify potential at-risk students earlier and begin appropriate intervention;
- teachers can use computer databases of individual student profiles for diagnostic-prescriptive teaching approaches; and
- schools can provide telephone hot-lines to both give and receive information for parents.

Program Ideas to Consider

- "Dropout Demonstration Project - Computer Laboratory Component." One component of this program is a computer-based learning center laboratory. Courses are available on the mainframe NovaNET using PLATO. Students are assisted in developing individual learning goals and objectives. (Contact: Ronald Sallade, New Horizons Program, Des Moines Public Schools, 800 Grand Avenue, Room 424, Des Moines, Iowa, 50307-3382, 515-242-7890.)
- "The Educational Video Center (EVC)." This is a non-profit organization which provides documentary internship programs for at-risk students in New York City. Students go through the entire process of creating a documentary video from researching an issue, arranging and conducting interviews, shooting and editing tape to presenting the final product. (Contact: Julie Feldman, Educational Video Center, Inc., 60 East 13th St., 4th Floor, New York, New York, 10003, 212-254-2848.)
- "Technology Learning Campus (TLC)." This program for students in grades 5-8 is designed to improve basic skills, creativity, global affairs knowledge, and future understanding of information science. Students are involved in an open curriculum in all essential areas; exploratory courses in keyboarding, the arts, creative endeavors, and areas of interest; and technological techniques and tools. (Contact: Denis Biagini, Principal, 4139 Regent Avenue North, Robbinsdale, Minnesota, 55422, 612-535-1790.)

Organizations and Agencies with Additional Resources

- National School Boards Association
Institute for the Transfer of Technology to Education
1680 Duke Street
Alexandria, Virginia 22314
(703) 838-6722
- International Society for Technology in Education (ISTE)
1787 Agate Street
Eugene, Oregon 97403
(503) 346-4414
- Agency for Instructional Technology (AIT)
Box A
Bloomington, Indiana 47402-0120
(812) 339-2203 or (800) 457-4509
- BreadNet
1250 24th St. N.W., Suite 600
Washington, DC 20037
(202) 466-0533

Additional Readings and References

- Classroom Computer Learning
2451 E. River Road
Dayton, Ohio 45439
- Connecting Our Students to the Future:
Computer Technology Report
The School Administrator
1801 N. Moore Street
Arlington, Virginia 22209
(703) 875-0730
- Shane, Harold G. Teaching and Learning in a Microelectronic Age. Bloomington, Indiana: Phi Delta Kappa, 1987.

MENTORING AND TUTORING

One of the most effective strategies for helping an at-risk student is one-to-one involvement with a significant other—either in a mentoring or a tutoring situation. A mentor can serve as a role model which may be missing from the student's life, guide the student into new experiences, and provide the necessary adult attention and support that will encourage the student to finish school and plan for the future. Mentoring activities can be business or community oriented, use school personnel, or focus on work and careers. Furthermore, since most at-risk students are nearly always deficient in academic subjects, a tutor can provide extra help in subjects and reinforce study skills that will be helpful in other school activities. Peer tutoring and cross-age tutoring has been shown to be a particularly powerful intervention for at-risk students.

Expected Benefits

Mentoring and tutoring have helped at-risk students:

- reduce their disruptive school behavior and suspensions;
- increase school attendance;
- increase bonding to school;
- improve school achievement and likelihood of graduation;
- increase personal worth and self-confidence; and
- develop more awareness of the world of work and future career requirements.

