

**Three Part Series**

- I. The Need for a Broad Range of Options
- II. Strategies for Locating and Reenrolling
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# I. The Need for a Broad Range of Options

Loujeania Williams Bost  
Project Director  
National Dropout Prevention Center  
for Students with Disabilities

Selete Avoke  
Project Officer  
Office of Special Education Programs

# Reentry Programs for Out-of-School Youth With Disabilities



**Julia Wilkins, Ph.D.**  
National Dropout Prevention Center for  
Students with Disabilities (NDPC-SD)

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## Executive Summary

A review of the reentry initiatives operating around the country reveals that there is growing interest among states, school districts, community colleges, and nonprofit organizations in recovering out-of-school youth to obtain their high school diplomas. Collaborative initiatives and focused outreach efforts have helped thousands of former dropouts return to school (see for example, Colorado Youth for a Change and Texas Dropout Recovery Pilot Program). In 2009, the percentage of young adults aged 25 years old and over who graduated with a high school diploma or completed an equivalency program (87%) was the highest it had been to date (Snyder & Dillow, 2010, Table 8).

Many former dropouts are actively seeking ways to obtain high school credentials. A high school diploma is widely recognized as essential for access to postsecondary education and gainful employment. In 2008, the unemployment rate for adults 25 years old and over who had not completed high school was 9%, compared with 6% for those who had completed high school and 3% for those with bachelor's degrees (Snyder & Dillow, 2010, Figure 22). Jobs that pay living wages and benefits have all but disappeared for individuals without a high school diploma (Christenson & Thurlow, 2004). The Economic Mobility Project noted that upward economic mobility, particularly for those at the bottom of the income ladder, is more strongly tied to educational attainment today than at any previous time in history (Furchtgott-Roth, Jacobson, & Mokher, 2009). Each level of education beyond a high school diploma increases



earnings—an associate's degree results in median annual earnings approximately double those of high school dropouts.

The difficulties that youth who drop out of school face in trying to obtain work without a high school diploma force many former dropouts to seek reentry into education. Students who drop out of school are often reluctant to return to the same situations that caused them to drop out in the first place. In addition, many individuals face barriers that prevent them from returning to school, such as parenting, holding down a job, or being overage.

State departments of education, school districts, community colleges, and community-based organizations clearly understand the importance of providing multiple reentry points and program options for out-of-school youth. Many reentry programs at which students can earn a high school diploma also provide students with opportunities to gain employment skills and enroll in dual high school/college courses. Partnerships between schools, colleges, community-based organizations, and job sites have resulted in programs that enable former dropouts to not only reenter education, but also get additional work experience and credentials. Reentry options include charter schools, online schools, evening schools, adult education programs, community colleges, alternative programs for youth with specific needs, schools with a dual focus on diploma/GED and vocational preparation, dual enrollment high school/college programs, programs where students can earn a diploma while getting paid job experience, and programs where students can earn a GED and transition straight into community college.

Because data are not routinely collected on students who return to education after dropping out, there is little information on the types of programs that have the best holding power—that is, those that keep students in the program until the completion of their diploma. Additionally, the extent to which the acquired skills and credentials are associated with positive adult outcomes is also not known. In the absence of such data, this report is limited to descriptions of different reentry options available to former dropouts. Programs are categorized by

the settings in which they are offered, specifically: community and technical colleges, adult high schools, adult education programs, and online schools. These descriptions are followed by an overview of credentials and related experience offered, specifically: high school diploma, high school diploma and associate's degree, high school diploma or GED and postsecondary education, high school diploma or GED and work experience, and programs at which students can earn college credit while also getting work experience. Examples of student barriers, program barriers, and funding barriers, along with practical solutions for addressing these barriers obtained from program administrators are also provided. Readers should be aware that programs were selected based on information availability rather than known success of the programs.

## ***Content and Purpose***

This report describes reentry options available to all former dropouts, both with and without disabilities. Dropout rates for students with disabilities are particularly high, with roughly one-quarter of students ages 14 through 21 exiting special education services by dropping out of school (Snyder & Dillow, 2010). Several situations make it difficult to obtain information on specific programs that serve youth with disabilities who return to education after dropping out. Postsecondary schools are not required to identify students with disabilities and are not responsible for documenting students' needs. At this level of education, it is the responsibility of students to identify themselves as having a disability, provide documentation of their disability, and request accommodations and services (U.S. Government Accountability Office [GAO] 2009). Students with disabilities in elementary and secondary education are guaranteed an Individualized Education Program (IEP), making it easy to record the number of students with disabilities who receive services in a school or district. However, when students return to school after the age of 22, they are no longer eligible for IEPs, making it difficult to collect data on young adults with disabilities served by educational institutions.

A 2003 GAO report on improving postsecondary outcomes for youth with disabilities reported that fewer than half the states routinely collected data on students' employment or education status after graduation. This situation was addressed after the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA), which required states to have in place a State Performance Plan (SPP) describing methods for evaluating their transition services (IDEA of 2004, P.L. 108-446). States are also required to report in their Annual Performance Reports (APRs) the percentage of youth who had IEPs and are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school (U.S. Department of Education, 2010). However, an analysis of APRs from 2007 conducted by the National Post-School Outcomes (NPSO) Center found great variation in states' response rates. In addition to a lack of accurate leaver contact information, many states had lower numbers of responses from leavers in two categories—those who dropped out of school and those who received special education services under the eligibility category of emotional/behavioral disabilities (E/BD; National Post-School Outcomes Center, 2009). In light of these situations and the fact that many reentry programs serve young adults up to the age of 24, and in some cases 26, obtaining accurate information on the number of students with disabilities served by reentry programs is difficult.

The information in this report is intended to inform state education agencies (SEAs), local education agencies (LEAs), community-based organizations (CBOs), and other agencies, about the scope of reentry options for all out-of-school youth. Promising practices that have good potential for replication are highlighted. After descriptions of the settings to which students can return to obtain a high school credential and related experience, barriers that have been encountered by existing reentry programs, along with solutions, are presented. Appendix A lists some common student barriers to reenrollment and specific solutions that have been implemented by states, school districts, and individual programs.

Funding barriers along with solutions implemented by state legislatures are shown in Appendix B. Appendix C lists all the programs described in this report along with contact information.

## **Search Methods**

EBSCOhost was used to access the following electronic databases: ERIC, PsycInfo, Medline, and Academic Search Premier to find articles on reentry programs for out-of-school youth. This search resulted in several descriptive articles of dropout reentry programs. An Internet search was also conducted to locate additional reports and news stories about reentry programs. A variety of search terms were used, including combinations of the following: dropouts, out-of-school youth, dropout recovery, school reentry, reenrollment, school partnerships, adult high schools, postsecondary, community college, second chance programs, special education, disabilities, diploma, and GED.

Related briefs and reports were also downloaded from organization Web sites, including: American Association of Community Colleges, America's Promise Alliance, Center for American Progress, Economic Mobility Project, Early College High School Initiative, Jobs for the Future, National Center on Secondary Education and Transition, National League of Cities, and the U.S. Department of Education.

Phone calls were also made to program administrators and teachers to obtain information about barriers they had faced and solutions they implemented.

## **Definition of Terms**

**Dropout Recovery** refers to activities that involve identifying dropouts and reenrolling them in school. Dropout recovery is typically initiated by school districts or community-based organizations.

**Reentry** refers to a dropout's return to school to obtain a diploma.

**Reentry Programs** refer to programs in which dropouts enroll in order to complete their high school education. Reentry programs may be hosted by school

districts or by entities that have agreements with state departments of education or school districts to offer courses leading to a high school diploma. Because the focus of this report is on the need for a broad range of reentry options, a broad definition of reentry programs is adopted. In this report, reentry programs refer to programs that offer courses leading to a high school diploma as well as programs at which participants can earn a GED while also gaining work experience or entry to postsecondary education.

## **Introduction**

A high school diploma is the gateway to both postsecondary education and the labor market, and it also increases young people's earnings above those of high school dropouts. It is typically only after students drop out that the negative social and economic repercussions of not having a diploma are felt. In fact, 74% of dropouts claimed that they would have stayed in school if they could relive the experience and 76% said that they would reenroll in a high school for people their age if they could (Bridgeland, Dilulio, & Morison, 2006).

