MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

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Dropout Prevention/School Completion Intervention/Resource Guide

Providing school completion supports for Maryland students

2011

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Scope of the Resource Guide

This guide is intended to be useful to parents, educators, school boards, and policy makers in identifying and implementing dropout prevention strategies. This guide also seeks to raise the awareness and knowledge level of the reader.

The purpose of this resource guide is to provide a list of programs, initiatives, tools, and evidenced-based practices to address the issue of school non completion. These lists are designed to assist the reader in identifying evidence-based and local initiatives being used successfully to address dropout prevention/intervention/recovery.

The aim of this guide is not endorsement of specific programs and strategies but to identify some of the initiatives implemented to address the issue. It should also be noted that programs listed under the heading of Local School System (LSS) Interventions have not been scientifically evaluated but may display characteristics that are aligned with evidence-based practices.

Lastly, dropout prevention/intervention/recovery is a complex issue. Factors that cause students to become disengaged or disconnected will not be solved through "silver bullet" approaches but only through multi-faceted approaches that address the complexity of the problem. Furthermore, depending on the scope of the problem and the interventions required, administrators, staff, and policy makers may not see the desired outcomes of these initiatives until sometime in the future

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Overview

The Code of Maryland Regulations (COMAR) 13A.08.01.07(C) defines a dropout as,

> "A student who leaves school for any reason, except death, before graduation or completion of a Maryland approved educational program and is not known to enroll in another school or state approved program during the current school year".

In the United States about 1.2 million students dropout per year, on average, about one every 58 seconds. Students drop out for many reasons: poverty, bullying and harassment, poor attendance, poor grades, kinship care issues, parenting, and the lack of meaningful relationships. Unfortunately, we don't know a student is a dropout until they have withdrawn. However, there remain tell-tale signs of students at-risk for dropping out. Poor attendance, poor behavior, disengagement, and bad grades are all signals that a student isn't connecting with school.

Dropping out in American society was economically viable 30-40 years ago with many dropouts acquiring jobs in manufacturing industries. However, as time has moved on so have the economic opportunities for unskilled labor.

Dropping out significantly increases a student's risk for incarceration, substance abuse, use of social service, and a plethora of other social challenges. In 2006, Former San Francisco District Attorney Kamala Harris' Office found that of the victims of homicide in San Francisco for people under 25 years of age, 94% were high school dropouts. While dropping out of school may not have been the only factor in being a victim of homicide, it probably contributed to it.

Likewise, school non completion radically affects budgets at the federal, state, and local levels. In Maryland, over 50% of the current public assistance clients dropped out of school and 75% of the individuals received by the Maryland Division of Corrections report themselves as high school dropouts. Moreover those students who dropout often receive services from the state or locality but contribute minimally to the upkeep of the community via purchasing, productivity, or taxes.

Since 2006, Maryland recorded more than a 30% reduction in the number of students who drop out of school. Local School Systems (LSS) in Maryland created initiatives, programs, and alternative options for students to complete high school. While Maryland has seen some success in many jurisdictions, work remains to increase school completion.

What Works Clearinghouse (WWC):

The WWC publishes intervention reports that evaluate research on school and community-based dropout prevention curricula and instructional strategies for middle and/or high schools. Reviewed curricula and strategies are designed to help students stay in school and/or complete school and may include services and activities that mitigate factors impeding progress in school.

Intervention	Review Status	Last Updated
Accelerated Middle Schools • Self-contained academic programs • Helps middle school students one to two years behind grade level catch up • Can be structured as separate schools or as schools within a traditional middle school	Evidence of positive or potentially positive effects for at least one improvement outcome	July 2008
ALAS • An intervention for secondary students focusing on multiple factors that affect dropping out • Counselor/mentor monitors attendance, behavior, and academic achievement trains students in problem-solving, self-control, and assertiveness skills • Counselor/Mentor trains parents in parent-child problem solving, how to participate in school activities, and how to contact teachers and school administrators to address issues.	Evidence of positive or potentially positive effects for at least one improvement outcome	October 2006
Career Academies • School within school program • Career related curricula based on career interest, work experience, and coursework	Evidence of positive or potentially positive effects for at least one improvement outcome	October 2006
Check & Connect • Mentoring program that monitors student engagement through monitoring of indicators. • Mentor advocates for student interest.	Evidence of positive or potentially positive effects for at least one improvement outcome	September 2006
Financial Incentives for Teen Parents to Stay in School • Encourages teenage welfare recipients to go to school and graduate. • Incentives or sanctions based on participants performance	Evidence of positive or potentially positive effects for at least one improvement outcome	December 2006
High School Redirection • Alternative High School program for youth at risk of dropping out. • Teachers serve as mentors and advisors to participants.	Evidence of positive or potentially positive effects for at least one improvement outcome	April 2007
Job Corps • Serves students 16-24, typically residential program. • Offers General Education Diploma (GED) preparation and vocational training.	Evidence of positive or potentially positive effects for at least one improvement outcome	April 2008
JOBSTART • Alternative Education and Training Program for at-risk youth. • Offers General Education Diploma (GED) preparation and vocational training. • Provides training supports such as transportation and childcare for participants. • Participants are required to have at least 200 basic education hours and 500 occupational training hours before completion.	Evidence of positive or potentially positive effects for at least one improvement outcome	March 2008

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Intervention	Review Status	Last Updated
National Guard Youth ChalleNGe Program • A residential program serving students at-risk. • Offers General Education Diploma (GED) preparation and life skills training. • Quasi-military participants live in barracks, wear uniforms, and follow military discipline.	Evidence of positive or potentially positive effects for at least one improvement outcome	September 2010
New Chance • Program for welfare mothers who have dropped out. • Offers participants case management and childcare. • Offers General Education Diploma (GED) preparation, parenting skills, and life skills curriculum.	Evidence of positive or potentially positive effects for at least one improvement outcome	January 2008
Talent Development High Schools • School reform model that reforms the schools structural and curricula. • Schools reorganize into smaller learning communities.	Evidence of positive or potentially positive effects for at least one improvement outcome	July 2007
Talent Search • Targets low-income and first generation college students. • Provides services like test-taking skills, academic advising, financial aid training.	Evidence of positive or potentially positive effects for at least one improvement outcome	December 2006
Twelve Together • Peer support and mentoring program where students participate for one-year. • Afterschool discussion groups are lead by trained facilitators and adults. • Discussions are related to student interest.	Evidence of positive or potentially positive effects for at least one improvement outcome	March 2007

http://ies.ed.gov/ncee/wwc/reports/topicarea.aspx?tid=06

Institute of Educational Sciences (IES)
Dropout Practice Guide (2008)

For most students, dropping out typically occurs after a long period of disengagement manifesting itself with such behaviors such as poor academic performance, behavior problems, and poor school attendance. In 2008, The Institute of Educational Sciences, released the Dropout Prevention Practice Guide. The guide's six recommendations provide tiered interventions to support students at-risk for dropping out.

1. Utilize data systems that support realistic diagnosis of the number of students who drop out and help identify individual students at high risk of dropping out (diagnostic).
2. Assign adult advocates to students at-risk of dropping out (targeted intervention).
3. Provide academic support and enrichment to improve academic performance (targeted intervention).
4. Implement programs to improve students' classroom behavior and social skills (targeted intervention).
5. Personalize the learning environment and instructional process (school wide intervention).
6. Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school (school wide intervention).

The guide can be downloaded from the following address:
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dp_pg_090308.pdf

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School Completion Toolkit

The school completion toolkit provides information and resources to assist local school systems to plan for the needs of students. This section highlights self-evaluative tools that may be modified to assess, monitor, and evaluate local school system and school policy, interventions, and effectiveness.

LSS Dropout Assessment Tool-Self analysis tool for schools or LSS's to evaluate interventions, reasons, credit recovery, and tiered based dropout prevention.

Dropout as defined by COMAR 13A.08.01.07(C) **1) A student who terminates the student's formal education is a dropout. A dropout is defined as a student who, for any reason other than death, leaves school before graduation or the completion of a Maryland-approved educational program (including a special education program) and is not known to enroll in another school or State-approved program during a current school year.**	Yes	No	Comments
Dropout Withdrawal Process 13A.08.01.07(E) Each local school system shall develop and implement a procedure to conduct an educational interview with all students who leave school before graduation, or with their parent or guardian, or all of the above. At a minimum, the interview should encourage the student to remain in the student's current school program or enroll in an alternative school program, verify the reason, or reasons, for a student dropping out of school, and ensure that the parent or guardian is informed.			
1. Are reasons for withdrawal charted?			
2. Are reasons shared with school personnel?			
3. Are reasons shared with PPW's?			
4. Are reason shared with central office?			
5. Are interventions created to reduce highlighted withdrawal reasons?			
Suspensions	Yes	No	Comments
Does the system evaluate disproportionate suspensions?			
Reasons for suspensions?			
Length of suspensions?			
Number of student suspensions?			
Evaluate interventions?			
Defines inappropriate behavior for in school and out of school suspensions?			
Identifies and develops interventions for students who have more than 3 suspensions?			
Alternative Education Policy	Yes	No	Comments
Define behavioral, attendance, academic criteria that would have students placed in alternative education			
Define criteria that would have students transition from alternative education to home school			
Utilize technology to keep students up to date with instruction and assignments			
Transition plans develop and monitor for returning students from Alternative Education and Juvenile Services			
Credit Recovery and Other Provisions for Earning Credit COMAR 13A.03.02.05	Yes	No	Comments
A. In addition to earning credits during the regular school day and year, credits may be earned, at the discretion of the local school system, through the means specified in §§B—J of this regulation.			
B. Summer School. (1) Each local school system may provide summer school programs for original and review credit as determined by the needs of students. (2) Credit instruction shall meet the aggregate time requirements specified by the local school system. (3) Consistent with local school system policy and procedure, credit may be given for acceptable summer study offered by approved public and nonpublic institutions in or outside of Maryland.			
C. Evening School. A local school system may provide evening school programs for credit as an extension of the regular school day as determined by the needs of students.			