Program Ideas to Consider

- "Tutoring Project." In this program, a tutoring coordinator identifies, utilizes, and combines existing resources to supply extra academic aid to at-risk students. Adult volunteers, teacher cadets, peers, and incentive-pay teachers conduct tutoring sessions during in-school suspension and after school sessions. Classroom teacher involvement combined with regular parental contact enhances the program. (Contact: Sandy Addis, Anderson County School District One, P. O. Box 99, Williamston, South Carolina, 29697, 803-847-5208.)
- "GIVE Program." Grandpersons Interested in Volunteering for Education provide opportunities for senior citizen volunteers to share their knowledge and skills with school children and to provide extra assistance to teachers and other school staff. Working one half-day per week, participants in GIVE become tutors, classroom assistants, preschool or kindergarten assistants, and special education assistants. Working under the direct supervision of the classroom teacher, they give individualized instruction, care, and attention to the students. (Contact: Anne Szumigala, Toledo Public Schools, Administration Building Room 206, Manhattan and Elm Streets, Toledo, Ohio, 43608, 419-246-1321)
- "HOSTS (Help One Student to Succeed)." Mentors in this national program help students with reading, writing, student skills, vocabulary development and higher order thinking skills. Each student is matched with a trained mentor who provides individualized attention, motivation and support. Mentors—adults from the community and older students—are given carefully designed, individualized lesson plans. These lesson plans are tailored to each student's learning style, reading level and motivational interests. Since 1977, HOSTS has involved more than 150,000 students and 100,000 mentors in more than 400 programs. (Contact: Dr. Jerald Willbur, HOSTS Corporation, 1801 D Street, Suite 2, Vancouver, Washington, 98663-3332, 206-694-1705.

Organizations and Agencies with Additional Resources

- Campus Compact
Box 1975
Brown University
Providence, Rhode Island 02912
(401) 863-1119
- Inter-Cultural Development Research Association (IDRA)
5853 Callaghan Road, Suite 350
San Antonio, Texas 78228
(512) 684-8180
- The International Centre for Mentoring
Suite 510, 1200 West Pender Street
Vancouver, British Columbia, Canada V6E 2S9
(604) 684-4134
- Career Beginnings Program
Center for Human Resources
The Heller School
Brandeis University
P. O. Box 9110
Waltham, Massachusetts 02254-9110
(617) 736-3770
- National Mentor Contact Network
4802 Fifth Avenue
Pittsburgh, Pennsylvania 15213
(412) 622-1320

Additional Readings and References

- Ashley, William; Zahriser, Galek; Jones, Janice; and Inks, Lawrence. Peer Tutoring: A Guide to Program Design. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1986.
- Flaxman, Erwin; Ascher, Carol; and Harrington, Charles. Mentoring Programs and Practices: An Analysis of the Literature. New York, New York: Institute for Urban and Minority Education, September 1988.
- Freedman, Marc. Partners in Growth: Elder Mentors and At-Risk Youth. Philadelphia, Pennsylvania: Public/Private Ventures, Fall 1988.
- Mentor Manual: A Guide to Program Development and Implementation. Baltimore, Maryland: The Abell Foundation, January, 1990.
- A Leader's Guide to Mentor Training. San Francisco, California: Far West Laboratory for Educational Research & Development, February, 1990.
- Smink, Jay. Mentoring Programs for At-Risk Youth. Clemson, South Carolina: National Dropout Prevention Center, February, 1990.

WORKFORCE READINESS AND CAREER COUNSELING

The guidance counselor can be a significant factor in keeping students in school. Professional counseling for at-risk students individually and in groups can help them with personal problems, and give them direction for academic and career choices. Counselors can also coordinate orientation for pre-employment awareness, training in life-coping and work readiness skills, and entry into the job market for at-risk students. Additionally, counselors can be the bridge between the student and out-of-school support services.

Expected Benefits

Counseling and guidance help at-risk students:

- more effectively cope with personal problems that might otherwise cause them to fail in school or drop out;
- become more actively involved in the social life at school;
- make more appropriate choices about course offerings, employment opportunities, and future careers; and
- take advantage of out-of-school support they need from social agencies.

Program Ideas to Consider

- "70001 Training & Employment Institute." The goal of 70001 is to help school systems design and implement dropout prevention programs and to provide pre-employment training and related services to at-risk youth. The 70001 model is made up of the following components: competency based pre-employment training, remedial education instruction, motivational development services, job placement, and follow-up services. The 70001 model operates programs in 23 states. (Contact: Kim McManus, Vice President, Program Development, 70001 Training & Employment Institute, 501 School Street, Suite 600, Washington, DC, 20024, 202-484-0103.)
- "Career Guidance Project." This program uses a counselor/consultant design to develop life skills in students in kindergarten through high school by integrating career education activities into the ongoing curriculum. Elementary students engage in career awareness activities and an introduction to career areas. Students in grades 7-9 focus on a wider study of careers and use of decision-making skills. High school students are involved in activities in career exploration and the use of academic skills in various careers. Inservice is provided to aid staff and a variety of materials are made available. (Contact: Don Lawhead, Center for Educational Development, 620 North 7th Avenue, Tucson, Arizona, 85705, 602-791-3791.)
- "Project Discovery." This program allows students to engage in prevocational exploration so a career theme can be identified. Discovery kits are supplemented by occupational information materials, shadowing, work experience, work evaluation, and employability training as well as guidance and counseling to help students process more effectively their experiences and information. (Contact: Tim Hagan, Education Associates, Inc., P. O. Box Y, Frankfort, Kentucky, 40602, 800-626-2950.)

