

DOCUMENT RESUME

ED 319 855

UD 027 460

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 TITLE At-Risk Youth in Vermont: A Resource Directory.
 INSTITUTION Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.; Vermont State Dept. of Education, Montpelier.
 SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
 PUB DATE 89
 CONTRACT 400-86-0005
 NOTE 86p.
 AVAILABLE FROM The Regional Laboratory for Educational Improvement of the Northeast and Islands, 300 Brickstone Square, Suite 900, Andover, MA 01810.
 PUB TYPE Guides - Non-Classroom Use (055) -- Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC04 Plus Postage.
 DESCRIPTORS *Dropout Prevention; Educational Change; *Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; Nontraditional Education; Potential Dropouts; Preschool Education; *Program Content; Program Descriptions; *Program Guides
 IDENTIFIERS *Vermont

ABSTRACT

This resource directory presents profiles of 86 programs serving at-risk students at all grade levels in Vermont schools in order to share useful information about current programs and services. Educators and others can benefit from considering programs and practices already in place and adopting or adapting these to meet the need of their students. Schools already involved in a major improvement or restructuring effort can find among the programs included in this directory specific practices that may enhance their efforts. Programs include a wide range of approaches, from early identification through post-graduation follow-up. Most programs report improved personal and educational outcomes for some of Vermont's students. The following aspects of each program are provided: (1) title; (2) school district and sponsoring agency; (3) contact person; (4) phone number; (5) content of program; (6) grade levels; (7) program description; (8) indicators of success; and (9) unique aspects of the program. Information is provided on the National Diffusion Network, which helps those involved in education acquire resources needed to incorporate exemplary programs into their own programs. Programs for students with severe emotional disturbance are discussed briefly. All program profiles are self-reported. No attempt to identify which are most successful or under what circumstances has been conducted. A blank program profile form is appended. (JS)

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At-Risk Youth in Vermont

A Resource Directory



"It would be startling if the graduating seniors of four Vermont high schools dropped out this year before receiving their diplomas. But that is the magnitude of what has been happening across Vermont each and every year. Dropouts are twice as likely to suffer unemployment and cost Vermonters at least \$150 million annually. There

is absolutely no place for ambivalence regarding this waste of human resources. We must reach out to at-risk students, to catch them before they drop out..."

— From a report by the Vermont Policy Team
on Dropout Prevention

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At-Risk Youth in Vermont

A Resource Directory

Compiled by Lois Holbrook

This directory is a cooperative effort
between the Vermont Department of Education
and The Regional Laboratory for Educational
Improvement of the Northeast and Islands

1989

Cover Illustration: Designed by Linda Hall of the Vermont Department of Employment and Training, the cover illustration represents the importance of catching at-risk youth before they drop out of the educational process. The design was used to promote the state's first at-risk youth conference, *To Catch a Falling Star*, in February 1989.

Acknowledgements

Appreciation is extended to the following people for their support and assistance.

Richard Mills, Commissioner of Education, Vermont Department of Education

Bruce Richardson, Deputy Commissioner, Vermont Department of Education

Rich Tulikangas, Coordinator, At-Risk Programs, Vermont Department of Education

John Fleener, Trinity College, Burlington, Vermont

Janet Angelis, The Regional Laboratory, Andover, Massachusetts

Janet Phlegar, The Regional Laboratory, Andover, Massachusetts

and the many schools and agencies which are represented in this directory.

L. H.

This publication is based on work sponsored in part by the Office of Educational Research and Improvement, U.S. Department of Education, under contract Number 400-86-0005. The content of this publication does not necessarily reflect the views of OERI, the Department, or any other agency of the U.S. Government.

Foreword

Vermonters have a long-standing tradition of supporting quality education. Parents, educators, social service providers, employers, state and local government officials, and others show a growing concern that a significant portion of our young people are not experiencing success in school. Many of these students (approximately 17% of those entering ninth grade) drop out of school completely. Equally disturbing is the fact that many who do graduate only marginally complete school requirements; they leave school with no future direction or motivation to succeed at anything.

In the past year-and-a-half, the State of Vermont has invested a considerable amount of resources in finding solutions to our dropout problem and to better meeting the needs of our children and youth at risk of failure. Governor Kunin convened the *Vermont Policy Team on Dropout Prevention* to evaluate the educational, economic, and social reasons for failure and to recommend goals, objectives, and strategies for reducing its occurrence. The team included a broad cross section of individuals from state government, local school administration, the private sector, and community agencies. One of the team's specific recommendations was to produce a statewide directory of current practices, programs, and services for at-risk children and youth. During this same time, the Department of Education initiated several related dropout prevention activities through a small grant from the Council of Chief State School Officers. This directory is one of the results of those initiatives.

The directory is also a collaborative effort of the Vermont Department of Education and The Regional Laboratory for Educational Improvement of the Northeast and Islands. Lois Holbrook from the Lab collected and compiled the information in this directory. Her assistance, as well as that of Janet Phiegar from the Lab, has made production of this directory possible, and The Regional Laboratory's support is greatly appreciated.

Finally, the additional time and effort contributed to this collective resource by the practitioners working directly with at-risk children and youth is thankfully acknowledged.

Rich Tulikangas
At-Risk Coordinator
Vermont Department of Education

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Introduction

As noted in the recent report, *Dropouts in Vermont: A Charge for Action*,* many of Vermont's children and youth are at risk of school failure. Some of the factors placing students at risk include family poverty, teen pregnancy, homelessness, substance abuse, migration, abuse and neglect, and low parental value of education. Many students experience low self-esteem and little motivation, which often result in poor academic achievement and/or social and disciplinary problems.

Since a primary goal of public education is to encourage and assist all students in reaching their potential, it is important to develop and sustain effective practices, programs, and supports for at-risk students to attain this goal. Furthermore, families, community agencies, and organizations must be included in the process in order to address the student's total environment. A student's in-school and out-of school environments are interrelated. Early identification and services and a coordinated, comprehensive approach throughout the learning process will also maximize the success potential of Vermont's children and youth.

One way to better meet the needs of at-risk students is to examine what is already being done around the state and build on current successes. Educators and others can benefit from considering programs and practices already in place and adopting or adapting these to meet the needs of their students. Schools already involved in a major improvement or restructuring effort can find among the programs included in this directory specific practices that may enhance that broad-based effort.

The program profiles are self-reported – we've made no attempt to identify which are most successful or under what circumstances. The intent of the directory is to begin sharing useful information about current programs and services for Vermont's at-risk children and youth. Programs include a wide range of approaches from early identification through post-graduation follow-up. Most programs report improved personal and educational outcomes for some of Vermont's students.

This first cut at a statewide resource listing is undoubtedly incomplete. Furthermore, a good deal of program planning and development in the dropout prevention/at-risk field is underway in the state. In addition, it is important to note that meeting the needs of at-risk students cuts across many curriculum, school organization, and service delivery areas. One of the primary catalysts behind the new state restructuring initiative was the desire to help these students. Therefore, the directory is designed to be periodically updated by the Department of Education. For programs not represented

* Vermont Policy Team on Dropout Prevention, Vermont Department of Education, May 1989.

here, we encourage readers to complete the outline included at the back of this directory. You may submit it at any time for inclusion in a future revision.

Preschool

Program Title: Summer Kindergarten

School District/Agency: Windham Southeast Supervisory Union
Brattleboro Kindergartens
Brattleboro, Vermont 05301

Contact Person: Susan James

Phone Number: 254-3748

Content: Pre-academic

Grade Levels: Pre-Kindergarten

Program Description: In Brattleboro schools, students who are identified as "high risk" attend a four week summer kindergarten. Exposure to the "regular" curriculum assists them in adjusting to the school year program. This is a Chapter I program and is evaluated annually.

Indicators of Success: Improvement in student achievement

Unique Aspects of Program: Early identification and intervention

Program Title: Promoting Healthy Preschoolers

School District/Agency: The Family Place (a parent/child center)
34 Gates Street
White River Junction, Vermont 05001

Contact Person: Jo Levkoff

Phone Number: 296-2545

Content: Curriculum support

Grade Levels: Preschool

Program Description: "Promoting Healthy Preschoolers: An Invitation to Well Being" is a training video for early childhood educators that enhances any existing curriculum. Areas of focus include: communication, feelings, self-esteem, and empowerment. Designed for work with preschoolers and their families.

Special Considerations: A workbook of the same title should be available by December 1989. This will enhance the value of the video.

Indicators of Success: Improvement in acquisition of specific skills, decrease in behavioral and disciplinary problems, decrease in family violence, improvement in attendance rates, improvement in motivation/self-image

Unique Aspects of Program: Family involvement, staff development/training/support, early identification/intervention, case management, therapeutic component

Program Title: K-2

School District/Agency: Windham Northeast Supervisory Union
Saxton River School
Saxton River, Vermont 05154

Contact Person: Thomas E. Crossett

Phone Number: 869-2637

Content: Curriculum

Grade Levels: Pre-Kindergarten/Kindergarten

Program Description: An additional session of kindergarten functions as a pre-kindergarten for developmentally young children identified through Gesell screening. This program provides a more appropriate curriculum, allowing students needed time to mature. They are able to benefit from this extra year of school before moving into a regular kindergarten classroom.