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	Yes	No	Comments
D. Correspondence and Online Courses. (1) Consistent with local school system policy and procedure, credit may be given for correspondence courses and for Department-approved online courses. (2) If credit is to be applied toward minimum graduation requirements, the correspondence course or the Department-approved online course shall be provided by the local school system.			
F. Work Study Programs, Job Entry Training Programs, or Experience Outside the School. (1) Consistent with local school system policy and procedure, actual time spent in work study, job entry training, or other experience may be counted for credit when identified as an integrated part of a planned study program. (2) For work or experience outside the school which is approved and supervised by the local school system, not more than nine elective credits toward meeting graduation requirements may be granted to a student.			
G. College Courses. (1) Consistent with local school system policies and procedures and with prior approval of the local superintendent of schools or the superintendent's designee, credit toward high school graduation may be given for courses offered by accredited colleges. (2) The cost of these courses shall be borne by the student.			
H. Independent Study/Internship. Consistent with local school system policy and procedure, credit toward high school graduation may be earned for independent study or internships in which a student successfully demonstrates pre-established curricular objectives.			
School Based Dropout Prevention Tiered Interventions	**Yes**	**No**	**Comments**
Universal Interventions			
Student Government			
Rigorous Academics and Curricula			
Friendly, Competent, and Supportive Teachers			
Friendly, Competent, and Supportive Administrators			
Friendly, Competent, and Supportive School Staff			
School wide PBIS (Positive Behavior Intervention and Support)			
Honor Roll			
School Wide Awards Ceremonies			
School Counseling Services			
School Mental Health Services			
School Health Services			
School Police			
School Mentoring			
Homeless Services			
Secondary Interventions	**Yes**	**No**	**Comments**
Cultural/ Ethnic Support groups			
Positive Peer Groups			
Athletic Teams			
School Wide Clubs			
Graduation Teams/ Coaches			
Student Support Teams • Dropout rates are included in discussion during SST meetings at all school levels (Elementary, Middle, High) • Early warning systems that identify students at-risk for dropping out. 1. Poor Attendance 2. Poor Behavior 3. Poor Grades			

Tertiary Interventions	Yes	No	Comments
BIPS (Behavior Intervention Plans)			
Truancy Interventions			
Individualized Learning Plans			
Student Support Teams Interventions			
Check and Connect			
Mental Health Services			

Comments

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LSS/School Appropriate Placement Tool- School or LSS's self analysis tool to evaluate appropriateness of student's current school placement.

SCHOOL/LSS APPROPRIATE PLACEMENT SURVEY										
Age	Name	Grade	Number of Credits	Multiple Suspension	Multiple moves during school	Free and reduced meal	Special Education	Failed Core Course (Math or English)	Attendance missed 20 or more days last school year or 10% this year	Educational Program Comments or suggestions
14	Ex: Joe Doe	6		X	X	X		X	X	Referred to SST, Referred to Johnny read's program
9	Ex: John Doe	2			X	X	X	X	X	Referred to SST, Social services, Supplemental Reading services
15	Ex: Jason Dixon	9						X	X	SST, Can still graduate obtain diploma from Regular High School, credit recovery Evening High/CBO
19	Ex: James Doe	9								Too old for Traditional Diploma Adult Ed-GED

Other Comments	

LSS/School Comprehensive Planning Tool- Self analysis tool for schools or LSS' to track and evaluate school based interventions over student's school career (primary/secondary).

LEA or School Comprehensive Planning Tool

Elementary School

Name	Age	Grade	School	Gender	Family /Youth Challenges	Partnering Agency/ Community Based Organization	Family Intervention	Family Goals
John Doe	8	2	SPAM Elementary	M	Chronic Attendance Problems, Substance Abuse	Dept of Social Services, Lower Shore Substance Abuse Clinic, Best Psychological services, School Guidance Counselor, School Nurse, School Administration	Met with family 9/24/10 at 9:30am in school office. Spoke with parents about John's attendance and anger management. Mother spoke of wanting help with substance abuse for self.	John will attend school 4 of 5 days. Mother will attend AA meetings every month

Middle School

Name	Age	Grade	School	Gender	Family /Youth Challenges	Partnering Agency/ Community Based Organization	Family Intervention	Family Goals
James Doe	13	7	Racing Middle	M	James has failed a grade, attendance problems. Family has moved 3 times in 5mos.	Department of Housing, Department of Social Service Mentors America School Administration	Met with James on 10/15/08 to speak about attendance and grades. James committed to attending school regularly. Spoke with James' mom (Harriet) talked about James attendance problems and grades.	James will attend school 85% of quarter. James will have lunch with mentor 1 time a month. Refer Ms. Doe to Housing and Employment resources

High School

Name	Age	Grade	School	Gender	Family /Youth Challenges	Partnering Agency/ Community Based Organization	Family Intervention	Family Goals
Joanna Doe	17	9	MLK	F	Joanna is multiple credits short of graduation, pregnant, and homeless	DSS Dept of Housing Online Credit Recovery Services School Administration School Nurse	Met with Joanna 3/4/09 to discuss services. Called Joanna's mother (Josephine) 3/5/09 no response	Get Joanna stable housing Enroll Joanna in online credit recovery program

Alternative Standards:

Before students dropout often display behaviors that demonstrate the need for smaller and more individualized learning environments, often these students are referred to Alternative Education. Currently, Maryland does not have a regulation for alternative education, a definition for alternative education, or standards for alternative educations. The following Alternative Education Services (AES) definition was developed by a workgroup tasked with defining educational services for the Maryland State Board of Education.

Alternative Education Services

"Alternative Educational Services means programs and/or supports that allow the student to continue the student's education outside or within the regular school setting under the control of the public school system and if a secondary school student, the opportunity to earn credits and/or progress toward graduation."

Special thanks to the National Alternative Education Association (NAEA) for providing a framework to construct Maryland Standards.

The Alternative Standards Committee

Sherrilyn Backof- Baltimore County Public Schools
Robert Cullison- Carroll County Public Schools
Craig Cummings- Howard County Public Schools
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Gordon Libby- Prince George County Public Schools
David Lloyd- Baltimore County Public Schools
Robert Murphy- Maryland State Department of Education
Kelley Morris-Springston- Wicomico County Public Schools

Alternative Standards

Standard 1.0 MISSION

The mission and purpose of the alternative education program includes the identification of the target student population and promotes the success of all students. Additionally, the mission and purpose embody realistic expectations for academic achievement, along with the nurturing of positive social interaction.

Standard Indicators of Programming

	Standard	Yes	No
1.1	The program mission clearly articulates the purpose, goals, and expectations of the program to students, parents/guardians, program staff, and the community at-large.		
1.2	The mission and purpose of the program are documented and visible to students, parents/guardians, program staff, and the community.		
1.3	The program mission includes recognition of the student population for whom the alternative education program is designed to serve.		
1.4	The mission and purpose of the alternative program is consistent with the district's goals while aligning with specific state standards.		
1.5	Student success is essential to the mission and purpose of the program which include learning across academic areas, behavioral management, life skills, and possibly the vocational domains.		
1.6	The alternative education programs uphold the personal safety, security, emotional, and physical well being of all students in the program.		
1.7	Needed resources are provided to support the implementation of the mission and purpose.		
1.8	The mission and purpose shape the educational plans and activities undertaken by the alternative education program.		
1.9	The mission and purpose are regularly monitored, evaluated, and revised as needed.		

Standard 2.0 LEADERSHIP

An alternative education program employs administrators, teachers, and staff committed to full implementation of the program's mission and core values. On-site leadership utilizes and engages in a collaborative approach that ensures shared decision-making, high expectations for the program, and continuous monitoring of program quality. The superintendent or designated district administrator sustains the independence of the program and allocates sufficient resources (i.e., financial or other necessary resources) to protect the integrity of the program while supporting overall program quality.

Standard Indicator of Programming

	Standard	Yes	No
2.1	The district provides adequate financial support and other needed resources for implementation of quality alternative education services (i.e., teaching and non-teaching staff, equipment, technology, supplies, curriculum, etc.)		
2.2	Program administrators are experienced and competent, enabling them to be engaged in all aspects of the program's operation and management.		
2.3	The shared vision of the alternative education program is communicated by the leadership through the program's mission and purpose.		
2.4	Where appropriate, leadership engages the School Improvement Team (SIT) in a collaborative process when making decisions.		
2.5	Program leadership ensures that decisions regarding program operation align with state legislation and local policies and procedures.		
2.6	Program leadership develops and operates under a current policies and procedures manual that is consistent with the mission and purpose of the program, approved by the local board of education, and articulated to all stakeholders in the form of standard operating procedures.		
2.7	The local education agency ensures low student to teacher ratio exist, that ratios reflect the needs of the student population, and that the student to staff ratio never exceeds 12 to 1.		
2.8	Leadership promotes collaboration among the school of origin, community, and home, thereby fostering effective learning environment for the student.		
2.9	Administration ensures that data and student performance measures guide instructional practices of the program.		
2.10	The local education agency offers transportation, food services and appropriate health services to students.		
2.11	Consistent and constructive performance evaluations of administrative, teaching, and non-teaching staff are conducted in a timely manner.		

Standard 3.0: CULTURE

An alternative education program maintains a safe, caring, and orderly environment that promotes collegial relationships. The program culture is characterized by a positive rather than punitive atmosphere for behavioral management and student discipline. Program staff establishes clear expectations for learning and student conduct. The staff actively models and rewards appropriate student behavior. The program uses proven practices to organize student support systems. The alternative education program actively promotes connections among students and between program staff that are positive and encourages academic, behavioral, and social success.

Standard Indicator of Programming

	Standard	Yes	No
3.1	Alternative education services are efficiently organized into effective delivery systems.		
3.2	The program is housed in a safe, well maintained, and physically accessible environment that supports optimal student learning.		
3.3	Rules and behavioral expectations are clearly written (i.e., code of conduct and comprehensive student discipline action plan), understood and accepted by staff, students, and parents/guardians.		
3.4	The program actively promotes student engagement.		
3.5	The alternative education program communicates high expectations for teacher performance.		
3.6	Student, stakeholder, and staff feedback are used to make appropriate programming changes.		
3.7	The program demonstrates an understanding and sensitivity to academic, behavioral, cultural, developmental, gender, and societal needs of students, parents/guardians, and the community.		
3.8	Program objectives are measurable and are the basis of program accountability, evaluation, and improvement.		

Standard 4.0: STAFF AND PROFESSIONAL DEVELOPMENT

The alternative education program is staffed with effective, innovative, and qualified individuals who demonstrate concern, care, motivation and are trained in current research based teaching methods that facilitate active learning. Written professional development plans exist that identify staff training needs, match needs relevant to training, emphasize quality implementation of research based and best practices, and establish performance evaluations aimed at improving program and student outcomes and overall program quality.

