



Best Practices for Student Success: Building Capacity

**Compiled by Alabama Department of
Education
Prevention and Support Services
Section
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Rationale

The rationale for the document **Best Practices for Student Success: Building Capacity** is to provide examples of procedures, processes, and programs implemented in local education agencies (LEAs) around the state that are providing successful pathways to assist students reaching the goal of being college- and/or career-ready. Best Practices included in this document have been submitted to offer ideas to LEAs searching for practices that have proven to increase the possibilities and opportunities for students to graduate on time from Alabama high schools.

Contact information for each best practice is included in the document. For more detailed information regarding each process, procedure, and program, please contact the person(s) listed either by telephone or e-mail. The State Department of Education (SDE) wishes to acknowledge the positive, collaborative efforts of all persons/groups that contributed a best practice entry and that are in support of Alabama's quest to increase the graduation rate and reduce the number of students dropping out of school.

To submit an LEA Best Practice, please access the Best Practice Template on the Prevention and Support Services Section link on the SDE Web site. Please fax (334-353-5962) the template to Prevention and Support Services Section or e-mail it to Kay Atchison Warfield at kaw@alsde.edu. By no means is this document intended to be all inclusive!

Alabama Department of Education
Larry E. Craven, J.D.
Interim State Superintendent of Education

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Best Practices Categories

The eight (8) areas selected and adapted to categorize programs, processes, and practices were identified in the *10 Point Plan* developed by America's Promise Alliance. The submissions selected for this document represent a small portion of the LEAs with evidence of success stories for reducing the number of dropouts, improving attendance and discipline practices, and providing the type of learning environment where all students may flourish. LEAs are encouraged to share their story as Alabama networks to build capacity for student success.

1. **Academic/Behavior Interventions** - Interventions provide a deliberate attempt to influence events or prevent undesirable consequences addressing academic and behavioral needs of students. Scheduling alternatives, various instructional delivery approaches, and consideration of student preferred learning styles that encourage student engagement and reduce undesirable consequences are addressed.
2. **Adult Advocate and Student Social/Behavioral Support** - Adult advocates for students in danger of dropping out of school offer support in reaching the goal of graduating on time. Advocates assist students in mastering programs and providing services as mentors, tutors, internships, and/or summer programs, etc., in order to preempt or resolve academic/social/behavioral problems that some students encounter. Strong adult advocates can help identify academic and behavioral/social crises early and broker services from the schools and communities.
3. **College/Career Readiness Programs** - Opportunities for all students to participate in rigorous core curriculum prepares students for success in the workforce as well as prepare them for college coursework. Student access to college preparatory programs such as dual enrollment, Advanced Placement (AP), and Early College Enrollment Program (ECEP) are available and should be encouraged as an innovative pathway to graduation.
4. **Community Link** - Communities play an important role in solving the dropout crisis and coordinating resources available to each community. Additional wraparound support may include, but is not limited to, the following: Children's Policy Council; Department of Human Resources; Department of Mental Health; Alabama Extension Service; and community service-organizations such as Civitan Clubs, Rotary Club, YMCA, YWCA, and Postsecondary opportunities.
5. **Early Warning Systems** – Analyzed data can be predictive of potential students dropping out of school as early as elementary school with over 60% accuracy. Using school-specific data to alert graduation coaches, counselors, teachers, and administrators of students who have strong indicators of dropping out is paramount to decreasing the dropout rate. Collaboration between elementary and middle schools will allow early identification to derail the process of school disengagement. State and local benchmarks for raising graduation rates should be monitored for progress/problems as goals are met.
6. **Innovative Pathways** - These programs, processes, and procedures expand academic/behavioral choices for students who might not have been successful in traditional school settings. These options promote student opportunities to graduate college and/or become career-ready.

7. **Parental Engagement** - Research indicates that parental involvement is paramount for student success and supports numerous benefits of parental support. This support may include positive behavior role model, academic assistance, increased attendance in school, and solid emotional/social/physical wellness.
8. **Transitional Programs** - These various processes and procedures involve pre-entry and post-exit for student success and afford opportunities for students to maintain or accelerate progress toward graduation. Orientation, assessment, and goal-setting are integral components of the transitional programs.

BEST PRACTICES FOR STUDENT SUCCESS: BUILDING CAPACITY

Best Practice Categories	Brief Description (e.g., Target Audience, Program Focus, and Results-Based Evidence)	Location and Contact
<p>Academic/ Behavior Interventions</p>	<p>Targets Grades 9-12 students. Students in need of Alternative Placement complete course work via ACCESS and/or Credit Recovery Program. This plan provides students the opportunity to catch up and/or accelerate to meet the academic requirements to graduate. This plan aids in keeping students enrolled and successfully graduating, thus reducing dropout rate and increasing graduation rate. Parents and students meet with the graduation coach to discuss options available that will best meet the needs of the students. Meetings are planned around the schedule of the family and generally take place off campus. These two strategies have played a significant role in involving the whole family in the educational process as well as creating an environment where stakeholders understand and accept their responsibilities to ensure the success of the students and the plan they created. Once the plan has been created, a contract is signed by all stakeholders, and face-to-face follow-up meetings are scheduled to benchmark progress, discuss success, and/or make adjustments as needed. These strategies had a 100% success rate in school year 2008-2009. Success for school year 2009-2010 is anticipated.</p>	<p>Winston County Lena Williamson Lindsey Graduation Coach 205-272-4970 ljlindsey@winstonk12.org</p>
	<p>PASS. The first midyear graduation was held with caps and gowns. Six students graduated who were unable to graduate in May because of lack of work hours for the AOD, credit issues that had to be resolved, and/or failure on graduation exam sections. The incentive of walking across the stage and receiving that diploma in front of family and friends was instrumental in student perseverance to become high school graduates. The ceremony was at the same location as the May graduation. Parents cried, children smiled, and Tarrant High School staff and faculty cheered. The event cost zero dollars.</p>	<p>Tarrant City Ev Gunn Graduation Coach 205-849-0172 gunne@tarrant.k12.al.us</p>

<p>Academic/ Behavior Interventions</p>	<p>Mobile County Board of Education supplies the following items for teachers:</p> <ol style="list-style-type: none">1. Quarterly pacing guides that are aligned to the Alabama Course of Study.2. Quarterly Assessments of Mathematical Progress (AMP) which serve as common assessments.3. Grading parameters.4. End of Quarter Tests (EQT).5. Professional development, if provided, for lead math teachers who are expected to return and share with the other teachers on the faculty what they learned and discussed. <p>The teachers at George Hall Elementary go beyond what is provided by the system and implement the following in the area of mathematics:</p> <ol style="list-style-type: none">1. A daily common lesson plan format is used in Grades K-5. Components of the lesson plan format include: data collection and inferences based on what has been collected, an open-ended question that relates to a local or state standard; quarterly objectives listed based on the local pacing guide so teachers can indicate the focus or foci of the lesson; space for materials, activities, evaluation of the lesson, vocabulary, resources/technology, differentiated instruction; and <i>Marzano's Strategies for Instruction</i>. Teachers implement Power Math daily, which is a timed spiral review of previously learned and newly introduced skills. Mobile County teachers have created a calendar math template that is used daily as an interactive tool for students through Smart Technologies. Additional components for math are daily reviews of oral recitation of basic math facts and mental math strings and oral work problems that the teacher poses to the students that must be solved mentally.2. Teachers discuss the implementation of lesson plans at the end of each Friday's data meetings and plan formally once a month during grade level's job-embedded identified day. Also, one data meeting a month is dedicated to the content area of math.	<p>Mobile County Agnes Tomlinson, Principal 251-221-1345 atomlins@mcpss.com</p>
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<p>Academic/ Behavior Interventions</p>	<ol style="list-style-type: none">3. Teachers in Grades 3-5 provide open-ended questions as specified by the state specifications for <i>Alabama Reading and Mathematics Test</i> (ARMT) for their students weekly. In the beginning, teachers model how to respond to the open-ended questions. Then they guide students on how to respond and eventually allow students to complete the open-ended questions independently. Throughout the process, the teachers are discussing how to score a 3, 2, 1, or 0 on this type of question. Once the students are completing the questions independently, the teacher scores the responses for grading purposes and discusses the scores with the students. Alignment of scoring is discussed at data meetings and on job-embedded days.4. Our teachers use a wiki to share information and resources for teachers to use with students. There is a math page for each grade level to utilize.5. During our monthly parent meetings, the parent organizer/counselor invites a teacher from each content area to speak about academic programs. Parents are able to see the types of lessons that are being presented to their children. <p>The Mobile Area Education Foundation has invited members of the community to be available as a resource for teachers and students to learn more about their occupations or hobbies. Our school has been able to invite several individuals from the list of community members to discuss math topics. Visitors who have spoken to our students regarding math include a manager of a stock brokerage firm, a bank operations manager and teller, an artist who used geometric shapes and vocabulary in her activity, and several other professionals.</p> <p>The School Action for Excellence (SAE) (Mobile's term for Continuous School Improvement Plan) meets quarterly to discuss all content areas, transitional services, and parental involvement. At the end of the year, we are able to evaluate and make changes to the next year's plan for each of the above-mentioned areas. If a strategy needs to be changed, then it is done with the approval of the committee and principal.</p>	<p>Mobile County Agnes Tomlinson, Principal 251-221-1345 atmlins@mcpss.com</p>
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<p>Academic/ Behavior Interventions</p>	<p>Targets Grades 11-12 students. August-December: Senior students who will graduate in May receive tutoring for parts of the <i>Alabama High School Graduation Exam</i> (AHSGE) they have not passed. January-March: Juniors who need tutoring are included along with any remaining seniors. Also, at the end of each grading period, the guidance office prints a list of students who have D+ or below. Individual student data is analyzed (grades, reason for grades, interview with teachers, etc.).</p> <p>Students from the list are then added to the tutoring list. At the end of each six-week grading period, students who have C+ or higher are removed, and additional students are added. Students can also be added to the program based on excessive absences and teacher recommendation. Eighty-five percent of the students in tutoring also have extensive discipline reports. Counseling is provided regarding behavior and social issues, in addition to tutoring.</p>	<p>Sheffield City Sherri Baker 256-383-6052 sbaker@scs.k12.al.us</p> <p>Sheffield City Jennifer Christman 256-383-6052 jchristman@scs.k12.al.us</p>
	<p>MathXL for Schools is a great program to use for preparation and/or remediation for the AHSGE, Grade Recovery, or Credit Recovery. After students work assignments, the program will create a study plan based on their areas of weakness. Students work practice problems multiple times with varying algorithms. Students receive immediate feedback with some guidance of where they may have made an error.</p> <p>MathXL for Schools is very student-friendly and easy to navigate. Students have several help tools such as guided tutorials, examples, videos, interactions, the ability to e-mail the instructor, and calculator embedded in the program. The program can be completed as part of a course or as a stand-alone project. Once assigned a username and password, the program can be accessed from any computer with Internet access. Another positive aspect is that parents can see what their students are doing from home. Overall, it can be used efficiently and effectively to aid students in mastery of concepts.</p>	<p>Madison County Sharon Johnson 256-776-6247 or 256-218-1299 sejohnson@madison.k12.al.us</p>

