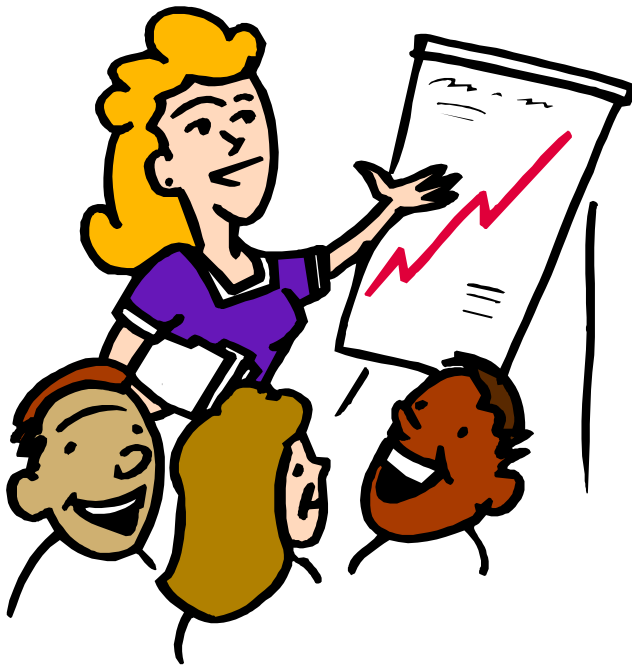




Technical Assistance Sampler

A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning



This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website (<http://smhp.psych.ucla.edu>)

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B. SUPPORT FOR TRANSITIONS



The emphasis here is on planning, developing, and maintaining a comprehensive focus on the variety of transition concerns confronting students and their families. The work in this area can be greatly aided by advanced technology. Anticipated outcomes are reduced levels of alienation and increased levels of positive attitudes toward and involvement at school and in a range of learning activity.

Work in this area requires (1) programs to establish a welcoming and socially supportive community (especially for new arrivals), (2) programs for articulation (for each new step in formal education, vocational and college counseling, support in moving to and from special education, support in moving to post school living and work), (3) before and after-school programs to enrich learning and provide recreation in a safe environment, and (4) relevant education for stakeholders.*

- 1. Readiness to Learn / Early Childhood Programs**
 - 2. Before & After School Programs**
 - 3. Grade Articulation Programs**
 - 4. Welcoming and Social Support Programs**
 - 5. To and From Special Education**
- 1. School-To-Career Programs**

*The range of activity related to supporting transitions is outlined extensively in a set of self-study surveys available from our Center. (See Part VI for information on how to access these instruments.)

State of the art for SUPPORTING TRANSITIONS

Clearly, interventions to enable successful transitions make a significant difference in how motivationally ready and able students are to benefit from schooling. Available evidence supports the positive impact of early childhood programs in preparing young children for school. The programs are associated with increases in academic performance and may even contribute to decreases in discipline problems in later school years. There is enough evidence that before- and after-school programs keep kids safe and steer them away from crime, and some evidence suggesting they can improve academic performance. Evaluations show that well-conceived and implemented programs can successfully ease students' transition between grades, and preliminary evidence suggests the promise of programs that provide welcoming and social support for children and families transitioning into a new school. Programs that aid in the transition in and out of special education need better implementation and related evaluation. The available reports do suggest such interventions will enhance students' attitudes about school and self and will improve their academic performance. Finally, programs providing vocational training and career education are having an impact in terms of increasing school retention and graduation and show promise for successfully placing students in jobs following graduation.

It has taken a long time for schools to face up to the importance of establishing transition programs. A good beginning has now been made, but there is much more to do. A major example of need involves the current push for greater inclusion of special education students. Such a policy can only succeed if sophisticated transition programs are developed. Before school programs are another transition point that needs a major programmatic expansion. It is the key to addressing tardiness and enhancing everyday school readiness.*

*Given the pressure to compile outcome findings relevant to addressing barriers to student learning, as a first step we simply have gathered and tabulated information from secondary sources (e.g., reviews, reports). Thus, unlike published literature reviews and meta analyses, we have not yet eliminated evaluations that were conducted in methodologically unsound ways. We will do so when we have time to track down original sources, and future drafts of this document will address the problem as well as including other facets of intervention related to this area. In this respect, we would appreciate any information readers can send us about well-designed evaluations of interventions that should be included and about any of the cited work that should be excluded.



Table B. Support for Transitions

Title of Program/Project	Length of Evaluation	Target Population	Focus of Change	Factors Conceived as Paving the way to Academic Improvement	Academic Improvement
1. Readiness to Learn / Early Childhood Programs					
<i>a. Early Childhood Programs for low-income families</i>	Not available	Low-income children	Student	Results showed short term benefits for children on IQ, and long term effects on school achievement, grade retention, placement in special education, and social adjustment .	long term results on school achievement
<i>b. Early Childhood Programs on social outcomes and delinquency</i>	7 or 8 up to 15 + years	Juvenile delinquency	Student, family, school, community	Programs which combined education and family support showed long term effects on crime and antisocial behavior	
<i>c. Even Start</i>	1 year	Low-income children	Student	Even Start children showed higher school readiness. Higher participation resulted in higher learning gains.	
<i>d. Full-day kindergarten</i>	Not available	Kindergarten-ers	Student	Results show academic and social benefits for students.	positive academic benefits
<i>e. Head Start</i>	Not available	School-age children	Student, family	Head Start students showed improvement in several areas including cognitive skills, gross and fine motor skills, and social behavior. Head Start parents showed improved parenting skills, and made progress in their educational, literacy, and employment goals.	improved literacy
<i>f. Long-term effect of Early Childhood Programs</i>	5 or 6 up to 20 + years	Preschool children	Student	Children who attended early childhood programs showed less placement in special education classes, or retainment in a grade later in their education. Also, these children were more likely to graduate from high school, had less delinquent and criminal behavior, fewer out of wedlock births and had higher average earnings.	

Table B. Support for Transitions

Title of Program/Project	Length of Evaluation	Target Population	Focus of Change	Factors Conceived as Paving the way to Academic Improvement	Academic Improvement
2. Before & After School Programs					
<i>a. 3:00 Project</i>	Not available	Middle school students	Student	Teachers, parents and students believed students enhanced their interpersonal skills, and learned how to make a positive contribution to the community.	
<i>b. 4-H After-School Activity Program</i>	Not available	Ages 7-13	Student	Improved attitude and behavior. Increased interest in school, fewer children involved with gangs.	
<i>c. ASPIRA Lighthouse Program</i>	Not available	K-12	Student	Decrease in juvenile crime, improved attendance, improved student self-motivation, higher levels of homework quality and completion, fewer disciplinary referrals, better peer and teacher relationships.	improved scores on standardized tests in reading and math
<i>d. ASPIRA Math and Science Academy</i>	Not available	Middle school Latinos	Student	Greater motivation, increased family involvement.	
<i>e. Beacon Schools</i>	Not available	Students	Student	Fewer juvenile felonies.	Improved performance on standardized reading tests.
<i>f. BEST (Better Educated Students for Tomorrow)</i>	Not available	K-6 graders	Student	Students increased their self-confidence and got along with others better. Vandalism and school-based crime dropped 64%.	
<i>g. Critical Hours Program</i>	Not available	Middle school students	Student	Improved attendance, truancy down, more positive social behavior.	Grades improved