Indicators of Success: Improvement and acquisition of specific skills, decrease in number of children not being promoted, improvement in motivation/self-image, improvement in student achievement, increase in number of students achieving at grade level

Unique Aspects of Program: Family involvement, school/community partnerships, early intervention, staff development/training/support

Program Title: Vermont College Early Education Initiative

School District/Agency: Vermont College Preschool
Schulmaier Hall-Vermont College
Montpelier, Vermont 05602

Contact Person: Beverly Heise

Phone Number: 223-8768

Content: Early Intervention

Grade Levels: Preschool

Program Description: A center-based program is available to normally developing children (50-60%), as well as to children who are at-risk or handicapped (40-50%). Monthly home visits provide an opportunity for staff to model quality child/adult relationships. Staff also assist parents in identifying family needs and goals, and possible means of support for meeting those needs. Additional services are available to children depending on their specific needs.

Special Considerations: Appropriate philosophy and attitude, a commitment to mainstreamed classrooms, a focus on abilities instead of deficits, a team approach that includes families

Unique Aspects of Program: Early identification/intervention, family involvement, school/community partnerships, staff support/development/training

Elementary

Program Title: Severe Behavior and Communication Disorders

School District/Agency: Vermont Achievement Center
88 Park Street
Rutland, Vermont 05701

Contact Person: Jonathan McIntire

Phone Number: 775-2395

Content: Behavior/Communication

Grade Levels: Preschool-Junior High

Program Description: A highly specialized program for preschool/school aged children who have severe behavior, communication, cognitive, social and neurological deficits. The program has both a day and residential component with a solid data based behavioral analysis system in place. Serves students from around the state who are at high risk for leaving school. The program has a high staff to student ratio and is evaluated regularly.

Special Considerations: Staff trained in applied behavioral analysis, residential/day capacity, patience and commitment

Unique Aspects of Program: Behavior management system, specific curriculum, early intervention, case management, comprehensive planning process, family involvement

Program Title: Chapter I Reading Program

School District/Agency: Bennington - Rutland Supervisory Union
Manchester Center, Vermont 05255

Contact Person: Tom Lavalle

Phone Number: 362-2452

Content: Reading

Grade Levels: 1-4

Program Description: Offers daily supplementary reading instruction to approximately 100 eligible students in their home classrooms. Certified reading teachers coordinate Chapter I instruction with the classroom reading curriculum and provide direct service to the students. A reading consultant from the University of New Hampshire is available to regular and Chapter I teachers for staff training and consultation on a regular basis. By providing "at-risk" readers with successful instructional intervention, the project strives to prevent failure early in a student's school career. Formative and summative evaluations are conducted regularly and indicate that students' reading skills are significantly improved.

Unique Aspects of Program: Early intervention, staff development/training/support

Program Title: Planning Room

School District/Agency: Springfield Supervisory District
60 Park Street
Springfield, Vermont 05156

Contact Person: Dr. Joyce DuBack

Phone Number: 885-5141

Content: Behavior

Grade Levels: 3-4-5

Program Description: Program is designed to meet the needs of students with behavioral problems. A planning room is used with a focus on positive control through the development of a student plan. Staff employs Reality Therapy techniques and the program is evaluated regularly.

Special Considerations: Staff training in Reality Therapy techniques, a well trained paraprofessional to staff planning room with access to a skilled guidance counselor

Indicators of Success: Decrease in behavioral problems, decrease in disciplinary problems, improvement in motivation/self-image, and improvement in student achievement

Program Title: Family Math

School District/Agency: Orange North Supervisory Union
Washington Village School
Washington, Vermont 05675

Contact Person: Virginia Washburn

Phone Number: 883-2312

Content: Mathematics

Grade Levels: Elementary/Junior High

Program Description: Parents and children attend school in the evening to do math activities and play math games. The purpose is to improve attitudes toward math and to improve school/family relations.

Special Considerations: Staff training and purchase of Family Math Book

Indicators of Success: improvement in math motivation

Unique Aspects of Program: family involvement, staff development/training/support

Program Title: Chapter I Reading Program
School District/Agency: Franklin West Supervisory Union
Georgia Elementary School
RFD # 2
St. Albans, Vermont 05478

Contact Person: Louis Welna

Phone Number: 524-6358

Content: Reading

Grade Levels: 2-3

Program Description: Eligible students receive reading support, using an in-class "concentrated" model. The regular classroom teacher and the Chapter I teacher provide direct services to students 5 days a week. Students are placed in a specific second or third grade (designated a Chapter I classroom) to facilitate small group, teacher directed, highly intense remediation activities. Program is evaluated both formally and informally each year.

Indicators of Success: Improvement and acquisition of specific skills, improvement in student achievement

-
- Program Title:** Star Program
- School District/Agency:** Chittenden Central School District
Fleming School
Essex Junction, Vermont 05452
- Contact Person:** Thomas Perry
- Phone Number:** 878-1381
- Content:** Self-Esteem
- Grade Levels:** Elementary
- Program Description:** Designed to build students' self-esteem by working in a small, safe environment in an area of interest. Fun-shops (e.g., puppetry, quilting, ham radio) are offered once a week, by volunteers, to students who have selected from a menu of opportunities. All students are served throughout the year in groups of two. Activity is scheduled during lunch/recess.
- Special Considerations:** Funding for Fun-shops (about \$300), volunteers, building coordinator, facilities
- Indicators of Success:** Improvement in motivation, self-image
- Unique Aspects of Program:** school/community partnerships, early intervention

-
- Program Title:** Behavior Disorder Program
- School District/Agency:** Addison Northwest District
Vergennes Elementary School
Vergennes, Vermont 05491
- Contact Person:** Gail Lynk
- Phone Number:** 877-2880
- Content:** Behavior
- Grade Levels:** Elementary
- Program Description:** A preventative program for elementary children who have behaviors that resist acquisition of basic skills. A guidance counselor and consulting psychologist develop individual programs and train/support teachers and assistant teachers in implementing them.
- Indicators of Success:** Improvement and acquisition of specific skills, decrease in behavioral problems, decrease in disciplinary problems, improvement in attendance rates, improvement in motivation/self image, and improvement in student achievement
- Unique Aspects of Program:** Early intervention, case management, staff development/training/support, behavior management system, comprehensive planning process

-
- Program Title:** Building bridges
Conflict Resolution and Mediation Training
- School District/Agency:** Franklin Northwest Supervisory Union
Swanton Central School
Swanton, Vermont 05488
- Contact Person:** Mary Lynn Riggs/Madelyn Nash
- Phone Number:** 868-4417
- Content:** Behavior
- Grade Levels:** Elementary-Middle School
- Program Description:** A project designed to teach conflict resolution and mediation skills to students, teachers, playground supervisors, parents, administrators and counselors. The goal is to empower students and community members to deal with conflicts in effective and positive ways. Staff teaches and models conflict resolution/mediation to all students, within the classroom. Some students are then nominated by peers for the student mediator program.
- Special Considerations:** Commitment of administration, staff and community; staff member to oversee program, training of all staff
- Indicators of Success:** Improvement and acquisition of specific skills, decrease in behavioral and disciplinary problems, improvement in motivation/self-image, involvement of private sector
- Unique Aspects of Program:** Family involvement, school/community partnerships, staff development/training/support, early intervention

-
- Program Title:** Transitional Class
- School District/Agency:** Southwest Vermont Supervisory Union
Bennington Elementary School
128 Park Street
Bennington , Vermont 05201
- Contact Person:** Aldona Guilmette
- Phone Number:** 442-5256
- Content:** Academic
- Grade Levels:** Elementary
- Program Description:** Transition class was formed to reduce the number of grade 1 retentions. By allowing students a year in a pre-first, full-day program using a "hands on" curriculum, eligible children are able to experience success in a non-stressful learning situation. Enrollment is limited to fifteen students with two staff members. Resource Room services are delivered in the classroom.
- Special Considerations:** Teacher with high expectations, but realistic goals, many manipulatives, whole language, Math Their Way experience, and DEKODIPHUKAN program
- Indicators of Success:** Improvement and acquisition of specific skills, decrease in behavioral and disciplinary problems, improvement in attendance rates, improvement in motivation and self-image, improvement in student achievement
- Unique Aspects of Program:** Early identification/intervention, curriculum, behavior management system, family involvement

-
- Program Title:** Early Drug and Alcohol Abuse Prevention
- School District/Agency:** Washington Central Supervisory Union
East Montpelier Elementary School
Box 188
East Montpelier, Vermont 05651
Sponsored by the Youth Service Bureau
- Contact Person:** Peter Perkins, Youth Service Bureau
- Phone Number:** 229-9151
- Content:** Substance Abuse Prevention
- Grade Levels:** 4-5-6
- Program Description:** Through the use of small group process and a curriculum, students work on improving life skills, self-esteem and problem solving, thereby lessening the possibility of becoming dependent on drugs. Groups are cofacilitated by a counselor and a teacher/parent with training provided by staff at the Youth Service Bureau. Participation in the group is voluntary. The program is evaluated by the school and the Youth Service Bureau.
- Special Considerations:** Funding, staff training, quiet room, and flexible scheduling
- Indicators of Success:** Decrease in disciplinary/behavioral problems, improvement in student achievement, increase in number of students achieving at grade level. The major indicator, however, is improvement in motivation and self-image.
- Unique Aspects of Program:** Early identification and intervention, staff support/development/training

-
- Program Title:** Climate Project
- School District/Agency:** Chittenden Central Supervisory Union
Summit School
Essex Junction, Vermont 05452
- Contact Person:** Marge Simmons
- Phone Number:** 878-1377
- Content:** School Climate
- Grade Levels:** K-2
- Program Description:** Through a series of activities/projects designed to foster a sense of school family, pride, and responsibility, students are encouraged to belong, to feel important and to have fun. The goal of the project is to prevent the kinds of negative attitudes and behaviors that can influence a student's academic and personal success.
- Special Considerations:** Project is a group effort with staff assigning themselves specific tasks. There is little extra cost involved.
- Indicators of Success:** Decrease in behavioral and disciplinary problems, improvement in motivation and self-image
- Unique Aspects of Program:** Family involvement, early intervention, school and community partnerships, staff development and training

Middle School

Program Title: Mount Abraham UHS Reading Center

School District/Agency: Addison Northeast Supervisory Union
Bristol, Vermont 05443

Contact Person: Jan Willey

Phone Number: 453-5146

Content: Academic

Grade Levels: Junior High School

Program Description: Integrating compensatory, special, and regular education in grades seven and eight serves as a way of breaking down the barriers that exist among the various "interest groups." This effort helps at-risk students "make sense" of school. Classes are taught by teams of teachers that include four regular teachers, a Chapter I and a Special Education teacher.