Organizations and Agencies with Additional Resources

- American School Counselor Association
5999 Stevenson Avenue
Alexandria, Virginia 22314
(703) 683-3111
- Center on Education and Training Employment
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090
(800) 848-4815
- ERIC Counseling and Personnel Services Clearinghouse
2108 School of Education
The University of Michigan
Ann Arbor, Michigan 48109-1259
(313) 764-9492
- National Center for Research in Vocational Education
University of California, Berkeley
1995 University Avenue, Suite 375
Berkeley, California 94704
(415) 642-4004

Additional Readings and References

- Bleuer, Jeanne C. and Schreiber, Penny A., Editors. Counseling Young Students at Risk. Ann Arbor, Michigan: ERIC Counseling and Personnel Services Clearinghouse, 1989.
- Capuzzi, Dave, and Gross, Douglas R., Editors. Youth at Risk. A Resource for Counselors, Teachers and Parents. Alexandria, Virginia: American Association for Counseling and Development, 1989.
- Walz, Garry R. Combating the School Dropout Problem: Proactive Strategies for School Counselors. Ann Arbor, Michigan: ERIC Counseling and Personnel Services Clearinghouse, 1989.
- Bloch, Deborah Perlmutter. Reducing the Risk: Using Career Information with At-Risk Youth. Eugene, Oregon: Career Information System, 1988.
- Lankard, Bettina A. The Student's Choice. Columbus, Ohio: The National Center for Research in Vocational Education, 1988.

SUMMER ENHANCEMENT PROGRAMS

It is estimated that much of the difference in academic achievement between at-risk students and others occurs during the summer. Once considered an experience strictly for high school students, summer school is now being considered a viable alternative for students at all grade levels. Summer school allows at-risk students to receive more individualized attention and intensive instruction in a wider variety of areas than is possible during the regular school year.

Expected Benefits.

For at-risk students with a high probability of dropping out of school, a summer program:

- allows them to continue the pace of learning established during the regular school year and to master skills in which they are deficient;
- provides opportunities for academic enrichment beyond remediation in basic skills;
- provides work-study activities with pay for development of employability and job skills; and
- helps prevent possible retention.

Program Ideas to Consider

- "Pampa Summer Academy." This is a six-week summer program for elementary students and their families. Students have opportunities to develop motor, social, and basic skills through fun learning and computer-assisted instruction. Parents engage in adult education programs and are linked to appropriate social services as needed. The program utilizes a computer system to track students and monitor their progress. (Contact: Tim Powers, Pampa Independent School District, 321 W. Albert, Pampa, Texas, 79065, 806-669-4700.)
- "Summer Motivation and Academic Residential Training (SMART)." In this program, 14-15 year old students spend eight weeks during the summer on a university campus. Students are involved in academic, recreational, work, career exploration, and community service activities. Half the day is spent in academics and the other half at work. Tutorials, electives, and recreation are offered twice a week. (Contact: Terry Pickeral, Western Washington University, Bellingham, Washington, 98225, 206-676-3322.)
- "Comprehensive Training for High-Risk Youth." This is a summer program that enables participants to earn credits for high school graduation, to obtain unsubsidized employment, and/or to return to school in the fall. Students attend 8 hours a day for a period of seven to eight weeks, with 60% of their time being spent working at a field site directly related to their vocational training course. (Contact: Dedo Priest, Comprehensive Training for High Risk Youth, Marin County Office of Education, Regional Occupation Program, P. O. Box 4925, San Rafael, California, 94901, 415-499-5811.)
- "Summer Step." This residential summer school/camp experience for middle school boys and girls is designed to give each camper the basic skills in mathematics and reading he or she needs to increase the chances for success in school. In addition, a sports program, experiences in group living, art, and job-training are provided. (Contact: Julie Campbell, Summer Step at Camp Baskerville, P. O. Box 990, Pawleys Island, South Carolina, 29585, 803-237-3459.)