Title of Program/Project	Length of Evaluation	Target Population	Focus of Change	Factors Conceived as Paving the way to Academic Improvement	Academic Improvement
2. Before & After School Programs, cont.					
<i>h. Effects of after-school care</i>	Not available	Low-income children	Student	Associations were found between formal after school care and better academic achievement and social adjustment.	grades improved
<i>i. Fact Sheet</i>	does not apply	School-age children	Student, family, school	facts about out-of-school time programs	
<i>j. I.S. 218--Community learning center</i>	Not available	Students	Student	Positive affect on student's attitudes.	Reading and math scores improved.
<i>k. Lighted Schools Project</i>	Not available	Middle school children	Student, family, community, environment	Students are provided with a safe, supervised environment after school. Community agencies provide services to students and families. They have access to primary health care and activities addressing important issues such as drug use, self-confidence, and conflict resolution. Some programs involve community volunteer projects and student mentors. At one evaluation, 57% of students improved their school attendance.	Thirty-eight percent decrease in the number of participants failing two or more classes.
<i>l. Milwaukee Project</i> Neighborhood improvement project	Fifteen months	School-age children	Student, community	Provides <i>Safe Havens</i> , after-school programs, that provide school assistance and activities. Provides youth with alternative activities during high-risk hours for delinquency. At a 15 month evaluation, crime rate had dropped 20.7% in participating neighborhood areas and the rate of violent offenses also dropped by 46.7%.	
<i>m. P.S. 5--Before and after-school program</i>	Not available	Students	Student	The number of students performing at grade level improved from 45 to 59% compared to 42% in similar schools.	Improvement in reading and math achievement.

Title of Program/Project	Length of Evaluation	Target Population	Focus of Change	Factors Conceived as Paving the way to Academic Improvement	Academic Improvement
2. Before & After School Programs, cont.					
<i>n. Santa Fe Boys and Girls Club</i>	Not available	Children and youth ages 6-17	Student	The programs promote youth development and prevent delinquency. The club also works with AmeriCorps VISTA members who provide services to children and families in the area. Shows promise for decreasing youth violence and vandalism.	
<i>o. School-Age Child Care Programs (SACC)</i>	Not available	School-age children	Student	Extension assisted SACC programs show improved social skills, reduced problem behavior and increased academic performance in children.	Improved academic performance
<i>p. START (Students Today Achieving Results for Tomorrow)</i>	Not available	School-age children	Student, family	Students showed academic and social improvement. Families moved toward economic self-sufficiency.	
<i>q. STAR and COMET Programs</i>	Not available	Middle and high school students	student	Improved communication, comprehension, and social interaction skills. All STAR students complete high school, 96% go on to college.	Test scores improved
<i>r. The Voyager Company</i>	Not available	School-age children	Student	Provides school children with real life learning adventures. Offers a diverse array of curricula that incorporates theme-based, participatory, and hands-on learning.	Increased children's interest in learning, student attendance, and academic performance.
<i>s. YouthArts</i>	Not available	At-risk youth	Student	Utilized art-related programs to try to prevent delinquency among at-risk youth. An evaluation of the program found that a greater proportion of YouthArts program participants improved in their attitudes towards school, self-esteem, and resistance to peer-pressure. They also had fewer new court referrals during the program period.	

Table B. Support for Transitions

Title of Program/Project	Length of Evaluation	Target Population	Focus of Change	Factors Conceived as Paving the way to Academic Improvement	Academic Improvement
3. Grade Articulation Programs					
<i>a. Bridge Program</i>	Not available	K-9 and 10 graders	Student	Designed to ease the transition between middle and high school, Bridge participants required less discipline and showed fewer dropouts and transfers.	
<i>b. School Transitional Environment Project (STEP)</i>	Not available	K-6 and 7 graders	Student	Participation in STEP was associated with more favorable school experiences; more positive students adjustment; lower levels of school transition stress; greater school, family, and general self-esteem; less depressive and anxiety symptoms; less delinquent behavior; higher levels of academic expectations; more favorable teacher ratings of behavioral adjustment; better grades and school attendance.	better grades
<i>c. Sixth Grade Transition Groups (SGTG)</i>	Not available	K-6 graders	Student	5th graders received a social competency/stress reduction program. 94% of the students reported the program helpful	
<i>d. Social Competency/Social Problem Solving Program</i>	Not available	K-6 graders	Student	Students in these programs showed improved ability in using social cognitive problem solving skills, improved coping during school transition, and a significant reduction in self-reported level of difficulty with commonly occurring middle-school stressors.	
<i>e. Social Support Program</i>	1 year	K-6 graders	Student	Full and partial intervention resulted in GPA improvement, lower depression scores, lower anxiety scores, decrease in stress in peer relationships	higher GPA

Table B. Support for Transitions

Title of Program/Project	Length of Evaluation	Target Population	Focus of Change	Factors Conceived as Paving the way to Academic Improvement	Academic Improvement
4. Welcoming and Social Support Programs					
<i>a. Academic Support Programs</i>	Not available	School-age children	Student	Improved grade performance, and higher retention rates	Better grades
<i>b. Chinese Bilingual Education Program</i>	Not available	High school students	Student	Student attendance, math, science, social studies, business and vocational education improved.	

Table B. Support for Transitions

Title of Program/Project	Length of Evaluation	Target Population	Focus of Change	Factors Conceived as Paving the way to Academic Improvement	Academic Improvement
5. To and From Special Education					
<i>a. Adaptive Learning Environments Model (ALEM)</i>	2 studies, 1 year each	exceptional children	school	Better student / teacher interactions. Improved student attitudes, improved student self-ratings.	Reading and math achievement improved
<i>b. Community-level Transition Teams</i>	varied in each program evaluated	youth and adults with learning disabilities	student, community	Increased student self-esteem and self-worth.	
<i>c. Parallel Alternate Curriculum Program (PAC)</i>	Not available	special ed. teachers	teachers, students, schools	PAC classes help students stay in school.	Student achievement improved
<i>d. Transition Programs for the Handicapped</i>	Not available	Handicapped students	Student	Findings revealed weaknesses in transition and special education programs	

Table B. Support for Transitions

Title of Program/Project	Length of Evaluation	Target Population	Focus of Change	Factors Conceived as Paving the way to Academic Improvement	Academic Improvement
6. School-To-Career					
<i>a. Career Education</i>	Not available	Students with low motivation	Student	Students with low motivation to attend school show improved school attendance after participating in career education. The more vocational classes students took, the less likely they are to drop out of school.	
<i>b. Cognitive Career Interventions</i>	Not available	Youth with learning disabilities	Student	Significant increases in self-awareness and career awareness, improved skills in employment writing and interviewing for youth with learning disabilities.	improved writing
<i>c. Communities in Schools (CIS)</i>	3 years	At-risk youth	Student, community	The study showed that 80% of CIS students remained in school or graduated. Attendance rates and grades improved.	grades improved
<i>d. Jobs for Ohio's Graduates (JOG)</i>	Not available	Students at risk of dropping out	Student	JOG has achieved a graduation rate above 91%. Long term results are positive, showing students still working 12 months after graduation.	
<i>e. Mat-Su Alternative School (MSAS)</i>	Not available	At-risk youth	Student	Mat-Su networks with 150 business owners to provide job sites. Students continue their employment after graduation. Mat-Su students have a 100% job placement.	
<i>f. Providing Opportunities for Developing Success</i>	Not available	Students at risk of dropping out	Student	Effective and positive in providing support for students.	
<i>g. Stay-in-School</i>	Not available	Students	Student	Produced an increase in student retention. 84% of students involved in dropout interventions completed their year.	