Former dropouts' desires to earn a high school credential are reflected in the rates at which out-of-school youth are obtaining diplomas and alternative credentials. Nationwide, almost 90% of 18- through 24-year-olds who were not enrolled in high school in 2008 had obtained a high school diploma or equivalency credential (Chapman, Laird, & KewalRamani, 2010). In the San Bernardino City Unified School District (SBCUSD) in California, about one-third of dropouts reenrolled in district high schools over a five-year period (Berliner, Barrat, Fong, & Shirk, 2008).

Despite the generally promising trend in former dropouts' reenrollment, America's Promise Alliance indicated that close to one-third of all 18- through 24-year-olds who had dropped out of school were neither in the labor force nor in educational programs (Balfanz, Fox, Bridgeland, & McNaught, 2009). Clearly, increased access to reentry programs could help to address this problem. In the past, options for early school leavers were limited to alternative

schools for high school diplomas, community colleges for GEDs, and employment programs for direct entry to the labor market. The options now encompass multiple routes to postsecondary education and career advancement. Employment programs such as YouthBuild and Job Corps, for example, operate charter high schools at which students can learn job skills while earning high school credentials and technical certificates. There are also a variety of community college options that enable students to transition seamlessly into further education and career paths (Steinberg & Almeida, 2004). While these choices help to improve the personal lives of youth, the National League of Cities also noted that a broad range of high school options is necessary for the economic, civic, and cultural recovery of American cities (Ballard, Booker, & Dean, 2009).

It is widely agreed that the decision to drop out does not rest on a single incident, but is the culmination of multiple events over a substantial period of time (Alexander, Entwisle, & Kabbani, 2001; Christenson, Sinclair, Lehr, & Godber, 2001; Jimerson, Egeland, Sroufe, & Carlson, 2000; Randolph & Orthner, 2006). Many students who drop out have long histories of course failures and retentions (Kaufman & Bradby, 1992; Roderick, 1993), and returning to school to obtain a high school diploma may therefore seem like an unachievable goal. Students who repeated a grade and are significantly overage may also feel embarrassed to return to school. In addition, students who drop out often had poor relationships with teachers (Croninger & Lee, 2001; Jordan & McPartland, 1994; Rumberger, 1995) and may even believe teachers wanted them to leave (Fine, 1991). The lack of close relationships with teachers in the school setting can also lead students to feel alienated and disconnected from school (Cooper & Liou, 2007; LeCompte & Dworkin, 1991), and students are unlikely to want to return to an environment in which they feel lonely and isolated. Interviews with dropouts also reveal that many students dropped out because classes were not perceived as interesting (Bridgeland et al., 2006). Clearly there would be little motivation to return if the relevance of the curriculum

is not apparent. Given that 91% of a national sample of 2004 high school seniors felt that being successful at work was very important (Snyder & Dillow, 2010, Table 396), it can be assumed that students would be motivated by programs that embed career skills linked to future job opportunities. In fact, research indicates that the development of career-oriented skills is often the best route to enhanced earnings for low-performing high school students (Jacobson & Mokher, 2009; Kemple, 2008).

In addition to school-related situations, there are also many personal and family situations that force students to drop out of school. The variety of reasons that students drop out makes it difficult to implement a uniform approach to reentry. In terms of credit needs alone, reentry solutions are far from straightforward. Most students who reenroll in traditional public schools do not earn enough course credits upon reenrollment to graduate within five years. Many students who drop out in their third or fourth years of high school drop out again because of the difficulties they experience in making up course credits and the likelihood of graduating seeming out of reach. In fact, of students who reenrolled in the SBCUSD over a five-year period, only 18% ultimately earned a diploma, representing just 6% of the students who dropped out (Berliner, Barrat, Fong, & Shirk, 2008). The Denver Public Schools, in partnership with Colorado Youth for a Change (CYC), analyzed data from students who dropped out of high school in the 2006-2007 school year and provided a glimpse into the options needed for returning youth. It was found that only 3% of students were in situations where they could easily return to the traditional school system. Forty-three percent of students were 17- to 20-year-olds who had accrued some credits and needed alternative programs geared towards older students. For the 28% of 17- to 20-year-olds who had very few credits, it was felt that the most appropriate option would be GED programs leading to postsecondary education and career opportunities (Colorado Youth for a Change, n.d.). As these examples demonstrate, a variety of options outside traditional school settings is clearly necessary to address the varied needs of returning students.

## Setting Options

The following section describes the types of settings offered by school districts, community colleges, and nonprofit organizations to which students may return to earn high school credentials and related postsecondary education or work experience. While there are several different settings at which students can complete their high school diploma, students may not be aware of their reenrollment options. Some methods that programs have used to inform students of their options include advertising programs in newspapers, on cable television stations and the radio, and hosting resource fairs to increase awareness of different programs.

## Community and Technical Colleges

Community colleges provide various levels of education, including developmental education, occupational training, academic degrees, and preparation for transfer to four-year institutions. They are designed to provide affordable, open-access education for all students, and they serve a larger proportion of students with disabilities than any other segment of postsecondary education. The nation's community colleges have the infrastructure needed to help students with disabilities succeed in college and enter the workforce. These colleges are required by law to provide reasonable accommodations for students to help them meet academic requirements. Standard services include tutoring assistance, test-taking accommodations, and technology-based learning aids (National Collaborative on Workforce & Disability for Youth and Workforce Strategy Center, 2009).

Overall, there are 1,200 community colleges in the United States, which are attended by 11.7 million students (Furchtgott-Roth et al., 2009). Full-time enrollment in community colleges increased 24% between 2007 and 2009. Responses from a survey of American Association of Community Colleges member institutions suggested that this increase was largely attributable to new skill sets needed by those in the workforce and those seeking reentry into the workforce. At the same time, community college partnerships with business, industry, and high schools resulted in an expansion of program offerings, both

in terms of content and access. Program expansion has resulted in many community colleges offering evening courses, weekend courses, hybrid courses, intense programs delivered daily for seven hours a day, and accelerated programs consisting of two 8-week semesters (Mullin & Phillippe, 2009).

Career Pathways programs emphasize employer input in order to align their curricula with local workforce skill demands. Career Pathways programs at Henderson Community College in Kentucky enable students to progress through educational pathways in incremental steps by attaining beginning and intermediate certificates prior to pursuing academic degrees. The Project Reach program provides students with disabilities with service-learning opportunities that lead to jobs in community-based organizations. The college also offers classes for students with disabilities on job preparation and soft skills needed for the workplace (National Collaborative on Workforce & Disability for Youth and Workforce Strategy Center, 2009). Obtaining input from local businesses about labor market trends also allows community colleges to regularly update their Career and Technical Education (CTE) programs to respond to projected areas of growth. Pitt Community College in North Carolina, for example, develops two to three new programs per year and has discontinued others due to insufficient local demand (GAO, 2008). Some community colleges have apprenticeship programs driven by employer demand. Apprentices can develop high levels of work skills while earning full salaries in addition to college credit. Currently, about 17% of apprentices do not have a high school qualification (Lerman, 2009). Most



community colleges offer a variety of entry points and alternative routes to high school completion, including GED preparation, adult basic education (ABE), and classes for English Language Learners (ELLs). The Youth Empowered to Succeed (YES!) program at Portland Community College in Oregon allows youth to complete their GED and then enter the Gateway to College program which provides a pathway to college-level qualifications. The Des Moines Area Community College (DMACC) in Iowa offers several options that allow students to obtain a GED, Selected Training Received in Vocational Education (STRIVE), or an Adult High School Diploma. Students can enroll in the High School Correspondence Program and receive transfer credits to their home high school or credits toward the Adult High School Diploma. A partnership between DMACC and area high schools also enables high school students to earn college credits while they are still in high school.

Some of the barriers faced by community and technical colleges offering high school completion programs, along with solutions that have been implemented by particular colleges, are shown in Table 1.