Organizations and Agencies with Additional Resources

- BOCES Geneseo Migrant Center
Holcomb Building, 210
Geneseo, New York 14454
(716) 245-5681
- STEP Program
Public/Private Ventures
399 Market Street
Philadelphia, Pennsylvania 19106-2178
(215) 592-9099
- JTPA Program Information
Employment & Training Administration
US Department of Labor
200 Constitution Ave. NW
Room N-4703
Washington, DC 20210
(202) 535-0577
- The National Clearinghouse for Bilingual Education
1118 22nd Street NW
Washington, DC 20037
(800) 321-6223

Additional Readings and References

- Dougherty, J. W. Summer School: A New Look. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, Fastback 158, 1981.
- David, Jane L. and MacPhee, Barbara C. "Changing School Structure in the Summer." Educational Leadership, February 1988.
- Heyns, Barbara. "Schooling and Cognitive Development: Is There a Season for Learning?" Child Development, October 1987.

FLEXIBLE SCHEDULES AND ALTERNATIVE PROGRAMS

The traditional school program is not always appropriate for the student. Alternative academic and vocational programs, varied school environments, and flexible scheduling help schools meet the needs of students with delinquent behavior, those who have withdrawn from school, those who lack fundamental basic skills, and/or those for whom the regular curriculum is boring or inappropriate. One key to the success of alternative programs is the flexibility they offer for individualized programs for students. Alternatives can take the form of special courses or programs, schools-within-a-school, or separate schools, such as magnet or vocational schools.

Expected Outcomes

Students in alternative programs tend to:

- become more committed to school and learning;
- reduce their level of disruptive behavior;
- have increased levels of self-confidence and esteem;
- improve attendance and reduce the incidence of dropping out; and
- increase achievement and academic credits they earn.

Program Ideas to Consider

- "Mini-School." Mini-School is a school-within-a-school program where at-risk high school students receive academic instruction, counseling, work experience, survival training, and exposure to cultural activities. Grades are de-emphasized and students have an option to take vocational education. (Contact: Lesley Hughes-Seamans, Minnetonka High School, 18301 Highway #7, Minnetonka, Minnesota, 55345, 612-470-3500.)
- "Evangeline Alternative Children's Hope (EACH)." This program is for students who are at least 14 years old, have been retained two or more times, and have not reached the 9th grade. Each day, students receive 50 minutes of individualized reading, math, and language arts, 50 minutes of individual and group counseling, and the rest of the day in classes on work competency, vocational agriculture, business education, physical education, and independent living. (Contact: Fannie Soileau, Evangeline Parish School Board, 1101 Te Mamou Road, Ville Platte, Louisiana, 70586, 318-363-6651.)
- "Teen Academic and Parenting Program (TAPP)." This is a school-based program for pregnant adolescents in grades 7-12. In addition to regular academic courses, opportunities include family living, infant nurturing, parenting seminars, job skills, and vocational office training. Individual and group counseling as well as a young father's program are offered. (Contact: Patricia D. McCoy, 2406 Marquette, Davenport, Iowa, 52804, 319-326-5072.)
- "River Valley Alternative School." River Valley Alternative School seeks to raise student aspirations, provide an alternative for those students for whom the high school experience was not working, and to provide a means for dropouts to return to school and earn their diploma. The structure of the school rests on five concepts: (1) credit by objective, (2) individualized, self-paced instruction, (3) advisor-advisee model, (4) flexibility, and (5) community involvement. (Contact: Mark Bechtel, Supervisor, MSAD #52 Alternative School, Turner, Maine, 04282, 207-225-3406.)