<p>Academic/ Behavior Interventions</p>	<p>Targets Grades 5-12 students at risk of school disengagement. This is an alternative education program that targets age-inappropriate eighth graders along with other at-risk students and provides dropout prevention services through Credit Recovery, community mentoring, character education, vocational goal-setting, and behavior modification guidance. Parents are involved through intakes and frequent staff contacts. Parental involvement is recommended for successful completion of the program. Community resources are provided upon request. The program began with a grant from the City of Oxford. It is also supported by the PASS grant. The Oxford Police Department provides mentoring, programming, and counseling to students.</p>	<p>Oxford City Valrie C. Bain 256-241-3182 256-241-3140 vbain.oh@oxford.k12.al.us</p> <p>Roy Bennett 256-241-3182 256-241-3140 rbennett@oxford.k12.al.us</p>
	<p>BRIDGES ACCESS (Credit Recovery) Afterschool is a program targeting students in Grades 9-12 who lack credits for graduation. The BRIDGES ACCESS afterschool lab is available Monday through Thursday from 3:15 until 5:30 p.m. Make up days are scheduled on Fridays from 3:15 - 5:30 p.m. or Saturdays from 8:15 a.m. - 1 p.m. This program provides Web-based distance learning opportunities to allow students to recover course credit to stay on track for graduation, and transportation is provided for participating students. AmeriCorps volunteers, teacher assistants, and facilitators provide individualized instruction and tutoring with students as needed for successful credit recovery.</p> <p>A family/school interventionist serves as a liaison between the school and the parents, creating a relationship that assures parental involvement and engagement. The interventionist assists with access to community resources and serves as a coach and advocate for the student, parent, and school. This family/school partnership provides for a positive flow of communication, creating a trusting relationship that is the foundation for positive outcomes.</p> <p>SAFE Family Resource Center, AmeriCorps volunteers, and Sylacauga City Schools work collaboratively to provide opportunities for Sylacauga High School (SHS) students to recover course credit and stay on target for graduation.</p>	<p>Sylacauga City Kelly Lakey 256-2485-5256 lakeyk@sylacauga.k12.al.us</p>

<p>Academic/ Behavior Interventions</p>	<p>By providing the BRIDGES ACCESS Afterschool lab, students are able to participate in flexible scheduling, access to high-quality instruction, utilization of technology, and staff to support these endeavors. This program gives students more opportunities to participate in ACCESS distance learning in the afternoon setting.</p> <p>Students may complete all assigned work/projects including weekly, six-week, and semester examinations. Many instructors require extensive projects and/or research papers as part of the course evaluation. The following performance indicators demonstrate the effectiveness of the program and support a Best Practice designation:</p> <ul style="list-style-type: none"> • For Fall FY 2008-09, 100% of students participating in the BRIDGES ACCESS Afterschool lab completed the requirements to recover course credit. • For Spring FY 2008-09, 93% of students participating in the BRIDGES ACCESS Afterschool lab completed the requirements to recover course credit. 	<p>Sylacauga City Kelly Lakey 256-2485-5256 lakeyk@sylacauga.k12.al.us</p>
	<p>ARI – Target Audience: Grades 7-12 students Program Focus:</p> <ol style="list-style-type: none"> 1. Strategic Teaching and Student Engagement <ul style="list-style-type: none"> • Use of instructional strategies • Coaching from the school and regional literacy coaches 2. Job-Embedded Professional Development <ul style="list-style-type: none"> • Regional Literacy Coach • Professional development based on school needs determined by principal and/or LEA • Professional development embedded through daily professional learning community meetings 3. Data Analysis and Implementation <ul style="list-style-type: none"> • Thinklink • Use of standardized and classroom data to drive instructional change 4. Leadership – Administrative and Teacher Leaders <ul style="list-style-type: none"> • Leadership Teams 	<p>Tarrant City Dee Rogers 205-849-0172 drogers@tarrant.k12.al.us</p>

<p>Academic/ Behavior Interventions</p>	<p>5. Accelerated Intervention</p> <ul style="list-style-type: none"> • Read 180 • System 44 <p>Results-Based Evidence:</p> <ol style="list-style-type: none"> 1. We are beginning to see increased student achievement because of teachers implementing strategic teaching strategies. 2. Currently awaiting state high-risks test scores for hard data. 	<p>Tarrant City Dee Rogers 205-849-0172 drogers@tarrant.k12.al.us</p>
	<p>The Algebra I Intervention Document is designed to assist Algebra I teachers with at-risk students. It uses multiple resources and correlates them with the Alabama course of study for Algebra I. Resources used include AMSTI, ALEX, NCTM, Illuminations Activities and Shodor.org activities. Ideas for hands-on activities and five-minute activities are also included. A PowerPoint presentation to introduce the document and address other concerns is included on the CD. Also on the CD are sample podcasts, information on wikis (similar to a Googledocs) and a few PowerPoint lessons. If the document is moved to a teacher's Web site, parents can access lessons and Web sites to assist their student at home. Within the document, teachers are encouraged to maintain a constant relationship with the parent/guardian. Within the document, teachers are also encouraged to set up a before-/after-school tutoring, which utilizes community support such as MAO (Mu Alpha Theta) members and/or faith-based agencies. Visit SDE Prevention and Support Services Section Web site, Algebra I Intervention Document.</p>	<p>Etowah County Elizabeth (Beth) Thompson 256-549-7578 dr.beththompson@gmail.com</p>
	<p>The title of this program is Flex Algebra, and the target audience is educators and school leaders. To better serve our students in one of the most important courses according to a number of research studies, Algebra I, we have designed a model that allows student mastery of the content to dictate movement through the course material rather than allowing time/schedule to dictate the pace of progress. We meet with each family at the beginning of the school year to discuss the format and expectations. Additionally, each family has the opportunity to meet individually with the academic counselor each spring to plan for the coming year. Students taking Algebra I and their parents are introduced to this concept during these sessions as well. Community involvement and resources are SREB, TEAM Math, and Dr. Lynn Canady of the University of Virginia.</p>	<p>Auburn City Jason D. Wright 334-887-1960 jdwright@auburnschools.org</p>

<p>Academic/ Behavior Interventions</p>	<p>The State Department of Education Initiatives are AMSTI and RTI. Local data available to support the program are retention and the number of students successfully mastering course objectives compared to previous years.</p>	<p>Auburn City Jason D. Wright 334-887-1960 jdwright@auburnschools.org</p>
	<p>East Alabama Mental Health is a community mental health center that services individuals with mental illness, intellectual disabilities, and substance abuse problems in Russell, Lee, Chambers, and Tallapoosa counties. The Russell County CHINS (Child In Need of Supervision) program provides family-focused comprehensive clinical services including counseling, case management, family support and education, 24 hour emergency services, psychiatric services, and professional consultation. This program serves youth ages 12-18 that have been adjudicated as CHINS because of truancy, ungovernable behavior, or running away. Youth are referred by Russell County courts and are required to follow the treatment CHINS recommends. Upon satisfactory completion of program requirements, including the elimination of the behavior which precipitated the initial CHINS petition, the CHINS charges are closed.</p>	<p>Debra Love East Alabama Mental Health 3170 Martin Luther King Pky., South Phenix City, AL 36868 334-298-2405 debra.love@eastalabamamhc.org</p>
	<p>Hope House was established in 2000 as a community outreach resource center providing food, clothing, shelter, substance abuse, and other programs designed to directly impact our community on a case-by-case basis. We stand in the gap in times of need for those in our community. The Hope House, Inc., operates as a non-profit organization which desires to serve as a conduit of physical, emotional, intellectual, and spiritual resources between those with abundance and those in need. Our roles define us as being servants sharing hope, help, and guidance. In doing this, our intention is to move individuals and families from hopelessness and despair toward personal and spiritual wholeness.</p>	<p>L. G. "Bud" Jones or Shawn M. Smith P. O. Box 127 Oneonta, AL 35121 205-625-4673 hope4teens@gmail.com</p>
	<p>The Houston County Policy Council (CPC) provides leadership to a community-wide effort entitled "Graduation for All Students." Their contributing partners are Yes We Can! Dothan (YWCD) and the Dothan City Schools (DCS). YWCD addresses the community's dropout problem with CPC and DCS, and now strides are being taken to make sure CPC remains focused on identifying goals. YWCD assumes an operational role of</p>	<p>Dr. Thomas Harrison 1532 Whatley Drive Dothan, AL 36303 334-699-3128 thomas@wiregrassfoundation.org</p>