### Adult High Schools

Many school districts provide adult high schools at which students can obtain a traditional high school diploma or an adult high school diploma. The Fairfax County Schools in Virginia provides several high school completion options, including the Woodson Adult High School at which students can earn a standard diploma through self-paced classes; the External Diploma Program, a self-paced, primarily home-based program leading to an adult high school diploma; and a GED program.

In some states, students can attend adult high schools in the evenings to acquire credits toward

Table 1

*Program Barriers and Solutions—Community and Technical College Programs*

Barriers	Solutions
<ul style="list-style-type: none"> <li>• Lack of financial aid for pre-college programs; costs of program (and associated expenses, e.g., transportation, textbooks, GED testing)</li> <li>• Many students have children, but must be full-time college students to use campus child care</li> <li>• Program may not be a good match for student</li> </ul>	<ul style="list-style-type: none"> <li>• Provide needs-based scholarships for students</li> <li>• Partner with local day-care centers/contribute to cost of low-cost child care</li> <li>• Partner with Family Literacy programs so eligible students can use day-care services provided by those programs</li> <li>• Provide multiple points of entry (e.g., Gateway to College (GtC) is one point of entry to Portland Community College, but if GtC is not suitable, students can enroll in YES! program)</li> </ul>

Contributors: H. Carpenter, Des Moines Area Community College, Iowa; P. Leong Kappel, Milwaukee Area Technical College, Wisconsin; L. A. Parker, North Carolina Community Colleges; J. Daugherty, Portland Community College, Oregon.

graduation while co-enrolled in regular high schools. Individuals over the age of 18 in California can attend California Adult Schools to complete their high school diploma requirements through self-paced classes. Students may also take an independent study program that requires individual teacher-student conferences, but no classroom attendance. As with high school students with disabilities, eligible adult students with disabilities are exempt from the California High School Exit Examination (CAHSEE), a statewide graduation requirement (California Department of Education, 2009).

Many state education departments allow life experience to be used as credit towards adult high school diplomas. At the Morris Hills Regional Adult High School in New Jersey, for example, students can get credit for employment, apprentice training, military training, and college courses and apply it to a traditional Morris Knolls high school diploma.

Many community and technical colleges also have adult high schools. The arrangement in North Carolina is just one example of how such programs operate: Students take core courses required by the Department of Public Instruction, in addition to electives required by the public school system and the community college. At the completion of all requirements, an adult high school diploma is issued by the community college and the local public school system. As per the Americans with Disabilities Act, all programs are required to provide “reasonable

accommodations” to students with disabilities, and local colleges must provide funding to meet the needs of students with disabilities (Whitfield, 2004).

Adult high school diploma courses are also offered online, either at virtual schools or through traditional community and technical colleges. At the Milwaukee Area Technical College (MATC), students can take online courses to earn a MATC Adult High School Diploma or, if they are still enrolled in high school, they can take courses online to make up credits needed for graduation. Under Wisconsin Statute 118.15(1)(b), “at-risk” students aged 16 years or older can also petition the school board to sponsor their participation at a technical college in order to get secondary credits or a high school diploma (P. Leong Kappel, personal communication, September 1, 2010). When a student with a disability applies to a technical college to pursue a High School Equivalency Diploma (HSED), a representative from the technical college system is expected to attend the IEP meeting. The IEP identifies special education and related services the student will need while attending the technical college. The student’s school district of residence is responsible for costs associated with service provision, although the services may be provided by the college (Wisconsin Department of Public Instruction, 2010).

Some of the barriers faced by adult high school programs, along with solutions that have been implemented by particular programs, are shown in Table 2.

Table 2

*Program Barriers and Solutions—Adult High School Programs*

Barriers	Solutions
<ul style="list-style-type: none"> <li>• Partnerships between providers (e.g. community colleges and local public schools) to award adult high school diplomas require separate affiliation agreements between each local high school and college</li> <li>• Students have different credit needs and time-frames for completing diploma</li> </ul>	<ul style="list-style-type: none"> <li>• Create statewide affiliation agreements</li> <li>• Evaluate students’ transcripts; determine best route for diploma completion; provide alternatives such as GED by distance learning</li> </ul>

Contributors: L. A. Parker, North Carolina Community Colleges; P. Andersen, Grossmont Union High School District, California.

## Adult Education Programs

Adult education programs are provided by local education agencies, community colleges, community-based organizations, and volunteer literacy organizations. While they have historically served individuals attempting to advance in the workplace, it is now common for adult education programs to help students obtain high school credentials and offer pathways into training programs and postsecondary education.

In South Carolina, students aged 17 through 19 can attend adult education programs in their local school district to complete their high school diploma or to obtain a GED. Dorchester County's Adult Education programs recruit students from lists of "no shows" provided by local high schools. At the learning centers, these school-aged students are taught in separate classes from older students (T. Cook, personal communication, September 15, 2010). Students who cannot attend a learning center in person can take courses through South Carolina's Virtual School (L. Caldwell, personal communication, September 14, 2010). Berkeley County's Adult Education Program offers online GED classes as well as self-paced high school diploma classes that meet South Carolina graduation requirements.

In addition to online courses, the Utah State Office of Education allows diploma-granting adult education centers to count work experience, professional licenses, skills training certifications, military experience, and college credits toward



graduation requirements. Students can also earn credits toward their diploma through state-approved portfolios. Out-of-school youth 16 years of age or older may enroll in an adult education program to obtain an Adult Education Secondary Diploma. While the standards required for Adult High School Completion must be maintained, graduation requirements may be changed or modified, as needed, for students with disabilities until they turn 22 years of age (Utah Department of Administrative Services, 2011).

In Vermont, individuals aged 16 through 22 can enroll in the High School Completion Program (HSCP), in which they can earn credits through internships or by taking alternative classes at a tutorial center, high school, or college. Students can also complete course work toward a high school diploma through adult education centers. Adult Basic Education (ABE) instructors teach according to competencies agreed upon by the participating school board. At the Wyndham County Adult Education Center, students are referred to outside providers based on their academic needs and interests; placements may include job shadowing, classes at the local career center, or online courses (M. Ide, personal communication, April 9, 2010). At the completion of the necessary competencies, students are awarded a high school diploma by their school district. Up to 25% of HSCP students statewide have learning disabilities (Vermont Adult Learning, 2009). Students may co-enroll in high school and the HSCP, allowing students with disabilities to receive special education services at their high school. Representatives from the HSCP attend students' IEP meetings and help to develop students' Graduation Education Plans. After students begin the program, they also provide information on students' progress to students' special education case managers (Vermont Department of Education, 2010).

Individuals who complete the Adult Education Program at Vanguard-Sentinel Career & Technology Centers in Ohio can obtain a GED and then enroll in full-time career training programs to obtain an Ohio Career Passport in Office Administration, Diversified Medical Occupations, or Public Safety Service, which

can be used as transfer credit towards an associate's degree at Terra State Community College (TSCC) or a bachelor's degree at Franklin University in Columbus (L. Mason, personal communication, April 12, 2010). Students who complete the Office Administration course can accrue anywhere from 3 to 13 credit hours that can be transferred to a certificate or associate's degree at TSCC. Franklin University has agreements with career and technical centers in Ohio that allow students to transfer up to 24 hours of credits earned in programs such as Auto Mechanics or Emergency Medical Technician (EMT) to the Applied Management major or Public Safety Management major, respectively.

Some of the barriers faced by adult education programs that offer classes towards high school diploma completion, along with solutions that have been implemented to address these barriers, are shown in Table 3.

### **Online Programs**

There are a variety of online programs and virtual schools operated by charter schools, public school districts, adult education providers, community colleges, and for-profit organizations, all of which help students acquire courses needed for high school diploma completion. The EV Online Learning Program in the East Valley School District of Spokane in Washington provides courses for students who need additional credits to graduate on time as well as those who have dropped out of school and need to recover credits in order to obtain their high school diplomas. Students take one course at a time and can complete six or seven courses in succession during a semester. Computer labs are provided in community locations so that students can receive one-on-one assistance from teachers without having to return to high school.

At the Minnesota Transitions Charter School, students can attend a virtual high school and earn their high school diplomas by taking all of their classes online. At Learning by Design Virtual Charter School in the Haysville USD 261 in Kansas, students of any age can meet high school graduation requirements through online classes.