Organizations and Agencies with Additional Resources

- Alternative Schools Network
1105 West Lawrence Avenue
Chicago, Illinois 60640
(312) 728-4030
- National Association for Year Round Education
6401 Linda Vista Road
San Diego, California 92111
(619) 292-3679
- 70001, LTD
600 Maryland Avenue SW, Suite 300
Washington, DC 20024
(202) 484-0103
- International Affiliation of Alternative
School Associations and Personnel
Kathy Knudtson
1212 7th St. SE
Cedar Rapids, Iowa 52403
(319) 398-2193
- Cities in Schools, Inc.
1023 15th St., NW, Suite 600
Washington, DC 20005
(202) 861-0230

Additional Readings and References

- Orr, Margaret Terry. Keeping Students in School. San Francisco, California: Jossey-Bass Publishers, 1987.
- Paul, Diane L. and Moreton, Ross E. Tomorrow's Innovations Today: Exemplary Alternative Education Programs. Fort Lauderdale, Florida: Nova University, 1990.
- Nathan, Joe, Editor. Public Schools by Choice. St. Paul, Minnesota: The Institute for Learning and Teaching, 1989.
- Staying In - A Dropout Prevention Handbook K-12. Madison, Wisconsin: Wisconsin Vocational Studies Center, 1981.

STAFF DEVELOPMENT PROGRAMS

Many teachers, principals, and counselors are not prepared to teach and guide at-risk students; therefore, continuous and relevant staff development must be provided. Helpful activities include training in identifying at-risk students, using special instructional strategies, making shared decisions, and developing or enhancing personal characteristics such as empathy and caring. Effective staff development must derive from identified needs of those involved and include field-based, experiential activities.

Expected Benefits

As a result of appropriate staff development, teachers and other school personnel:

- are more effective in helping at-risk students achieve their potential when they are attuned to their specific problems and needs;
- are less likely to become subjects of "burn-out;" and
- become more enthusiastic about education for all students in their school.

Program Ideas to Consider

- "Learncycle: Responsive Teaching." This is an intensive training program to help teachers develop flexible, effective skills for managing and teaching mainstreamed special education and other at-risk students. Through structured class activities, teachers learn a simple problem-solving method to define, analyze, and solve common student problems. Then they develop a plan to implement in their own classrooms. (Contact: Keith Wright, Washington State Facilitator, 15675 Ambaum Boulevard, Seattle, Washington, 98166, 206-433-2453.)
- "Project Intercept." The Intercept program is a highly individualized approach to help teachers, counselors, and administrators develop a team approach to dealing with problems of at-risk students. A master trainer provides a one-week training program and then makes periodic one-week visits to the school for on-line critiquing and demonstration teaching. (Contact: James E. Loan, 1101 South Race Street, Denver, Colorado, 80210, 303-777-5870.)
- "In-Service Training." This In-Service Training program provides adequate teacher in-service training, utilizing onsite and satellite programming. It helps teachers on all levels to teach in a more practical and experiential manner, addresses teacher attitudes and provides adaptive teaching techniques adjustable to learning styles. (Contact: Sylvia Olesen, Director, Project Advantage, 123 East Broadway, Cushing, Oklahoma, 74023, 918-225-1882.)
- "Project Inservice." Project Inservice (IS) is a performance-based training program designed for teachers of grades K-12. The project is designed to produce cognitive and attitudinal improvements in students through the strengthening of teaching skills. A total of sixteen specific teaching skills are developed through the use of three multi-media self-paced kits. (Contact: Project Inservice, 2046 Terrace Avenue, The University of Tennessee, Knoxville, Tennessee, 37996-3504, 615-974-1943.)

Organizations and Agencies with Additional Resources

- National Governors' Association
Center for Policy Research and Analysis
Hall of the States
400 North Capitol Street
Washington, DC 20001-1532
(202) 624-5300
- Association for Supervision and Curriculum Development
1250 N. Pitt Street
Alexandria, Virginia 22314
(703) 549-9110
- National Education Association
1202 16th Street, NW
Washington, DC 20036
(202) 822-7730
- National Staff Development Council
P. O. Box 240
Oxford, Ohio 45056
1-800-727-7288

Additional Readings and References

- Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession. A Nation Prepared: Teachers for the 21st Century. New York, New York: Carnegie Corporation, 1986.
- Glasser, William. The Quality School. New York, New York: Harper & Row, Publishers, 1990.
- Huling-Austin, Leslie; Odell, Sandra J; Ishler, Peggy; Kay, Richard S.; and Edelfelt, Roy A. Assisting the Beginning Teacher. Reston, Virginia: Association of Teacher Education, 1989.
- Lehr, Judy Brown and Harris, Hazel Wiggins. At-Risk Low-Achieving Students in the Classroom. Washington, DC. National Education Association, 1988.
- Joyce, Bruce, Editor. Changing School Culture Through Staff Development. Alexandria, Virginia: Association for Supervision and Curriculum Development, 1990.