Standard Indicator of Programming

	Standard	**Yes**	**No**
4.1	The program employs enthusiastic, energetic, and innovative teachers who demonstrate multiple teaching styles tailored to learning styles of students.		
4.2	The staff understands and practices the concept of facilitative learning.		
4.3	The diversity of the staff mirrors the diversity of the student body and the experience of alternative education faculty mirrors the faculty experience of the school district.		
4.4	A sufficient number of teaching and non teaching staff are working in or assigned to the alternative education program at a maximum ratio of 10:1.		
4.5	Staff members create written professional development plans that facilitate personal and professional growth, identify the professional development needs of the individual, establish short and long term goals and align professional development training to address the individual's overall plan.		
4.6	Professional development reflects the use of internal and external resources by the program.		
4.7	The focus of professional development is job embedded and relates to positive student outcomes across academic, behavioral, life skill, and vocational domains thus increasing the likelihood of student success in present and future settings.		
4.8	The program uses a variety of professional development approaches, including technology, to accomplish the goals of improving instruction and increasing student achievement.		
4.9	Professional development opportunities include information related to effectively collaborating with community support services and how to connect with students and families.		
4.10	The program strategically increases staff knowledge and skills through training, modeling, and ensuring the use of research based strategies that align with the needs of the program population.		
4.11	Sufficient resources such as time, substitutes, and incentives allow staff to participate in professional learning opportunities including but not limited to workshops, conferences, seminars, and teams meetings.		
4.12	Administration ensures that ongoing professional development is geared towards the adult learner, promotes lifelong learning, helps build staff's knowledge and skill through the use of research based strategies and best practices, and ensures that learned techniques are implemented.		

Standard 5.0: Curriculum and Instruction

An alternative education program maintains high academic expectations for students across academic, behavioral, life skill, and vocational domains. Furthermore, the program integrates creative and engaging curricula and instructional methods that are relevant to the individual student's needs. Additionally, the program uses an integrated, well organized framework of research based curricula and teaching practices designed to address the "whole" student while continuing to meet federal and state standards.

Standard Indicator of Programming

	Standard	Yes	No
5.1	The alternative education program ensures that all students have access to the academic core curriculum.		
5.2	Teachers are highly qualified in the content area based on individual state standards.		
5.3	Teachers are competent in research based teaching techniques and behavior management and effective for the target population.		
5.4	The program operates in full compliance with laws governing students with special needs.		
5.5	Curricular options reflect, but are not limited to, those offered in traditional educational setting.		
5.6	Teaching across curricula is employed by program staff.		
5.7	The alternative education program individualizes the student's curriculum and instruction utilizing an individualized student plan. The plan engages and challenges the student while also addressing the academic, behavioral, life skill, and transitional needs of the participant. The student plan may also address student service coordination and vocational needs.		
5.8	Teachers identify and provide appropriate instruction designed to close gaps in student learning.		
5.9	A variety of instructional strategies are employed to accommodate students with different backgrounds, individual learning styles, and multiple intelligences.		
5.10	Students have opportunities to learn and/or participate in non-core content areas that may include, but are not limited to the following: adventure learning, art, character education, health, music, physical activities/education, recreation, and vocational education.		
5.11	Programs promote community involvement using service learning as a teaching and learning strategy that integrates meaningful community service with instruction, teaches civic responsibility, and aims to strengthen the learner's connection to his/her community. Furthermore, the community involvement component includes a student reflection as a part of the learner's experience and graduation requirement.		
5.12	Instruction integrates life skills (e.g. career preparation, citizenship, conflict resolution, decision making skills, problem solving, public speaking, self management, social skills, teamwork, time management, work-based learning, etc.) and affords the student with opportunities to put acquired skills into action.		
5.13	Secondary program may provide opportunities for career exploration (e.g., job shadowing and training mentorships, work-based learning, career fairs, etc.) related to the students career interests and postsecondary goals.		
5.14	Programs provide opportunities for students to build relationships by supporting collaboration and teamwork.		
5.15	The alternative education program uses research based dropout prevention strategies for those learners at-risk of dropping out of school.		
5.16	Technology is embedded in the curricular delivery process and distance learning is utilized when the appropriate.		
5.17	The curriculum is supported by access to up-to-date, well maintained collection of instructional supplies and materials that shall be comprised of textbooks, library media, technology, software, and other instructional supplies and materials.		

Standard 6.0: STUDENT ASSESSMENT

An alternative education program includes screening, progress monitoring, diagnostic, and outcome-based measurements and procedures to improve short and long term results at the student level. Student assessments are used to measure achievement and identify specific learner needs. The program exercises a research based framework that values use of reliable measures to monitor student progress and adjust program services accordingly.

Standard Indicator of Programming

	Standard	Yes	No
6.1	Program administration enforces data-driven accountability to measure achievement and identify individual learner's needs.		
6.2	The purpose of assessments is clearly defined and communicated to students, staff, and parents/guardians.		
6.3	Data collection procedures are clearly outlined to ensure reliable and valid student assessment results.		
6.4	Teachers use formative and summative assessment tools that are frequent, rigorous, and align with curriculum and instruction to track student performance and progress.		
6.5	The program utilized multiple assessments that continually monitor the academic, behavioral, life skill, and transitional needs of the student while using those assessments to make individual programming decisions for the learner.		
6.6	Frequent, reliable, and rigorous measures using both quantitative and qualitative procedures are used to identify student progress as prescribed by the district and state.		
6.7	Assessments are directly linked to choosing curriculum and instructional methods while accommodating a variety of learning styles and multiple intelligences.		
6.8	Results of assessments are used to inform students and parents/guardians of learner progress, guide curriculum and instruction, and monitor the individual student plan.		

Standard 7.0 TRANSITIONAL PLANNING SUPPORT

An alternative education program has clear criteria and procedures for transitioning students from the traditional educational setting to the alternative setting, from alternative program to the student's next education or workforce setting while ensuring timely access to community agencies and support services. This process calls for trained transitional personnel experiences in this particular area. Further, the transitional process ensures that the alternative placement is the most appropriate placement for the student's specific academic, behavioral, life skill, and transitional needs at that moment.

Standard Indicator of Programming

	Standard	Yes	No
7.1	The alternative education program has a process to ensure that the alternative placement is the most appropriate for the student's specific academic, behavioral, life skill, and transitional needs.		
7.2	The program has formal transitional process for students from pre-entry through post-exit which may include the following elements: an orientation which consists of rapport building, assessment of the student, IEP review, information and record sharing the student, short and long-term goal setting, development of an individual learning plan and other mechanisms designed to orient the student to the alternative education setting.		
7.3	Transition planning and the individual learning plan afford students the opportunity to maintain and accelerate their current progress toward graduation.		
7.4	Transition planning may include referral to community agencies and support services such as mental health, public health, family support, housing, physical fitness activities, and other youth services.		
7.5	Within the bounds of the Family Educational Rights and Privacy Act (FERPA) information sharing takes place between the school of origin, the alternative program, and social service organizations. Copies of the following items are forwarded to the alternative education program: attendance records, birth certificate, current health treatments and medications needed during the school day, discipline and immunization records, reports cards, school enrollment letter, social security card, special education file and (IEP), state assessment, test scores, transcripts and other appropriate information on the student.		

Standard 8.0 PARENT/ GUARDIAN INVOLVEMENT

An alternative education program actively involves parents/guardians beyond parent/guardian-teacher meetings. The alternative program emphasizes a non-judgmental, solution-focused approach, which incorporates parents/guardians as respected partners throughout the student's length of stay in the program.

Standard Indicator of Programming

	Standard	Yes	No
8.1	Parent/ guardian involvement is welcomed and actively recruited by the alternative education program.		
8.2	Effective communication and interaction takes place between parents/guardians and school staff to include being continually notified of student progress (regular progress reports or as needed)		
8.3	Parents/guardians are recognized as partners and involved in the decision-making process for the student.		
8.4	Consultation regarding strategies to support the learning and personal success of students is made readily available to all parents/guardians.		
8.5	Privacy is afforded to parents/guardians when engaging them as partners in the alternative program.		
8.6	Procedures are in place to address all parental/guardian grievances in a timely fashion while respecting and considering the disposition of parent or guardian.		

Standard 9.0 COLLABORATION

An alternative education program seeks partnerships with community resources based on trust, open communication, clearly defined goals, and shared responsibility which links the program, home, and community. Collaborative partnerships promote opportunities for service learning, life skills, and career exploration for students.

Standard Indicator of Programming

	Standard	Yes	No
9.1	Partnerships with community resources are sought to help the alternative education program solve problems and achieve goals as outlined in the program's mission and purpose.		
9.2	Partnerships are designed to support and enrich the program by including the community as a resource for education, advocacy, and volunteerism.		
9.3	Partnerships may exist with community service organizations, cultural groups, faith-based representatives, agencies, and business/industry.		
9.4	Collaboration exists with law enforcement, juvenile justice, and juvenile justice treatment centers. When appropriate, these partnerships facilitate an integrated case management strategy and wraparound services for students and parents/guardians.		
9.5	As needed, collaborative partnerships with public and private agencies are established, formalized (i.e., memoranda of understanding) and outline the roles and responsibilities of partner social service organizations (i.e., mental health, juvenile justice, public health, advocacy agencies, child welfare, family support, judicial/legal, youth service agencies, and research/evaluation institutions).		
9.6	Community partners may be utilized when integrating service learning, life skills, and career exploration into alternative education program.		
9.7	Community representatives may serve on the advisory board and assist in planning, resource development, and decision making for the alternative program.		

Standard 10.0 PROGRAM REVIEW

An alternative education program systemically conducts program evaluations for continuous improvement. Data collection may include the following items: student outcome data, and student, parent/guardian, and staff surveys. All sources of data are gathered and used to assess quality, provide a course for improvement, and direct future activities of the program.

Standard Indicator of Programming

	Standard	Yes	No
10.1	The alternative education program routinely conducts program reviews to determine progress toward meeting the mission and purpose of the program, and plans for continuous program improvement.		
10.2	Student outcomes are gathered as a means to evaluate the success of the alternative program. This may include collecting data on the following: absences, disciplinary data, credits earned, dropout statistics, grades, graduation rates, student achievement data, and recidivism rates.		
10.3	Climate surveys are administered to assess the attitudes and opinions about discipline, program culture and climate, the learning environment, staff-student and staff-parent/guardian and program-community relations, perceptions of the program effectiveness, and success relative to students' academic, behavioral, and social progress.		
10.4	Results are used to develop or update a plan for program improvement.		