Students with disabilities have been found to benefit from online learning for a variety of reasons, including the self-paced nature of instruction, the availability of multimedia content and supplemental resources, and the fact that they are removed from the school building and may therefore require fewer behavioral supports (Müller, 2009).

Some barriers that students face in taking online classes in order to complete their diploma requirements, along with solutions that have been adopted by particular programs to mitigate these barriers, are shown in Table 4.

### **Credential Options**

The following section describes different credentials and related experience offered by reentry programs. These options include: (a) high school diploma, (b) high school diploma and associate's degree, (c) high school diploma and postsecondary education, (d) GED and postsecondary education, (e) high school diploma and work experience, (f) GED and work experience, and (g) college credit and work experience.

### **High School Diploma**

Many public school districts have established alternative schools to which dropouts can return to earn their high school diploma. In the Los Angeles Unified School District (LAUSD) students ages 16 through 19 can attend Alternative Education and Work Centers (AEWC); in Washington, DC, students over the age of 18 can enroll in STAY schools; and students over the age of 17 in the School District of Philadelphia can enroll in the Educational Options Program (EOP). Many school districts have also developed partnerships with community-based organizations to deliver courses leading to a high school diploma.

As previously described, students in Vermont ages 16 through 21 can enroll in the High School Completion Program (HSCP). Northeast Kingdom Learning Services, a nonprofit organization approved by the Vermont Department of Education as an HSCP

Table 3

*Program Barriers and Solutions—Adult Education Programs*

Barriers	Solutions
<ul style="list-style-type: none"> <li>• Difficulties identifying and locating individuals in need of a high school credential</li> <li>• Too many credits are needed for a high school diploma (e.g., 80 hours of instruction = .5 credits)</li> <li>• Students cannot get credit for life experiences: have lost/are unable to obtain certificates for skills training or professional licenses; do not have work experience</li> <li>• Students cannot attend site due to issues related to transportation, child care, or employment</li> <li>• Local school districts may not make changes to their high school diploma requirements in order to benefit from partnerships with adult education programs</li> </ul>	<ul style="list-style-type: none"> <li>• Designate staff members to be responsible for contacting local high schools to obtain lists of dropouts</li> <li>• Allow students to complete a state approved portfolio for which they can earn elective credit</li> <li>• Provide opportunities for students to earn credit through computer-based A+ software, or other programs</li> <li>• Students can obtain GED</li> <li>• Provide child care; allow students to enroll in online GED program or obtain high school diploma through collaboration with state’s virtual high school</li> <li>• Advertise/promote creative initiatives implemented by school districts to enable adult education programs to effectively participate in the delivery of courses</li> </ul>

Contributors: T. Cook, Dorchester County Adult Education, South Carolina; L. Gutierrez, Nebo Adult Education Center, Utah; R. Murdoch, Beaver County Adult Education Program, Utah; T. Hedin, Arches Adult Education Center, Utah; L. Caldwell, Berkeley County Adult Education Program, South Carolina; P. Andersen, Grossmont Union High School District, California; F. Gerdeman, Vermont Adult Learning.



Table 4

*Program Barriers and Solutions—Online Programs*

Barriers	Solutions
<ul style="list-style-type: none"> <li>• Students may have weak behavioral and academic skills (e.g., perseverance, time management, study skills, literacy levels)</li>   <li>• Students may have adult responsibilities (e.g., full-time employment, dependent children) that limit the time they can devote to online learning</li>   <li>• Students in online schools have a wide range of learning/credit needs</li>   <li>• Students may lack experience in taking online classes</li>   <li>• Students may feel isolated due to lack of face-to-face contact</li>   <li>• Students may lose Internet access due to computer problems or service disconnection</li> </ul>	<ul style="list-style-type: none"> <li>• Provide individual support for students; make staff available for meetings on-site and through technologies such as Skype, instant messaging, email, and telephone</li>   <li>• Provide designated mentor to provide support for students throughout their enrollment</li>   <li>• Work closely with special education staff to ensure that needs of students with IEPs can be met online</li>   <li>• Limit how many classes students can take at one time so that course loads are manageable</li>   <li>• Implement benchmark deadlines so students stay on track; use individualized dynamic calendars</li>   <li>• Offer a wide spectrum of courses to meet students’ different needs, including additional language support, credit recovery, and AP courses</li>   <li>• Provide orientation to teach students “how” to learn online</li>   <li>• Provide online homerooms (e.g., through Elluminate®) where students can interact with teachers and classmates</li>   <li>• Provide teacher-staffed computer labs in community locations (where students can not only use computers, but also receive one-on-one assistance with work)</li> </ul>

Contributors: T. Eis, Learning by Design Virtual Charter School, Kansas; B. Kruse, EV Online Learning, Washington.

service provider, offers a year-round dropout reentry program at which students with two or more years of credits can earn a competency-based high school diploma. School boards approve the program, the competencies, and the awarding of credit when the competencies have been obtained. Students progress at their own pace until they complete the necessary competencies in each subject area. Each student has an Individualized Learning Plan, and mastery is demonstrated through a combination of testing, reports, and portfolio activities. Upon approval of the participating high school, students may also “bid for credit” by submitting an autobiographical chapter related to subject area competencies or by demonstrating skills (at the workplace, if necessary) that meet the competencies. Students with disabilities who are co-enrolled in high school can receive special education services through providers in their school district.

### **High School Diploma and Associate’s Degree**

In partnership with a national provider of alternative education programs, a local faith-based organization, a local nonprofit organization, and the Community College of Aurora (CCA), Aurora Public Schools (APS) in Colorado operates the REBOUND program, the goal of which is to offer students who are behind in credits or have dropped out of school an opportunity to gain academic credentials and the foundation for a career path (Aurora Public Schools [APS], 2008). Students receive 3 hours of academic instruction each day and 1 hour of behavior intervention, social skills, life skills training, and mentoring, all of which are particularly beneficial to students with disabilities. Eligible students can attend CCA one day a week and earn dual credits for their high school and postsecondary education. Students can also earn credits toward an associate’s degree by co-enrolling in CCA at Futures Academy, located on the campus of Pickens Technical College (APS, 2009). The aim of Futures Academy is to help students who are significantly overage and do not have enough high school credits to earn their diploma in a traditional

manner, to transition smoothly into postsecondary community college or career-technical educational pathways (APS, 2010).

There are two Gateway to Success programs in the Southwestern Ohio area. One is a partnership between Great Oaks Institute of Technology, Cincinnati State Technical and Community College, Southern State Community College, University of Cincinnati Clermont College, and Jobs for Ohio’s Graduates, and the other is a joint venture of the Warren County Career Center and Miami University, Middletown Campus. Both programs allow students ages 18 through 21 (or 24 with an IEP) to earn a high school diploma and start earning credits towards an associate’s degree. All students, including those with disabilities, may enroll at any time under the stipulation that they commit to 15 hours of on-site coursework per week. Classes are held on the campuses of the participating colleges. Students also take computer-based courses and work at their own pace to complete the credits they need to graduate. Mastery testing is incorporated so that students who previously took classes for which they did not earn credit can move more quickly than other students through the coursework. If students previously attended a Gateway to Success partnering high school, they are awarded their high school diploma from that high school (Hyslop, 2007).

Gateway to College is a national network of school-college partnerships that allows students to accumulate college credits while working toward their high school diploma. This accelerated route to diploma completion and college entry is a promising practice that is highlighted in the shaded box on page 14.

Individual Gateway to College programs have faced different barriers in attempting to provide students with opportunities to accelerate their diploma completion while making headway into a college program. Some of these barriers are listed in Table 5, along with specific solutions that have been adopted by Gateway to College programs in particular states.