? For more information, references and contacts pertaining to the above projects/research, please refer to the project summaries in Appendix B.

Appendix B: Support for Transitions

The following are brief summaries and related information on the support for transitions programs listed in Table B.



1. Readiness to Learn / Early Childhood Programs

- a. *Head Start Program*: The ultimate goal of Head Start is children's social competence. This refers to the child's everyday effectiveness in dealing with both his or her present environment and later responsibilities in school and life. It takes into account the interrelatedness of cognitive, emotional, and social development; physical and mental health; and nutritional needs. Social competence has five objectives which support it. (1) Enhance Children's Growth and Development, (2) Strengthen Families as the Primary Nurturers of Their Children, (3) Provide Children with Educational, Health and Nutritional Services, (4) Link Children and Families to Needed Community Services, and (5) Ensure Well-Managed Programs that Involve Parents in Decision-making.

For more information, see:

First Progress Report on the Head Start Program Performance Measures, May 15, 1997, Prepared for: Administration on Children, Youth and Families, Head Start Bureau, Prepared by: Caliber Associates, Ellsworth Associates, Westat, Mathematica Policy Research, http://www2.acf.dhhs.gov/programs/hsb/html/final_report.html

- b. *Long-term Effects of Early Childhood Programs*: Long term studies of early childhood programs such as preschool, Head Start, child care, and pre-kindergarten found enhancements in cognitive achievements and social outcomes. Children who attended early childhood programs showed less placement in special education classes, or grade retainment later in their education. Children who attended these programs were also more likely to graduate from high school, and less likely to be involved in future delinquent and criminal behavior. Model programs which combined home visits with center-based child development services were associated with less aggressive behavior. Two criminal justice studies showed that program children had fewer contacts with the criminal justice system. One study that followed its subjects through age 27 also found that preschool participants had fewer out-of-wedlock births, relied less on social services as adults, and had higher average earnings than individuals in the control group.

For more information, see:

Gomby, D.S., Lerner, M.B., Stevenson, C.S., Lewit, E.M., and Behrman, R.E. (1995) Long-Term Outcomes of Early Childhood Programs: Analysis and Recommendations. *The Future of Children*, 5(3), 6-24.

- c. *Early-childhood programs for low income families*: Thirty-six studies of both model demonstration projects and large-scale public programs were reviewed to examine the long-term effects of early-childhood programs on children from low-income families. Results indicate that some early childhood programs can produce large short-term benefits for children on intelligence quotient (IQ) and sizable long-term effects on school achievement, grade retention, placement in special education, and social adjustment.

For more information, see:

Barnett, W.S. (1995). Long-Term Effects of Early Childhood Programs: Cognitive and School Outcomes. *The Future of Children*, 5(3), 25-50.

- d. *Early-childhood programs on social outcomes and delinquency*: Early-childhood programs which seek to ameliorate factors associated with later antisocial or delinquent behavior can prevent these factors. These programs have in common a combination of intensive family support and early education services, and effect a broad range of child and family risk factors for delinquency. There is also promising evidence of their cost effectiveness. The programs that demonstrated long-term effects on crime and antisocial behavior tended to be those that combined early-childhood education and family support services. Four programs were evaluated: High/Scope Perry Preschool Project, Syracuse University Family Development Research Program, Yale Child Welfare Project, and Houston Parent Child Development Center. Overall, results indicated that the program participants committed fewer delinquent or criminal acts with less later involvement with the juvenile justice system. Antisocial behavior was decreased in the Yale Project and the Houston Center.

For more information, see:

Yoshikawa, H. (1995) Long-Term Effects of Early Childhood Programs on Social Outcomes and Delinquency. *The Future of Children*, 5(3), 51-75.

- e. *Even Start*: The goal of Even Start is to help break the cycle of illiteracy and poverty by improving the educational opportunities available to low-income families with limited educational experiences. After one year of participation, Even Start children scored significantly higher on the Preschool Inventory (PSI), a test of school readiness, than children in a randomly assigned control group. Children who remained in Even Start more than one year may grow at a faster-than-expected rate both on the PSI and on the Preschool Language Scale (PLS). A substantial body of research shows that gains are enhanced by exposure to a high-quality, center-based program. Research supports this finding in that adults and children with high levels of participation in Even Start's core services had larger learning gains than those with low levels of participation. Children in projects that emphasize center-based programs had larger learning gains than children in projects that emphasize home-based services. Findings from the first national evaluation showed a positive relationship between the amount of parenting education received and children's vocabulary test scores.

For more information, see:

Even Start: Evidence from the Past and a Look to the Future. Planning and Evaluation Service Analysis and Highlights. <http://www.ed.gov/pubs/EvenStart/highlights.html>.

- f. *Full-day Kindergarten*: Research studies confirm that attendance in developmentally appropriate full-day kindergarten results in academic and social benefits for students, at least in the primary grades. Those in full-day kindergarten programs (compared to half-day or alternate day programs) exhibited more independent learning, classroom involvement, productivity in work with peers, and reflectiveness than half-day kindergartners. They were also more likely to approach the teacher and expressed less withdrawal, anger, shyness, and blaming behavior.

For more information, see:

Cryan, J., Sheehan, R., Weichel, J., and Bandy-Hedden, I.G. (1992). Success Outcomes of Full-day Kindergarten: More Positive Behavior and Increased Achievement in the Years After. *Early Childhood Research Quarterly*, 7(2, June), 187-203. EJ 450 525.

Holmes, C.T., and McConnell, B.M. (1990). Full-day versus Half-day Kindergarten: An Experimental Study. Unpublished paper. ED 369 540.

Karweit, N. (1992). The Kindergarten Experience. *Educational Leadership*, 49 (6, Mar), 82-86. EJ 441 182.

Rothenberg, D. (1995). Full-Day Kindergarten Programs. *ERIC Digest*: ED 382410

2. Before & After-School Programs

- a. *The ASPIRA Lighthouse Program:* The ASPIRA Lighthouse Program, an educational and recreational program, serves children in grades K-12 three hours a day, five days a week, and all day during the summer. In providing educational enrichment, cultural awareness, and recreational activities, the program offers children a range of options from karate and dance to reading skills and math and science programs. Volunteers, including parents, teach special classes, car-pool students, read with children, and help with homework. The program is well connected to the schools: each site coordinator is a teacher in the school. The principal, other teachers, and community agencies manage the program with the cooperation of families, students, school custodians, and security guards. The chief of police credits the Lighthouse program with the decrease in crime, especially in juvenile crime, throughout the city. Lighthouse children outperformed other students on standardized tests in reading and math, and they showed better attendance rates. Parents, teachers, and students also reported improved student self-motivation, higher levels of homework quality and completion, fewer disciplinary referrals, and better peer and teacher relationships.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids - June 1998. Which can be downloaded at: <http://www.ed.gov/pubs/SafeandSmart/>

Contact: Tammy Papa, ASPIRA Lighthouse Program, Bridgeport, Connecticut, 203-576-7252.