<p>Academic/ Behavior Interventions</p>	<p>maintenance and financial support in the community-wide effort to graduate all students. YWCD is a citizen-driven initiative designed to engage Dothan citizens in creating a unified voice and vision for the Dothan City Schools and the children and families served. The effort will require an ongoing commitment by all participants to improve education and to foster accountability. YWCD is an opportunity to design a better Dothan from the inside out by assessing expectations met and not met, and by proposing progressive alternatives.</p>	<p>Dr. Thomas Harrison 1532 Whatley Drive Dothan, AL 36303 334-699-3128 thomas@wiregrassfoundation.org</p>
<p>Adult Advocate and Student/Social/ Behavioral Support</p>	<p>Social and Behavior Pyramid of Intervention (POI). As an extension to a traditional POI academic framework, schools within the district are now including social and behavior components to their Response to Instruction models. This approach allows schools to take a more “whole child” approach to dropout prevention and student success. To view the Pyramid of Intervention PowerPoint, please visit the SDE Web site under the Prevention and Support Services Section.</p>	<p>Baldwin County Rhonda Cotten 251-239-4328 251-937-0308 rcotten@bcbe.org</p>
	<p>For the 2009-2010 school year, Tallassee High School (THS) has seen some wonderful new programs implemented with the arrival of the new principal, Bobby Abrams. Among the new programs implemented are the Man Laws and Laws of a Lady programs and the “Caught Doing Good” program. These programs have been designed to help deter negative behavior and to promote positive behavior within the classroom and school as a whole. The Man Laws and the Laws of a Lady programs consist of monthly meetings and a set of “laws” that apply to the high school student body. Monthly meetings are generally held on the first Monday of every month. During the designed time, the male student body meets with male faculty and administrative members, and the female student body meets with the female faculty and guidance counselors. During these meetings, infractions to the THS Code of Conduct and Student Handbook are reviewed. Additionally, important issues facing male and female students are discussed, and positive behavior is encouraged. One such way in which positive behavior is encouraged is through the implementation and constant review of the respective “laws” for each program. The Man Laws program consists of five “laws” that apply to the male student body of the high school. These laws are 1) man shall not fight man in school, 2) man shall not disrespect any female in school,</p>	<p>Tallassee City Bobby Abrams, Principal 334-283-2187 bobby.abrams@tcschools.com</p>

<p>Adult Advocate and Student/Social/Behavioral Support</p>	<p>3) man shall not participate in any “gang-like” activity in school, 4) man shall make A/B Honor Roll, and 5) man shall take responsibility for his own actions and help other men obey Man Laws in school. Like the Man Laws program, the Laws of the Lady program consists of five “laws” that apply to the female student body of the high school. These laws are 1) ladies shall not disrespect anyone in school, 2) ladies shall not fight in school, 3) ladies shall dress like a lady, 4) ladies shall make A/B Honor Roll, and 5) ladies shall take responsibility for her own actions and help other ladies obey the laws of a lady in school. The Man Laws and Laws of a Lady are posted in classrooms and throughout the halls of the high school to serve as constant reminders of positive behavior.</p> <p>The “Caught Doing Good” program works to complement the Man Laws and the Laws of a Lady program to promote positive behavior among students. This program is designed to recognize those students who are demonstrating positive behavior without the instruction or guidance of a faculty member. Any time a student is seen demonstrating positive behavior, a form that recognizes the student’s success is completed. These “Caught Doing Good” forms are given to students to take home to their parents/guardians. Additionally, these forms allow students to receive a reward, a free snack during locker break, for their demonstration of positive behavior. Not only does this program help promote positive behavior in the school; it also helps to encourage students to become active positive role models among their peers.</p> <p>While the Man Laws and Laws of a Lady programs and the “Caught Doing Good” program are new to Tallassee High School this year, great success has already been witnessed throughout the school. The number of infractions to the THS Code of Conduct and Student Handbook has decreased significantly compared to last year’s totals. A positive atmosphere fills the classrooms and halls of the high school as students work to further their education. With this year’s accomplishments laying the foundation, THS anticipates greater accomplishments in the future to build a strong, positive environment for our students.</p>	<p>Tallassee City Bobby Abrams, Principal 334-283-2187 bobby.abrams@tcschools.com</p>
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<p>Adult Advocate and Student/Social/Behavioral Support</p>	<p>Targets Grades 7-8 students. This program developed from suggestions received at recent community meetings focusing on dropout prevention. Research shows that students who are able to establish positive relationships with caring adults are less likely to drop out of school. Therefore, our aim is to help our students foster these positive relationships with adults other than those they see daily in the school setting. Our plans are to begin with a small pilot program at one of our middle schools during January - May 2010, and look toward expanding the program to other schools next year. For our pilot program, we are targeting 7th and 8th grade students identified as potential dropouts. Utilizing community volunteers, we plan to pair these at-risk students with community adults for one-on-one mentoring sessions. Our mentors will meet with their students at school at least twice per month. The school system will provide training and materials for each session for the mentors. In May 2010, we will solicit feedback for evaluation of the program through surveying our mentors and the teachers of the chosen students. In addition, we will compare the students' attendance, behavior, and academic data over the time of the program. Finally, the students will complete a self-profile activity during their mentoring sessions in a pre-test/post-test fashion to be used as another means of program evaluation.</p>	<p>Bibb County Kim Partridge 256-926-9881 partridgek@bibbed.org</p>
	<p>Targets Grades 6-12 students. Teach One to Lead One is a national program focused on building character and leadership in young people. Teach One to Lead One specifically targets students ages 12-18 and introduces them to the concept of universal principles that govern human life. The Teach One to Lead One (T1L1) philosophy will be used to develop character and leadership skills of young people. The T1L1 program includes materials and personnel that equip young people to build lives of integrity, create positive relationships, stand strong in healthy habits, and to multiply their influence among peers. This international program includes mentoring, powerful training aids, practical materials, exciting presentations, and hands-on activities. The delivery of T1L1 is comprised of several components as described below: Curriculum – students will receive weekly instruction in the classroom as specified in the T1L1 curriculum. The program emphasizes principle-based living to the students, and it challenges them to adopt the</p>	<p>Butler County Jennifer Burt 334-382-1209 ext.1209 jennifer.burt@butlerco.k12.al.us</p>

<p>Adult Advocate and Student/Social/Behavioral Support</p>	<p>philosophy in their lives. The T1L1 Facilitator will introduce concepts and provide students with application opportunities for those concepts through stories, group activities, role-playing, etc. Each weekly session is designed to help the student visualize how to implement the principles in their life and how to influence others. The program is designed to last one school year. The Teach One to Lead One material will be presented for two 16-week semesters, which includes the program kick-off, introduction, graduation, and service project. The program will be presented to each participating class through weekly classroom sessions.</p>	<p>Butler County Jennifer Burt 334-382-1209 ext1209 jennifer.burt@butlerco.k12.al.us</p>
	<p>Targets Grades 9-12 students. The PASS advisor strives to establish individual relationships with the at-risk students. Individual conferences are held regarding <i>Alabama High School Graduation Exam</i> (AHSGE) results and failing grades. The PASS advisor assists in the AHSGE testing, schedules remediation programs, serves as a student advocate, and assists the school improvement team in development of the Continuous Improvement Plan (CIP). Adequate Yearly Progress (AYP) graduation results indicate a 9% gain in 2007-08 and a 77% gain in 2008-09.</p>	<p>Daleville City Rhonda Grandstaff 334-983-3541 grandstaff@daleville.k12.al.us</p>
	<p>Peer Helpers. The Peer Helpers tutors and mentors act as role models for students in the high school, middle school, and elementary schools. The evaluation of the Peer Helpers program indicated at the end of the 4th nine weeks of 2008 - 2009 that the overall student failure list (failing one or more classes) was reduced from 95 students to 47 students with tutoring help. Skits were presented, and the Peer Helpers talked with elementary and middle school students during Red Ribbon Week 2009 - 2010 for drug, alcohol, and tobacco awareness.</p>	<p>Daleville City Rhonda Grandstaff 334-983-3541 grandstaff@daleville.k12.al.us</p>