Special Considerations: Administrative support and teacher willingness, joint planning time

Indicators of Success: Increase in number of students achieving at grade level, decrease in number of students not being promoted, improvement in motivation and self-image, decrease in behavioral and discipline problems

Program Title: Project Rediscovery

School District/Agency: St. Johnsbury Supervisory District
25 Western Avenue
St. Johnsbury, Vermont 05819

Contact Person: C. James King-Middle School
Howard Crawford-Vocational Center

Phone Number: 748-8912 (Middle School) 748-8171 (Vocational Center)

Content: Career Awareness

Grade Levels: 7-8

Program Description: Project is designed to provide career awareness experiences for all seventh and eighth graders, thus enabling them to make more realistic career choices. Members of the business community will present, in a minimum of six sessions, aspects of their respective vocations, including educational requirements, future trends in the technology of the vocation, outlook for employment advancement, employability traits, and general work attitudes and habits. Eighth graders will be exposed to five different programs in the vocational center and paired with a high school senior in training. The program is designed for dropout prevention and is evaluated regularly.

Special Considerations: Minimal cost, sensitivity to students' perception of this "pull-out" model

Unique Aspects of Program: Family involvement, behavior management system, school/community partnerships, comprehensive planning process

Middle School-High School

Program Title: Prevention Projects

School District/Agency: Green Mountain Prevention Projects, Inc.
109 South Winooski Avenue, Room 201
Burlington, Vermont 05401

Contact Person: Catherine Suitor

Phone Number: 863-8451

Content: Substance Abuse

Grade Levels: Youth/ Adults

Program Description: Green Mountain Prevention Project, Inc. is a private non-profit organization established in 1982 for the purpose of promoting, developing and implementing substance abuse education and prevention projects throughout the State of Vermont. This is accomplished through three primary programs:

Green Mountain Teenage Institute (GMTI) -- a five day residential program designed to provide high school students with the knowledge and skills to develop prevention programs for their peers, their schools, and communities. (This is not a treatment program.)

Green Mountain Institute -- a residential training program for members of the adult community interested in expanding their knowledge of alcohol and drug abuse, prevention, intervention, and treatment. This information can then be incorporated into their working and personal lives, providing for a more aware and healthy adult community.

Junior High Peer Prevention Project -- an educational group for Vermont Junior High students. Peer educators, who have graduated from GMTI, facilitate student residential and community-based groups that focus on information and social skills development in relation to substance use and misuse.

Program Title: The Leadership Project
School District/Agency: The Leadership Project, Inc.
P.O. Box 331
Westminster, Vermont 05158

Contact Person: Jim Grout

Phone Number: 722-9553

Content: Drug/ Alcohol Abuse

Grade Levels: Middle-High School

Program Description: The Leadership Project has been instrumental in helping communities address substance abuse problems in a positive way. By breaking down communication barriers between adolescents and adults, communities have begun to treat the source of the problem, rather than the symptom. A Project Team of adolescents, police, teachers, community leaders and other concerned individuals is recruited and trained. The team then conducts a community needs assessment, reviews current town and school drug/alcohol policies, sets action plans to meet identified needs, and assists the community in developing resources to combat the problems. Program is formally evaluated utilizing formative and summative methods.

Indicators of Success: Attitude, program, and system changes

Unique Aspects of Program: Teaming of adolescents and adults

Program Title: Smokey House Project
School District/Agency: Rutland-Bennington Counties
RFD Box 292
Danby, Vermont 05739

Contact Person: Lynn Bondurant

Phone Number: 293-5121

Content: Vocational

Grade Levels: Ages 14-19

Program Description: Smokey House Project, established in 1974, uses work in the area of natural resource management as a means to provide at-risk youth with cognitive skills (reading, writing, and math), employability skills, sound work habits, broadened career perspectives, and an improved outlook on their schooling.

Youths work alongside trained adult crew leaders skilled in Forestry or Agriculture related fields. In the course of their work, youth exercise basic reading, writing, and math skills while acquiring a fundamental understanding of the requirements of a job.

Smokey House Project works closely with the schools. The Project sees itself, as the schools also see it, as a supplement to classroom training. A youth who does not attend his or her classes is not allowed to work. In this way youth are encouraged to remain in school by being provided the opportunity to learn, through actual work experiences, the value of cognitive skills in the work place.

Indicators of Success: Decrease in student dropout rate, decrease in behavioral and disciplinary problems, improvement in attendance rates, improvement in motivation/self-image, increase in number of students achieving at grade level, reduction in substance abuse. Youths' progress toward

predetermined goals is charted using a system of Benchmarking. Sending schools are kept informed of the youths' progress, and academic grades are awarded on the basis of the Benchmarks.

Unique Aspects of Program: School and community partnerships, transition to work, effective schools research, employability training, challenging work, establishing a meaningful relationship with adult crew leader

-
- Program Title:** Home/School Coordination--At Risk Youth
- School District/Agency:** Barre City Schools
Spaulding High School
Barre, Vermont 05641
- Contact Person:** Linda Mailly
- Phone Number:** 476-6411
- Content:** Counseling
- Grade Levels:** 6-12
- Program Description:** The major function of this program is to provide individualized, supportive career and academic counseling to those students and their families who have been identified as being at "high risk" for dropping out of school. This program has been responsible for establishing the first Inter-Agency Collaboration Group in the state. It includes: Youth Service Bureau, Dept. of Health, Washington County Mental Health, Social and Rehabilitation Services, Spaulding High School, and the Barre Regional Vocational Center. This group provides a means for developing a comprehensive management plan for students and their families. The program is evaluated on a regular basis.
- Special Considerations:** Program can be implemented with very few resources; needs counselor with strong education and counseling/social service background; coordination with all existing resources (in and out of school)
- Indicators of Success:** Decrease in behavioral and disciplinary problems, improvement in student dropout rate, improvement in student achievement, reduction in substance abuse, maintenance and support of pregnant adolescents and young parents in school

Program Title: Alternatives for Teens

School District/Agency: Parent/Child Center
Box 646
Middlebury, Vermont 05753

Contact Person: Sas Carey

Phone Number: 388-3171

Content: Teen Groups

Grade Levels: Junior-Senior High School

Program Description: Initially a combination of teen discussion groups and an opportunity for teenagers to create drug-free events for their peers, "Alternatives for Teens" now boasts the following goals: 1) to meet weekly with interested students in grades seven through twelve; 2) to create a safe atmosphere for teens to discuss important issues; 3) to help community teens to have drug-free events; and 4) to help the community be aware of and responsible for its teenagers' safety. Much of the work accomplished by this program is planned and implemented by a teen Advisory Board.