- b. *The Beacon Schools:* The Beacon schools in New York City were designed to create safe, drug-free havens where children, youth, and families could engage in a wide range of positive activities. Community-based organizations work collaboratively with community advisory councils and schools to develop and manage the 40 Beacon schools. At least 75% of the schools are open 13-14 hours a day, seven days a week; the rest are open at least 12 hours a day, six days a week. Typical ongoing enrollment at the Beacons averages 1,700 community residents. Beacons offer sports and recreation, arts and culture, educational opportunities, vocational training, health education, and the opportunity for community meetings and neighborhood social activities. Each Beacon receives \$400,000 annually, along with \$50,000 for custodial services. Several private foundations also provide funds to enhance programming. A Teen Youth Council launched a community beautification effort, sponsored workshops on job readiness and employment skills, and organized a peer mediation program to prevent youth violence. Narcotics Anonymous, the Boy Scouts, a meal program, cultural studies, and supervised sports also take place at the community center. Through the center's Family Development Program, case managers work with families to keep children out of the foster care system, to help students with remedial academics, and to support parents as the primary educators of their children. The Beacon Program has increased youth access to vocational arenas, therapeutic counseling, and academic enrichment. Students' performance on standardized reading tests has improved, and police report fewer juvenile felonies in the community.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids - June 1998. Which can be downloaded at: <http://www.ed.gov/pubs/SafeandSmart/>

Contact: Jennie Soler-McIntosh (212-676-8255) or Michelle Cahill (212-925-6675), Beacon School-Based Community Centers, New York, NY.

- c. *Effects of after-school care:* Four types of after-school care (formal after-school programs, mother care, informal adult supervision, and self-care) were examined for 216 low-income children (M age = 9.1 years). Attending a formal after-school program was associated with better academic achievement and social adjustment in comparison to the other types of after-school care. Children's activities and experiences also varied in different after-school settings. Children in formal programs spent more time in academic activities and enrichment lessons and less time watching TV and playing outside unsupervised than other children. They also spent more time doing activities with peers and adults and less time with siblings than did other children. The time that children spent in these activities was correlated with their academic and conduct grades, peer relations, and emotional adjustment.

For more information, see:

Posner, J.K., and Vandell, D.L. (1994). Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs? *Child Development*, 65, 440-456.

Seppanen, P.S., and others. (1993). *National Study of Before- and After-School Programs: Final Report*. <http://eric-web.tc.columbia.edu/abstracts/ed356043.html>

- d. *I.S. 218: & P.S. 5:* When I.S. 218 in New York City decided to become a community learning center, the school created an after-school program with the help of the Children's Aid Society and other community partners. A parent survey indicated concern about homework, so the after-school program initially focused on providing homework assistance. Within months, two computer labs, dance classes, arts and crafts, band, and some entrepreneurial programs were also added, with learning and homework always central. The after-school program gradually evolved into an extended day program in which, for example, non-English speaking children can attend Project Advance for special instruction in Spanish and English as a Second Language. Evaluations show that I.S. 218 positively affected both the school's and children's attitudes. When compared to a school with similar characteristics, I.S. 218 students performed, on average, 15% higher on reading and math exams.

Before- and after-school activities have been a part of P.S. 5 from its opening day as a community school. Half of the students at P.S. 5 participate in the breakfast program, which begins at 7:30 a.m. The extended day program organizes students by classes, and the daily schedule includes academics and homework help, fine arts, gym, dramatics, and recreation. The Broadway Theater Institute helps children put on musicals. Teachers in the extended day program communicate daily with regular teachers about homework and special help that students may need. Parents serve as assistants in the program, and over 300 adults participate in the Adult Education program, which offers classes in English as a Second Language, GED preparation, literacy, and arts and crafts. Students and families also have access to physical and mental health services and an on-site Head Start program. Since 1995, the school has shown impressive gains in reading and math achievement. In math, the number of students performing at grade level improved from 45 to 59%, compared to 42% in similar schools. Thirty-five percent of students now read at grade level, compared to only 21% in 1995 and just 17% in similar city schools.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids - June 1998.
<http://www.ed.gov/pubs/SafeandSmart/>

Contact: C. Warren Moses, 212-949-4921, I.S. 218 and P.S. 5, Children's Aid Society Community Schools, New York City, NY.

- e. *The Lighted Schools Project:* The Lighted Schools Project provides over 650 middle school youth with a safe, supervised environment during after-school hours four days a week from 3:45 p.m. to 6:30 p.m. Children are transported home at the end of the program each night. Communities in Schools case management and social work staff oversee operations at each site. Thirteen community agencies provide all after-school services and programs for students and families at the sites. While the program targets at-risk youth, all middle school youth can participate in free activities, including sports, crafts, special events, and art instruction. Students have access to primary health care if it is needed, and may also participate in small group activities addressing issues such as building self-confidence, making positive choices, violence prevention, dangers of drug and alcohol abuse, and conflict resolution. Some of the schools provide children with tutoring and homework assistance, and participate in community volunteer projects. Additionally, a number of students each year are matched with a Baylor University mentor, who commits to mentoring a student for the entire year while participating in a college course on mentoring skills. Other community partners include local school districts, a hospital, the city recreation department, the community arts center, and a local council on alcohol and drug abuse prevention. In a 1997 evaluation, 57% of students at four of the sites improved their school attendance. Two sites experienced a 38% decrease in the number of participants failing two or more classes.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids - June 1998.
<http://www.ed.gov/pubs/SafeandSmart/>

Contact: Joyce Reynolds, 254-753-6002, The Lighted Schools Project, Communities in Schools, McLennan Youth Collaboration, Inc., Waco, TX

- f. *STAR and COMET Programs:* The Institute for Student Achievement provides a school-based program of counseling and academic assistance to middle and high school students who are having trouble in school. The program, which has both after-school and summer components, operates in six school districts in New York State, including Long Island, New York City, Mt. Vernon, and Troy. STAR (Success Through Academic Readiness) supports high school students through academic enrichment and counseling for at least two hours a day after school. COMET (Children of Many Educational Talents) addresses the special needs of middle school students, helping them to improve communication, comprehension, and social interaction skills and to make the transition to high school smooth. Every STAR student has graduated from high school, and 96% have gone on to college. Test

scores at participating Hempstead High School on Long Island improved so much that the state removed the school from its list of low-performing schools a year ahead of schedule.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids - June 1998. Which can be downloaded at: <http://www.ed.gov/pubs/SafeandSmart/>

Contact: Institute for Student Achievement, New York. Lavinia T. Dickerson, 516-562-5440.

- g. *Quantum Opportunities Program (QOP):* QOP is a youth development program designed to serve disadvantaged adolescents by providing education, service, and development activities, as well as financial incentives, from 9th grade through high school graduation. Services include: computer-assisted instruction, peer tutoring and other forms of academic assistance, cultural enrichment, acquiring life/family skills, and help planning for college or advanced vocational training. Students also participate in community service projects and volunteering. The program is run in small groups and tailored to each individual student. Young people are provided with adult mentors who kept track of them, making home visits, and sticking with the youth for their four years in high school. An evaluation was conducted at four QOP sites. Relative to a control group, QOP students: graduated from high school more often (63% vs. 42%); dropped out of school less often (23% vs. 50%); went on to post-secondary education more often (42% vs. 16%); attended a four year college more often (18% vs. 5%); attended a two-year institution more often (19% vs. 9%); and became teen parents less often (24% vs. 38%). QOP students were also more likely: to take part in community projects in the 6 months following QOP (28% vs. 8%); to volunteer as tutors, counselors, or mentors (28% vs. 8%); and to give time to non-profit, charitable, school or community groups (41% vs. 11%).