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Standard 11.0 SOCIAL/EMOTIONAL SERVICES

An alternative education program provides a variety of services aimed at meeting the social/emotional needs of the student in relation to mental health, physical health, lifestyle choices, social and behavioral issues, as well as academic. An alternative education program may meet the needs of some special education students requiring an IEP and related services however, the alternative program is not intended to supplant increased services or placement at a special education center.

Standard Indicator of Programming

	Standard	Yes	No
11.1	Mental health professionals are assigned to the alternative school to work with students, i.e. psychologists, social workers, counselors, pupil personnel workers, and therapists.		
11.2	Drug and alcohol counselors are available to the alternative school to provide both required and elective drug and alcohol counseling to students.		
11.3	Individual and group counseling are provided on a regular basis focusing on student decision making, behavioral and social issues.		
11.4	Teachers infuse behavioral and social instruction into their daily lesson plans, emphasizing relationship building as critical to changing behavior and building success for the student.		
11.5	A social skills program such as an adventure education program is used to develop relationships, overcome challenges, expose students to potential leisure activities, and enhance problem solving, trust, and team building for the student.		
11.6	Health services are provided to meet the needs of the students, assist with healthy lifestyle choices, provide guidance and support for health-related issues, and to access community resources when needed. A school nurse or nurse practitioner is assigned to every alternative school.		
11.7	Limited special education services are provided to meet the educational needs of students with IEP's. Appropriate personnel are assigned to the alternative program to support the implementation of the student's IEP, i.e. special education teachers, instructional assistants, crisis counselors, and school psychologist.		

Standard 12.0 TEACHER EVALUATION

An alternative education program systemically conducts teacher evaluations that reflect the state and local standards established by the Local Education Agency (LEA) and the Maryland State Department of Education (MSDE). A variety of data sources are used to evaluate the teacher and his /her instructional program. All sources of data are gathered and used to assess quality, provide a course of improvement, and direct future activities.

Standard Indicator of Programming

	Standard	Yes	No
12.1	Teacher goals must be established yearly in cooperation with the administration. These goals should include professional, instructional, classroom management, and personal goals based upon prior evaluations and individual needs.		
12.2	Administrations conduct regular formal and informal observations throughout the school year, providing meaningful feedback to the teacher reflecting best practices, strengths, and areas of need.		
12.3	All observations should be used to promote the professional growth of teachers.		
12.4	Administrators should conduct post-observation conferences to discuss the observation.		
12.5	A formal end of year evaluation should be written indicating areas of strength and need, suggestions for improvement, and contribution to the alternative program.		
12.6	Student performance (behavior, academic, social adjustment) is a key component of the teacher evaluation. Performance and behavioral assessments such as benchmarks, summative and formative assessments, discipline referral should be used to determine student achievement in addition to grades, teacher observation, and other factors determined by the local education agency.		
12.7	Alternative school teachers should be evaluated for appropriate student growth based upon the student's prior record of achievement, behavior, attendance, and performance levels. Pre-tests should be used to determine the academic level of the student upon entry into the alternative education program. Post-test, grades, attendance, behavior, and academic performance can then be measured to determine the effectiveness of the instructional program and the instructor.		

Standard 13.0 PRINCIPAL EVALUATION

An alternative education program systemically conducts evaluation of the principal that reflect the state and local standards established by the Local Education Agency (LEA) and the Maryland State Department of Education (MSDE). The Maryland Instructional Leadership Framework provides a guide for evaluating the principal based upon eight instructional outcomes. Those outcomes are reflected in the standards in this document. A variety of data sources are used to evaluate the teacher and his /her instructional program. All sources of data are gathered and used to assess quality, provide a course of improvement, and direct future activities.

Standard Indicator of Programming

	Standard	Yes	No
13.1	Principal goals must be established yearly in cooperation with the supervisor/central office personnel. These goals should include professional, instructional, management, and personal goals based upon prior evaluations and individual needs.		
13.2	A formal end of year evaluation should be written indicating areas of strength and need, suggestions for improvement, and contribution to the alternative program. This document should be used to develop the principal's goals for the coming school year.		
13.3	Student performance, behavior, and social success are key components of the principal evaluation. Performance assessments such as benchmarks, summative and formative assessments, discipline referrals, and other indicators should be used to determine student achievement in addition to grades, teacher observation, and other factors as determined by the L.E.A.		
13.4	Alternative school principals should be evaluated for appropriate student growth based upon the student's prior record of achievement, behavior, attendance, and performance levels. Pre-tests should be used to determine the academic level of the student upon entry into the alternative education program. Post-test, grades, attendance, behavior, and academic performance can then be measured to determine the effectiveness of the instructional program and the instructor.		
13.5	The instructional leadership outcomes should be reflected in the evaluation of the principal: 1. Facilitate the development of the school vision. 2. Align aspects of the school culture to adult and student learning. 3. Monitor alignment of curriculum, instruction, and assessment. 4. Improve instructional practices through observation and evaluation of teachers. 5. Ensure regular integration of appropriate assessments into the daily instructional program. 6. Utilize technology and multiple sources to improve classroom instruction. 7. Provide purposeful, sustainable, research-based professional development. 8. Engage all community stakeholders in a shared responsibility for student and school success.		

LSS Interventions:

Maryland's Local School Systems through the Bridge to Excellence (Master Plans) have provided the following interventions to promote dropout prevention, intervention, and recovery.

ALLEGANY COUNTY	
Program/ Initiative	**Target Population**
Project Y.E.S. (Youth Experiencing Success)	8th to 10th identified by Pupil Service Team
Community Service Projects	6th to 12th grade students when suspended
Academic Village	6th to 12th graders
Math school	6th-8th graders
Algebra school	9th-11th graders
SRA Corrective Reading	9th-10th graders
HAS Preparation for High School	9th- 10th graders
Extended Learning Opportunities	7th-12th graders
Co-teaching	7th-12th graders
Alternative School	7th-12th graders
Pregnant/ Parenting Program at YMCA	8th-12th graders
General Education and Special Education Cohesive Programming	6th-12th graders

ANNE ARUNDEL COUNTY	
Program / Initiative	**Target Population**
Attendance Contracts- Developed by counselors and administrators for students with attendance concerns	Students with attendance concerns
Attendance Letters- Sent to parents of students with excessive absences	Students with excessive absences
Attendance Review Committee- Committee composed of administrators, counselors, school psychologists, Pupil personnel workers, school nurses, and other assigned staff. The committee meets on a regular basis to discuss, monitor, and work with students with excessive absences. They also gather teacher input and meet at the end of each semester to determine whether students will be granted credit for courses taken.	Students with excessive absences both excused and unexcused
Closing the Gap Action Plan- Based on American School Counselor Association (ASCA) domains, standards, and competencies are developed and implemented. Activities are delivered through classroom, small group, and individual counseling	Targets groups of at risk and/or minority student populations
Evening High School- Alternative instructional program offered in the evening at four county high schools	Targeted groups of at risk and/or minority student populations
Summer School Program- Offered in various locations throughout the county during the month of July	All students needing to make up classes.
Twilight School -After school credit recovery opportunity offered at each high school.	High school 9th graders in all high schools
Procedures for Prevention and Notification of Senior Failures- Prescribed steps taken by counselors, teachers, and administrators in working with juniors and seniors.	All high school 11th and 12th graders
Smaller Learning Communities- Restructure four high schools into smaller units called career clusters. The goals of the project are to enhance academic achievement, increase academic rigor, and create a better school climate. The SLC schools include Arundel, Glen Burnie, Meade, and Old Mill High schools	Implemented for 9th graders at selected schools
Anne Arundel County Public Schools pay for all 9th-11th graders to take PSAT. This gives students access to personalized college & career planning with My Road. AP potential data is a tool used to facilitate the enrollment of students in rigorous classes	All high school students 9-11 grades

ANNE ARUNDEL COUNTY (CONTINUED)	
Program/Initiatives	**Target Population**
Mentorship Programs- Variety of program offered at each high school to address the needs of the student population. Mentors include staff members who volunteer to work with individual students referred to them and students who include peer helpers, mediators, and tutors. Programs are organized by each individual high school. Some schools also work with community agencies to provide mentorship opportunities	Students who request the services or who have been referred by staff members
Teacher Advisory Programs- Offered at most high schools on a daily, weekly, or monthly basis depending on the school. Teacher advisory lessons are developed and implemented to meet the needs of students in each grade level. Teacher advisors present the lessons and serve as another adult to assist students in their school adjustment success.	All high school students
Alternative Education Programs through Home and Hospital Teaching- The Office of Home and Hospital Teaching provides alternative education services for a variety of reasons in different locations including the student's home, a hospital, or alternative sites ***The Teen Parent Alternative program provides instructional services at two sites to girls who have given birth and are in need of childcare in order to attend school**. ***Pathways Drug Treatment Center provides educational services to students throughout the state**. ***Anne Arundel County Detention Centers receive services for confined students**	All students in need of services
Mary E. Moss Academy- Partners with families and communities to provide academic and behavioral support services to students who have not met with success in their previous academic setting.	Referred students
Phoenix Center- A regional Special Education Center for students who have been diagnosed with the disability "Emotionally Disturbed". Staff conveys realistic behavioral expectations, models, and teaches age-appropriate social skills, and prepares students for transition to general education or to the workplace.	"Emotionally Disturbed" students K-12
Evening High School- Credit recovery and original program for students presently in comprehensive schools, transfer students from day school and assigned students on extended suspension or expulsion. Evening High School hours are 3-9pm	Serves grades 10-12 if over 16, unless assigned for discipline sanction.
Summer School- Credit recovery with small number of original credit	Serves grades 6-12
Twilight School- Credit recovery program for 9th graders and seniors organized by each school with the support of the principal of Evening High School. Twilight hours are usually 2pm-3:30pm	9th and 12th graders.
Prep Programs- Tutoring programs offered to high schools with large numbers of students failing tested area courses. Prep programs are run by individual schools with support of the Principal of Evening High School. Hours are from 2pm-3:30pm	Students in grade 10 English and Algebra 1, who do not pass the 1st marking period and other students as determined by the school- runs continuously through the school year up to the May HSA
Annapolis High School Attendance Supports Efforts – School social worker conducts home visits, family contacts, lead support counseling groups, encourages students to share contact information with each other and provides incentives for improved attendance	High school students with truancy and school absences
Community Ambassadors- Engages professionals in the Annapolis Community to assist selected students with attendance, behavior, and academic difficulties	
PBIS-School-wide behavioral intervention program at Old Mill High school	Secondary students at-risk
Old Mill High School FBA/BIP Process-Psychologist works with implementing behavioral interventions	Students at-risk