Indicators of Success: Improvement in motivation and self-image, improvement and acquisition of specific skills

Unique Aspects of Program: A long-term, primary prevention program; designed by teens for teens; availability of a manual for start-up activities

-
- Program Title:** Exemplary Youth Employment Program (EYEP)
- School District/Agency:** Chittenden East School District
Mt. Mansfield Union High School
Jericho, Vermont 05465
- Contact Person:** Jennifer Muncil
- Phone Number:** 899-2657
- Content:** Work/Study
- Grade Levels:** Junior-Senior High School, Dropouts
- Program Description:** This employment and training program provides part-time employment opportunities for high risk students. Serving youth ages fourteen to twenty-one, its purpose is to give in-school youths incentives to stay in school and to bring dropouts back to school for an alternative education. The program also serves learning disabled/hard to employ youth.
- Special Considerations:** Funding available through JTPA
- Indicators of Success:** Increase in number of job placements, improvement in student achievement, decrease in dropout rate, decrease in discipline/behavioral problems
- Unique Aspects of Program:** Vocational training/job placement, transition to work and return to school, school/community partnerships, early intervention

Program Title: ONTOP Outreach Consultation

School District/Agency: Burlington School District
Ira Allen Administrative Center
Colchester Avenue
Burlington, Vermont 05401

Contact Person: Lynn Kennedy

Phone Number: 864-8497

Content: Staff/Student Support Services

Grade Levels: Junior-Senior High School

Program Description: ONTOP, an alternative program for students with emotional disturbance, provides consultation services to other school districts. Working with SRS/SED students, ONTOP's goal is to increase appropriate services in the mainstream that will prevent placement in more restrictive settings. Services include: teacher training, assisting with interagency coordination, intensive case consultation, and program development assistance

Indicators of Success: Decrease in student dropout rate, decrease in behavioral problems, improvement in attendance rates, improvement in motivation/self-image

Unique Aspects of Program: Family involvement, school/community partnerships, improvement in motivation/self-image

-
- Program Title:** Alternative Education "Pathfinders"
- School District/Agency:** Franklin Northeast Supervisory Union
Enosburg Falls High School
Enosburg Falls, Vermont 05450
- Contact Person:** Judith de Rancourt
- Phone Number:** 933-5103
- Content:** Academic/Vocational
- Grade Levels:** Junior-Senior High School
- Program Description:** "Pathfinders" is a program serving behaviorally and emotionally troubled youth at risk in rural Franklin County. Comprehensive psychosocial services, integration of vocational/academic studies, job training and coaching, and service learning in the community are utilized in addressing the needs of these students. Program evaluation is conducted regularly.
- Special Considerations:** Psychological support, interagency cooperation, support and availability of treatment plans via social workers, highly trained paraprofessionals
- Unique Aspects of Program:** Family involvement, school/community partnerships, behavior management system, vocational training/job placement, case management, transition to work

Program Title: High Risk Counselor

School District/Agency: Lamoille North Supervisory Union
Lamoille Union High School
Box 304
Hyde Park, Vermont 05655

Contact Person: Bob Johnson

Phone Number: 888-4261

Content: Counseling

Grade Levels: Junior-Senior High School

Program Description: A counselor is designated to work exclusively with students identified as high risk and potential dropouts. Students are seen weekly, either individually or in groups. The counselor is also responsible for developing alternative arrangements to help students meet graduation requirements.

Special Considerations: A 75 to 1 ratio is crucial; not an add-on responsibility to a regular counseling position; cost is minimal beyond counselor salary

Indicators of Success: Decrease in student dropout rate

Unique Aspects of Program: Early identification, family involvement, alternative programming

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- Program Title:** FOCUS
- School District/Agency:** Burlington School District
Burlington Area Voc-Tech Center
Burlington, Vermont 05401
- Contact Person:** Emile Cote
- Phone Number:** 863-8426
- Content:** Occupational Exploration
- Grade Levels:** Junior-Senior High School, Out-of School, Adults
- Program Description:** The Occupational Exploration Center acts as a guidance resource to help underachievers and others become more occupationally adaptable. Components include activities in job matching, work samples, career exploration, employability, attitudes and aptitude testing. Staff presents workshops for student groups, faculty and linking agencies, and also evaluates the program.
- Indicators of Success:** Improvement and acquisition of job-seeking/ job-keeping skills, decrease in dropout rate, decrease in discipline/behavioral problems, improvement in attendance rates
- Unique Aspects of Program:** Early identification, staff development/training/ support, transition to work, return to school, and GED

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- Program Title:** Alternative Education Program
- School District/Agency:** Rutland City Supervisory District
41 Merchant's Row
Rutland, Vermont 05701
- Contact Person:** Paul Fenwick
- Phone Number:** 773-1955
- Content:** Academic/Job Training
- Grade Levels:** Junior-Senior High School
- Program Description:** This alternative program, located off campus, combines the learning of academic skills with the acquisition of job skills, income, and the development of occupational interests. Programs are individualized to meet the abilities, needs and interests of the student. Community service projects, group activities, and field trips are an integral part of the program.
- Indicators of Success:** Improvement in attendance rates, increase in graduation rate, improvement in motivation/self-image, maintenance and support of pregnant adolescents and young parents in school, reduction in substance abuse, decrease in discipline/behavioral problems
- Unique Aspects of Program:** Family involvement, case management, effective schools research, transition to work

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- Program Title:** Student Assistance Program (SAP)
- School District/Agency:** Washington South Supervisory Union
Northfield Junior-Senior High School
31 Vine Street
Northfield, Vermont 05663
- Contact Person:** Daniel Dilena
- Phone Number:** 485-5751
- Content:** Referral/Support Team
- Grade Levels:** Junior-Senior High School
- Program Description:** This program is designed to support students who are dealing with major problems/issues -- substance abuse, potential suicide, neglect/abuse, single parents and dropping out. A part-time coordinator works with the school team to determine appropriate intervention strategies.
- Indicators of Success:** Reduction in substance abuse, maintenance and support of pregnant adolescents and young parents in school, decrease in student dropout rate, decrease in discipline/behavioral problems, improvement in motivation/self-image
- Unique Aspects of Program:** Case management, family involvement, staff development/training/support, early identification/intervention, behavior management system

Program Title: Bennington Program

School District/Agency: Southwest Vermont Supervisory Union
Mt. Anthony UHSD
Bennington, Vermont 05201

Contact Person: Ralph Wright

Phone Number: 442-2811

Content: Work-Study

Grade Levels: Junior-Senior High School

Program Description: An alternative educational program in existence since 1970, the Bennington Program serves students identified as at risk for dropping out of school. Students are in school for a half-day and are employed two-three hours per day. Program is located in a separate facility; these physical arrangements are of paramount importance. Program is regularly evaluated.

Special Considerations: Staff must be willing to become involved with students' personal lives and problems; this commitment requires much "extra time."

Unique Aspects of Program: School/community partnerships, early intervention, vocational training/job placement, transition to work, high school diploma, wilderness experience

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- Program Title:** Alternative Education Program
- School District/Agency:** Addison Northeast Supervisory Union
Mt. Abraham Junior-Senior High School
7 Airport Drive
Bristol, Vermont 05443
- Contact Person:** Robert Rhein
- Phone Number:** 453-2347
- Content:** Work-Study
- Grade Levels:** Junior-Senior High School
- Program Description:** Designed for students who are at risk for dropping out, this program features a program coordinator who works with school personnel and community business people to provide students with part-time jobs. Students remain in the school mainstream and receive credit toward graduation requirements. Approximately thirty-five students are served by the Alternative Education Program.
- Special Considerations:** Minimal cost
- Indicators of Success:** Decrease in student dropout rate, decrease in discipline/behavioral problems, decrease in number of students not being promoted, improvement in student achievement
- Unique Aspects of Program:** Family involvement, early identification and intervention, school/community partnerships, vocational training, employer supervisory support

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- Program Title:** LINK -- Lamoille Interagency Network for Kids
- School District/Agency:** Lamoille Agency of Human Services
Lamoille Family Center
PO Box 274
Morrisville, Vermont 05661
- Contact Person:** Jane Sanders
- Phone Number:** 885-5229
- Content:** Family Service
- Grade Levels:** Middle School/High School, Out of School
- Program Description:** A case coordinator addresses the issues that cause adolescents and their families to get into "unmanageable situations." The goals of the program are to keep kids at home and at school by providing services appropriate to individual needs. An Advisory Board, made up of multi-agency professionals, assists the case coordinator in generating needed resources. Services include developing service plans, counseling students and/or families, mediating for parents and children and providing temporary shelter. Serves Hazen Union, People's Academy, Lamoille Union, Stowe High School.
- Special Considerations:** Excellent communication and cooperation of school staff, staff trained in family centered case coordination as well as mediation capability, provisions for emergency shelter placements for short-term respite and runaways
- Indicators of Success:** Decrease in disciplinary/behavior problems, improvement in motivation/self-image, improvement in student achievement, maintenance and support of pregnant adolescents and young parents in school, children remain out of SRS custody, families become engaged in a treatment process resulting from a family plan.

High School

Program Title: Blue Mountain Alternative Program

School District/Agency: Thetford Academy
Thetford, Vermont 05074

Contact Person: Beverly Moody

Phone Number: 785-4805

Content: Vocational/Academic

Grade Levels: 9-12

Program Description: This alternative education program, designed for students at risk of dropping out, has a vocational/agricultural/academic base. Located off campus, the teacher utilizes her own farm as the learning environment for vocational and academic training. A system of behavior modification and counseling supports the students as they work towards a high school diploma.

Special Considerations: Off campus setting

Indicators of Success: Decrease in student dropout rate, decrease in behavioral and disciplinary problems

Unique Aspects of Program: Behavior modification and counseling system, transition to work, vocational training

Program Title: Alternative Education Program

School District/Agency: Windham Northeast Supervisory Union
Bellows Falls Union High School
Bellows Falls, Vermont 05101

Contact Person: Edward Caron

Phone Number: 463-3944

Content: Academic

Grade Levels: 9-12

Program Description: Students who are at risk for leaving school work towards a diploma in a "one room" school setting, located away from the high school campus. By combining the regular high school curriculum, release time for work, affective education and small group or individual instruction, students are motivated to complete their academic requirements for graduation. Although good work habits are taught, there is no vocational training offered. Students find their own jobs but must attend school full time if unemployed. Program evaluation is carried out regularly.