For more information, see:

Lattimore, C.B., Mihalic, S.F., Grotpeter, J.K., & Taggart, R. (1998). *Blueprints for Violence Prevention, Book Four: The Quantum Opportunities Program*. Boulder, CO: Center for the Study and Prevention of Violence.

Contact: C. Benjamin Lattimore, Opportunities Industrialization Centers of America, Inc., 1415 Broad Street, Philadelphia, PA 19122, (215) 236-4500, Ext. 251, Fax: (215) 236-7480.

- h. *4-H After-School Activity Program:* Through the U.S. Department of Agriculture's Cooperative Extension Service in conjunction with the University of California, business, education, and government join together in a local partnership to run the 4-H After-School Activity Program. It provides hands-on learning to over 1,000 children, ages 7-13, in 20 public housing and school sites. The program offers students a safe haven after school, caring adult mentors, assistance with school work, extended learning activities, and encouragement and reinforcement of positive attitudes and healthy living. Other activities include reading, computer literacy, conflict resolution, community service, and career exploration. In an evaluation of the program in Los Angeles, many parents reported that the 4-H program had a positive effect on the attitude and behavior of their child. Over 85% of parents claimed that the program has kept their children out of gangs, and over 83% noted that their children's interest in school has increased.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids-June 1998. <http://www.ed.gov/pubs/SafeandSmart/>

Contact: Don MacNeil, 4-H After-School Activity Program (4-H ASAP), Los Angeles, California; 805-498-3937

- i. *L.A.'s BEST (Better Educated Students for Tomorrow):* LA's BEST is an after school education, enrichment and recreation program for children in grades K-6 in the city of Los Angeles. Independent evaluations have found that students in this program increased their self-confidence and were better able to get along with others. Vandalism and school-based crime decreased by 64%. Children who participate in LA's BEST also get better grades, have greater enthusiasm for regular school and show positive changes in behavior. Schools running an LA's BEST program have shown a 40-60% reduction in reports of school-based crime.

For more information, see:

Fletcher, A.J. 1999. After School Learning and Safe Neighborhood Partnerships: Implementation Approaches. www.wwlc.org

Safe and Smart: Making After-School Hours Work for Kids - June 1998.

<http://www.ed.gov/pubs/SafeandSmart/> or contact: Carla Sanger, 213-847-3681, LA's BEST (Better Educated Students for Tomorrow), Los Angeles, CA.

- j. *The Milwaukee Project*: This project is a U.S. Department of Justice Weed and Seed site, in which law enforcement, community-based organizations, and residents work together to improve their neighborhood. The Milwaukee Public Schools system collaborates with local groups to provide Safe Havens at three neighborhood sites. Approximately 8,300 youth participate in Safe Haven after-school programs. The programs provide homework and tutoring assistance, recreational activities, games, choir, arts and crafts, and computer skills. The Safe Havens involve the police department in program planning and also encourage students to participate in the Police Athletic League. The programs have played a role in the reduction in the crime rate in areas with a Safe Haven by providing youth with alternative activities during high-risk hours for delinquency. In the 15 months following inception of the program, the crime rate dropped by 20.7% in the areas with the neighborhood sites. The rate of violent offenses in these areas dropped by 46.7% during the same time period.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids - June 1998.

<http://www.ed.gov/pubs/SafeandSmart/>

Contact: Sue Kenealy, 414-935-7868, The Milwaukee Project, Milwaukee, WI.

- k. *START (Students Today Achieving Results for Tomorrow)*: 5,000 children attend Sacramento's START, an afterschool program which places a high priority on academic improvement. Eighty-three percent were racial and ethnic minorities, 56% lived in households where English was not the primary language, and 87% were members of families that were transitioning from welfare to work or had annual incomes of less than \$25,000. Seventy-five percent began the program with reading, writing and math national test scores below the 30th percentile. More than 80% of these students showed academic and social improvement significantly greater than their peers not enrolled in the program. Priority was placed on providing resources, opportunities, and guidance that in combination result in improvements in: reading, writing, and math skills; grades; positive social relationships; and enthusiasm for learning. Families involved with the program moved more quickly toward economic self-sufficiency than those who were not. Parents reported that knowing their children were well supervised reduced stress and increased their job productivity and 98% of primary care givers stated that the program benefitted them as well as their children. A strong correlation was found between the length of time in the program and a decline in absences during the regular school day.

For more information, see:

Fletcher, A.J. (1999). After School Learning and Safe Neighborhood Partnerships: Implementation Approaches. www.wwlc.org

Fact Sheet on School-Age Children's Out-of-School Time

National Institute on Out-of-School Time, Center for Research on Women, Wellesley College

Revised December 1998

<http://www.wellesley.edu/WCW/CRW/SAC/factsht.html>

Almost 30% of public schools and 50% of private schools offered before- and/or after-school care in 1993-94, compared to only 15 and 33% in 1987-88. These programs are least available in rural areas.

Reference: National Center for Education Statistics (1997). *Schools Serving Family Needs: Extended-Day Programs in Public and Private Schools*. Washington, DC: U.S. Department of Education, Author.

The Government Accounting Office estimates that in the year 2002, the current number of out-of-school time programs for school-age children will meet as little as 25% of the demand in some urban areas.

Reference: U.S. General Accounting Office (1998). *Abstracts of GAO Reports and Testimony, FY97*.
<http://www.gao.gov/AindexFY97/abstracts/he97075.htm>

Fees for programs for school-age children vary. Parent fees range from \$2.41 per hour in Minnesota to \$4.70 per hour in New Jersey.

Reference: National Association of Child Care Resource and Referral Agencies (NACCRRRA), 1998 (April). *Child care fees across the nation. Child Care Information Exchange Trend Report #3*.

Eighty-three percent of program income is from parent fees and 86% of parents pay the full program fee.

Reference: Seppanen, P.S., Love, J.M., deVries, D.K., Bernstein, L., Seligson, M., Marx, F., & Kisker, E.E. (1993). *National study of before & after school programs*. (Final report to the Office of Policy and Planning, U.S. Department of Education). Portsmouth, NH: RMC Research Corporation.

A number of studies have found that children who attend quality programs have better peer relations, emotional adjustment, grades, and conduct in school compared to their peers who are not in programs. They also have more learning opportunities, academic or enrichment activities, and spend less time watching television.

Reference: Posner, J.K. & Vandell, D.L. (1994). Low-income children's after-school care: Are there beneficial effects of after-school programs? *Child Development*, 65, 440-456.

Researchers found that children who are under

adult supervision, in programs or at home, have better social skills and higher self-esteem than their peers who are unsupervised after school.

Reference: Witt, P.A. (1997). *Evaluation of the Impact of Three After-School Recreation Programs Sponsored by the Dallas Park and Recreation Department*.
<http://www.wrpts.tamu.edu/rpts/faculty/pubs/wittpub2.htm>

One study found that, compared to peers with lower attendance rates, children who attend after-school programs regularly have higher grades and self-esteem.