| ANNE ARUNDEL COUNTY (CONTINUED) ||
Program/Initiatives	Target Population
9th Grade Academy- To increase probability for promotion, 9th graders are grouped into smaller learning communities, teachers are grouped into interdisciplinary teams rather than by subject are. Two staff persons address improved family and school communication	9th grade students
Schools participate in attendance communities- Should social or emotional concerns be "uncovered" during those meetings, the School Psychologists and Social Worker become involved	Secondary students with emotional needs
Alternative Evening Mid-School (3 sites in high school)- Social workers provide direct counseling service; consult with teachers about students' learning profiles. Social worker advises students about behavior change to be successful upon return to home school	Students with disabilities placed on extended suspension or expulsion
NCHS Recovery Program- Academic and Clinical interventions. Two designated teachers, and one social worker	Students at-risk for school failure, first time 9th graders, yellow zone "kids" with grades of high E through C's.
Project Attend- Multi-agency program that aims to reduce the absence rate of chronically truant	Chronically truant students under the age of 16
CSAFE-(Collaborative Supervision and Focused Enforcement)- A collaborative effort between state and local public safety agencies to reduce crime and ensure public safety.	Identified students in areas that contribute to the most significant crime levels

| BALTIMORE CITY ||
Program/Initiatives	Population served
Focus on Attendance	All students with emphasis on secondary students grades 6-12.
Student Support Teams	Students at-risk
PBIS	Students
Alternative Options Programs	Overage/under credit students Students at-risk Students involved in Juvenile services Foster Care students

| BALTIMORE COUNTY ||
Program/Initiatives	Population served
Afternoon Middle School Learning Centers	Students in grades 6-8 who are on expulsion, administrative transfer, or program review status when alternative schools are at capacity.
Alternative Middle and High Schools-Provide innovative curriculum, counseling, and social skills to assist students when returning to comprehensive schools.	Students in grades 6-12 who are on expulsion administrative transfer, or program review status
Evening/ Saturday High School Program- Offers courses to continue credit classes and/or accelerate credit programs. A graduation ceremony is held for students who complete their graduation requirements	High students and individuals between 16-21 years of
Home and Hospital services- Students restricted for reasons of physical or emotional health. The students are taught either by distance learning or individual instruction at the home, hospital, or therapeutic center.	Students in grades K-12 (regular education) or ages 3-21 (special education)
Home Teaching- Provides individualized instruction at the home or a community location	students in grades K-12 who are on expulsion, administrative transfer, or program review status

BALTIMORE COUNTY (CONTINUED)	
Program/Initiatives	**Target Population**
Maryland's Tomorrow/ Advance Path Academy- Is an in-school alternative program that provides a flexible schedule and curriculum based on technology based on technology based package to students?	Students in grades 9-12 who are at risk.
Maryland's Tomorrow program's- Primary goal is to increase the number of students who graduate from high school. This program is offered in targeted high schools	Students in grades 9-12 who are at risk
Neglected and Delinquent Youth grant- Provides instruction to incarcerated youth, 21 and under, to assist their return to a comprehensive school or to help prepare them to pass the Maryland GED test	Youth 21 and under who are incarcerated at the Baltimore County Detention Center (must be an Adult Center)
Summer School- Program offers specific grade level instruction in preparation for MSA and HSA testing	Students in grades 3-12
Therapeutic Services program- Offers individual, family, and group counseling, home visits, and case management services to qualified students and families	Selected students based on need and/or recommendation
Secondary Academic Intervention Model (SAIM)- Focuses on academic and behavioral intervention to address the needs of students who are the lowest academic performers, most disruptive, and greatest risk of dropping out of school	Grades 6-10
Bridge Center Provides support for secondary students transition into Baltimore County Public School	Students who are entering or returning to BCPS after a long absence.

CARROLL COUNTY	
Program/Initiatives	**Target Population**
Flexible Student Support Distance Learning Lab – Consists of a computer lab where students can earn original or repeat credit toward graduation. Students generally take 1-2 classes at a time. A teacher and counselor are available for assistance. Geared toward independent, self-motivated learners with high school academic skills. Enrollment is ongoing throughout the school year.	- Students with medical or emotional needs, returning after dropping out, placed on extended suspension removed from a comprehensive school due to a reportable offense/.
The C.L.A.S.S. (Community Learning and Suspension Service) Program- CLASS provides a structured suspension alternative for both long term and short term suspensions that promotes community service and holds students responsible academically.	Middle and High School Students on short and long term suspensions. Students may be placed administratively.
Gateway School- Gateway School provides an alternative educational opportunity for middle and high school students. It is committed to facilitating the educational progress of students demonstrating difficulties in areas of behavioral and emotional adjustment in the traditional school setting.	For middle and high school students who demonstrate difficulties in areas of behavioral and emotional adjustment in the traditional school setting.
P.R.I.D.E. (Positive Response to Issues of Discipline with Elementary Students)- PRIDE is an alternative program for elementary students. It is an interagency program staffed by two CCPS teachers and assistants, as well as part-time Youth Service Bureau (YSB) counselors. Parents, guardians, teachers and counselors all work together to assist PRIDE students in returning to appropriate regular school programs as soon as possible.	non-special education needs of elementary students who are either: a) placed on extended suspension; b) deemed a moderate to high risk from a mandated violence assessment c) in need of a transitional placement after a psychiatric hospitalization; d) Experiencing severe behavior problems and are resistant to FBA/BIP's,
P.R.I.D.E. Summer Program- Carroll County Public Schools (CCPS) and the Towson University School Psychology Program provide a very intensive academic, social skill and recreational program during the summer.	
Summer School- The summer program at the elementary level provides opportunities for elementary school students to enroll in classes that are held at various elementary schools in Carroll County. The summer program at the middle school and high school level serves students in grades six through twelve who have failed a core academic course and who may be required to attend Summer School.	Middle and High school students who fail one or two main content area courses

CARROLL COUNTY (CONTINUED)	
Program/Initiatives	**Target Population**
Credit Recovery Lab-Each high school offers an opportunity for students to earn repeat credit toward graduation in a computer lab setting. Students typically enroll in one course at a time at the start of each quarter. A teacher is available to assist the student online and web-assisted courses are offered.	High school students who failed courses.
Community Learning Center (CLC)-The Community Learning Centers are locally and state-funded after-school enrichment programs for five elementary, five middle and three high schools. Students engage in academic support with certified teachers or professional staff and have access to a variety of experiences provided by instructors who are teachers, parents, Volunteers, and community partners. Programs are also offered during the summer at the elementary and middle school centers.	High school students who failed courses.
Families Learning Together (FLT)-Families Learning Together is a family-centered learning program that helps parents and children learn and grow together. Its purpose is to improve educational opportunities for children and adults by offering programs that focus on children and their parents.	Children and adults.
Judy Center-The Carroll County Judy Center Partnership is a state-funded program that supports school readiness by providing services for young children, birth through five years of age, and their families. To help children succeed, seven developmental areas of learning that include social and emotional development, physical development, language and literacy, mathematical thinking, scientific thinking, social studies, and the arts are nurtured to increase skill levels.	Young children, birth through five years of age and their families.
High School Drop-out Prevention (Maryland's Tomorrow)-A team of professional staff at each high school works with a caseload of identified students.	Students in grades 9-12 who are at risk of failure
English for Speakers of Other Languages (ESOL)-Carroll County offers English as a Second Language instruction to students whose native language is not English and/or meet program requirements	English Language Learners (ELLs)
Home & Hospital Teaching-Home and hospital teaching is a short-term instructional service provided for those students who have a physical or emotional condition which prevents the student from attending school for an extended period of time.	Students who have a physical or emotional condition.
Title 1-Title I is a federally funded program designed to help children succeed in the regular education program, attain and maintain grade level proficiency, and improve achievement in basic and advanced skills. Title I funds are used to provide supplemental educational services to students, professional development experiences for staff, and opportunities that foster parent involvement.	Title I funds are used to provide supplemental educational services to students, professional development experiences for staff, and opportunities that foster parent involvement.
Calvert County Alternative School- Non-traditional school setting	6th--12th students
Alternative Programs- Located in each of the county's four high schools and two regional programs housed in the county's middle schools.	6th-8th and 9th-12th High school students
Twilight school- Focuses on students who need extra support to complete course work towards graduation. The intervention is towards the HSA courses	9th-12th High school students
9th Grade academy- Used to assist with transitioning of students from middle school to high school and focus on small learning communities to address student's individual needs.	9th grade- High School students
6th grade teams- Teams assist the 5th graders in transitioning into middle school with a focus on small learning communities with the same core of teachers	6th grade
Saturday for Middle School- Program in middle schools work with students who need additional academic support. Enrichment programs are offered to allow students to explore additional information and points of interest.	6th-8th graders are involved in the program to work on academic remediation and enrichment
Saturday School for High School Program provides additional opportunities for students to get academic assistance in core courses	9th-12th grades students
Algebra Enhancement program provides remediation to enhance students Algebra skills in preparation for the HSA	9th-12th High school students