Special Considerations: Minimal financial outlay (one teacher plus off-site classroom)

Indicators of Success: Decrease in student dropout rate, decrease in behavioral disciplinary problems, improvement in attendance rate

Unique Aspects of Program: High expectations for attendance and absence of behavioral problems

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- Program Title:** Gifted and Talented Program
- School District/Agency:** Windham Northeast Supervisory Union
Bellows Falls Union High School
Bellows Falls, Vermont 05101
- Contact Person:** Mark Kennedy
- Phone Number:** 463-3944
- Content:** Enrichment
- Grade Levels:** 9-12
- Program Description:** This unique enrichment program is available to all 500 students at Bellows Falls Union High School. One full-time staff member, with the assistance of the total faculty, is responsible for identifying and matching students and programs to meet students' special skills and talents. Programs, which can be group or individually oriented, may be school based or part of the local, state, or national community. Efforts are made to disseminate information schoolwide via a newsletter and class announcements in addition to seeking out individual students.
- Special Considerations:** Designated staff member who works closely with total faculty
- Unique Aspects of Program:** Decompartmentalizing enrichment, self-selective, more inclusive

Program Title: Rock Point School

School District/Agency: Rock Point School
Institute Road
Burlington, Vermont 05401

Contact Person: Russell Ellis

Phone Number: 863-1104

Content: Residential/Day Program

Grade Levels: High School

Program Description: Rock Point is a private, co-educational, boarding and day school serving students of average ability who are underachieving in their current school setting. In order to promote success, student numbers are small, classes are well structured, staff/student ratio is low and much time is allowed for counseling and tutoring. The program was originally designed to provide a stable home for children from non-functional families. Evaluation is conducted regularly.

Indicators of Success: Decrease in student dropout rate, improvement in motivation/self-image, reduction in substance abuse

Unique Aspects of Program: Staff development and training, curriculum, supportive environment (twenty-four hours a day), positive peer culture, attention to building friendships and community

Program Title: Work Release

School District/Agency: Arlington Supervisory District
Arlington High School
Arlington, Vermont 05250

Contact Person: Judith Krum

Phone Number: 375-2589

Content: Work Release

Grade Levels: High School

Program Description: The purpose of this program is to allow released time from school for students who either must work, wish to work, or for whom a work component encourages them to complete school.

Indicators of Success: Decrease in student dropout rate, improvement in attendance rates, increase in number of job placements, improvement in motivation/self-image

Unique Aspects of Program: School/community partnerships, transition to work, vocational training/job placement

Program Title: Insight Alternative Program

School District/Agency: U-32 and Montpelier High Schools
Vermont College, Box 240
Montpelier, Vermont 05602

Contact Person: Ann Burns

Phone Number: 223-8812

Content: Academic/Vocational/Community Service

Grade Levels: High School

Program Description: This alternative program serves "at-risk" students through a learning contract system that includes academics, a work experience, affective education, and community service. The classroom is located at Vermont College where students have access to other facilities at both Vermont College and Norwich University.

Special Considerations: A site removed from regular high school, staff with good human relations/psychological skills, psychological counseling, community apprenticeships, behavior management system

Indicators of Success: Decrease in student dropout rate, decrease in behavior/disciplinary problems, increase in graduation rate, development of leadership skills, maintenance and support of pregnant adolescents and young parents in school

Unique Aspects of Program: Family involvement, school and community partnerships, staff development/training, vocational training/job placement

Program Title: "New Beginnings"

School District/Agency: Bellows Free Academy
South Main Street
St. Albans, Vermont 05478

Contact Person: Neal Smith, Chuck Soule

Phone Number: 524-5818

Content: Academic/Vocational

Grade Levels: High School

Program Description: "New Beginnings" serve students who have dropped out of school or are at risk of dropping out. The off-campus program provides opportunities for academic, social/emotional and vocational growth.

Special Considerations: Need for staff excellence in alternative curriculum, job program development and public relations

Indicators of Success: Improvement and acquisition of specific skills, improvement in attendance rates, increase in graduation rates

Unique Aspects of Program: Family involvement, behavior management system, curriculum

Program Title: High School Intervention Program

School District/Agency: Colchester School District
Box 27
Colchester, Vermont 05446

Contact Person: Dr. Maryellen Ham

Phone Number: 658-4047

Content: Support

Grade Levels: High School

Program Description: This former in-school suspension program now serves students who are at risk of dropping out of school. A teacher, who provides intervention activities/programs in a time-out room, also coordinates services for at risk students. Possible and/or most appropriate program options result from a collaborative process that includes the student. Program evaluation is conducted regularly.

Special Considerations: Training/staff development for all school personnel, space to house program

Indicators of Success: Involvement in school activities, decrease in behavioral and disciplinary problems, improvement in student achievement, increase in number of students completing school, increase in number of job placements, reduction in substance abuse

Unique Aspects of Program: Case management, comprehensive planning process, behavior management system, curriculum

Program Title: Students at Risk Team

School District/Agency: Addison-Rutland Supervisory Union
Fair Haven Union High School
Mechanic Street Ext.
Fair Haven, Vermont 05743

Contact Person: Bruce Gee

Phone Number: 265-4966

Content: Support Team

Grade Levels: High School

Program Description: This multidisciplinary school team has just completed its first year. Formed for the purpose of identifying and monitoring potential at risk students, the team meets weekly to receive referrals, develop support plans, monitor progress, and make out of district referrals when necessary. Evaluation resulted in the program's continuation.

Indicators of Success: Decrease in student dropout rate, decrease in behavioral and disciplinary problems, improvement in attendance rates

Unique Aspects of Program: Family involvement, staff training, early intervention, behavior management system

Program Title: Advance

School District/Agency: Burlington School Department
Burlington High School
52 Institute Road
Burlington, Vermont 05401

Contact Person: Evelyn Carter

Phone Number: 864-8411

Content: Academic/Vocational

Grade Levels: 9-10

Program Description: An in-school program, designed to serve 20-25 students, Advance is entering it's second year. Utilizing a flexible schedule, computer assisted instruction in basic skills and content instruction through team teaching in small groups using an integrated curriculum, students are helped to prepare for competitive employment or further education. Parents are actively involved in bi-weekly conferences regarding student progress and through partnerships with local agencies. The program was formally evaluated following completion of its first year.

Special Considerations: Adequate and inviting space, highly skilled staff and low staff/student ratio, consulting services

Indicators of Success: decrease in behavioral and disciplinary problems, improvement in attendance rates, improvement in motivation, self-image, improvement in student achievement

Unique Aspects of Program: Degree of parental involvement, school/community partnerships, case management, comprehensive planning process, vocational training/job placement, modes of instruction

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- Program Title:** Student Assistance Program
- School District/Agency:** Windham Central Supervisory Union
Leland and Gray Union High School
P.O. Box 128
Townshend, Vermont 05353
- Contact Person:** Maurice Stebbins
- Phone Number:** 365-7355
- Content:** Student Support
- Grade Levels:** High School
- Program Description:** A comprehensive and integrated school-community program that acts to identify and intervene on a wide range of personal problems that are interfering with the learning or social development of students. Although the program was designed to serve adolescents experiencing alcohol and drug problems, it has also proven effective for numerous other student problems. The program consists of early identification, assessment, intervention, treatment, and support services and utilizes both school and community personnel.
- Special Considerations:** School/community advisory board, school/community core team, and program coordinator all of whom have been well trained; should be seen as a process which develops slowly and goes from a crisis intervention focus to a preventive, proactive approach; an integrated school/community budget for training and materials
- Indicators of Success:** Reduction in substance abuse
- Unique Aspects of Program:** School/community partnerships, training/support for team, comprehensive planning process, special student support services within the school and the community.

Program Title: Life Program

School District/Agency: Chittenden South School District
Champlain Valley Union High School
Hinesburg, Vermont 05461

Contact Person: Thomas Hart

Phone Number: 482-2109

Content: Academic/Vocational

Grade Levels: High School, Out of School

Program Description: An alternative program for students who cannot function within the traditional classroom setting because of academic or emotional problems. Primary goal is earning a high school diploma, while secondary goals are improving student self-esteem, teaching social/communication and job skills, finding suitable employment for students, and mainstreaming. Program is evaluated regularly.

Special Considerations: Off-campus site, experienced staff, and adequate budget

Indicators of Success: Decrease in student dropout rate, decrease in discipline/behavior problems, improvement in student achievement, motivation, self-image and increase in number of job placements

Unique Aspects of Program: School/community partnerships, family involvement, staff development/training/support, transition to work, return to school and GED, vocational training/job placement

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- Program Title:** Alternative Education Program
- School District/Agency:** Addison Central Supervisory Union
Middlebury Union High School
Charles Ave.
Middlebury, Vermont 05753
- Contact Person:** Jerome Micks
- Phone Number:** 388-3117
- Content:** Work-Study
- Grade Levels:** High School
- Program Description:** This alternative program combines a controlled, smaller academic community (on the school grounds) with a work/study opportunity for students who do not function successfully in the traditional classroom. Students develop long-term goals and explore ways to accomplish these goals, as they work to attain their diplomas.
- Indicators of Success:** Decrease in student dropout rate, decrease in behavioral and disciplinary problems, improvement in attendance rates, improvement in motivation/self-image, maintenance and support of pregnant adolescents and young parents in school
- Unique Aspects of Program:** Vocational training/job placement, case management, comprehensive planning

Program Title: Project Advance

School District/Agency: Orange Southwest Supervisory Union
Randolph Vocational Center
Randolph, Vermont 05060

Contact Person: Richard Flies

Phone Number: 728-9595

Content: Academic/Vocational

Grade Levels: High School (Ages 14-16)

Program Description: This program is funded by Special Education and a Title IV-C grant and serves students who are at high risk of dropping out of school. It is designed to be more restrictive than the regular classroom, but less restrictive than a special class. The curriculum includes basic competencies, vocational exploration, and hands-on community projects.