SCHOOL-BASED MANAGEMENT

School-based management is one element in the current wave of educational reform that shows promise of bringing about the type of school restructuring necessary to provide for the needs of at-risk students. Participatory program planning with accountability for results would require the establishing of new roles and relationships between the staff within the school and between the school and the central office. This, of course, would require enabling state legislation and allotment of resources necessary to allow for self-management at the local level.

Expected Benefits

Evidence indicates that decentralization of school control:

- increases teachers' morale and level of effort;
- fosters the creativity necessary for innovative changes;
- provides school personnel the autonomy to make decisions that affect their local sites;
- generates a sense of ownership of and pride in school; and
- produces strong leadership and staff commitment conducive for the support needed by at-risk students.

Program Ideas to Consider

- "School Development Program." A collaboration between Yale University and the New Haven Public Schools, this program is attempting to understand the underlying problems of low achieving schools, correct them, and prevent future problems. A comprehensive school plan covers academics, social activities, and special programs. A key component of this plan is a governance and management team composed of parents, teachers, and administrative support staff. Specific activities are based on building-level goals. (Contact: Dr. James P. Comer, Child Study Center, Yale University, 230 South Frontage Road, P. O. Box 3333, New Haven, Connecticut, 06510-8009, 203-785-2513.)
- "Accelerated Schools Model." School-based governance is a major component of this program to substantially increase the overall pace of learning for at-risk students by increasing capacity, effort, time, and quality of learning resources. Ideally, the governance body is supported by a steering committee and task-oriented committees with particular assignments. These groups should be composed of instructional staff, other staff, parent representatives, and the principal. Choice of curriculum, instructional strategies, and other school policies are decided by the instructional staff of the school within guidelines set by the school district. The principal provides leadership and is responsible for obtaining and allocating resources to implement group decisions. (Contact: Henry M. Levin, Center for Educational Research, Stanford University, Stanford, California, 94305, 415-723-4717.)
- "Charles Drew Elementary School School-Based Decision Making Model." This Partnership in Education program is an example of school-based management/shared decision making projects in Dade County, Florida. The school is run by a central committee, decides how to allocate its budget, and can apply for waivers from union contracts, school board policies, state regulations, and federal regulations that threaten to impede its programs. One innovative activity is an extra three-hour session on Saturday mornings designed to increase academic learning time. (Contact: Fred Morley, Principal, Charles Drew Elementary School, 1775 NW 60 Street, Miami, Florida, 33142, 305-691-8021.)

Organizations and Agencies with Additional Resources

- American Association of School Administrators
1801 North Moore Street
Arlington, Virginia 22209
(703) 528-0700
- National Education Association
1202 16th Street, NW
Washington, DC 20036
(202) 822-7730
- Association for Supervision and Curriculum Development (ASCD)
1250 N. Pitt Street
Alexandria, Virginia 22314-1403
(703) 549-9110
- Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80295
(303) 299-3692
- Council of Chief State School Officers
379 Hall of the States
400 North Capital St., N.W.
Washington, DC 20001
(202) 393-8159

Additional Readings and References

- Caldwell, B. J. and Spinks, J. M. The Self-Managing School. New York, New York: Falmer Press, 1988.
- Duttweiler, Patricia C. Organizing for Excellence. Austin, Texas: Southwest Educational Development Laboratory, 1988.
- School Based Improvement: A Manual for Training School Councils. Columbia, Maryland: National Committee for Citizens in Education, 1989.
- Barth, Roland S. Improving Schools from Within. San Francisco, California: Jossey-Bass Publishers, 1990.
- Lewis, Anne. Restructuring America's Schools. Arlington, Virginia: American Association of School Administrators, 1989.
- Loucks-Horsley, Susan and Hergert, Leslie F. An Action Guide to School Improvement. Alexandria, Virginia: Association for Supervision and Curriculum Development, 1985.