CAROLINE COUNTY	
Program/Initiatives	**Target Population**
Caroline Alternative Program-Alternative school for expelled students and students with patterns of disruptive behavior, offers academic support and behavioral interventions.	Grades 6 - 12
Evening High School-Uses an online curriculum. Students enrolled in day school can recover credits from courses they previously failed. Students who attend this program exclusively can fulfill all graduation requirements.	Students over the age of 16
Summer School-Uses an online curriculum for credit recovery and HSA preparation/remediation.	Grades 9 - 12
Dropout Prevention Specialists-Designated School Psychologists who work with school teams to identify potential dropouts and to design academic and behavior interventions for students at risk due to low academic performance, attendance, or disruptive behavior.	Grades 6 - 12
9th Grade Academy and/or Teacher Advisory Programs-Each high school uses one or both programs to assist students with the transition from middle to high school and to increase their sense of school connectedness.	All high school students
Check & Connect-Mentors provide daily support and monitoring to selected students at risk of dropping out due to low academic performance, attendance, or disruptive behavior.	Students in grades 6 – 12 who are identified through school teams
21st Century Lifelong Learning Centers-At one high school, two middle schools and two elementary schools. Provides homework help and academic interventions to attain MSA proficiency and HSA passing scores.	Students at selected schools
Positive Behavior Interventions & Supports-Currently implemented in four schools. Focuses on a school-wide system of discipline to improve school climate and decrease disruptive behavior	All students at selected schools
Attendance Efforts-A series of interventions including conferences, contracts, letters and telephone calls home, and home visits to improve the attendance of students with excessive absences.	Students in grades K – 12 with excessive absences
Reading and Math Interventions for students who are struggling with reading and math	Students in grades K – 12 who are not meeting benchmarks
Character Counts – All schools imbed character education in the curriculum and offer activities to improve school climate.	All students
Teen Drug Court – A partnership with the Circuit Court to develop treatment plans for students with drug problems	Students identified by the Department of Juvenile Services as having drug problems
CECIL COUNTY	
Program/Initiatives	**Target Population**
Detour: Offers after school tutorial, anger management counseling, career guidance, drug/alcohol counseling, and community referral.	Grade 8-12, Students referred through school, agency, or family
ASP: Alternative Suspension Program- Suspension reduction through community services, anger management counseling and school work recovery.	Grades 6-12, Students referred by school administrator and parent
Cecil Alternative Program- Alternative school for students referred for inappropriate behaviors and those entering from a nonpublic placements	Grades 6-12.
High School After School- Grade recouping program offers students failing core subjects the opportunity of tutorial instruction and test retaking.	Grades 9-12 Students
Evening High School- Offers review credit as well as original credit	Grades 9-12 Students
High Roads School- Nonpublic day program for emotionally disturbed students with credit program and behavior intervention	Grades 6-12
High School Academic Intervention Team- In school team provides academic intervention to identified students. Provides direct and referral services.	Grades 9-12

CHARLES COUNTY	
Program/Initiatives	**Target Population**
Case Management at Henry Lackey High School- Individualized interventions are being developed by case managers at a pilot high school to retain special education students at risk of dropping out of school	Special education students at risk for dropping out
Check and Connect -Students are assigned mentors who monitor engagement with school, then intervene to reestablish connections and enhance social and academic competencies	Students at-risk
21 st Century Community Learning Center at Malcolm- Once a week after school mentoring program	Malcolm neighborhood students in grades 3-12
Maryland's Tomorrow- Offers academic support and encouragement thorough out their high school experience. Assistance is geared towards improving attendance, academic performance, and career objectives.	Students identified by their 8th grade guidance counselor as at-risk of dropping out of school
Student Support Teams- Teams function in each school to identify students who are not being successful academically or socially	Students K-12
Summer Youth Achievement program is designed to meet the needs of at risk middle schools students. Summer school student, alternative school students and students referred by outside agencies in the 6th, 7th, and 8th grades are eligible to participate. Students receive academic assistance, social skills training, recreational trips, and planned field trips	At risk middle school students
Freshman Seminar is designed to promote a successful transition from eight to ninth grade and to promote academic and social success for all students. Freshman seminar will examine skills all students need for success in school and life. This course will provide students with opportunities to develop skills and knowledge.	Entering ninth graders
Positive Behavioral Interventions and Supports (PBIS) - PBIS is system based approach to enhancing the capacity of schools to educate all children by developing research based, school-wide, and classroom discipline systems. The process focuses on improving a schools ability to teach and support positive behavior.	PBIS impacts all students K through 12
Behavior Education Program: Check-IN/Check-Out- The Check In/Check Out Program is a school based program which provides daily support and monitoring for students who are at risk of developing serious and chronic behavior. It incorporates core principles of positive behavior support and enhances communicating among teachers, improves school climate, increases consistency among staff, and helps teachers feel supported.	Targeted students K through 12
Southern Maryland College Access Network- Academic support provided through weekly individual meetings with a trained site advisor, as well as group activities aimed at increasing academic success, encouraging career exploration and planning for college admissions and the financial aid process	La Plata High School students low income and minority
College of Southern Maryland's Education Talent Search program- Academic support, along with high school and college orientation and advisement. College tours and assistance with college admissions procedures are also provided	All Charles County students
STAY Program- Assure that all students develop the necessary social, behavioral, and academic skills to become responsible members of society. Consistency, setting high behavioral standards, and expecting positive outcomes for each student accomplish these goals. Individual, group, and family therapy/parent training are essential components of the program. Collaboration between home, school, and community service providers is critical to each student's success.	Serving children, both regular and special education, grades K-8,
Juvenile Intervention Officer (JIO) develops and serves in the role of the law enforcement liaison to assigned primary and secondary school s in Charles County that include enforcement, intelligence gathering, prevention and intervention strategies.	All middle and high school

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DORCHESTER COUNTY

Program/Initiatives	Target Population
Summer School; direct instruction and on-line curriculum delivered through Educational Options.	9-12 grade students that have failed a course.
Credit recovery – Educational Options on-line curriculum.	9-12 grade students who have failed a class OR anticipate failing a course.
Evening High School (2-days per week, each high school location)	Students at-risk for dropping out
In-class student supports; students placed in classes that have an additional teacher assigned for targeted academic skill development supports for students.	6-12 grade, General and special education students
Check & Connect–Each high school developed a network of teachers working with counselor to monitor/encourage/promote improved attendance, academic and social skills throughout the school year. Face to face meetings, phone calls, parent contacts.	9-12 grade students identified by school counselors
Multi-level Intervention Program – each school conducts informational and planning meetings to assess/monitor/intervene with specific students identified as needing supports in the classroom and community. Classroom supports directed by Teacher, CARE TEAM, SST Meeting	Pre-K – 12 grades.
Early Warning System – for identification of students at-risk for non-completion of academic program. Targeted assessment tool, to identify students at-risk for attendance and grades as early as the first 20 days of their freshman year.	First time 9th grade students
Drop Out Prevention Coordinator – (DOPC) Student Services Office; professional hired to work specifically in this area. Tasked to look at all facets of school success, student, school, district levels.	Available to all schools all grades.
Minority Achievement Task Force Mentoring program –	Select students 6-12 grade
Alternative Learning Center – program available for continuation of course work and social skill development as a diversion to suspension/expulsion decisions and as an additional support to students that would benefit from a smaller academic setting.	6-12th grade students.
PBIS – targeted assessment and intervention model for behavior and discipline, to be implemented at Maple Elementary, Sandy Hill Elementary, Maces Lane Middle and Cambridge-South Dorchester High School.	Pre-K – 12th grade
Student Monitoring System – watch list developed for each of the middle/high schools. Students below a 2.00 GPA monitored for grades, test scores, attendance, discipline, behavior.	6 – 12th grades.
Withdrawal Procedures – standardized process developed for withdrawal of high school students from the DCPS system. Directed by Student Services; prior to formal withdrawal, meeting held; to include student, parent, school, student services for full review of case. Credits, course work needed, additional supports attempted, referrals made to post HS academic possibilities. IF decision is to stay at school, documented plan for success included in student folder.	Age 16 and older.
Follow-up on Withdrawn students – monitored quarterly through the school year; Drop Out Prevention Coordinator updates what withdrawn student is currently involved with and makes attempt to re-engage in academic programming, either within DCPS system or community programming.	9-12th grade
Home Instruction – service available on a case by case basis, through Student Services Office. Designed for students to maintain academic structure, but for some reason can no do this within the school setting. This has been available for medical reasons, now available as an alternative to or an additional service for suspended/expelled students.	6-12th grade
Overage Middle School students – DOPC Monitoring of middles school students considered overage for their grade. Work with School Counselors and Administrators for targeted programming towards graduation success.	6-8

FREDERICK COUNTY	
Program/Initiatives	**Target Population**
K-12 Dropout Prevention Program	Students identified as at risk of dropping out
Academic intervention is provided by all schools for students not meeting benchmarks on MSA/HAS	Those students not meeting benchmarks on MSA/HSA
Positive Behavioral Intervention and Support (PBIS)	Elementary and Middle Schools
Heather Ridge School **Middle School Program** **High School Program**	Students excluded from comprehensive school due to severe behavior problems, grade 6 through age 16
Heather Ridge Twilight Program (age 16 and above)	Students excluded from comprehensive school do to severe behavior problems. Age 16 +
Rock Creek School	Severely handicapped students ages 3 to 21.
Frederick County Career and Technology Center	
Flexible Evening High School **Main Campus-Gov. Thomas Johnson Middle School** **Family Partnership of Frederick County**	Students needing credit recovery or original credit classes Pregnant girls or mothers and fathers of children
Up County Family Support Center	Pregnant girls or mothers of children
Flexible Evening High School at Brunswick High School	Students needing credit recovery or original credit classes
Student Service Team (SST)- Student is identified as potential dropout by each school's team --School interventions to be placed through SST --Schedule change --Student Alternative Program --Dual enrollment at Flexible Evening High --Meeting with school administrator and school counselor --Pupil Personnel Worker (PPW) intervention takes place --Student, Parent, PPW have face to face meeting to brainstorm options and make a plan -- Monthly meetings with Associate Superintendent to discuss student plan and brainstorm options	Students who have stated their desire to drop out of school
GARRETT COUNTY	
Program/Initiatives	**Target Population**
Evening High school –provides opportunity for students to enroll in classes in which they have lost credit	High school students
J-ROTC- provides the opportunity to gain leadership and achievement skills by students	High school students
Freshman Seminar- Provides instruction in various skills needed by high school students	9th graders
Academic Remediation/ After school Tutoring- Provides the opportunity to be tutored and remediate in challenge subjects	K-12
Maryland's Tomorrow- Provides classes and interventions for identified students	High school "at risk" students
Back to school- Re-entry program for returning students	High school students who re-enroll
Family Worker/ STAR/PBIS –Student-Family, school Intervention	K-12 At risk students
Drop out prevention case managers	Grades 6-12 at risk students
Instructional Consultation Teams- Provides review and intervention for students experiencing academic or behavioral difficulty.	K-8 students