Special Considerations: Flexibility of staff and program, low teacher/student ratio, relief from structural rules and regulations

Indicators of Success: Decrease in student dropout rate, improvement in motivation/self-image, improvement in attendance, increase in graduation rate, improvement in student achievement

Unique Aspects of Program: Fosters return to school, behavior management system

Program Title: Pre-Vocational Program for At-Risk Youth

School District/Agency: Orange East Supervisory Union
Oxbow Vocational Center
Bradford, Vermont 05033

Contact Person: Carolyn Roe

Phone Number: 222-5212

Content: Pre-vocational

Grade Levels: 10th grade

Program Description: This tenth-grade program was designed (in 1980) to assist disadvantaged students in achieving success through prevocational activities. A shorter academic framework, coupled with sample vocational experiences and tutorial support are all aimed at translating learned skills into "real world" work situations. The program strives to ensure that students remain in school, expose students to vocational options for junior and senior high school years, and increase the likelihood of a successful pre-vocational experience through the development of certain personal, social and academic attitudes and skills. In addition to regular evaluation, this program received the Commissioner's Award for Program Excellence in 1989.

Special Considerations: Vocational Center is crucial to program's success

Indicators of Success: Decrease in student dropout rate, improvement and acquisition of specific skills, decrease in disciplinary problems, improvement in attendance rates, increase in graduation rate, improvement in student achievement

Unique Aspects of Program: Family involvement, curriculum, school/community partnerships, case management, comprehensive planning, vocational training, behavior management system

Program Title: Project Champ

School District/Agency: Orange-Windsor Supervisory Union
Chelsea School
Chelsea, Vermont 05038

Contact Person: Melinda Turnbull

Phone Number: 685-4551

Content: Work Experience

Grade Levels: High School

Program Description: Project Champ serves students in grades nine through twelve who are on IEPs and/or are at risk of dropping out of school. Students whose present programming can be enhanced by the inclusion of some type of work experience are served. Program is evaluated on a regular basis.

Special Considerations: Participation of local businesses, school staff participation/training

Indicators of Success: Decrease in student dropout rate, decrease in disciplinary problems, improvement in attendance rates, increase in number of job placements, improvement in student achievement

Program Title: Exemplary Youth Employment Program

School District/Agency: St. Johnsbury Academy
7 Main Street
St. Johnsbury, Vermont 05819

Contact Person: Virginia Van Damm

Phone Number: 748-8171

Content: Employment

Grade Levels: High School

Program Description: The Exemplary Youth Employment Program serves students fourteen through twenty-one. The primary purpose of the program is to enhance the participating youths' employability in the unsubsidized labor market. This is done by introducing new work related skills that will allow them to gain self-confidence and give them a positive impression of the world of work and themselves. The program is evaluated regularly.

Indicators of Success: Decrease in school dropout rate, decrease in behavioral problems, improvement in attendance rates, improvement in student achievement, increase in number of job placements

Unique Aspects of Program: Transition to work, staff development/training support, school/community partnerships, family involvement

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- Program Title:** Alternative Center for Education (A.C.E.)
- School District/Agency:** Chittenden Central School District
Essex Junction Educational Center
Essex Junction, Vermont 05452
- Contact Person:** Lars Baris
- Phone Number:** 878-1392
- Content:** Academic/Work Experience
- Grade Levels:** High School
- Program Description:** The A.C.E. program is an alternative program, located in a facility separate from the Essex Educational Center. In addition to work on the Vermont Basic Competencies and graduation requirements, a paid job situation in the community is sought for each student. In addition to individualized instruction, group activities, field trips, and small group projects are a regular part of the center's program. Parent involvement and community interest is strongly encouraged. The program is evaluated periodically.
- Indicators of Success:** Decrease in behavioral and disciplinary problems, increase in graduation rate, improvement in student achievement, improvement in motivation/self-image, increase in number of job placements, maintenance and support of pregnant adolescents and young parents in school
- Unique Aspects of Program:** Individualized educational program, adventure based counseling, unique implementation of curriculum, transition to work and return to school, community partnerships

Preschool - Twelve

Program Title: Project Wrap Around

School District/Agency: Franklin NW Supervisory Union
Box 130
Swanton, Vermont 05488

Contact Person: James A. Marshall

Phone Number: 868-2441

Content: Emotional Disturbance

Grade Levels: Preschool-High School

Program Description: Comprehensive services are provided to students identified as severely emotionally disturbed. School services include counseling, teacher training/support, and comprehensive home support in coordination with Mental Health and Social Rehabilitation Services. The goal of the program is to keep emotionally disturbed students within the school community by "wrapping services around" them in mainstream settings. The program is formally evaluated against an out-of-district control group.

Special Considerations: Commitment to integration, interagency cooperation, staff training

Indicators of Success: Decrease in behavior/discipline problems, improvement in attendance rates, improvement in student achievement, improvement in motivation/self-image, decrease in number of students not being promoted

Program Title: Orleans Southwest Lighthouse Project
School District/Agency: Orleans Southwest Supervisory Union
Main Street
Hardwick, Vermont 05843

Contact Person: William Dunn

Phone Number: 472-6511

Content: Comprehensive Planning Process

Grade Levels: Preschool-High School

Program Description: Orleans Southwest School District was one of two districts selected by the Vermont Department of Education, in 1988-89, to engage in a one-year comprehensive team planning effort around students at risk of dropping out of school. The outcomes of the project would be a process for developing the plan, as well as the plan itself. Orleans represented a rural district with scattered populations and a vast geographical area. The team dealt with the issues of team composition and size, leadership skills, decision making, team building, and a planning process. An environmental scan and a district-wide needs assessment led the team to propose a plan which would benefit all students. Characteristics of the Orleans plan included restructuring the schools, a long-term, multi-year approach, a preschool through high school perspective, a drawing on the resources of the total community, and an enhancement of school activities that are already "working." Case studies that describe the district's work, in more detail, are available from the Department of Education.

Special Considerations: Team training, time commitment, and release time for classroom teachers

Unique Aspects of Program: Comprehensive planning process

Program Title: Burlington Lighthouse Project
School District/Agency: Burlington School Department
150 Colchester Avenue
Burlington, Vermont 05401

Contact Person: Evelyn Carter

Phone Number: 864-8418

Content: Comprehensive Planning

Grade Levels: Preschool-High School

Program Description: Burlington was the second Lighthouse Project funded by the Department of Education. As an urban district with a larger, more concentrated population, a different approach surfaced as a result of the environmental scan and needs assessment. The original core team grew in size to become more representative of teachers and community. Team planning methods, team process, and team follow-up all became important aspects of the total process. Because the district had already made a commitment of resources to this group of students, the focus of the plan became one of strengthening the present system. To do this the team would act as a coordinator of current programs, identify gaps in services, and plan and advocate for resources to fill those gaps. A detailed summary of the Lighthouse Projects is available through the Vermont Department of Education.

Special Considerations: Team training, time commitment, and release time for classroom teachers

Unique Aspects of Program: Comprehensive planning process

Kindergarten - Twelve

Program Title: At-Risk Program

School District/Agency: Essex North Supervisory Union
Canaan School System
P.O. Box 69
Canaan, Vermont 05903

Contact Person: Cynthia V. Mills

Phone Number: 266-8910

Content: Counseling/Support

Grade Levels: K-12

Program Description: Schools identify at-risk students and work with them individually. Through personal contact and individual counseling, students are encouraged to stay in school, and in most cases they remain. For the student who decides to leave, school staff are available as resources for potential employment and/or other educational opportunities.

Unique Aspects of Program: Early identification/intervention, transition to work, return to school and GED

State Programs

Program Title: Children's Trust Fund

School District/Agency: Vermont State Agency of Human Services (AHS)

Contact Person: Brenda Bean

Phone Number: 241-2227

Content: Community-based, primary prevention

Grade Levels: All grades

Program Description: Competitive grants are available for projects shown to be effective with juveniles for preventing problem behaviors like juvenile delinquency, truancy, teen pregnancy, dropping out of school, substance abuse, etc. Grants have been awarded up to \$25,000 but tend to average about \$8,000. Examples of funded projects include parenting education and support groups, after school programs, playgroups, in-school programs about child sexual abuse prevention or teen date rape prevention, etc.