Table 5

*Program Barriers and Solutions—Gateway to College (GtC)*

Barriers	Solutions
<ul style="list-style-type: none"> <li>• Limitations on college courses that are eligible for k-12 funding</li> <li>• Regulations related to instructional minutes and teacher certification requirements</li> <li>• Limited student finances and resources</li> <li>• Students may not be suited to a college-based program</li> </ul>	<ul style="list-style-type: none"> <li>• Legislation was enacted in North and South Carolina to allow colleges to get reimbursed for GtC students who take developmental education courses</li> <li>• GtC programs in Missouri and California obtained waivers from standard high school instructional minutes requirements and the need for instructors to have k-12 teacher certification</li> <li>• GtC programs in Texas received waivers allowing them to serve students according to the college calendar, rather than the high school calendar</li> <li>• GtC at Portland Community College (PCC) in Oregon has an emergency fund to which students can apply to pay fees. It also provides students with bus passes for city buses; encourages students to use free college resources, such as PCC shuttle services, counseling services, tutoring, and access to the writing lab, computer labs, and services offered by the Office for Students with Disabilities, Women’s Resource Center, and Multicultural Resource Center.</li> <li>• Maintain list of other reentry programs and key people within the school district; provide students with information on alternative educational options—do not let them walk away “empty-handed”</li> </ul>

Contributors: B. DeVito, Gateway to College National Network; J. Daugherty, Gateway to College, Portland Community College, Oregon.

## High School Diploma and Postsecondary Education

Early college high schools are created and sustained by a local education agency, a higher education institution, and community members. Together these partners develop an integrated academic program and are jointly accountable for student success (Smiles, 2009). Partner organizations of the Early College High School Initiative have established 230 schools in 28 states and the District of Columbia (Early College High School Initiative, 2011). Through this initiative,

students can simultaneously earn a high school diploma and an associate's degree or up to two years of credit toward a bachelor's degree. Students remain formally enrolled in high school but take college courses taught by high school or college faculty at their high school or on a college campus. Early college schools seek to recruit low-income students, racial and ethnic minorities, first-generation college goers, and ELLs (Smiles, 2009). In addition, several early college schools serve students who previously dropped out of traditional high schools (Early College High School Initiative, 2010).

### Promising Practice: Gateway to College

Gateway to College (GtC) serves youth ages 16 through 21 who have dropped out of high school or are at risk of dropping out. Students in GtC programs take classes on the college campus and simultaneously accumulate high school and college credits, allowing them to earn their high school diploma while progressing towards an associate's degree or certificate. The national network includes 30 colleges in 16 states, with partnerships with more than 100 school districts. High schools and colleges collaborate to ensure that high school diploma and state testing requirements are aligned with college courses. Gateway to College targets youth who have traditionally had limited access to higher education, with particular emphasis on students of color. Upon admission, Gateway staff refers students with disabilities to the colleges' Disability Services so that students can receive the supports they need in the college environment. Despite their previous poor school attendance, Gateway students' average attendance rate is 81%. More than 50% of Gateway students who complete their first term successfully graduate from the program with their high school diploma. There were 341 graduates in 2010, and on average, these students had accrued 37 college credit hours, putting them in good stead for a college credential (Gateway to College, 2010).



Tacoma Business Academy High School is a high school completion initiative in Washington, formed through a partnership between Bates Technical College, Tacoma Public Schools (TPS), and Communities In Schools of Tacoma (CIST). Students ages 16 through 21, with and without disabilities, are enrolled in TPS, but attend school on the campus of Bates Technical College where they have access to resources and courses offered at the college. The school district provides Career and Technical Education (CTE) and a work-site learning coordinator connects students to local employers for related job experiences (Tacoma Communities In Schools, 2008-2009). Students can use credits from their college classes, job placement experiences, and Apex Learning® online classes to accelerate the completion of their high school diplomas (C. Edick, personal communication, April 9, 2010).

Open Meadow is a private, nonprofit, educational organization in Portland, Oregon, that serves middle and high school students who have not been successful in traditional schools. Its partnerships with local colleges resulted in 90% of the 2009 graduating class

passing a college class as part of their high school experience (Open Meadow, 2009). Open Meadow is highlighted as a Promising Practice in the shaded box.

### **GED and Postsecondary Education**

The Shoreline for the Career Education Options/Learning Center North (CEO/LCN) program in Washington is a partnership between Shoreline Community College (SCC) and King County that enables out-of-school individuals ages 16 through 21, with and without disabilities, to obtain their GED and go on to college, technical training, and/or employment. After obtaining their GED, students get help transitioning to a professional-technical program at Shoreline Community College where they continue to receive assistance until the age of 22 (King County, 2010). Students can also enroll in the CEO program at Shoreline Community College to earn a high school diploma. In order to access k-12 student funds, Shoreline Community College partners with Monroe Public Schools so that CEO/LCN students can be recorded as students in the Monroe School District. Monroe counts the students for state tracking purposes,

### **Promising Practice: Open Meadow**

Open Meadow Alternative Schools in Portland, Oregon, serve students who have been unsuccessful in traditional school settings or who have dropped out of public school. Academics, field trips, group service projects, and life skills are integrated throughout the curriculum. High school students' average math and reading scores on assessment tests are at a fifth-grade level and emphasis is therefore placed on preparing students academically. Differentiated instruction is incorporated into high school classes, and a college-going expectation contributes to student motivation (A. Mason, personal communication, August 26, 2010). Open Meadow has partnerships with local colleges, community organizations, businesses, and Portland Public Schools (PPS). The community partners provide youth with opportunities for project-based learning, internships, and employment-based services. Students can obtain occupational skills credentials from Portland Community College in areas such as Heating, Ventilating, and Air Conditioning (HVAC); Computer Technology Support; and Certified Nursing Assistant (CNA). They can also earn two college credits from Portland State University for completing the Career Connections training and internship (Bozell & Goldberg, 2009). Open Meadow offers school-to-career programs such as the Corps for Restoring the Urban Environment (CRUE), as well as a variety of services such as leadership development, counseling, transition, and follow-up support. In 2008-2009, 98% of entering students were underskilled and behind in credits when they enrolled in Open Meadow. Ninety-two percent of students were still in school at the end of the year, and 86% of graduates transitioned to postsecondary education and/or employment (Open Meadow, 2010).

receives the state funding, and then passes the money (minus an administrative fee) on to SCC (Shoreline Community College, 2009).

The City University of New York (CUNY) Prep in New York City enables students ages 16 through 18 who have dropped out of school to obtain their GED in a full-time day program and then progress to college. It also offers a part-time night program for adults aged 19 and older. CUNY Prep is one of the University's collaborative programs with the New York City Department of Education designed to increase the likelihood that public school students will graduate from high school and go on to succeed in college (CUNY Prep, 2007). College preparation is infused throughout the curriculum and includes such activities as college campus visits and college readiness classes. Students also engage in literacy enhancement activities to better prepare them for college-level work. A College Access, Retention and Support (CARS) team helps to address students' needs throughout the program. After students take the GED, they can enroll in classes at Hostos Community College and begin to earn college credits. A college faculty liaison helps students transition into college by providing assistance with applications, financial aid, and navigating the college system. After they enroll at Hostos, students can continue to get support from the faculty liaison on the college campus (CUNY Prep, 2009).

While there are many programs that attempt to prepare students for postsecondary education, the reality is that many students who drop out of high school have low levels of literacy that make college-level courses challenging. In response to this situation, many programs provide students with additional classes in basic literacy skills. Other solutions that have been implemented by programs to address students' needs are shown in Appendix A.

### **High School Diploma and Work Experience**

Gonzalo Garza Independence High School in Austin, Texas, provides many opportunities for students who have completed at least two years of high school to earn a high school diploma and engage in work experience and job shadowing. Local nonprofit organizations at which students complete

internships, include Urban Roots, Austin Aquatics, GenAustin, Capital Area Health Education Center, Youth Partnership for Change, and AmeriCorps. These internships give students exposure to fields varying from sustainable agriculture to alcohol prevention. Job shadowing experiences are matched to students' career interests. Students who are interested in beauty careers spend a day at Paul Mitchell Academy where they meet cosmetology and esthetician students and practice basic hair styling. Students who are interested in auto body and repair spend time at Maaco Auto Collision Repair and Painting, and those interested in mechanics shadow a mechanic at Precision Tune Auto Care. The "Sheriff for a Day" program allows students interested in criminal justice to shadow the county sheriff for a day (J. Gebauer, personal communication, April 12, 2010). Students can also take a multicredit course in horticulture in which they take care of herb and vegetable beds on the school campus and sell their herbs at a local farmer's market (Garza Horticulture, n.d.).