Reference: Baker, D. & Witt, P.A. (1996). Evaluation of the impact of two after-school recreation programs. *Journal of Park and Recreation Administration*, 14(3), 23-44.

Teachers and principals report that students become more cooperative, learn to better handle conflicts, develop an interest in recreational reading, and receive better grades due to participation in after-school programs.

Reference: Riley, D., Steinberg, J., Todd, C., Junge, S., McClain, I. (1994). Preventing problem behaviors and raising academic performance in the nation's youth: The impacts of 64 school age child care programs in 15 states supported by the Cooperative Extension Service Youth-at-Risk Initiative. Madison, WI: University of Wisconsin.

A study of two housing projects, one with a 32-month after-school recreation program and one with minimal recreation services, found that in the housing project with the after-school program, juvenile arrests declined by 75% compared to the years prior, while juvenile arrests increased by 67% in the housing project offering minimal services.

Reference: Jones, M.B., & Offord, D.R. (1989). Reduction of antisocial behavior in poor children by nonschool skill-development. *Journal of Child Psychology and Psychiatry*, 30(3), 737-750.

Fact Sheet Continued...

MIDDLE SCHOOL STUDENTS

? Students who spend one to four hours per week in extracurricular activities are 49% less likely to use drugs and 37% less likely to become teen parents than students who do not participate in extracurricular activities.

Reference: U.S. Department of Health and Human Services (1996). Adolescent Time Use, Risky Behavior, and Outcomes: An Analysis of National Data. Washington, DC: Author.

? Eighth graders who take care of themselves for 11 hours or more per week are at twice the risk for substance abuse compared to those who are not in self-care at all.

Reference: Richardson, J.L., Dwyer, K., McGuigan, K., Hansen, W.B., Dent, C., Johnson, C.A., Sussman, S.Y., Brannon, B., & Flay, B. (1989). Substance use among eighth-grade students who take care of themselves after school. *Pediatrics*, 84(3), 556-566.

PUBLIC SUPPORT

? Ninety-two percent of Americans feel that there should be organized activities for children and teens during the after-school hours.

Reference: Charles Stewart Mott Foundation (1998). Nationwide poll of support for after-school programs. Conducted by Lake Snell Perry/ The Tarrance Group. Flint, MI: Author.

? Eighty percent of Americans say they would pay an additional \$10 per year in taxes to fund programs in their communities.

Reference: Charles Stewart Mott Foundation (1998). Nationwide poll of support for after-school programs. Conducted by Lake Snell Perry/The Tarrance Group. Flint, MI: Author.

? Almost three-quarters of parents of school-age children say they would be willing to pay for a quality school-based after-school program for their children, but only 31% of elementary school parents and 39% of middle school parents report that their child attends a program in his or her school.

Reference: U.S. Department of Education & U.S. Department of Justice (1998). *Safe and Smart: Making After-School Hours Work for Kids*. Washington, DC: Authors.

? Forty-six percent of parents believe it is very important that schools stay open all day, and 43% of parents think after-school activities should be a high priority, despite limited education budgets.

Reference: *Newsweek*, 4/27/98.

? In a recent survey of police chiefs, nine out of ten surveyed support prevention programs for youth as an effective way to fight crime.

Reference: Fight Crime Invest in Kids (1996). *Police Chiefs say More Government Investments in Kids are Key to Fighting Crime: Survey Findings*. Washington, DC: Author.

3. Grade Articulation Programs

- a. *The Transition Project:* The Transition Project sought to increase the levels of peer and social support during the transition to high school and to reduce the difficulties of mastering the transition tasks students encountered. The Project had two primary components: (1) restructuring the role of homeroom teachers to include guidance and counseling; and (2) reorganizing the regularities of the school environment to reduce the flux of the social setting confronting the student. Midyear and end of ninth grade assessments were collected on Project and a matched control sample measuring students' self-concepts, their perceptions of the school environment, and their eighth- and ninth-grade attendance and grade averages. By the end of ninth grade, Project participants showed significantly better attendance records and grade point averages as well as more stable self-concepts than controls. Further, by the final evaluation point, Project students also reported perceiving the school environment as having greater clarity of expectations and organizational structure and higher levels of teacher support and involvement than did non-project controls.

For more information, see:

Felner, R.D., Ginter, M. & Primavera, J. (1982). Primary prevention during school transitions: Social support and environmental structure. *American Journal of Community Psychology*, 10, 277-289.

- b. *The Social Support Program:* This program provides teacher support, group support, and parental support to poor academic transition students. Sixty-six first year sixth graders were put into one of three groups: no-intervention group; group receiving Components A, B, and C; or group receiving Component A only). Results showed that for the full and partial intervention groups, the mean GPA improved from pre-intervention to post-intervention and from pre-intervention to follow up (only significant for full intervention group). The no intervention group maintained a higher mean GPA than both intervention groups at post-intervention. The full intervention group had lower depression scores at post-intervention and follow up than pre-intervention. Both groups did not significantly differ from the no intervention group at post-intervention and follow up. Full and partial intervention groups had lower anxiety scores at post-intervention and follow up than pre-intervention. Both groups did not significantly differ from the no-intervention group at post-intervention and follow up. Full and partial intervention groups' stress decreased over time on peer relationships only. Pre-intervention differences between no intervention and intervention groups on academic pressures were gone at follow up. Pre-intervention differences between no intervention and intervention groups on behavior factor of the self concept were gone at post-intervention and follow up. The partial intervention group showed significantly greater teacher reported problems on socialized aggression and anxiety/withdrawal at post-intervention and follow up than full intervention and no intervention groups. Pre-intervention differences between no intervention and full intervention groups on socialized aggression were gone at post-intervention and follow up.

For more information, see:

Greene, R.W., & Ollendick, T.H. (1993). Evaluation of a multidimensional program for sixth-graders in transition from elementary to middle school. *Journal of Community Psychology*, 21, 162-176.

- c. *The Bridge Program:* The Bridge Program is designed to ease the transition between middle school and high school. It is a one-semester transitional program for all incoming ninth grade students and provides ninth graders with a variety of activities that promote academic achievement, responsibility, school spirit, fellowship, acceptance, and empowerment. Bridge ninth grade students had 70.7% of their grades in core classes at or above C, whereas the previous non-Bridge ninth grade class had 68.5% of grades at or above C. As tenth graders, Bridge students averaged 75.8% of their grades above C, compared to the non-Bridge tenth graders who averaged 68% of grades above C. Also, non-Bridge ninth graders had a 22% withdrawal rate from school (dropouts and transfers) while only 5% of Bridge ninth graders withdrew. Regarding discipline, Bridge freshmen were disciplined less (22%) compared to non-Bridge freshmen (34%). The majority of students and staff supported the Bridge program and thought it was effective.

For more information, see:

Sheets, R.A., Izard-Baldwin, G., & Atterberry, P. (December, 1997). Bridge: A Program Designed to Ease the Transition from the Middle Level to the High School. *Bulletin*, 81(593). The National Association of Secondary School Principals. For more information about the Bridge program, contact Gloria Izard-Baldwin at gizard@cks.ssd.k12.wa.us.