<p>Adult Advocate and Student/Social/Behavioral Support</p>	<p>Junior Achievement (JA). JA representatives talked with students in Grades 9-12 about career and job shadowing. A group of 10th-12th graders are going to visit the ATT office in Huntsville, Alabama, to job shadow engineers, technicians, and computer programmers.</p> <p>Lunch and Learn Guest Speakers come each week to share with a specific group of students. Some speakers have been former students such as a detective with the Huntsville Police Department. Others have been local bank presidents as well as our current Sheriff of Madison County, Blake During. Students are selected for the identified speaker based on surveys completed and are matched to their area of interest. Refreshments are usually provided for students.</p> <p>Data meetings are conducted to review progress of students and ensure that all lessons are linked to the <i>Alabama High School Graduation Exam</i> item specifications and Alabama Course of Study Standards.</p> <p>Career counselors from Calhoun Community College work with our ninth-grade students to help them understand the importance of planning ahead.</p> <p>Operation Save Teens. Sgt. Mike Reese presents a graphic 90-minute presentation pertaining to drug and alcohol abuse to middle and high school students.</p> <p>Perfect Attendance Incentive. Students who have perfect attendance each semester are eligible for a video game box (Wii or XBOX) drawing.</p> <p>Make-up Assignment Completion. Top ten students who successfully make up assignments are eligible for a drawing consisting of a limousine ride and a dinner on the town.</p>	<p>Madison County Sandra Spivey Director of Secondary Education 256-852-2557 ext. 1720 spivey@madison.k12.al.us</p>
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<p>Adult Advocate and Student/Social/Behavioral Support</p>	<p>We have created graduation teams at the high school level soon to be followed in the spring by teams at the middle and elementary level. High school graduation coaches, counselors, and principals were introduced to the concept in August and held their first meetings in October. The initial meetings focused on the new graduation calculation and data associated with each cohort. Follow-up meetings will take place in December and throughout the spring semester in an effort to offer services to all students in need.</p> <p>Tuscaloosa City’s Aspiring Leadership Academy (assistant principals with three years’ experience or less) are interviewing focus groups of students. Each of the assistant principals was assigned to a school different than the one where he/she works. Focus groups of ten students or fewer were brought into a small setting to discuss issues related to dropping out. The first interviews took place in September, and subsequent meetings will take place in February and April with different groups of children. Additionally, the group will interview former dropouts to determine why they chose to leave school prior to graduation. The ultimate goal of this project is to determine if any policies currently exist within our district that may limit a child's success.</p> <p>Dropout presentations have been done at schools each month during faculty meetings. This opportunity serves dual purposes. It enables the teachers to begin the conversation, and it allows the graduation coach feedback regarding teachers’ opinions of the dropout problem. The meetings will continue in the spring.</p> <p>Last but not least, the creation of a district-level data room enables all parties involved to get a glimpse of the “big picture” as it relates to dropout prevention. Estimations based on promotion, retention, credits earned, and other variables will be scrutinized to allow principals and others to gain a different perspective regarding progress.</p>	<p>Tuscaloosa City Dr. Mike Daria Personnel Director 205-759-3677 mdara@tusc.k12.al.us</p>
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<p>Adult Advocate and Student/Social/Behavioral Support</p>	<p>The graduation coach works collaboratively with teachers to decrease at-risk factors. Professional development in data analysis of academic and behavioral factors will build capacity in teachers to look beyond a student's grades to identify challenges he/she faces and to implement a system of support increasing the potential for success of each and every student. The graduation coach will develop a comprehensive support system including faculty, parents, and stakeholders with maintenance and growth capabilities after funds are depleted. Ongoing professional development, collaborative instruction efforts, and increased capacity in strategic teaching, differentiated instruction, and identifying underlying risk factors (poverty, truancy, discipline referrals, transience) will equip the teacher with tools needed to sustain the efforts of building a supportive learning environment in which all students achieve success. The graduation coach works to improve and expand collaborative efforts of school, students, and parents. Our school is in a rural area where education is not the priority for many. It is an ongoing challenge to develop a plan for parent involvement. Many of our parents were dropouts themselves and feel intimidated to enter a school. We have developed a plan to encourage parent participation at school activities and events through a positive team approach to parent communication. Our rural school relies heavily on its community stakeholders for resources and guidance. We have a strong community support for school, and their input is encouraged. Many community activities are held at the school, further lacing our school and community. Community members serve on our Title I Budget Committee, Leadership, and Continuous Improvement teams.</p> <p>Section High School has increased its graduation rate from 19% to 75% in 2008 to 94% for 2009, and the projected graduation rate for 2010 is 90%. We feel the combination of the graduation coach to oversee remediation and Credit Recovery efforts, perform data analysis, and provide professional development has been the key to the success. The graduation coach has been afforded the time to perform data analysis and to track students both academically and behaviorally. Professional development for teachers in strategic teaching practices and differentiated instruction to engage every</p>	<p>Jackson County Schools Debbie McRae 256-228-6718 ext 12007 mcread@jackson.k12.al.us</p>
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	<p>learner has been paramount to the reduction in course failures.</p>	
<p>Adult Advocate and Student/Social/Behavioral Support</p>	<p>After reviewing the Executive Summary “Every Child a Graduate” and Dropout Prevention Act 564, Jobs for Alabama’s Graduates (JAG) is a program that can have a positive impact on decreasing the dropout rate and encouraging students to remain in school and graduate. JAG is a school-to-career program for at-risk high school youth, using a national model called Jobs for America’s Graduates. Currently, the model is offered in 30 states. JAG’s mission is to keep young people in school-based and work-based learning experiences that will lead to career advancement opportunities or to enroll in a postsecondary institution that leads to a rewarding career. The program components include the following:</p> <ul style="list-style-type: none"> • Classroom instruction of 37-81 employability and life skills. • Adult mentoring, guidance/counseling, and tutorial assistance. • Summer employment training. • Linkages to school- and community-based services. • Advisement and support. • Student-led leadership development. • Job and postsecondary education placement services. • Twelve (12) month follow-up services. • Accountability system. 	<p>Career/Technical Education Mandy Nichols 334-242-9111 mnichols@alsde.edu</p>
	<p>Cluster Meetings - Target Audience: Teachers and Administrators for K-12 schools in the same school zones.</p> <p>Our system has five (5) zones or clusters, groups of schools, and each zone has specific needs and demographics that are uniquely its own. Each semester teams of administrators and teachers from each zone’s schools meet to discuss issues that are germane to their specific schools. Meetings take place at a different school in the zone each time so that teachers and administrators can have the opportunity to observe in classrooms of their feeder schools. Topics that we have addressed in our K-12 cluster meetings include some of the following:</p> <ul style="list-style-type: none"> • Longitudinal Test and Demographic Data Sharing • Vertical Teaming Strategies 	<p>Tuscaloosa County Amanda Cassity & Kathy Hilliker 205-342-2731 acassity@tcss.net khilliker@tcss.net</p>

	<ul style="list-style-type: none"> • Student Skill Deficiencies • Reading Strategies 	
<p>Adult Advocate and Student/Social/Behavioral Support</p>	<ul style="list-style-type: none"> • Transition Strategies to Implement (Elementary to Middle School/Middle to High School) • Bus Issues • Parental Involvement Strategies/Activity Planning • Rapport Building • Idea Sharing <ul style="list-style-type: none"> ▪ Each School’s Implementation of PBS Strategies and Rewards ▪ Procedural Issues to Maintain Consistency within a Cluster ▪ Data Collection for CIPs for Longitudinal Studies <p>Additionally, cluster teams meet in the summer to develop their Continuous Improvement Plans jointly to ensure that they are meeting the needs of students in their clusters.</p> <p>In cluster meetings, all schools work together to plan activities that will include students from their feeder schools to provide smoother transitions for students to build rapport with the families of those students. In the zone where the PASS grant is being implemented, a parental involvement specialist has been hired in conjunction with Tuscaloosa’s One Place to initiate activities and training for parents to help them become more involved in the educational process of their children.</p> <p>Assistance is provided through Adopt-A-School partners, various companies that serve as corporate sponsors for the schools in zones where the schools are located, and parents and other stakeholders in the schools’ communities to help schools in each cluster. Their assistance has provided needed technology equipment, the purchase of software for strategies and seminar classes, and a host of other resources. In the school zone where the PASS Grant has been implemented, partnerships have been established with groups such as the Ministerial Alliance; Tuscaloosa’s One Place; ACER; and The University of Alabama Colleges of Nursing, Social Work, and Psychology in an effort to bring together students, parents, and community members from all of the</p>	<p>Tuscaloosa County Amanda Cassity & Kathy Hilliker 205-342-2731 acassity@tcss.net khilliker@tcss.net</p>