A collaborative effort between Baltimore City Public Schools and the Mayor's Office of Employment Development (MOED) provides several programs for youth that connect workforce training with education systems. The options include a dropout prevention program, a career/college-focused high school, and the Baltimore City Career Academy. Students in the Career Academy can pursue a high school diploma program, the Diploma Plus program with Baltimore City Community College, or a GED, depending on their credit standing and academic levels. Academics, work experience, social skills, and soft skills needed for employment are addressed through an integrated curriculum. Upon admission, students are administered academic and occupational skills assessments. Each student then develops a career plan based on their career goals and their own research into the training and qualifications needed for their career of interest. Teachers and counselors bring in speakers from relevant professions and provide students with job shadowing opportunities. Partnerships with local businesses also allow students to do job shadowing or internships in high-demand, high-growth fields in Baltimore, specifically, construction, health care, education, port-related, hospitality and tourism, science and technology, business and finance, and



“green” jobs. Students can also be dually enrolled in Job Corps and earn a professional certification in Office Administration (C. Greene Gordy, personal communication, April 14, 2010).

The Davidson County Community College Get REAL (Real Educational Achievements for Life)/Ready for College Program in North Carolina targets young adults, ages 16 through 24, who have dropped out of Davidson County Public Schools. Get REAL is a collaborative project between Davidson County Community College and Davidson Works (the local Title I Workforce Investment Act [WIA]/Workforce Development Board entity). The program provides an individualized remediation program and support services to all students, as well as college preparation, career counseling, financial assistance, and work experience for WIA eligible students (U.S. Department of Labor, n.d.). All students have an employability plan and receive employability counseling (Davidson County Community College, 2010). Students work towards an adult high school diploma or GED and also pursue their employment goals through job shadowing and work experience. Students are placed in settings such as the campus library, the public library, a child development center, a recreational center, a Goodwill store, and the Get REAL site. Students take classes until 1:00 p.m. and participate in work experience for the remainder of the day. At the completion of their work experience program (which typically lasts from 6 to 12 months), students are awarded a Career Readiness Certificate (CRT) from the Governor of North Carolina (B. Brown, personal communication, April 15, 2010).

## GED and Work Experience

The Abram Friedman Occupational Center (AFOC) run by the Los Angeles Unified School District's (LAUSD) Division of Adult and Career Education enables former dropouts to take classes leading to a high school diploma or GED, as well as engage in vocational training. The center provides academic and basic skills tutoring; and job placement assistance for students with physical, sensory, learning, emotional, and developmental disabilities. Through the CTE program, students get classroom-based instruction and hands-on training with local businesses and organizations in the areas of automotive mechanics, computer repair, graphic arts, building trades, and business education. Students can also participate in the on-site apprenticeship program run by the Los Angeles County Barber and Cosmetology Apprenticeship Committee. The Career Center provides assistance with students' career planning, job preparation, and job searching (Los Angeles Unified School District, 2006).

The Philadelphia Youth Network (PYN) is a nonprofit organization that brings together a variety of community-based organizations aimed at increasing young people's success in the workforce. PYN oversees five E<sup>3</sup> (Empowerment, Education, and Employment) Power Centers at which individuals ages 14 through 21 can get GED preparation as well as occupational skills training. Upon admission, students are administered the Test of Adult Basic Education (TABE). Students with learning disabilities involving very low reading skills are referred to the Center for Literacy to obtain additional literacy instruction. All centers also have a full-time staff member from the Center for Literacy to provide instruction for students whose reading needs are less severe (S. Tucker, personal communication, January 18, 2011). There are several local trade schools at which students can do their occupational skills trainings, including the Thompson Institute, where students can earn professional certifications required for medical assistants or electrical technicians; the Orleans Technical Institute where students can earn industry-recognized credentials in building trades; and the Berean Institute where students can earn a certificate in cosmetology. In some cases, students may

go on to do apprenticeships in their chosen field. E<sup>3</sup> staff helps students apply to the institutes and provides support throughout their enrollment. Students also take related classes in job readiness and soft skills needed for employment. At the end of the program, participants are placed in subsidized employment for 8-10 weeks (S. Tucker, personal communication, April 15, 2010).

### College Credit and Work Experience

In a two-year funded initiative, out-of-school youth could access educational and career routes through the Career Pathway for After School Staff (CPASS) program in San Diego, California—a partnership between San Diego Community College, the Workforce Investment Board, the Children’s Initiative, and San Diego Unified School District after-school programs (Rhodes, McBrayer, de Ruyter, Welch, & Harvey, 2009). CPASS helped WIA youth enter a community college teacher pathway program specifically designed to support first year, low basic skills students. The Children’s Initiative connected students to after-school employment opportunities where they gained work experience and a salary. The Children’s Initiative, the San Diego Workforce Partnership, and WIA case managers provided trainings and assistance to help students complete the after-school employment exam and interview with after-school employers. Students in the program could also pursue Institute for Human Development Certificates in Community Health Work, Child Development, Youth Work, Alcohol and Other Drug Counseling, and Peace Studies (Rhodes, et al., 2009).

### Conclusion

Youth who drop out of high school have vastly different credit needs. They also have different aspirations with regards to postsecondary education and career goals. It is clear that a one-size-fits-all approach to reentry does not meet the varied needs of former dropouts with disabilities attempting to reenter the educational system. Fortunately, educational providers have created many entry points and routes back into education for youth and adults, both with and without disabilities, who dropped out of high

school. The variety of options suggests that reentry programs must be viewed with a wide lens; likewise, the development of future reentry programs must be created with a broad vision. Despite the promising implications of the wide range of program offerings, there is currently little rigorous evaluation of reentry programs. Future research should attempt to fill this gap so that new reentry programs can be modeled on successful initiatives.

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# Appendix A

## Student Barriers and Program Solutions

<i>Barriers</i>	<i>Solutions</i>
Student poverty/cost of program	<ul style="list-style-type: none"> <li>• Refer eligible students to Department of Workforce Services to get money for tutoring and GED tests</li> <li>• Provide GED scholarships for students who prove they can pass all five tests</li> <li>• Offer program and other associated costs (e.g., parking pass) free of charge</li> <li>• Encourage students to use free resources on campus, such as shuttle services, counseling services, writing labs, and computer labs</li> </ul> <hr/> <p>Contributors: T. Hedin, Arches Adult Education Center, UT; L. Kincer, Gateway to Success Program, OH; P. Andersen Grossmont Union High School District, CA; J. Daugherty, Portland Community College, OR</p>
Personal problems (e.g., unstable relationships, drug abuse, mental health issues)	<ul style="list-style-type: none"> <li>• Refer students to social services</li> <li>• Use lesson vignettes to help students relate situations to their own lives and develop problem-solving strategies (based on Sternberg &amp; Grigorenko's [2000] <i>Teaching for Successful Intelligence</i>)<sup>1</sup></li> <li>• Partner with organizations that train students to mentor one another to prevent alcohol, tobacco, and other drug use (e.g., Texans Standing Tall)<sup>2</sup></li> <li>• Have policy where students can withdraw from program until the following term without consequences; maintain an "open door" policy and let students know that if now is not the right time, they can come back and apply for the program in a couple of months, or in six months</li> </ul> <hr/> <p>Contributors: M. White, Houston ISD, TX; B. Crenshaw, Northeast Kingdom Learning Services, VT; J. Gebauer, Gonzalo Garza Independence High School, TX; J. Daugherty, Portland Community College, OR</p>