Locations Available: Statewide

Source(s) of Funding: State appropriation and federal matching funds

Program Title: Parent-Child Centers
School District/Agency: State Agency of Human Services (AHS)
Contact Person: Willa Farrell
Phone Number: 241-2227
Content: Parent Education Child Screening and Development
Grade Levels: Preschool
Program Description: Comprehensive services for families with young children, especially aged 0-3. Parent-child centers exist to enhance parent-child bonding, teach appropriate child development and discipline to parents, offer playgroups and preschool programs for children, offer parent education and support groups, and provide in-home visiting through parent aides, etc.
Locations Available: All districts (AHS) in Vermont
Source(s) of Funding: State appropriation contracted with private providers

Program Title: Child and Adolescent Services System Project (CASSP)
School District/Agency: State Department of Mental Health
Contact Person: Sherry Shoenberg, CASSP Coordinator
Phone Number: 241-2609
Content: Services for Seriously Emotionally Disturbed Children
Grade Levels: All grades
Program Description: Interagency local and state teams assess the needs of and services available to seriously emotionally disturbed children and youth. Student's IEPs are closely reviewed.
Locations Available: Many counties/school supervisory unions
Source(s) of Funding: Federal Grant -- National Institute of Mental Health
State Department of Mental Health -- operating funds/personnel
State Department of Education -- operating funds
State Department of Social and Rehabilitation Services -- operating funds

Program Title: Child and Sexual Abuse Prevention Teams

School District/Agency: State Department of Social and Rehabilitation Services (SRS)

Contact Person: Gary Dulabaum

Phone Number: 241-2131

Content: Services for Abused Children and Their Families

Grade Levels: All grades

Program Description: Interagency local teams design case plans for children suspected of being abused/neglected and their families. Teams also develop services for better responding to child abuse in the community, including prevention.

Locations Available: All districts (SRS offices)/Many school systems in Vermont

Source(s) of Funding: Federal grant -- National Center on Child Abuse and Neglect

State Department of Social and Rehabilitation Services -- operating funds/personnel

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- Program Title:** Intensive Home-Based Family Services
- School District/Agency:** State Department of Social and Rehabilitation Services (SRS)
- Contact Person:** Jean McCandless, Program Services Chief
- Phone Number:** 241-2131
- Content:** Family Dynamics/Parenting
- Grade Levels:** All grades
- Program Description:** Emergency intervention with families of children at risk of removal from home due to child abuse/neglect, unmanageability, or severe emotional disturbance. A trained parent educator, therapist, or team works with the family at home, as needed, to prevent the necessity of removal of the child. The intensity of the intervention varies, as does its length and frequency, but efforts tend to be concentrated in the first three months with subsequent follow-up.
- Locations Available:** All districts (SKS offices) in Vermont
- Source(s) of Funding:** State appropriation contracted with local providers

Program Title: Family (Parent-Child) Mediation and Respite
School District/Agency: State Department of Social and Rehabilitation Services (SRS)

Contact Person: Jean McCandless, Program Services Chief

Phone Number: 241-2131

Content: Conflict Resolution

Grade Levels: Junior and Senior High School Students

Program Description: Youth at risk of being considered "unmanageable" by their parents can receive community services that include family (parent-child) mediation, short-term and emergency shelter or respite from home, alcohol and drug abuse counselling/treatment, etc. These services are available to youth and their families on a voluntary basis; however, the family must use these services before SRS will consider direct involvement with the youth.

Locations Available: Through comprehensive programs... Washington, Lamoille, and Rutland Counties. Some of the services are available in most of the other counties as well, especially through youth service bureaus.

Source(s) of Funding: Federal funding for drug-free schools, granted through SRS to private community agencies. Some community agencies use other sources of funds to provide these services.

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- Program Title:** Reach-Up
- School District/Agency:** State Department of Social Welfare (DSW)
- Contact Person:** Veronica Celani, Commissioner
- Phone Number:** 241-2852
- Content:** Support for Single Parents Receiving ANFC (Aide to Needy Families with Children)
- Grade Levels:** All grades, especially preschool and elementary-aged children
- Program Description:** Support services are designed to help single parents receiving ANFC to become economically self-sufficient. Education, training, childcare expenses, parenting advice, etc., are among the available services to help ANFC recipients obtain adequate and stable employment and discontinue welfare. These services help the children by enabling the parent to move out of poverty and, often, become more engaged with their own and their children's education.
- Locations Available:** All districts (DSW offices) in Vermont
- Source(s) of Funding:** State appropriation
Welfare Department operating costs
Department of Employment and Training federal funds

Program Title: Community Grants Program
School District/Agency: State Office of Alcohol and Drug Abuse Programs (OADAP)

Contact Person: Steve Gold

Phone Number: 241-2181

Content: Alcohol and Drug Abuse Prevention

Grade Levels: All grades

Program Description: Small community grants (up to \$5,000) are available on a competitive basis to school systems and other local institutions/individuals who wish to promote information/awareness, education, institutional change, alternatives, early intervention, and/or environmental change re: alcohol and drug abuse. Grants are often used by schools for activities in conjunction with their Act 51 and comprehensive health curricula, K-12.

Locations Available: Statewide. All school districts in Vermont.

Source(s) of Funding: OADAP federal and state funds

Program Title: Vermont Youth Conservation Corps

School District/Agency: Department of Forests, Parks and Recreation
Department of Employment and Training

Contact Person: Thomas Hark or Dana Hearn

Phone Number: 244-8713

Content: Job Training/Conservation

Grade Levels: Ages 16-21

Program Description: The Vermont Youth Conservation Corps is a job training program for youths that operates on the premise that young people can take responsibility for their environment while accomplishing meaningful conservation work for the state of Vermont. Crews work throughout the state on projects that include state, national, and municipal public lands or waters. Youths are helped to learn about environmental issues surrounding the work they do (trailblazing, wildlife habitat improvement, historic restoration projects) through a daily reading, writing, and debate program.

Locations Available: Headquarters: 103 S. Main Street Waterbury, Vermont 05676

Source(s) of Funding: Federal -- Job Training Partnership Act
State -- One time gift
Private donations

Program Title: National School Breakfast Program
School District/Agency: Child Nutrition Program
Vermont Department of Education

Contact Person: Josephine Busha

Phone Number: 828-2447

Content: Nutrition

Grade Levels: K-12

Program Description: Funding from the United States Department of Agriculture enables the State Department of Education to reimburse local schools for at least a portion of the cost of providing breakfasts to students who come from low income families. Assistance is based on the assumption that adequate nutrition is necessary in order for children to do well on mental tasks, such as reading and mental calculations. Many schools that have the program report that children come to class better prepared to study and that many behavior problems are eliminated.

Locations Available: There are currently 53 public schools and 20 private schools offering this program.

Source(s) of Funding: The United States Department of Agriculture through the Vermont Department of Education

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- Program Title:** Outreach Programs
- School District/Agency:** Vermont Student Assistance Corporation (VSAC)
- Contact Person:** Tim Wick
- Phone Number:** 1-800-642-3177
- Content:** Career Decision Making, Postsecondary Education and Financial Aid Counseling
- Grade Levels:** Middle school, high school, and adults of all ages with a high school diploma or GED
- Program Description:** VSAC's goal is to provide Vermonters with information and counseling that will enable them to continue their education beyond high school. Beginning in 8th grade and continuing through high school, workshops are conducted for students, families and guidance counselors. Workshop content includes self-awareness, decision-making, career and college awareness and financial aid information. Less advantaged high school students are identified in order to provide encouragement and information that will help them make more informed decisions about their future.
- Locations Available:** Twelve counselors cover the state of Vermont working in middle schools, high schools, and social service agencies as well as at VSAC
- Source(s) of Funding:** Department of Education/Talent Search

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- Program Title:** Vermont Migrant Education Program
- School District/Agency:** Vermont Department of Education
- Contact Person:** David Marsters
- Phone Number:** 658-6342
- Content:** General Support
- Grade Levels:** K-12
- Program Description:** This program offers a broad range of educational, health, and social activities specifically designed to meet the needs of migrant children. Programs for secondary students include home-school coordination, summer camp, residential Writers' Workshop, camp counselor training, teaching assistant employment, health and referrals. Kindergarten through grade twelve students are eligible for summer reading programs, counseling referrals, summer camp, home-school coordination, and home-based health services. The program also provides continuity in information and student records, free book distribution, and student advocacy. A quarterly newsletter is sent to families and schools. Also available is home-visiting to all eligible families and agency referrals when appropriate.
- Locations Available:** Northern Rutland County, Addison County, Chittenden County, Franklin County, Lamoille County, Orleans County, Orange-East Supervisory Union
- Source(s) of Funding:** E.C.I.A. Chapter One Migrant Education

Program Title: Jobs for Vermont Graduates
School District/Agency: Vermont Department of Education
Contact Person: Rich Tulikangas
Phone Number: 828-3131

Content: Vocational

Grade Levels: Grade 12

Program Description: The Jobs for Vermont Graduates (JVG) program assists Vermont high school seniors to successfully make the transition from school to work. The program is based on and affiliated with the proven, effective, Jobs for America's Graduates (JAG) model. The program is designed to identify those students most at-risk of unemployment at graduation, prepare them for meaningful career-oriented jobs, match these students with community job opportunities and provide long-term follow-up to facilitate successful transition. Much of the program is focused on building self-esteem through active participation in a student organization called the Career Association. Many community activities result from a partnership with the local Chambers of Commerce, linking the program to the business world.

JVG is operated locally by a job specialist who is employed by the local school district. Since beginning in January 1987, the program has attained very high job placement and "positive outcomes" (includes post-secondary education and the military) rates for its graduates.

Locations Available: Bellows Falls High School, Springfield Area Vocational Center, Wilmington/Whitingham Schools, Otter Valley High School, Montpelier and Union-32 High Schools, Hazen Union High School and Craftsbury Academy, and Champlain Valley Union High School.