- d. *Sixth Grade Transition Groups (SGTG):* The goal of the Sixth Grade Transition Groups (SGTG) are to increase students' ability to cope with transition to middle school. The positive effects will create a new confidence allowing kids to successfully negotiate the academic, social, and emotional challenges that accompany the school transition. Three hundred eight fifth graders received a social competency/stress reduction program. Results showed that 94% of the students said they found the group helpful, 72% said that Day 3 was most helpful, and 92% would recommend it to fifth grade students next year.

For more information, see:

Hellem, D.W. (1990). Sixth grade transition groups: An approach to primary prevention. *Journal of Primary Prevention*, 10(4), 303-311.

4. Welcoming and Social Support

- a. *School Transitional Environment Project (STEP)*: STEP is designed to: (a) reduce exposure to high risk circumstances and increase exposure to developmentally enhancing conditions; (b) reduce adaptive demands imposed by school transitions by reorganizing the regularities of the school environment to reduce the degree of flux and complexity; and (c) increase resources for students during this time by restructuring the roles of homeroom teachers and guidance staff so they provide greater support. One thousand four students in four STEP schools and 761 in four non-STEP schools (all made transition in sixth or seventh grade) participated. Results showed that participation in STEP was associated with: more favorable school experiences (Perceived Climate Scale); more positive student adjustment; lower levels of school transition stress; greater school, family, and general self-esteem; less depressive and anxiety symptoms (CDI, CMAS); less delinquent behavior (Delinquency scale of the YSR); higher levels of academic expectations; more favorable teacher ratings of behavioral adjustment; and better grades and school attendance.

For more information, see:

Felner, R.D., Brand, S., Adan, A.M., Mulhall, P.F., Flowers, N., Sartain, B., & DuBois, D.L. (1993). Restructuring the ecology of the school as an approach to prevention during school transitions: Longitudinal follow-ups and extensions of the School Transitional Environment Project (STEP). In Jason, L.A., Danner, K.E., & Kurasaki, K.S. (Eds.) *Prevention and School Transitions: Prevention in Human Services, 10(2)*. New York: The Haworth Press.

- b. *The School Transitions Project*: The School Transitions Project sought to offer a cost-effective, secondary prevention program for high-risk elementary school students undergoing an unscheduled school transition. The primary goals were to boost high-risk transfers' academic achievement to at least the average achievement level of non-transfer students and to promote transfer students' social adjustment in the classrooms. The program was implemented in 20 inner-city, parochial elementary schools in Chicago. Schools were matched in size and ethnic composition. Then one member of the pair was randomly assigned to either the experimental or control group. All transfer students initially received an orientation program, some children received no further intervention, others were provided tutoring in the school, and others were provided school tutoring plus parent tutoring. School tutoring was conducted twice weekly by project staff. In the school plus home tutoring condition, parents were trained in tutoring techniques and the use of special academic materials. Evaluations were conducted each year for the first three years of the study. In general, those involved in the tutoring program (either at school or at school and at home) made significant academic gains compared to control students whose scores did not improve over time. During the first and second year, gains were made in reading, spelling, and mathematics. However, during the third year, significant gains were found only in reading and spelling. Students in the program also showed significant improvements in coping skills and decreases in social withdrawal and inattentiveness. This was especially the case for students in the school and home tutoring conditions where the parents were highly involved in the tutoring.

For more information, see:

Jason, L.A., Weine, A.M., Johnson, J.H., Danner, K.E., Kurasaki, K.S., & Warren-Sohlberg, L. The School Transitions Project: A comprehensive preventive intervention. *Journal of Emotional and Behavioral Disorders, 1*, 65-70.

- c. *Child Development Project (CDP)*: The CDP is a multi-year, comprehensive school-change program that aims to help elementary school children feel more attached to the school community, internalize the community's norms and values, exhibit behavior consistent with norms and values, and reduce their involvement in drug-use and other problem behaviors. The program strengthens children's tendencies to be caring and responsible, their motivation to learn, and their higher-order cognitive development. The program involves parent involvement activities, staff training, school-wide community building activities, and a cross-grade buddy program. In CDP children become integrated into a school community in which the members are mutually supportive, concerned about one another's welfare, and interested in contributing to the life of the community. Program outcomes show that CDP children do see their classrooms as caring communities and that the more they do, the more their social, ethical, and intellectual development are enhanced. CDP children show an increase in pro-social behaviors among students in grades K-4; and decreased delinquency in schools with the highest level of implementation. They are also less likely to abuse alcohol, and other drugs.

For more information, see:

Battistich, V., Schaps, E., Watson, M., & Solomon, D. (1996). Prevention effects of the Child Development Project: Early findings from an ongoing multisite demonstration trial. *Journal of Adolescent Research, 11*, 12-35.

Battistich, V., Solomon, D., Kim, D., Watson, M., & Schaps, E. (1995). Schools as communities, poverty levels of student populations, and student' attitudes, motives, and performance: A multilevel analysis. *American Educational Research Journal, 32*, 627-658.

For project information, contact:

Sylvia Kendzior, Developmental Studies Center, 200 Embarcadero, Suite 305, Oakland, CA 94606-5300, (510) 533-0213. To order materials, call (800) 666-7270.

5. To and From Special Education

- a. *Adaptive Learning Environments Model (ALEM)*: ALEM is a full-time mainstreaming program for exceptional students (learning disabled, socially and emotionally disturbed, visually impaired, and gifted). Evaluations showed that students in the ALEM mainstreaming classes initiated interactions with teachers more often (32.4%) than students in the non-ALEM classes (4%). Also, they interacted with their teachers significantly more for instructional purposes (95.2% vs. 88.1% for the non-ALEM students), and they interacted more frequently with peers for instructional purposes (45% vs. 13% for the non-ALEM classes.) Students in the ALEM classes spent less time on teacher-prescribed activities (63.6% vs. 91% for the non-ALEM classes). At the same time, students in the ALEM situation spent nearly equal percentages of time in group settings (group interactive, 22.3%; group parallel, 25.1%; total, 47.4%) as in individual settings (52.6%). Positive changes in behavior from October to April during the a.m. sessions were transferred to the p.m. sessions only for the ALEM students. Students attitudes improved, self-ratings of the handicapped students were slightly higher than those of their regular peers. Handicapped students in the ALEM classes tended to rate their cognitive competence, social competence, and general self-esteem significantly higher than did the handicapped non-ALEM students. Achievement gains for the mainstreamed special education students in the ALEM classrooms were 1.08 in math and 1.04 in reading. Scores were not found to be significantly beyond the national norm, however they were significantly greater than the expected gains in both reading and math for students with comparable special education classifications.

For more information, see:

Wang, M.C. & Birch, J.W. (1984). Comparison of a full-time mainstreaming program and a resource room approach. *Exceptional Children*, Sept. 51(1): p.33-40.

- b. *Community-level Transition Teams*: Transition teams assist youth and adults with learning disabilities in preparation for attending a post-secondary institution or determining a career direction, living independently, establishing social support networks, and in establishing transportation options. Outcomes of these teams in Oregon included the creation of new instructional programs, better communication and collaboration among local service providers, and increased student self-esteem and self-worth.

For more information, see:

Blalock, G. (1996). Community transition teams as the foundation for transition services for youth with learning disabilities. *Journal of Learning Disabilities*, Feb 29 (2), 148-159.