## Appendix A (continued)

<i>Barriers</i>	<i>Solutions</i>
<p>Low motivation and perseverance skills</p>	<ul style="list-style-type: none"> <li>• Include high-interest projects in the curriculum</li> <li>• Offer individualized programs and instruction</li> <li>• Provide one-on-one meetings and personal support for struggling students</li> <li>• Incorporate college-going expectation so focal point is not diploma, but beyond; develop partnerships with local colleges so students can visit campuses and meet instructors</li> <li>• Call and mail letters to students who stop attending to encourage them to return</li> <li>• Emphasize the necessity to be disciplined and put forth effort in order to achieve goals</li> </ul> <hr/> <p>Contributors: B. Crenshaw, Norheat Kingdom Learning Services, VT; T. Eis, Learning by Design Virtual Charter School, KS; J. McConaghy, LAUSD, CA; A. Mason, Open Meadow, OR; T. Cook, Dorchester County Adult Education, SC; N. Rauda-Trout, LA Conservation Corps Schools, CA</p>
<p>Lack of confidence/support networks</p>	<ul style="list-style-type: none"> <li>• Provide dedicated staff members to advocate for and mentor students</li> <li>• Develop student support systems consisting of teachers, counselors, and administrators</li> <li>• Talk to students about their problems and offer referrals to specific resources</li> </ul> <hr/> <p>Contributors: L. Kincer, Gateway to Success Program, OH; J. Gebauer, Gonzalo Garza Independence High School, TX; J. Daugherty, Portland Community College, OR</p>
<p>Unfamiliarity with culture of education</p>	<ul style="list-style-type: none"> <li>• Provide mentors, involve families, help students identify appropriate programs prior to enrolling</li> <li>• Provide individual counseling, advising, and student advocacy services</li> <li>• Incorporate college campus visits, college-prep programming, and bring college staff to school</li> <li>• Integrate expectations, such as punctuality and appropriate teacher-student interactions, into classroom learning</li> </ul>

## Appendix A (continued)

<i>Barriers</i>	<i>Solutions</i>
	<ul style="list-style-type: none"> <li>• Make sure that prospective students know exactly what their next steps are—be very clear and give simple, direct information. Avoid educational terms that students may not understand.</li> </ul> <hr/> <p>Contributors: M. White, Houston ISD, TX; L. Kincer, Gateway to Success Program, OH; A. Mason, Open Meadow, OR; P. Leong Kappel, Milwaukee Area Technical College, WI; J. Daugherty, Portland Community College, OR</p>
Low literacy levels	<ul style="list-style-type: none"> <li>• Provide developmental math and reading classes</li> <li>• Use differentiated instruction</li> <li>• Partner with local colleges so that college students can provide one-on-one tutoring</li> </ul> <hr/> <p>Contributors: H. Carpenter, Des Moines Area Community College, IA; A. Mason, Open Meadow, OR; P. Waddell, YO! Baltimore, MD</p>
Lack of vehicle or public transportation	<ul style="list-style-type: none"> <li>• Encourage students to carpool or use free transportation services (e.g., Universal Transportation Systems of Ohio)</li> <li>• Give students bus tokens for city buses</li> <li>• Collaborate with public transit system to provide students with bus passes</li> <li>• Provide transportation</li> </ul> <hr/> <p>Contributors: L. Kincer, Gateway to Success Program, OH; H. Carpenter, Des Moines Area Community College, IA; K. Gertz, Classic City High School, GA; J. Daugherty, Portland Community College; OR; B. Crenshaw, Northeast Kingdom Learning Services, VT</p>
Responsibilities involving children	<ul style="list-style-type: none"> <li>• Provide on-site childcare</li> <li>• Partner with local child-care programs</li> <li>• In programs with work experience component, explore options such as placement in child-care centers that will take students' own children or with companies that offer subsidized childcare</li> <li>• Check whether state employment agency offers child-care assistance for students who qualify through the Workforce Investment Act</li> </ul> <hr/> <p>Contributors: B. Crenshaw, Northeast Kingdom Learning Services, VT; K. Gertz, Classic City High School, GA; J. Gebauer, Gonzalo Garza Independence High School, TX</p>

## Appendix A (continued)

<i>Barriers</i>	<i>Solutions</i>
Employment/time conflicts	<ul style="list-style-type: none"> <li>• Establish flexible schedule that allows students to attend classes at times convenient to them</li> <li>• Offer classes in early mornings and evenings</li> </ul> <hr/> <p>Contributors: L. Kincer, Gateway to Success Program, OH; K. Gertz, Classic City High School, GA</p>
Lack of awareness about program	<ul style="list-style-type: none"> <li>• Advertise through newspapers, cable TV stations, press releases, etc.</li> <li>• Provide designated staff members to meet with students to determine best reenrollment options</li> <li>• Host resource fair to spread awareness of programs; mail information to parents</li> </ul> <hr/> <p>Contributors: B. Bernard, Vanguard-Sentinel Career &amp; Technology Centers, OH; K. Gertz, Classic City High School, GA; J. Gebauer, Gonzalo Garza Independence High School, TX</p>

<sup>1</sup>Stemberg, R. J., & Grigorenko, E. L. (2000). *Teaching for successful intelligence*. Arlington Heights, IL: Skylight.

<sup>2</sup><http://www.texasstandingtall.org/>

## Appendix B

### Funding Barriers and Solutions

<i>Barriers</i>	<i>Solutions</i>
Lack of readily available, sustainable funding for alternative schools	<ul style="list-style-type: none"> <li>Access state school fund moneys (see for example, Oregon State Law 336.6311)<sup>1</sup></li> </ul> <hr/> <p>Contributor: A. Mason, Open Meadow, OR</p>
School districts may be unwilling to partner with college programs to reenroll dropouts in GED program because of accountability requirements under No Child Left Behind Act of 2001 [Part A, Subpart 1, Sec 1111(2)(C)(vi)] <sup>2</sup>	<ul style="list-style-type: none"> <li>Washington State Legislature passed House Bill 1418<sup>3</sup> to establish statewide dropout reengagement system to encourage school districts, community and technical colleges, and community based organizations to participate in interlocal agreements to help out-of-school youth obtain high school credentials</li> </ul> <hr/> <p>Contributor: G. Dignan, King County, WA</p>
Diploma-granting adult high school is located on college campus and only serves adults aged 18 years and older	<ul style="list-style-type: none"> <li>Under Wisconsin Statute 118.15<sup>4</sup>, technical colleges must provide secondary education options for “at-risk” students ages 16-18 (or 21 with a disability) to complete high school graduation requirements. Technical college districts enter into agreements with local public school districts to provide secondary services at per hour per student rate set annually by Wisconsin Technical College System Board.</li> </ul> <hr/> <p>Contributor: P. Leong Kappel, Milwaukee Area Technical College, WI</p>
Colleges offering dual enrollment programs may face budgetary challenges due to limitations on resources that can be passed through from partnering k-12 districts	<ul style="list-style-type: none"> <li>The General Assembly of North Carolina modified the Appropriations Act of 2007 to allow high school students in Gateway to College programs to enroll in developmental courses and to “include this coursework in computing the budget FTE for the colleges” (HB2436, S. 8.18. G.S. 115D-5)<sup>5</sup></li> </ul> <hr/> <p>Contributor: B. DeVito, Gateway to College National Network</p>

<sup>1</sup><https://www.oregonlaws.org/ors/336.631>

<sup>2</sup><http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf>

<sup>3</sup><http://apps.leg.wa.gov/billinfo/summary.aspx?bill=1418>

<sup>4</sup><http://nxt.legis.state.wi.us/nxt/gateway.dll?f=templates&fn=default.htm&d=stats&jd=118.15>

<sup>5</sup><http://www.ncga.state.nc.us/Sessions/2007/Bills/House/PDF/H2436v6.pdf>