COMMUNITY AND BUSINESS COLLABORATION

The quality of life in a community is directly related to the quality of its education. The private sector also has a stake in education because its workforce comes from the ranks of those who graduate--and those who don't. Many problems of youth are too complicated for the school to handle alone--it takes a total community effort with involvement of school, business, community agencies, civic organizations, private groups, and parents. School and business collaboratives have taken shape in a variety of communities with a great diversity of approaches. Collaboratives may be involved in varying degrees and in many ways. For example:

- developing a company mentoring or tutoring program in which employees spend an hour or two each week with an at-risk student.
- taking employees to a local school for lunch, getting to know the students and teachers.
- sponsoring a career fair or speaking to students about employment opportunities.
- providing incentives to teachers and students.
- contributing professional expertise; for example, as an accountant, attorney or medical advisor or work experience coordinator.
- adopting employment practice policies, agreeing not to employ young people unless they are currently enrolled in school or have graduated.
- creating opportunities for employees to become more active in their childrens' schools.
- publishing school information in corporate newsletters.
- officially recognizing outstanding achievement by at-risk students and their teachers.
- designing staff development materials and seminars.

Expected Benefits

School/business/community partnerships can:

- open lines of communication between school, business and community leaders for developing common long-range goals;
- provide needed resources for schools in meeting the needs of at-risk students;
- strengthen the content of the school curriculum and improve instruction; and
- improve the economic conditions of the community by producing a more educated workforce.

Program Ideas to Consider

- "EXODUS, Inc." A public-private partnership, this fully-accredited alternative education program uses the Cities-in-schools service delivery system to improve the academic achievement of at-risk high school students by helping them with noneducational problems such as finding employment, child care, and court matters. Counseling and social services are important components of the program. The program shifts to an employment emphasis in the summer. (Contact: Neil Shorhouse, EXODUS, Inc., 96 Pine Street, NE, Atlanta, Georgia, 30308, 404-873-3979.)
- "The Greeley Dream Team, Inc." Leaders from all segments of the public and private sector organized to coordinate this community-wide school dropout prevention program. Efforts include early identification and computer accounting of at-risk students, an alternative delivery system, and staff development in cooperative learning. The organization also sponsors a mentoring program and a scholars program. (Contact: Dr. Tim Waters, Superintendent of Schools, 811 15th Street, Greeley, Colorado, 80631, 303-352-1543.)

- "The BRIDGE Program." Supported by a public-private partnership, this incentive-based program is designed to keep 7th and 8th graders in school and help them make the transition from middle school to high school. The program includes small-group instruction in basic skills and other academic subjects, accelerated promotion to high school, pre-employment training, paid internships, counseling, and support services. In 9th grade, students are mainstreamed but given support by a BRIDGE staff member. (Contact: Robin White, Greater Hartford Chamber of Commerce, 250 Constitution Plaza, Hartford, Connecticut, 06103, 203-525-4451.)

Organizations and Agencies with Additional Resources

- Cities-in-Schools, Inc.
1023 15th Street, NW
Suite 600
Washington, DC 20005
(202) 861-0230
- National Alliance of Business
1025 15th Street, NW
Washington, DC 20005
(202) 457-0044
- National Association of Partners in Education, Inc.
601 Wythe Street, Suite 200
Alexandria, Virginia 22314
(703) 836-4880
- Public/Private Ventures
399 Market Street
Philadelphia, Pennsylvania 19106
(215) 592-9099

Additional Readings and References

- The Fourth R: Workforce Readiness. Washington, DC: National Alliance of Business, 1987.
- Building a Community Business/Education Partnership - A Tool Kit. Salem, Oregon: Oregon Student Retention Initiative, 1988.
- Business-Education Partnerships: Strategies for School Improvement. Andover, Massachusetts: The Regional Laboratory for Educational Improvement of the Northeast and Islands, 1986.
- Robinson, Estelle R. and Mastny, Aleta You. Linking Schools and Community Services: A Practical Guide. New Brunswick, New Jersey: Center for Community Education, Rutgers University, 1989.
- Bucy, Harriet Hanauer. School-Community-Business Partnerships. Clemson, South Carolina: National Dropout Prevention Center, April 1990.