	<p>feeder schools to provide students with more academic assistance and resources and to build relationships among all stakeholders.</p>	
<p>Adult Advocate and Student/Social/Behavioral Support</p>	<p>At the end of the school year, CIP Reflections and Projections meetings are held in each school to evaluate strategies implemented and to determine needs. At these meetings, faculties meet to reflect on the work completed to improve student learning. Facilities determine what has and has not worked regarding the Continuous Improvement Plan and discuss the changes that need to be made to meet goals and objectives. During the summer months, clusters meet again to develop Continuous Improvement Plans, bringing together the reflections and projections data collected at all feeder schools to make adjustments to the total school program.</p>	<p>Tuscaloosa County Amanda Cassity & Kathy Hilliker 205-342-2731 acassity@tcss.net khilliker@tcss.net</p>
	<p>Alabama Graduation Coach Position: A graduation coach facilitates the processes/programs/best practices to implement identified district or school strategies for dropout prevention and collaborates with state, district, school, and community stakeholders to coordinate and align services to support at-risk students and their families. The main areas of interest are attendance, truancy, teacher discipline referrals, course credits, adult advocacy, and student/social/behavioral support, community links, early warning, academic and behavioral interventions, parental engagement, and innovative pathways for students' success.</p> <p>Graduation Coach Tasks:</p> <ul style="list-style-type: none"> ▪ Develop and implement an early warning dropout prevention data system called Alabama Graduation Tracking System (GTS). Create and coordinate a comprehensive center for systemic district and/or school prevention and support programs (The Parent Project, Teens as Parents, Positive Behavior Supports, and other SDE initiatives related to identifying indicators). ▪ Develop and implement Transition Processes such as vertical teaming to address intervention needs of at-risk students at crucial transition points (elementary to middle, middle to high school, new students entering system, teen parents transitioning back to school, suspended/expelled students transitioning back to school). ▪ Create a Community Dropout Prevention Network by facilitating 	<p>Prevention and Support Services Kay Atchison Warfield Graduation Success and Dropout Prevention Coordinator 334-242-8165 kaw@alsde.edu</p>

	<p>collaborative relationships with stakeholders, families, community organizations/agencies, schools, and students.</p>	
<p>Adult Advocate and Student/Social/Behavioral Support</p>	<ul style="list-style-type: none"> ▪ Champion a Public Awareness Campaign for Dropout Prevention by sharing highlights and success stories. ▪ Analyze and re-analyze the success of the graduation coach program until all students graduate on time and the projected dropout rate is less than three percent. <p>Data supports as much as a 20 percent increase in the graduation rate; up to 50 percent reduction in the number of students who drop out; 10 to 30 percent reduction in student absences; and a minimum of 30 percent reduction in teacher referrals as major impacts on student success.</p>	<p>Prevention and Support Services Kay Atchison Warfield Graduation Success and Dropout Prevention Coordinator 334-242-8165 kaw@alsde.edu</p>
	<p>Social Workers as Graduation Coaches – Since the inception of the Dropout Prevention program, many social workers have been assigned the role of the graduation coach. Social workers by nature and training are very well suited for this position: crises intervention, problem solving, prevention services, goal setting, counseling, etc. A social worker as a graduation coach is able to view a problem, whether it is an attendance, academic, discipline or a personal issue, individually for each student and eliminate barriers that prevent students from being successful. A social worker as a graduation coach will advocate for all at-risk students and collaborate well with others within a school system and all players outside of a school system, i.e., parents, community resources, community partners. School social workers provide an important link between home, school, and community.</p> <p>Social workers as graduation coaches will be able to make home visits to meet with parents and students as part of their job description. Social workers and guidance counselors will partner with parents, family members, and guardians to work toward the goal of high school graduation for all students. Social workers and guidance counselors will factor into account the influence of the home environment when working with parents and students.</p>	<p>Tarrant City Ev Gunn 205-849-0172 gunne@tarrant.k12.al.us</p> <p>Tuscaloosa City AddiAudrey Ellis aellis@tusc.k12.al.us</p> <p>Baldwin County Patricia Harris pharris@bcbe.org</p>
	<p>Social workers are aware of community resources and community partnerships and will collaborate to develop additional resources when gaps in services are identified. Therefore, using school social workers in the role of</p>	

	<p>graduation coaches is a best practice for providing wraparound support for at-risk students.</p>																			
<p>College/Career Readiness Programs</p>	<p>The national JAG model used five (5) performance goals to measure the success of every state affiliate. Jobs for Alabama Graduates was recognized this year as the highest achieving of all 30 states. Alabama’s outcomes, as compared to the national goals, are as follows:</p> <table border="1" data-bbox="367 446 1400 665"> <thead> <tr> <th><u>Performance Goal</u></th> <th><u>National Goal</u></th> <th><u>AL Outcome</u></th> </tr> </thead> <tbody> <tr> <td>Graduation Rate</td> <td>90%</td> <td>95%</td> </tr> <tr> <td>Total Job Placement and Military Service</td> <td>60%</td> <td>78%</td> </tr> <tr> <td>Total Positive Outcomes</td> <td>80%</td> <td>95%</td> </tr> <tr> <td>Total Full-time Placements</td> <td>80%</td> <td>93%</td> </tr> <tr> <td>Total Full-time Jobs</td> <td>60%</td> <td>60%</td> </tr> </tbody> </table> <p>In addition to obtaining the national goals, 66% of all seniors enrolled in further education courses. Forty-five percent of the students had one or both parents who never finished high school. All students served last year statewide averaged 6.5 at-risk barriers to graduation and/or meaningful jobs. Community service is a strong focus of the program. Students collectively dedicated 21,000 hours to community service projects last year. All program sites (100%) participated in the Points of Light & U.S. Today’s “National Make a Difference Day” projects. The purpose of the Early College Enrollment Program (ECEP) is to provide an opportunity for qualifying high school students to earn the Alabama High School Diploma with an Advanced Career and Technical Education Endorsement and college credits toward an approved career, technical, or health certificate or degree that meets local, regional, or state high-skill, high-wage, and high-demand critical workforce training needs. ECEP guidelines may be located on the SDE Web site at the following address: Sections/Prevention and Support Services/Best Practices/Academics.</p>	<u>Performance Goal</u>	<u>National Goal</u>	<u>AL Outcome</u>	Graduation Rate	90%	95%	Total Job Placement and Military Service	60%	78%	Total Positive Outcomes	80%	95%	Total Full-time Placements	80%	93%	Total Full-time Jobs	60%	60%	<p>Career/Technical Education Mandy Nichols 334-242-9111 mnichols@alsde.edu</p>
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	<p>Annual College and Career Fair: “Education is Your Passport to Success” – The Bibb County Board of Education held a countywide college and career fair to provide a local opportunity for students and parents to learn more about education and career options. Numerous colleges, technical</p>	<p>Bibb County Schools Ana Belle Lee 205-926-2662 ext 1046 leea@bibbed.org</p>																		

	<p>schools, military recruiters, special skill training, Bibb County Career Academy, school counselors, school officials, and business leaders were</p>	
<p>College/Career Readiness Programs</p>	<p>present to provide assistance and resources. Grades 7-9 were encouraged to explore Bibb County Career Academy opportunities and to meet with school counselors. Grades 10-12 were encouraged to explore colleges, technical schools, special skill training, military recruiters, and school counselors. Juniors and seniors were encouraged to attend financial aid presentations. Students received passports that were stamped as they traveled through different areas of the fair. Following the fair, students turned in their stamped passports to receive various credits being offered by each school. Limited childcare was made available for parents. Transportation was made available for students traveling from outlying communities in our county.</p> <p>Parents/guardians were invited to learn about educational resources and opportunities available to our students. Parents had the opportunity to attend financial aid sessions and to visit with college recruiters, military recruiters, Bibb County Career Academy Staff, special skill training, and school officials. The Chamber of Commerce, several local businesses, service organizations, and the media participated in our event.</p>	<p>Bibb County Schools Ana Belle Lee 205-926-2662 ext 1046 leea@bibbed.org</p>
	<p>PASS funding served as the means for collaboration to be formed in Escambia County by demographically and geographically diverse people to get the job done working as a team. Additionally, the nurturing/non-punitive response of the schools, the truancy prevention program, and the hiring of a dropout prevention specialist serve as a model success. As a result of the PASS initiative in our system, Credit Recovery is offered. We have had several students who lacked credits because of pregnancy and dropped out of school. One success story is that of a young mother who was unable to graduate because of pregnancy. Two years later, she read an article in the local paper about Project Graduation and inquired about completing her course work. She completed Credit Recovery and was awarded her high school diploma from Escambia County High School. She is now a student in the nursing program at the local community college.</p>	<p>Escambia County Donna Revel 251-296-5927 drevel@escambiak12.net</p>

<p>College/Career Readiness Programs</p>	<p>Project Graduation in Escambia County has impacted the lives of so many students and their families. Escambia County Schools and Brewton City Schools partnered for the PASS grant three (3) years ago. As a result of the grant, a Dropout Prevention Specialist (DPS) was hired to serve all four high schools in the county. The Juvenile Courts of Escambia County partnered with the school systems to provide an office the first year. The second year the systems contracted with the Children’s Policy Council to provide the services of the DPS. When funding was cut during the third year, the Honorable Judge Dave Jordan used funding from the Juvenile Justice System fund to pay for half of the salary. This indicates the success of the program and the need for continued funding for the dropout prevention position in our county as well as across the state. Often parents feel isolated and do not know where to turn for help. Working together with the Escambia County Children’s Policy Council and other agencies in the county, the DPS has been able to work as a liaison with the various agencies assuring that the students at-risk and their families have the services in place for success.</p>	<p>Escambia County Donna Revel 251-296-5927 drevel@escambiak12.net</p>
	<p>The Blueprints College Access Initiative fits into the Alabama Poverty Project’s vision to inform and inspire the civic and moral responsibility of Alabamians to create a state in which no individual’s opportunities are diminished by poverty. In identifying the link between Alabama’s high poverty rate and its low rates of educational attainment, the greater mission of Blueprints is to leverage existing resources to foster a positive college going culture for students, parents, and communities across Alabama. The Blueprints program was designed to create a direct service learning experience in which college students provide access counseling and mentoring to low income and first generation college students. Blueprints provides a forum for discussion and de-mystification of the college going process and connects students with an information- rich network of supportive student coaches and adults who can help them make structured decisions and navigate the admissions process. The Blueprints program kicks off with a community event designed to build support from parents, students, teachers, and</p>	<p>Alabama Poverty Project Hanna Selles P. O. Box 55058 Birmingham, AL 35255 205-939-1408 hselles@alabamapoverty.org</p>