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HARFORD COUNTY	
Program/Initiatives	**Target Population**
Online Credit Recovery System Uses and assessment test and curriculum generation tool to produce an individualized prescriptive remediation specific to each student	High school students who have failed courses required for graduation
PBIS- School wide support system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments	Students in the Alternative Education Programs
Reconnecting Youth and techs Bridge	Students who have dropped out
Math and Reading Intervention Programs- Intervention specialists, After school Programs, Home visitors (Title 1 schools) Various Academic intervention programs designed to assist at risk	All eligible students
Capturing Kids Hearts & Other-Freshman Academy strategies- Programs focus on adults and their developing relationships with students in order to help them make strong connections in high schools	All 9th grade students
Peer helper's program- Leadership training program in all secondary schools. Peer helpers are available to help new students, provide tutoring, facilitate medication, and other assist their fellow students	All middle and high school students
Student 2 Students-Specific type of peer helper program focusing on transitioning military student, supported by the military child education coalition (MCEC) and our partnership with Aberdeen Proving Ground	Aberdeen high school and Edgewood high school students
HOWARD COUNTY	
Program/Initiatives	**Target Population**
In School Alternative Education Programs (AEPs) - AEPs provide behavioral and academic support, parent outreach services, and intensive case management for students placed at-risk of school failure. These entry level alternative education programs are designed to provide resources that allow students with challenging behaviors to remain in their districted school	K-12 students exhibiting significant behavioral and academic difficulties in school
Maryland's Tomorrow- High school dropout prevention facilitators are employed at five high schools. These staff members work in tandem with AEP staff to provide academic tutoring and supplementary instruction to students at risk of dropping out of school	High students exhibiting significant difficulties, inconsistent attendance, and low motivation to succeed in school
Gateway High School- Gateway high school is one of the programs that comprise the Homewood Center. Homewood is a countywide alternative learning center. Gateway HS provides behavioral and academic support services to students whose needs exceed what can be provided for at the districted schools. Gateway HS provides a more individualized approach to teaching and learning, counseling, and socio-emotional support, and high level of structure and supervision for participating students	High school students exhibiting significant difficulties whose needs cannot be met in their districted schools.
Evening School- The evening school program provides academic and behavioral support services for students in the middle and high schools who exhibit behaviors that require their removal from the districted school. Some students may attend by choice	Middle and High school students serving extended suspensions or who are expelled
Teen Parenting and Childcare- the teen parenting program provides academic guidance, support, childcare, and counseling for teens and their children. The program enables pregnant and parenting teens to complete their high school education while receiving instruction, job skills, and daycare services. Pregnant and parenting teens are able to attend school fulltime.	Serves teens at high school level. Outreach component of program serves pregnant and parenting teens at middle and high school levels.
Other Academic Intervention Services- These services include extended day, extended week, and extended year programs, the Black student Achievement Program, and Community Based Learning Centers. High school programs enable students to score at the proficient level or higher on the Maryland School Assessment and pass the High School Assessments	Students and students at risk

KENT COUNTY	
Program/Initiatives	**Target Population**
All Achieve Committee	Underperforming African American males and special education students.
Dropout Prevention Action Team	Students as identified by set criteria.
Elementary schools and middle school	At risk students
High schools	Students who need credit recovery
School Withdrawal Teams	Student who express a desire to dropout
MONTGOMERY COUNTY	
Program/Initiatives	**Target Population**
Pupil Personnel Workers (PPWs)-Each school has an assigned PPW to monitor students with absentee rates of 20% or greater. PPWs work with school staff and families to investigate these cases and to provide supports and resources to improve school attendance	K-12
HAPIT (Honors Advanced Placement Identification Tool)-Developed locally to examine a variety of data points for each high school students to determine/ verify the appropriateness of course levels. Not only does this assist staff in determining when more rigorous coursework is appropriate, it allows staff to ensure that struggling students receive more interventions and supports.	All students Grades 9-12
Reading and Mathematics Interventions-	Students Grades 3-12
Extended Day/ Extended Year Programs-Individual schools are provided funding to offer extended day and school year programs for students who are struggling with academics, have failed courses, or are at risk of not passing high school assessments required for graduation.	Students Grades 3-12
George B. Thomas Learning Academy-The mission of this tutoring and mentoring program is to accelerate student mastery of academics, specifically reading, language arts, and mathematics. This interagency collaboration funded through the Montgomery County Department of health and Human services and Montgomery County Public Schools	Students Grades 1-12 on Saturday mornings
Alternative Programs- MCPS operates a continuum of intervention services for middle and high school students who are unsuccessful in their home schools. Level 1 programs are provided in every secondary school. These programs provide intervention strategies and supports to students in their home schools. Level 2 programs are available for students who are successful in their home schools, even with the support of a Level 1 program. Each of these programs provides academic instruction as well as behavioral and social skills instruction. The goal of Level 2 programs is to provide students with the skills needed to successfully return to their home schools. Level 3 programs are available to students in lieu of expulsion	Students Grades 6-12 who are unsuccessful in their home schools
Gateway to College- Program at Montgomery College high school students who have stopped attending MCPS high schools and for whom high school completion is at risk. The program gives students an opportunity to earn a high diploma with transitioning to a college campus. Students may simultaneously accumulate high school and college credits, earning their high school diploma while progressing toward an associate degree or certificate	16-20 year olds who have stopped attending MCPS high schools and for whom high school completion is at risk
Student Withdrawal Interview-School staff contact parents and interview any student who wishes to withdraw for school after age 16, but prior to graduation. During the interview, school staff presents instructional interventions and alternative available to encourage the student to remain in school. All information is documented on a MCPS form specifically designed for this purpose.	Any student over age 16 considering withdrawal from school prior to graduation
Interagency Truancy Review Board- The purpose of the Truancy Review Board hearing is to motivate parents of habitually truant students to send their children to school. The hearing is essentially an "end stage" strategy when a sequence of interventions implemented by the school has failed to gain results.	Students through age 15 who are habitually truant

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PRINCE GEORGE COUNTY

Program/Initiatives	Target Population
Alternative Centers-Students in grades 4-12 who could benefit from a structured program, designed to address academic, attendance ad behavioral concerns that are impeding their progress in a traditional setting. <u>Alternative Academy Program</u> <u>Technical High School Program</u> <u>Community-Based Classroom Program</u>	The Alternative Center Program is designed for students who are need of an alternative educational program with support programs, parental involvement, and structured school procedures. Students referred or expelled from school may apply for admission to an alternative academy center in grades 4-12. Students who have been withdrawn or in process of being withdrawn may apply for admission to the CBC program
Even Start Family Literacy for Advancing Boys Program-The Even Start Family Literacy Program's Advancing Boys Centers are designed to promote the achievement in at-risk boys through parent and community involvement, staff development training sessions, mentoring and establishing "boy friendly" classroom environments. This program is an expansion of the unique Even Start community outreach model of cooperation and collaboration. The design focuses on providing a comprehensive family-centered educational program.	Students, parents and staff in six elementary schools from Head Start through grade 2.
Junior Reserves Officer's Training Corps(JROTC)-JROTC Programs support and enable educational environments to provide safe, disciplined and vibrant facilities that promote life-long learning and leadership skills. The blending of the academic and military themes will intensify and broaden the student's capabilities and reinforce their moral, mental and physical character and stamina. JROTC programs are dedicated to the development of productive citizens and cadets who are eager to learn, college-bound and contributors to their community and the global society.	Secondary students in grades 9-12.
Hillside Work-Scholarship Connection (HW-SC)- HW-SC is a program for secondary students in grades 7-9 that provides academic services, life and social skills development, youth employment training leading to job placement as well as post-secondary preparation and support. Youth Advocates in schools work with identified students and parents on program components such as character development, decision-making and problem solving, health care education and community service in addition to a rigorous academic/intervention thrust.	Secondary students grades 7-9
Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP)-GEAR UP provides a six-year grant allocated to states and/or business-college partners to assist with services to middle/high school FARMS populations. This grant funded program is geared toward student's math performance and math teachers training. Services offered for schools encompass tutoring, mentoring, teacher training, curriculum enhancement, summer programs, college visits, counseling and parental involvement activities.	Middle/high school low income (FARMS) students Grades 8-12
Evening/Saturday High School-Designed for learners to earn credits in the evening and/or Saturdays. Programs are designed for recovery credit to assist students in graduating on-time; Original credits to assist students in meeting or advancing their graduation requirements; and CTE or ELL classes for students interested in gaining industry certification or English language acquisition.	Students who are concurrent students and transfers.
Summer Bridge Program for Rising 9th Grade Students-This 1st year program is designed for 9th grade students entering high school this fall who have not found success in middle School and who would benefit from an academic Summer Enrichment Program. The program also facilitates a smooth transition from middle to high school.	Rising 9th grade students who have not been successful in middle school due to excessive absences, poor behavior and/or low academic achievement
Summer High School Programs/Grades 9-12 Offers students the opportunity to earn a maximum of one credit during the day and, if approved by the base high school principal, one credit in the evening.	9th-12th grade students who have failed courses required for graduation.