- c. *Parallel Alternate Curriculum (PAC) Program*: PAC is a teacher training program in which teachers learn to use classroom methods to ensure academic success for mainstreamed, low-achieving students. Data shows that student achievement is improved in classes in which teachers utilize PAC methods. Both teachers and students like PAC classes. Potential drop-outs are staying in PAC classes they otherwise would drop. The PAC program has been successful in two areas: teacher training and the establishment of a successful setting for mainstreamed handicapped students.

For more information, see:

Smith, G. & Smith, D. (1985). A mainstreaming program that really works. *Journal of Learning Disabilities*, Jun-Jul, 18(6), 369-372.

- d. *Transition Programs for the Handicapped*: These programs were developed to evaluate the impact and effectiveness of transition services for special education students in Maine. The study contributed the following major findings among others: (1) a significant number of local education agencies are not addressing transition needs in a formalized way; (2) successful transition programming shares some components with special education, such as referral and assessment, interagency collaboration, use of functional curricula, and active participation of parents and students; and (3) components unique to transition programs are not as successfully implemented, including community involvement, quantity and quality of job placements, student follow-up, post-secondary educational placements, and adjustment to community living.

For more information, see:

Maine State Department of Educational and Cultural Services, Augusta Div. of Special Education. (1987). *Transition Programs for the Handicapped: Impact and Effectiveness. Executive Summary.*

6. School to Career Programs

- a. *Job Corps*: Job Corps is the nation's largest and most comprehensive residential education and job training program for at-risk youth, ages 16 through 24. Since 1964, the program has provided more than 1.7 million disadvantaged young people with the integrated academic, vocational, and social skills training they need to gain independence and get quality, long-term jobs or further their education. Job Corps is a public-private partnership, administered by the U.S. Department of Labor. Job Corps works for the disadvantaged youth who attend the program, for communities where Job Corps centers are located, and for employers who hire Job Corps students. It also works for other individuals—like educators and school and peer counselors who may want to refer a young person to Job Corps. More than 75% of those who enroll in Job Corps become employed, obtain further training, or join the military. For young people who come from economically disadvantaged backgrounds, who are high school dropouts, and who read at an elementary school level, Job Corps offers an opportunity to become productive, taxpaying members of society. The longer a Job Corps student stays in the program to complete training, the greater the chance he or she has at getting a better job and a higher wage.

For more information, contact:

Job Corps: 1-800-733-JOBS (1-800-733-5627), or visit their website at www.jobcorps.org

- b. *Career Education*: Students with low motivation to attend school have shown improvement in school attendance and retention after participating in Career Education, and vocational students who have participated in Career Education are more likely to complete the vocational program they have selected. Other studies show that, all else being equal, the more vocational classes students took, the less likely they were to drop out of school.

For more information, see:

Mertens, D.M., Seitz, P., and Cox, S. (1982). *Vocational education and the high school dropout*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, ED 228397.

Miller, J.V., and Imel, S. "Some Current Issues in Adult, Career, and Vocational Education." In: *Trends and Issues in Education*, 1986, edited by E. Flaxman. Washington, DC: Council of ERIC Directors, Educational Resources Information Center, Office of Educational Research and Improvement, U.S. Department of Education, 1987. ED 281 897.

Naylor, M. (1987). Reducing the Dropout Rate through Career and Vocational Education. Overview. *ERIC Digest* ED 282094.

Weber, J.M. (1986). *The Role of Vocational Education in Decreasing the Dropout Rate*. Columbus: The National Center for Research in Vocational Education, The Ohio State University. ED 264 444.

- c. *Cognitive Career Interventions*: Career counseling group interventions using cognitive instruction have been recommended for youth, especially those with learning disabilities. Studies evaluating Cognitive Career Interventions for youth with learning disabilities demonstrated significant increases in self-awareness and career awareness, improved skills in employment writing and interviewing, and advanced strategies in problem solving and anger management.

For more information, see:

Biller, E.F. (1987). *Career Decision Making for Adolescents and Young Adults with Learning Disabilities: Theory, Research and Practice*. Springfield, IL: Charles C. Thomas.

Hutchinson, N.L. (1995). Career Counseling of Youth with Learning Disabilities. *ERIC Digest*: ED 400470

Hutchinson, N.L., Freeman, J.G., & Fisher, C. (1993). "A Two-Year Cohort Study: Career Development for Youth with Learning Disabilities." Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

- d. *Jobs for Ohio's Graduates (JOG)*: JOG's mission is to identify students who are at greatest risk of dropping out of school before graduation and provide them with a support system that not only keeps these young people in school, but also helps them adjust to the transition from school to work after graduation. Launched in the 1986-87 school year, JOG has achieved a graduation rate in excess of 91 percent. More than 80 percent of students identified as at-risk when they entered JOG are on the job, in the military, or in post-secondary education 12 months following graduation. Eighty percent of those working are in full-time placement. This is accomplished at a cost of less than \$1,000 per student, \$750 of which comes from State funds. The remainder of the funding comes from a combination of private and federal sources.

For more information, see:

Jobs for Ohio's Graduates, 65 South Front Street Room 912, Columbus, OH 43215-4183. 614-466-5718

Keeping Young People in School: Community Programs That Work. By Sharon Cantelon and Donni LeBoeuf. Published in *OJJDP Bulletin*, June 1997. <http://www.ncjrs.org/txtfiles/dropout.txt>

- e. *Mat-Su Alternative School (MSAS)*: MSAS has worked closely with businesses, government, and nonprofit agencies to provide at-risk youth with the academic and vocational skills needed to make the successful transition from school to work. Mat-Su is a Tier I school for acceptance of graduates into the military. Graduates have gone on to colleges and vocational schools and have earned places on the dean's list at the University of Alaska. Students continue their employment after graduation. MSAS networks with 150 business owners to provide job sites. Mat-Su students have 100% job placement.

For more information, contact:

Mat-Su Alternative School, Matanuska-Susitna Borough School District, 1775 West Parks Highway, Wasilla, AK 99654. 907-373-7775

- f. *Stay-in-School*: Stay-in-School is a Canadian government initiative launched in the early 1990s encouraging young Canadians to build a solid foundation for the future by finishing high school and by acquiring the skills needed for the labor force of tomorrow. The Stay-in-School initiative produced a noticeable increase in student retention. In-school coordinators of Stay-in-School projects reported that 84% of students involved in dropout interventions in 1992-93 completed their year. Of those students, less than 25% would have finished the scholastic year if a Stay-in-School intervention had not been in place. Fifty percent of school contacts noted enhanced academic performance in over half of the Stay-in-School participants. Improved life skills were reported by 70% of respondents. Almost all contacts stated that the Stay-in-School initiative was extremely cost-effective. Students reported improvement in self-confidence, work habits, life and academic skills, and expressed a desire to continue with and succeed in school.

For more information, see:

Hackett, H. & Baron, D. (1995). Canadian Action on Early School Leaving: A Description of the National Stay-in-School Initiative. *ERIC Digest*. ED399481.

Renihan, F., Buller, E., Desharnais, W., Enns, R., Laferriere, T., & Therrien, L. (1994). "Taking Stock: An Assessment of The National Stay-In-School Initiative." Hull, PQ: Youth Affairs Branch, Human Resources Development Canada.