	<p>community members. After six weeks of sustained and meaningful interaction between low income and first generation high school students and</p>	
<p>College/Career Readiness Programs</p>	<p>their college mentors, the Blueprints program culminates in a focused field trip to a university campus. The Blueprints program with its mixture of in class sessions and hands-on experience gives students the opportunity to draw upon their imaginations to raise their personal aspirations and expectations. Blueprints currently involve four university/high school partnerships.</p>	<p>Alabama Poverty Project Hanna Selles P. O. Box 55058 Birmingham, AL 35255 205-939-1408 hselles@alabamapoverty.org</p>
	<p>The need for increasing job opportunities by providing career planning, enhancing work force skills and reducing the school dropout rate is critical in the service area of Northeast Alabama Community College (NACC). Data from the state government shows that Dekalb County has the lowest high school completion rate of 71.9% of ARC counties in Alabama. The purpose of the College and Career Planning Center is to provide guidance, motivation, and assistance to individuals as they transition from high school or GED to postsecondary education/training to the workforce. The original purpose of the endeavor was to seek motivated students to stay in high school and to obtain their diploma, coordinate high school and postsecondary education with necessary skills, and connect them with jobs.</p>	<p>Northeast Alabama Community College (NACC) Sherry Whitten P. O. Box 159 Alabama Highway 138 Rainsville, AL 35986 256-638-4418 ext/*2315 whittens@nacc.edu</p>
	<p>Winterboro High School has acknowledged the profound gap between the knowledge and skills learned in school and the knowledge and skills needed to compete successfully in a globally competitive workforce. The demands of rigorous higher education coursework, career challenges, and the need for skills beyond content knowledge continue to evolve and require our schools and classrooms to align with real world environments by infusing 21st Century skills into our teaching. A few years ago, Winterboro High School needed a school change. Test scores were dwindling as the annual measurable objective increased. The graduation rate was inconsistent and unacceptable. There were also high members of discipline referrals, students suspended out of school, or referred to the district alternative school. School and community leaders began investigating transformation strategies for a meaningful and substantial change from a traditional model of secondary instruction to a model that would engage students and prepare them for their future. After</p>	<p>Abbie Freeman 22601 Highway 21 Alpine, AL 35014 256-315-5370 afreeman@tcboe.org</p>

	visiting schools throughout the country, the team determined that the Project Based Learning (PBL) model would be most effective for Winterboro High	
Community Link	School. When comparing the same time period of the 2008-2009 school year (pre-reform) to the 2010-2011 school year (post-reform), there has been a 57 percent reduction in all disciplinary referrals, a 76 percent reduction in out-of-school suspensions, a 70 percent reduction in alternative school referrals, and an 82 percent reduction in students choosing to drop out during a given school year. Looking at four year trends in graduation rates, Winterboro High School will make a 24 percent gain in graduation rates in the 2012 AYP reporting year as compared to the 2010 reporting year, moving from 63 percent to 87 percent.	Abbie Freeman 22601 Highway 21 Alpine, AL 35014 256-315-5370 afreeman@tcboe.org
	HERO (Hale Empowerment and Revitalization Organization) works as a catalyst for community development in areas of the Alabama Black Belt to end rural poverty. As a non-profit housing resource center, HERO provides community resources and housing education. In addition, HERO runs a YouthBuild program for 52 at-risk youth per year to assist them in obtaining their GED and job training skills. HERO began in 1994 by a group of committed citizens who wanted to create a strong community, focused on family. HERO is a 501(C)3 non-profit organization.	HERO Housing Sara Williamson, Director 1120 Main Street Greensboro, AL 36744 334-624-0842 www.herohousing.org
	The Tuscaloosa City School System initiated the " Community Solution Network " in August of this year. Following a roundtable discussion that included community and school district representation, subcommittees were formed. These action groups include the areas of finance, mentoring/advising, wraparound services, and communication. Subcommittee chairs were elected, and each of the groups met to discuss a plan of action applicable to its areas of emphasis. In December, our subcommittees will present their plans of action to the large group. Implementation will begin in January. Some of the ideas that will be presented include a "311" phone system for parents and students to call with questions related to graduation and a "texting network" that will enable the director as well as the graduation coaches an opportunity to send vital information via text. Wraparound services will supply all students with a tri-fold document that contains relevant information regarding graduation and the various support networks in the community. Finance will explore ways in which single parents who are enrolled in school can be assisted with child	Tuscaloosa City Vickie Brown 205-759-3503 vbrown@tusc.k12.al.us

	<p>care. A fund raiser is already in the works. Mentoring, led by former University of Alabama great Martin Houston, will be provided to students</p>	
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<p>Community Link</p>	<p>who have been through our H.E.L.P. program for repeated disciplinary infractions. The ultimate purpose of this grass roots effort is to afford the community an opportunity to have an active voice and participation in the work being done to prevent students from dropping out of school.</p>	<p>Tuscaloosa City Vickie Brown 205-759-3503 ybrown@tusc.k12.al.us</p>
	<p>A partnership with The University of Alabama resulted in the production of a public relations campaign that was initiated in the spring of 2010. Through The University of Alabama's Communications Department, a senior level public relations class collaborated with the Tuscaloosa City School System as its client for the semester and developed a campaign regarding dropout prevention. Juvenile Drug Court has been very successful up to this point and has received praise from the judge, the district attorney, and the staff of the SPAN (CITY) Program. The Drug Court team feels strongly that this program has made a substantial difference in the at-risk youth population in Franklin County.</p>	<p>Franklin County Heather Darracott 256-332-2127 heatherdarracott@franklin.k12.al.us</p>
	<p>The Escambia County School System offers dual enrollment to its juniors and seniors on a limited basis (20 students on each campus). The local community college, Jefferson Davis Community College in Brewton, Alabama, provides the classes on campus at Flomaton High School, W.S. Neal High School, and Escambia High School (4 classes per year). Students who pass the placement test may choose to attend the main campus starting their sophomore year. It is very competitive among the students. Several juniors and seniors who do not make the top score on the placement test attend the college at night and on weekends, currently, a local trust pays for the tuition and books for the students. Family Resource Liaison/Family Resource Coordinator. The Family</p>	<p>Escambia County Dr. Kathleen Hall Dean of Instruction kathleenhall@jdec.edu.cc</p>

	<p>Resource Liaison coordinates services to meet the needs of students and families through community agencies. Referral forms are sent from teachers and counselors to the liaison who then contacts the appropriate agency to meet the needs of the students and/or family. Some services such as therapy for children, mentoring, and healthcare are often met or delivered at the school. Positive parenting and early learning opportunities are met through the coordinator with the use of contacts and resource packets.</p>	
<p>Community Link</p>	<p>The F.B.I. (Faith-Based Initiative) is a crucial partner in meeting the needs of families in the Morgan County School System. The churches and ministries network with the liaison to provide services such as shelter, utilities, food, and clothing on a regular basis.</p>	<p>Morgan County Jackie Kinney 256-309-2171 256-309-2158 jdkinney@morgank12.org</p>
	<p>“Why Try?” This is a strength-based approach to help youth overcome their challenges and improve outcomes in the areas of truancy, behavior, and academics. It is based on sound, empirical principles, including Focused Brief Therapy, Social and Emotional Intelligence, and multi-sensory learning.</p> <p>Launched in December of 2008, Shelby County School System’s Supporting Family Initiative (SFI) is an innovative approach to help at-risk students and families. In response to changes in the state of Alabama Juvenile Code, the Shelby County District Attorney’s Office, the Shelby County Juvenile Probation Office, and the Shelby County School System worked together to develop and implement SFI. The foundation of the program is working with the family to help the student, rather than just focusing on the student or the problem.</p> <p>After a family has been through the Shelby County Early Warning Program and all resources to help correct the truancy and/or conduct issues have been exhausted, the family will be referred to the Supporting Families Initiative (SFI). Upon referral, the family is contacted by the SFI coordinator who is a licensed, master-level social worker employed by the school system. The SFI coordinator arranges a home visit with the family and completes the North Carolina Family Assessment. The family assessment helps to identify the family’s strengths and needs. A case staffing is held to discuss the family and</p>	<p>Shelby County Schools Donna Dickson 205-682-7044 ddickson@shelbyed.k12.al.us</p>