## Appendix C

### Programs Identified in Report

<b>Schools</b>		
<b>Program</b>	<b>Credentials</b>	<b>Contact Information</b>
Fairfax County Schools, VA	High School Diploma, Adult High School Diploma, GED	Woodson Adult High School (703) 503-6405 FCPS Online Campus (703) 503-7781 <a href="http://www.fcps.edu/DIS/OACE/ahsc/options.htm#wahs">http://www.fcps.edu/DIS/OACE/ahsc/options.htm#wahs</a>
Open Meadow Alternative Schools, OR	High School Diploma and college credits	Executive Director: Andrew Mason contact@openmeadow.org (503) 978-1935 <a href="http://www.openmeadow.org/">http://www.openmeadow.org/</a>
City University of New York (CUNY) Prep`	GED	<a href="http://www.cunyprep.org/">http://www.cunyprep.org/</a>
Early College High School Initiative	High School Diploma and Associate's Degree	earlycolleges@jff.org <a href="http://www.earlycolleges.org/">http://www.earlycolleges.org/</a>
Baltimore City Career Academy, MD	High School Diploma, GED	Principal: Callie Greene Gordy cgreene@oedworks.com
<b>Adult High Schools</b>		
<b>Program</b>	<b>Credentials</b>	<b>Contact Information</b>
Morris Hills Regional Adult High School, NJ	High School Diploma	<a href="http://www.mhrd.k12.nj.us/adult_school/ahs/home.htm">http://www.mhrd.k12.nj.us/adult_school/ahs/home.htm</a>
Volunteers of America of Minnesota Adult High School Diploma Program	High School Diploma	Main Office: (612) 375-0700 <a href="http://www.voac.org/ABEHS/Home.html">http://www.voac.org/ABEHS/Home.html</a>
<b>Community and Technical Colleges</b>		
<b>Program</b>	<b>Credentials</b>	<b>Contact Information</b>
Des Moines Area Community College, IA	Adult High School Diploma, GED, STRIVE	DMACC Success Center (515) 287-8700 <a href="https://go.dmacc.edu/highschoolstudents/pages/welcome.aspx/welcome.asp">https://go.dmacc.edu/highschoolstudents/pages/welcome.aspx/welcome.asp</a>
Portland Community College, Youth Empowered to Succeed (YES!) / Gateway to College	GED, High School Diploma and college credits	Outreach and Intake Coordinator: Jana Daugherty (503) 788-6213 <a href="http://www.pcc.edu/prepare/head-start/prep/yes/">http://www.pcc.edu/prepare/head-start/prep/yes/</a> <a href="http://www.pcc.edu/prepare/head-start/prep/gateway/">http://www.pcc.edu/prepare/head-start/prep/gateway/</a>
North Carolina Community Colleges	Adult High School Diploma, GED	Director of Adult High School/GED: Lou Ann Parker (919) 807-7214 parkerl@nccommunitycolleges.edu <a href="http://www.nccommunitycolleges.edu/basic_skills/adultHighSchool.htm">http://www.nccommunitycolleges.edu/basic_skills/adultHighSchool.htm</a>

## Appendix C (continued)

<b>Community and Technical Colleges</b>		
<b>Program</b>	<b>Credentials</b>	<b>Contact Information</b>
Milwaukee Area Technical College (MATC), WI	Adult High School Diploma	MATC Adult High School Associate Dean: Pat Leong-Kappel (414) 297-7849 KappelP@matc.edu <a href="http://matc.edu/student/offerings/precollege/adulths.html">http://matc.edu/student/offerings/precollege/adulths.html</a>
Gateway to Success, OH	High School Diploma and college credits	Warren County Career Center Gateway Instructor/Coordinator: Leanna Kincer (513) 727-3319 Leanna.Kincer@mywccc.org <a href="http://www.greatoaks.com/Prospective.cfm?subpage=181">http://www.greatoaks.com/Prospective.cfm?subpage=181</a> (Cincinnati) <a href="http://www.wccareercenter.com/GatewayToSuccess.aspx">http://www.wccareercenter.com/GatewayToSuccess.aspx</a> (Warren Co.)
Tacoma Business Academy High School at Bates Technical College, WA	High School Diploma and college credits	Communities In Schools of Tacoma Executive Director: Teresa Maxwell (253) 571-1114 <a href="http://www.cisoftacoma.org/tacomabusinesacademy.html">http://www.cisoftacoma.org/tacomabusinesacademy.html</a>
Shoreline for the Career Education Options (CEO)/ Learning Center North, WA	GED	Career Education Options (206) 546-7844 Learning Center North (206) 533-6733 <a href="http://www.shoreline.edu/ceo/">http://www.shoreline.edu/ceo/</a> (CEO)
Davidson County Community College Get REAL (Real Educational Achievements for Life)/Ready for College Program, NC	Adult High School Diploma, GED	Coordinator: Brenda Brown (336) 249-8186, ext. 4576 bfbrown@davidsonccc.edu <a href="http://www.davidsonccc.edu/academics/fa-getreal.htm">http://www.davidsonccc.edu/academics/fa-getreal.htm</a>
<b>Adult Education Programs</b>		
<b>Program</b>	<b>Credentials</b>	<b>Contact Information</b>
Nebo Adult Education Center, UT	Adult High School Diploma, GED	Adult High School Completion, GED Preparation: Lucila Gutierrez lucila.gutierrez@nebo.edu <a href="http://www.nebo.edu/adult_education/">http://www.nebo.edu/adult_education/</a>
Beaver County Adult Education, UT	Adult High School Diploma, GED	Contact: Roger Murdock roger.murdock@beaver.k12.ut.us <a href="http://www.beaver.k12.ut.us/index.php/schools/beaveru">http://www.beaver.k12.ut.us/index.php/schools/beaveru</a>
Arches Adult Education Center, UT	Adult High School Diploma, GED	Director of Adult Education: Trisha Hedin (435) 260-8764 <a href="http://gfhed.com/archeseducation/index.html">http://gfhed.com/archeseducation/index.html</a>

## Appendix C (continued)

<i>Adult Education Programs</i>		
<i>Program</i>	<i>Credentials</i>	<i>Contact Information</i>
Dorchester County Adult/Community Education, SC	GED	Contact: (843) 873-7372 <a href="http://dorchester.schoolfusion.us/modules/cms/pages.phtml?pageid=47816">http://dorchester.schoolfusion.us/modules/cms/pages.phtml?pageid=47816</a>
Berkeley County Adult and Community Education Program, SC	GED and High School Diploma	Director of Adult Community Education: Dr. Lillie Caldwell (843) 899-8703 caldwell@berkeley.k12.sc.us <a href="http://www.berkeley.k12.sc.us/departments.cfm?subpage=280">http://www.berkeley.k12.sc.us/departments.cfm?subpage=280</a>
Vanguard-Sentinel Career & Technology Centers, OH	GED and career training program with transferable credit	Adult Education Administrative Assistant: Lorena Mason (419) 334.6901 ext. 402 mason-l@vscc.k12.oh.us <a href="http://www.vsc.k12.oh.us/adult_courses/items/item115.htm">http://www.vsc.k12.oh.us/adult_courses/items/item115.htm</a>
Abram Friedman Occupational Center, CA	High School Diploma, GED	Principal: Joanna McConaghy jmcon1@lausd.net <a href="http://afoc.edu">http://afoc.edu</a>
<i>Online Programs</i>		
<i>Program</i>	<i>Credentials</i>	<i>Contact Information</i>
EV Online Learning Program, Washington Academy of Arts and Technology, East Valley School District, WA	High School Diploma	Principal: Barbara Cruse (509) 370-1163 <a href="http://www.evonlinelearning.org/evonlinelearning/site/default.asp">http://www.evonlinelearning.org/evonlinelearning/site/default.asp</a>
<i>Nonprofit Service Providers</i>		
<i>Program</i>	<i>Credentials</i>	<i>Contact Information</i>
Northeast Kingdom Learning Services, VT	High School Diploma	Executive Assistant: Julie Lague (802) 334-6532 nekls@vtlink.net <a href="http://neklsvt.org/adult-education-literacy-including-ged">http://neklsvt.org/adult-education-literacy-including-ged</a>
E <sup>3</sup> (Empowerment, Education, and Employment) Power Centers, PA	GED	Philadelphia Youth Network (PYN) General Inquiries: (267) 502-3800 <a href="http://www.e3philly.org/">http://www.e3philly.org/</a>

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**National Dropout Prevention Center for  
Students with Disabilities**

Clemson University  
209 Martin Street

Clemson, SC 29631-1555

**Telephone:** (800) 443-6392

**TDD/TDY:** (866) 212-2775

**Fax:** (864) 656-0136

**Email:** NDPCSD-L@clemson.edu

**Web site:** [www.ndpc-sd.org](http://www.ndpc-sd.org)