PRINCE GEORGE COUNTY (CONTINUED)	
Program/Initiatives	**Target Population**
HSA Satellite High School Program -A half credit and tuition free high school *Children Come First* initiative focused on providing after school high school assessment course enrichment opportunities. This course is for the purpose of review and enrichment of the HSA	10TH, 11th and 12th grade students who had failed at least one HSA in Algebra, Biology, English, Government
Extended Learning Opportunities -HSA Extended Learning Opportunity is a *Children Come First* initiative focused on providing after school non fee-based, non credit enrichment classes for students who are first time test takers and required to pass the High School Assessments.	Primarily 9th and 10th grade students taking the HSA(s) for the first time
HSA Academic Intervention Classes- A non-credit and tuition free high school *Children Come First* initiative focused on providing after school high school assessment course enrichment opportunities. This course is for the purpose of review and enrichment of the HSA	11th and 12th grade students who had failed at least one HSA in Algebra, Biology, English, Government
Incarcerated Youth Program-Students who have been incarcerated at the Prince George's County Detention Center under the age of 21 may receive educational services by PGCPS.	Students who have been charged as an adult and awaiting adjudication or placement.
QUEEN ANNE COUNTY	
Program/Initiatives	**Target Population**
Alternative Program @ Learning Center Queen Anne's County High school	9-12th county high schools
Alternative Program- Mid-shore Alternative Program Collaboration with Caroline County Public Schools	Grades 6-8
Saturday School-	9-12th grade students in lieu of in school suspension
Character Counts! A joint effort of the Local Management Board and Board of Education of Queen Anne's County to promote a program of Character Education to all students. Embed character education into curriculum and the language of the school makes a difference in the school climate	All grade levels in all QACPS
PBIS- School wide support system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments	K-12
SOMERSET COUNTY	
Program/Initiatives	**Target Population**
Attendance Letters-Sent to parents at 3 levels of unexcused absences	Students K-12 with attendance issues
Connect Ed attendance notification system-Contacts parents each night to alert for absences	Students K-12 with absences
Attendance Clerks-Staff who focus on attendance issues, notifying parents, sending out letters, referring students to counselors, etc.	Students 8-12 with attendance issues
Attendance Appeals-Committee in each school that meets with parents to discuss chronic attendance issues resulting in course failure	Students in K-12 with attendance issues
Learning Support Teams-Case management of students with barriers to learning	Students in K-12
Individual Learning Plans-Plans constructed for each student identifying strengths and weaknesses related to career goals	Students in grades 6-12
Alternative Learning Center-Students with discipline issues that interfere with academic achievement attend this small group program	Students in grade 6-10
Evening School-An alternative educational environment for students who need additional credits or who have issues that make regular day school difficult.	Students in grades 10-12
After School Credit Recovery-Online courses used to help high school students gain repeat credit	Students in grades 9-12
Summer School-Credit recovery for students	Students in grades 6-12
Mentoring programs-Various organizations offering mentors to students, including staff members	Students in grades K-12

SOMERSET COUNTY (CONTINUED)	
Program/Initiatives	**Target Population**
Home Tutoring: instruction offered to students who are tunable to attend school for various reasons	Students in grades k-12
Intensive Outpatient Program (Hope Creek School): partnership with a local mental health agency that provides a day treatment program with an educational component	Students in grades K-5
PBIS: school wide behavior intervention program	Students K-12
HSA Prep: assisting student who have yet to pass the required tests, including Bridge projects	Students in grades 9-12
Truancy Court: Problem solving court process for students with chronic attendance issues	Students 12 years to 15.11 years old
Juvenile Drug Court: problem solving court for students within DJS who have drug related issues	Students involved with DJS with drug issues
Why Try/Second Step: Character building seminars for identified students	Students in grades 6-12
Family Navigator: Referral source for linking students/families experiencing difficulties that impact educational achievement with services	All students
GEAR UP: geared toward math performance; grant that provided various services to a cohort of students	Students currently in 11th grade but involved since they were in 7th grade
Math/Reading Intervention: tutoring programs assisting students who have deficiencies in these areas	Students in grades K-9
Voyager After School Program: 21st century grant program for students identified as scoring basic on MSA; includes a summer component	Students in grades 3-7
JROTC: leadership programs at each high school	Students in grades 9-12
Multi Disciplinary meetings: monthly meetings of all county agencies to discuss children and families needing support	Any student referred
Regular school counseling program: School counselors meet with students individually, run groups and do classroom guidance about issues related to success	All students
ACCESS period: 1 hour block of time at 1 high school for all students that is used for lunch as well as tutoring, make up assignments, advisory, Bridge projects, etc.	Students in grades 9-12 at Washington High School
Summer reading intervention programs (Adventures)	Identified students in grades K-2
Extended School Year (ESY): remediation for students in Special Education	Identified students in grades K-5
Migrant Education: Summer educational program	Identified students in PreK-12
Homeless Students Support: support with clothing, school materials, academic enrichment programs, transportation, agency connections and any barriers to education.	Any student PreK-12 identified as homeless
Career Education Curriculum: classroom lessons that help students identify areas of interests, matching their strengths and remediating their weaknesses; career related extra curricular activities.	All students PreK-12
Work Study/Early College Release: Students are able to go to work or to college part time once graduation requirements are completed	Any student in grade 12
Summer Youth Employment: program provided for students that includes a tutoring component with a summer job.	High School students
Bullying/Harassment Prevention Program: Resources provided to all schools through the counseling office; review of policies and procedures with all staff/students annually	Students/Staff PreK-12
ST. MARY'S COUNTY	
Program/Initiatives	**Target Population**
Credit Recovery Program- Allows students to recover credits for classes which they previously failed	9-12TH Grade students who have failed a course
Evening high school- Offers students the opportunity to receive original credit for courses previous failed or for courses that could not be taken during the school day	9-12th graders who need credits courses .

ST. MARY'S COUNTY (CONTINUED)	
Program/Initiatives	**Target Population**
Baby Talk- Offers students with children infant up to age 3, daycare within the student's high school during school hours	9-12th students who have infants and toddlers and are in need of daycare in order to remain in school
Evening Counseling Center- Offers free counseling services to public school students who are struggling with issues that impact their ability to be successful in school	K-12 students struggling with personal issues that negatively impact their ability to be successful at school
School Counseling program- High school counselors and pupil service team members meet with 9-12th grade students at risk of dropping out and develop individual intervention plans	9-12th students who demonstrate excessive absences, failing multiple courses, or that is not scheduled to graduate within the four year time frame

TALBOT COUNTY	
Program/Initiatives	**Target Population**
Educational Options Computer Curriculum- Offers independent study courses for a variety of subjects. This program is used in several different situation	Middle and high school students
Independent study- Classes are part of the regular school day during the second, third, and fourth period	Students who have failed a number of courses to recover credit
Extended day – runs two hours after the regular school day	Students who have failed a number of courses to recover credit
Adult High School Diploma Program- Offered four nights a week at two locations and five days a week during the day	Students 16 years of age and in lieu of dropping out
Talbot Family Support Center- Provides daycare	Students who have children
ALC- Alternative Educational Center- Extended services for chronically disruptive students beyond existing programs and in-school programs	Students of any age are scheduled for a morning and afternoon session
Tutoring	Available to all students participating in the program

WASHINGTON COUNTY	
Program/Initiatives	**Target Population**
High School Dropout Prevention Program- Develop caseload of students most at-risk for dropping out, Build positive relationships, develop strategies and provide intervention, Serve on Student Support Team, Maintain and analyze academic, behavioral, and demographic data in order to target appropriate students and provide meaningful intervention	All WCPS high school student who are at risk of dropping out
Middle School Dropout Prevention Program- Develop caseload of students most at-risk for dropping out, Build positive relationships, develop strategies and provide intervention, Serve on Student Support Team, Maintain and analyze academic, behavioral, and demographic data in order to target appropriate students and provide meaningful intervention. Work to ensure effective transition to high schools through improved academic and behavioral facts	All WCPS middle school students
Washington County Family Center- Administer high school credit program for pregnant and parenting students, provide case management, childcare, parenting instructional dearly childhood education	Parenting students
WC Evening High School (WCEHS) Alternative high school- Educational program (4:30-7:30 Monday-Thursday) Offers up to two courses each semester, original and credit recovery, dual enrollment at home high school and WCEHS	WCPS high school student
Nova Net Computer/ Web-based Instructional- Provides credit recovery, provides original credit in non-assessed courses, serves selected students at WCEHS, Antietam Academy Alternative learning Center, and Washington Family Center.	15-30 at-risk high school students

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WICOMICO COUNTY

Program/Initiatives	Target Population
Mentoring project- Matches a student and an adult to meet one hour per week in the school setting to discuss any relevant	Students K-12 who are identified by administration who are at risk of failure
Evening High School – Enables students to recover credits for promotion or to maintain credit count. Can be used as original credit	Designed for High School students.
Graduation Coaches/Educational Support Advisors- Work with students on a daily basis to offer assistance on grades, attendance, conduct issues, and other matters that affect student performance and advancement	K-12 at-risk rising students who have failed courses or are struggling to meet graduation requirements.
HSA remediation- Assist students in areas of weakness for retaking the test	Students who fail to pass a required course or test
College Tutors- Offers in class tutoring for students during the school day to help students get caught up with work and increase understanding of core subject	Volunteer students who feel they need additional help in core subject areas
Middle School Visits to High school- Give middle school students opportunity to visit Career Technology Educational Center to experience firsthand the types of career paths that are offered. Motivation to keep students in school to be able to attend one of these programs	8th grade middle school students
After School Tutoring program- Offers individual and group assistance after school to help students work on core and elective courses that they are experiencing difficulty with.	High school students

WORCESTER COUNTY

Program/Initiatives	Target Population
Bridges Credit Recovery Program - Offers review credit opportunities during the school day to help students recover credits from courses which they have previously failed.	11th, 12th, and 5th year high school students who have failed courses required for graduation
Stephen Decatur High School Evening School Program Offers high school classes from	9th – 12th grade high school students who are not meeting success in the regular classroom.
Dropout Prevention and Recovery Program Offers individualized graduation completion plans to students at-risk of not graduating	High school students who have failed courses required for graduation; students not meeting success in the regular classroom; credit deficient students; 5th year high school students who have not met graduation requirements due to failed courses; dropouts from previous years.
Middle and High School Mentoring Programs Offers community or school based mentor for identified student's success in school.	Students not meeting their full academic potential.
After School Academies –Elementary, Middle, and High School Programs operate four 6-week sessions during the school year. Activities include homework help, academic enrichment, arts activities, recreational fitness activities and HSA preparation	Students in 4th – 12th grade
Character Education Programs **(Character Counts; PBIS, etc.)** Programs are designed to improve student behavior and academic success by teaching, modeling and rewarding appropriate behavior.	All students in grades Pre-K through 12
Pupil Services Teams Monthly team meetings, including teachers, counselors, administrators, mental health counselors, school nurses, are held at each school in the county to develop plans of action for at-risk students	At –risk youth in grades Pre-K through 12
Multi-Disciplinary Team Monthly meeting of all county agencies and the school system to provide a comprehensive service plan for at-risk youth.	At –risk youth in grades Pre-K through 12

WORCESTER COUNTY (CONTINUED)	
Program/Initiatives	**Target Population**
Student Services Specialists Staff who works with students and families who are having difficulty in school	Students in grades Pre-K through 12 having attendance, behavioral and academic difficulties
Family/School Connections Coordinator Staff who works intensively with dysfunctional families	Students in grades Pre-K through 12 at-risk in the Pocomoke area
Teen Drug Court Partnership with local court system to provide treatment plans for youth with drug problems	Students identified as having drug issues
Truancy Court Partnership with local court system to provide plans for youth and their families to improve	Students identified as having attendance issues