	<p>the assessment, and services are planned to help the family community agencies from throughout the county that offer services based on the family's needs attend case staffing. Currently, over 20 community agencies attend case staffing and work with SFI to provide help to the targeted family. Service providers include Gateway Family Services, Spirit of Hope Youth Ranch, Developing Alabama Youth Program, Shelby Baptist Association, and The Family Resource Center.</p>	
<p>Community Link</p>	<p>The family and the SFI coordinator meet with the juvenile probation officer's supervisor to fully discuss the plan and answer questions. The family is given the plan in writing with all needed information to get services started quickly. The family is also encouraged to communicate any concerns or issues with the SFI coordinator. The SFI coordinator tracks the family and offers support and encouragement as needed. The SFI coordinator also follows up with service providers to ensure the family is complying with all services. If the SFI intervention plan does not help the family and if the family is not complying with the services and the student's behavior/truancy is continuing, the Shelby County District Attorney's Office is consulted for parental prosecution. If a parent is prosecuted, he/she is charged with "violation of parental responsibility." The parent must complete the Supporting Families Intervention Plan for the case to be dismissed by the court.</p>	<p>Shelby County Schools Donna Dickson 205-682-7044 ddickson@shelbyed.k12.al.us</p>
	<p>Following the old adage that "it takes a village to raise a child," a graduation team from Winterboro School is asking the community to help prevent dropouts. The team spoke at three churches, encouraging those in the congregation to mentor, to reach, and to teach students that staying in school is the right course. It is a novel approach to an age-old problem, and it shows signs of promise especially since educators are coupling it with other strategies. Students have toured the Choice Bus, which is equipped with a jail cell, giving them an idea of what it would be like behind bars because there is a direct correlation between jail time and dropping out. Students have also signed a pledge to Commit to Graduate and held a mock graduation ceremony so they could see what it would be like to actually graduate. The school is affiliating with Big Brothers/Big Sisters as part of a mentoring program, and it is getting more access to technology through the 21st Century Skills Initiative. "Dropping out is a community problem, not a school problem," principal</p>	<p>Talladega County Iris Jemison 256-315-5370, Ext. 5384 ijemison@tcboe.org</p>

	<p>Craig Bates told the first congregation, and he’s right. It will take the whole community working together to turn this problem around, and educators seem to be on the right track in involving the entire community in the process. The students also see dropout statistics and hear testimonies of Alabama inmates who expressed their regrets about leaving school and how that choice ultimately led to a path toward incarceration.</p>	
<p>Community Link</p>	<p>AmeriCorps Volunteers affect all students who receive services from the PASS Grant. The AmeriCorps Volunteers provide assistance to the students and staff of the PASS Grant programs. AmeriCorps Volunteers, working with the Sylacauga City Schools BRIDGES programs, offer affordable staff to work with certified staff, reducing the teacher-pupil ratio and providing more one-on-one tutoring and mentoring opportunities.</p> <p>AmeriCorps, the domestic Peace Corps, engages more than 40,000 Americans in intensive results-driven service. It is locally-driven and community-based with a specific mission of “Getting Things Done” with over 600 AmeriCorps programs and over 100,000 AmericanCorps members serving all over the country. Anyone who is a motivated, self-driven, and committed individual willing to step outside the box to improve the lives of children within the community and is able to devote one year of part-time or full-time service is eligible to become an AmeriCorps member. The members are to complete 900 hours of service for the school year, and each volunteer is provided a stipend for living and an educational award at the completion of all service hours.</p> <p>AmeriCorps volunteers serve as group leaders, mentors, tutors, and support staff in Grades 4-12. They also offer homework aid and assist in providing youth development activities and developmentally appropriate activities for participating students. Utilizing AmeriCorps volunteers is clearly a strategy for promoting volunteer service to the community, developing youth leadership and access quality, and providing affordable staff for program participants and their families. An additional benefit is the opportunity for career exploration and employability skills development for the AmeriCorps volunteer while utilizing cross-generational learning.</p>	<p>Sylacauga City Kelly Lakey 256-245-5256 kakeyk@sylacauga.k12.al.us</p>

	<p>AmeriCorps Volunteers assist in planning, preparing, and implementing parent forums and other parent meetings. Parents are invited to attend open house events that showcase students' talents such as singing, performing arts, and academics.</p>	
<p>Community Link</p>	<p>The AmeriCorps Program is a collaboration of various community and state-level agencies. SAFE Family Resource Center, Employers' Child Care Alliance, and Sylacauga City Board of Education work together to access these resources. The strength of the program is a focus on local community resources.</p> <p>Many of our AmeriCorps volunteers are first-year college students interested in pursuing a career in the educational field. This service-learning model provides real-life opportunities for career exploration. Under the direction of a certified teacher, the volunteers serve as tutors and mentors and are members of an educational team whose goal is to assure the academic success of the PASS students.</p> <p>A rigorous application process is required for acceptance to the AmeriCorps program. Criminal background checks are required, and references are validated prior to becoming an AmeriCorps volunteer. AmeriCorps volunteers are also required to undergo a standardized mid-year and year-end evaluation and must adhere to LEA standards of performance. The results of the objectives of the BRIDGES program as presented in pages 6-7 of the PASS grant are reflected in the partnership between AmeriCorps, SAFE, and the Sylacauga City Board of Education. These three entities work closely</p>	<p>Sylacauga City Kelly Lakey 256-245-5256 kakeyk@sylacauga.k12.al.us</p>

	<p>with the students to achieve these results.</p>	
<p>Community Link</p>	<p>The title of this program is Promoting School-Community-University Partnerships to Enhance Resilience, and the target audience is parents and students in middle school. This program involves a partnership between 4-H Extension sponsored by Auburn University and the Clarke County Board of Education. The program involves seven (7) interactive sessions including role playing, discussions, learning games, and family projects for sixth (6th) grade student volunteers and their parents. The sessions will be led by trained leaders. Parents and youth will first meet individually and then share time together to increase parent-child bonding and improve communication. Parents will participate with students by attending the seven (7) interactive sessions.</p>	<p>Clarke County Margaret Kay Wilson 251-275-3255 Kaye1963@hotmail.com</p>
<p>Community Link</p>	<p>The program PROSPER will be led by training schools and community leaders. and the program will be directed by a community team including court officials, health providers, faith-based organization representatives, city officials, and school officials. They will offer assistance to support Wilson Hall and the 4-H Extension office. The benefits include reducing youth behaviors, improving academic performance, improving school-parent communication, enhancing parental involvement with the school, and enhancing community perceptions of school leadership. The program complements USDE’s commitment to scientifically tested practices, offering training and technical assistance to sustain programming and addressing the needs identified in the comprehensive school plan.</p> <p>Students will take a survey in the fall of 2010, in the spring of 2010, and in the</p>	<p>Clarke County Margaret Kay Wilson 251-275-3255 Kaye1963@hotmail.com</p>

	<p>fall of 2011. These surveys will reveal changes in students’ thinking and acting and help to determine if the program was successful. Also, data on students’ behavior, grades and attendance will be analyzed, and parents and students will be interviewed to determine the effectiveness of the program.</p>	
	<p>“One Vision. Once Voice. One Morgan County” is comprehensive action plan to address community growth and development for Morgan County and the surrounding area. This public/private collaboration focuses on six (6) objectives, one of which is the attainment and availability of quality education. The Quality Education Task Force was created to advance the education-related objectives in the “One Vision” plan and is comprised of education officials from all public and private school systems in Morgan County, representatives of various agencies and organizations, and several community business leaders. The task force is charged with addressing several significant education- related issues, including the expansion of Pre-K/Early Childhood education and the reduction of the community’s dropout rate.</p>	<p>Decatur/Morgan Co. Chamber of Commerce Jim Page P. O. Box 2003 Decatur, AL 35602 256-353-5312 jim@dcc.org</p>
<p>Community Link</p>	<p><i>First Teachers@home</i> is a highly effective parent-centered school readiness program that helps low income parents prepare their 2-5 year old children for success in kindergarten and beyond. <i>First Teachers@home</i> empowers parents and buttresses their own literacy by giving them the tools, skills and confidence to work with their children in the home. Designed to bring families and communities together, our program removes barriers to participation because of lack of parental education. <i>First Teachers@home</i></p>	<p><i>First Teachers @ Home</i> Toneice Evans 1900 Crestwood Boulevard, Suite 117 Irondale, AL 35210 205-951-8989 toneice@rushinitiative.org</p>

	<p>utilizes a rigorous 28–week curriculum that uses role play s the primary mode of teaching, especially for lower literacy parents. We partner with social service agencies, schools and faith based organizations in Jefferson, Walker, and Cullman Counties to hold weekly classes for parents. Partners help enroll families and host classes. Partners refers qualifying parents with preschool children and aids RUSH to connect with those parents. Rush provides personnel to conduct parenting classes, and since parents typically bring younger children, RUSH also conducts a program that works with those children. Participating families pay nothing because all supplies, books and curriculum are provided. RUSH is dedicated to engaging parents of failing kindergarten and first grade children in the community, in the hopes that more children of poverty can success in school.</p>	
	<p>In every community, boys and girls are left to find their own recreation and companionship – sometimes in the streets. An increasing number of children are at home with no adult care or supervision. Young people need to know that someone cares about them. The Boys and Girls Clubs of Greater Lee County offers that and more. We are youth development professionals using club programs and services to promote development of boys and girls by instilling in them a sense of competence, usefulness, belonging, and influence. Boys and Girls Clubs are a safe place to learn and grow all while having fun. It is a place where futures are started each and every day.</p>	<p>Boys and Girls Clubs of Greater Lee County Wanda J. Lewis 1365 Gatewood Drive, Suite 221 Auburn, AL 36830 334-502-1311 wlewis53@bellsouth.net</p>
<p>Community Link</p>	<p>Because of the negative consequences many youths are experiencing in the community such as low graduation rates, substance abuse and lack of a male presence, the Mt. Olive mentoring program was created in 2007 through the visionary leadership of our pastor. The purpose of this program is to develop mentoring mentality that will “save the seed” and impact the lives of youth in the community. The goal of the program is to provide support in the following areas: spiritual and character development; educational and academic growth; healthy behaviors; self-esteem, and goal setting. The program currently serves boys and girls in Grades K-12, many of whom come</p>	<p>Mt. Olive Missionary Baptist Church Pastor Albert Jones, Sr. P. O. Box 20 Wilton, AL 35187 204-665-4408 mombc.paster@mombcwilton.com</p>