Source(s) of Funding: Job Training Partnership Act, Carl Perkins Voc-Ed Act (Federal); Vermont Department of Education, Private Foundations and Corporations, local school district funds

Program Title: The Education for Youth Employment Program (EYEP)
School District/Agency: Department of Education

Contact Person: David Baroudi

Phone Number: 828-3131

Content: Vocational

Grade Levels: Middle-High School

Program Description: EYEP provides young Vermonters with job seeking and job retention skills as well as paid work and training experiences in the public and private sectors. The purpose of the programs is to enhance the employability of participating youth in the unsubsidized labor market by introducing them to new skills, enabling them to gain a degree of self-confidence, and providing them with positive work experience opportunities. The program is operated at twenty local school and community project sites around the state. Project coordinators serve as valuable linkage between education, the community, and local businesses by assisting young people with making the successful transition into productive adulthood.

Locations Available: Bellows Free Academy-St. Albans, Burlington Youth Employment Program, Chittenden South School District, Essex Junction Area Vocational Center, Harwood Union High School, Lake Region Union High School, Laraway School, Missisquoi/Franklin Northwest, Mt. Anthony Union High School, Mt. Mansfield Union High School, Montpelier School District, ONTOP, St. Johnsbury Academy, Smokey House Project, Tutorial Assistance Program, Winooski School District

National Diffusion Network

The National Diffusion Network (NDN) is a nationwide system established to help those involved in education acquire the materials and assistance they need to incorporate proven exemplary practices into their own programs. Following are some NDN programs that are currently being used in Vermont with students at risk of school failure. For further information, contact Howard Verman at the Vermont Facilitator Center, Trinity College, Burlington, Vermont 05401 (658-7429).

Teaching Activities for Language Knowledge (TALK) A program improving expressive and receptive vocabulary skills and language, grades K-3, TALK encourages the use of positive reinforcement, active participation, creative thought and fun in learning. Utilizing the skills of a language specialist and the classroom teacher, oral language lessons are taught twice a week. Student gains of 30-80% (national data) have been realized on standardized tests for receptive and expressive language.

Early Prevention of School Failure This program has demonstrated that effective screening, diagnostic and classroom techniques can identify, remediate, and ameliorate developmental delays, problems or deviations in gross and fine motor skills that could adversely affect future school performance. Appropriate for children ages 4-6, screening tests and parent materials have been translated into several languages. Gains of 1.39 months to 3.12 months of growth for each month in the program have been found to persist into subsequent years.

Cooperative Integrated Reading and Composition (CIRC) This program's approach to teaching reading to third and fourth graders utilizes teams of students who help one another master reading comprehension lessons. The main program elements are basal-related activities, direct instruction in reading comprehension, and integrated language/arts writing. Students work in heterogeneous learning teams in a cycle that involves teacher presentations, team practice, peer pre-assessment, additional practice, and testing. Results of three studies indicate that CIRC-Reading has a consistent and educationally significant effect on reading achievement in the upper elementary grades.

City As School (CAS) City as School is an alternative, diploma granting high school whose curriculum objective is to link students in grades 9-12 with learning experiences of a business, civic, cultural, political or social nature throughout any size community. Instead of attending classes in one building, students move through various community learning experiences and receive academic credit for successful completion of each. Weekly orientations, seminars, class meetings and individual student and/or parent meetings provide structure and support for the program.

High/Scope Preschool Curriculum This preschool program has the designated purposes of mainstreaming children who are mildly or moderately handicapped with non-handicapped children and serving early childhood programs in general. Classroom programs reflect the expressed needs and interests of children who are identified on a developmental continuum, with discrepancies viewed as delays rather than deficiencies. The curriculum emphasizes decision making and problem solving by involving children in day-to-day experiences.

Reading Recovery The goal of Reading Recovery is to bring first grade children to the average of their class through individually tailored 30-minute lessons. The integrated reading and writing lessons are designed to build on what the child already knows while strengthening a self improvement system that leads to continued growth. National research shows that 86% of the children served reached average levels of achievement for their class in reading. Follow-up studies indicate that children released from the program continued to make progress and read with the average of their class through the second and third grades without additional help.

Other Programs

Programs for students with severe emotional disturbance have been developed around the state. The continuum flows from mainstream programs to special schools. The major programs are listed below although it should be recognized that many districts have developed successful individual programs for some of their students.

Regional Services - Southwest Region

In the Bennington-Manchester-Rutland regions, services range from consulting and resource room services to special self-contained classrooms. A regional "crisis intervention" team is available to support district personnel.

School District Services

Bennington also provides a continuum of services that includes psychological counseling services, a consulting teacher, a case manager, an interagency CASSP (see p. 63) team and resource and self contained classrooms.

The Franklin Northwest Supervisory Union supports all of its students (including those identified as SED) in integrated regular class settings. The "Wrap Around" (see p. 67) program provides intensive interagency support to teachers, students, and their families in an effort to maximize opportunities for all children to remain in their own homes and schools.

Windsor Southeast Supervisory Union's Gateway Program, located in the Springfield School District, is a therapeutic day treatment program for SED students from three supervisory unions. Mental health services provide the backup.

Windsor Northeast Mental health consultants provide support to a continuum of special education programs for SED students.

Special Education Schools

ONTOP - Burlington

Baird Center for Children and Families - Burlington

Camp E-Wen-Akee - Benson

Laraway School - Johnson

Ayers Street - Barre

These programs are self contained schools which, in some cases, provide a residential component.

There is great diversity in Vermont's programs for students with severe emotional disturbance. For additional information about these programs, contact Richard Boltax, State Department of Education, Montpelier, Vermont 05602 (828-3141).

Appendix

The blank Program Profile form that follows can be filled out and submitted at anytime for inclusion in the next revision of this directory. Form should be mailed to:

Rich Tulikangas
At-Risk Programs
Department of Education
Montpelier, Vermont 05602

PROGRAM PROFILE: AT-RISK CHILDREN/YOUTH AND DROPOUT PREVENTION

Program Title:
School District/Town or Agency:
Program Address:
Contact Person and Title:
Phone Number:

Date:

- I. **PROGRAM DESCRIPTION:** Provide a brief overview of the program including purpose and needs addressed. *(Please use attached sheet if needed.)*

Where is this program based? _____

Is this program formally evaluated? _____ Yes _____ No

Was the original purpose of this program dropout prevention, to serve dropouts, or something else? *(If other, describe)*

- II. **PROGRAM PARTICIPANTS:** Please indicate grade level and primary characteristics of the student population benefiting from the program. *(Circle all that apply.)*

Grade Level

- | | |
|---------------------|--------------------------|
| a) Pre-Kindergarten | e) Junior high |
| b) Kindergarten | f) High school |
| c) Elementary | g) Specific grades _____ |
| d) Middle school | h) Out-of-school |

Sex

- a) Female
b) Male
c) Both Sexes

At-Risk Factors

- | | | |
|--------------------------|--------------------------------|--------------------------------------|
| a) Behavioral problems | g) Limited English proficiency | m) Pregnancy |
| b) Disciplinary problems | h) Need to work | n) Retention in grade |
| c) Economic disadvantage | i) Personal problems | o) Substance abuse (Alcohol or Drug) |
| d) Family problems | j) Poor academic skills | p) Truancy |
| e) Illness | k) Poor attendance | q) Other <i>(please describe)</i> |
| f) Lack of motivation | l) Poor self-esteem | |

Provide a number for each group of participants in your program.

_____ Students _____ School Personnel _____ Other
_____ Parents _____ Volunteers

Describe any selection or recruitment process used to identify program participants.

III. INDICATORS OF SUCCESS: Please check appropriate educational or other specific outcomes of the program.

- Improvement and acquisition of specific skills
- Decrease in student dropout rate
- Decrease in behavioral problems
- Decrease in disciplinary problems
- Decrease in number of students not being promoted
- Improvement in attendance rates
- Increase in graduation rate
- Improvement in motivation, self-image
- Improvement in student achievement
- Increase in number of job placements
- Increase in number of students achieving at grade level
- Increase in number of students completing school
- Involvement of private sector
- Maintenance and support of pregnant adolescents and young parents in school
- Reduction in substance abuse (Alcohol or Drug)
- Other measurable achievements (*please list*)

IV. CONSIDERATIONS AND RESOURCES NEEDED FOR ADOPTION OR ADAPTATION OF THIS PRACTICE: To assist others in adopting or adapting this practice, please indicate special considerations and briefly describe resources needed such as facilities, staff training, personnel, and costs. (*Please use attached sheet if needed.*)

V. UNIQUE ASPECTS OF PROGRAM OR ASPECTS CRITICAL TO ITS SUCCESS:
(*Circle all that apply.*)

- a. Family Involvement
- b. School/Community Partnerships
- c. Staff Development/Training/Support
- d. Early Intervention
- e. Foster Transitions to:
 1. Work
 2. Return to school
 3. GED
- f. Behavior Management System
- g. Vocational Training/Job Placement
- h. Case Management
- i. Effective Schools Research
- j. Curriculum
- k. Comprehensive Planning Process
- l. Early Identification
- m. Other (*please specify*)

USE THIS SHEET IF ADDITIONAL SPACE IS REQUIRED. PLEASE NUMBER EACH RESPONSE.