	<p>from low economic backgrounds. Each week a team mentoring approach is implemented, and several mentors work with small groups of young people at the Mt. Olive Fellowship Hall. Each session is designed to include informal discussions, rap sessions, group activities, food, and fellowship. From its inception, the program has steadily increased and serves to provide guidance and direction for countless members of children proving that “with help from a friend, you can reach the stars.”</p>	
	<p>A professor at Tuskegee University, a teacher at Loachapoka High School, and a pastor of a local church established, <i>I Am My Brother’s Keeper, Inc.</i>, (IAMBK in 2006, as a 501(c) 3 organization. These individuals spent the early years of the organization’s development perfecting the mission, building capacity, recruiting board members, mentoring, providing academic tutoring, and establishing relationships with youth and families in the community. Since 2006, the organization has expanded services to performing arts, literacy, clothing, resources and referrals, on-site feeding, physical fitness, counseling, and work force development. Comprehensive services are offered in collaboration with other agencies as a response to challenging encounters that disadvantaged families face each day. The organization has a staff of over 15 volunteers who have histories of working with at-risk youth and families. Current IAMBK programs include Leap for the Starts Tutoring, Restoration Social Services, Work to Excel Career Development, BOUNCE Physical Fitness, and the Elect Performing Arts programs.</p>	<p>Dr. Trellis Smith Williams P. O. Box 769 Auburn, AL 36831-0769 334-728-0309 iambk@ymail.com</p>
<p>Early Warning System</p>	<p>Targets Grades K12 students. The H.E.L.P. Program was initiated in the Tuscaloosa City School System in August 2009. The program was implemented with the vision of Dr. Joyce Levey and via a partnership between the school system and the district attorney’s office. In essence, the program holds parents accountable for their children’s behavior in the school environment. After the first out-of-school suspension, the school sends the parent a letter which explains the offense and details the ramifications of subsequent suspensions. After the second suspension, the superintendent’s office sends the parent a letter. After the third suspension, chief of police sends the parent receives a letter. Following the fourth suspension, the district</p>	<p>Tuscaloosa City Vickie Brown 205-759-3503 vbrown@tusc.k12.al.us</p>

	<p>attorney’s office contacts the parent to set a meeting in juvenile court. Repeat offenders (parents) are subject to fines of \$500 and up to 90 days in jail. A dramatic decrease in the number of out-of-school suspensions has been documented. The trends that are evident are the large number of first-time offenders, fewer second-time offenders, and exponentially fewer third-time offenders. The district is in its preliminary stages of this program.</p>	
	<p>Graduation Tracking System (GTS). The Baldwin County Division of Prevention and Support Services, in collaboration with the Baldwin County Division of Instruction Technology, developed a prototype for an early warning dropout prediction system that was introduced to all K-12 schools within the district in the summer of 2009. All Alabama schools, both elementary and secondary, have the capability to track students, in real time, who are “off-track” based on set benchmarks in the areas of attendance, behavior, and course performance. Information from the GTS report allows school leadership teams to now use social and behavior data as well as academic data to identify and align school and student interventions. The report allows schools to transition students from one campus to another with a set of data that informs the receiving school of all at-risk factors. Visit the Prevention and Support Services Section, State Department of Education Web site for procedures and a Webinar link to implement the Graduation Tracking System in your system. INOW conversion to be completed by January 2011.</p>	<p>Baldwin County Rhonda Cotten 251-239-4328 251-937-0308 rcotten@bcbe.org</p>
<p>Early Warning System</p>	<p>After looking at grading reports for the first two grading periods, a significant discrepancy regarding grade distributions in both freshman algebra and freshman English became evident. A professional development opportunity was created for all principals to give them the common vocabulary when confronting teachers who have significantly larger numbers of failing students. In upcoming principals' meetings, the principals will actually create a scripted document to use in such scenarios. As mentioned previously, the H.E.L.P. program has been implemented in the district. Phase I takes place in the spring, and Phase II will be initiated in the fall. Any student with three out-of-school suspensions receives a letters from the school, the superintendent, and the chief of police in that order. Upon receipt of the third letter, the child and his/her parents are required to visit the central office to</p>	<p>Tuscaloosa City Dr. Mike Daria Personnel Director 205-759-3677 mdaria@tusc.k12.al.us</p>

	<p>develop a plan of action for improvement. Various central office representatives meet with the child and the parents to develop this document. My responsibility is to follow-up with each child to be certain the plan is being followed. In the spring of 2010, the assistant district attorney will begin prosecuting parents who fail to remedy their child's behavior with fines of up to \$500 and up to 90 days in jail.</p>	
<p>Early Warning System</p>	<p>Talk About It®. Developed by AnCOMM, Talk About It® is the nation's first and only anonymous online and text-based reporting and emergency notification service for schools. Escambia County is one of only two systems in the state that subscribes to this service. The students feel safe and are non-threatened by using this service to alert the staff and administration of situations before they happen. It helps bridge the communication gap between students and staff. Last school year, students reporting problems and incidents ranging from depression/stress, bullying at school, gangs, threats of violence, drug and alcohol abuse on campus, pregnancy, self-mutilation, sexual harassment, and family situations.</p>	<p>Escambia County Donna Revel 251-296-5927 drevel@escambiak12.net</p>
	<p>The Truancy Prevention Partnership is an immediate community intervention directed at truant youth aged 6-16 and their parents or guardians. A diversion program is offered rather than prosecution for truancy. If parents or guardians and youth complete the terms of the program, the case is dismissed. The diversion program includes group counseling, educational</p>	<p>Coosa County Jocelyn Marbury 256-377-4384 jmarbury@coosaschools.k12.al.us</p>

<p>Early Warning System</p>	<p>programs, an assessment of family risk factors, and a recommended aftercare maintenance program.</p> <p>Week 1: Intro Meeting/Truancy Video Layout of Program What the Law Says About Truancy? Review of Coosa County Schools Attendance Policy Parental/Student Contracts Truancy Questionnaire Activity</p> <p>Week 2: County Resources DHR (food stamps, housing, transportation, employment, etc.) All Kids (state-subsidized health insurance program for children in low-income families that reside in Alabama) Free Vision Screening Cheaha Mental Health Services</p> <p>Week 3: Graduation Coaches (individual look at grades, GPAs, transcripts, attendance, and career plans) Group Counseling (anger management, time management, etc.)</p> <p>Week 4: Employability/Life Skills (completing job applications, budgeting, etc.)</p> <p>Week 5: Law Enforcement (statistics on truancy, video) Group Counseling</p> <p>Week 6: After Care Maintenance Plans/Certificates/Wrap up</p> <p>**For completion of program, parent and student must have face-to-face conference with school teachers and school counselor. **Successful completion of program will allow four unexcused absences to be forgiven/excused by school administrator. **Second enrollment in the program will only allow two unexcused absences to be forgiven/excused by school administrator.</p>	<p>Coosa County Jocelyn Marbury 256-377-4384 jmarbury@coosaschools.k12.al.us</p>
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<p>Innovative Pathways</p>	<p>Targets Grades 8-12 students. Horizon High School (HHS). Eligibility and admission are considered if the student meets any of the following criteria: the individual has dropped out of school and wishes to return, the student cannot graduate within four academic years because of failing grades, the student is pregnant, or the student is caring for a baby at home. Students must make application to attend HHS. Students currently enrolled in Austin High School or Decatur High School may make application. Each applicant is interviewed. The interview gives the student an opportunity to better understand the HHS program before making a commitment and initiates goal-setting activities that are critical for student success.</p> <p>The Ninth Grade Academy is designed to assist students who are retained in the eighth grade recover his/her academic standing. Traditional methodology of instruction is used when presenting the curriculum. The small setting allows for more individualized instruction, which impacts the student's ability to understand the material. Students have the opportunity to earn ninth grade credit. Upon successful completion of the academic year, the students return to their assigned high schools as tenth graders.</p>	<p>Decatur City Linda McClain 256-552-3054 256-552-4691 linda.mcclain@dcs.edu</p>
	<p>The Night/Guest Program is for students who have senior status and are currently attending Decatur City Schools and need credit(s) to graduate. Students may enroll for two (maximum) additional semester core courses during the afternoon/evening at HHS. The four core subjects are offered Monday through Thursday. These students are required to pay tuition.</p> <p>The Horizon Summer School Program is open to students who regularly attend HHS or the Center for Alternatives to Expulsion. Austin High School and Decatur High School students may be admitted under extenuating circumstances. Students may take a maximum of three semester courses. Students attending the program must pay tuition.</p>	

<p>Innovative Pathways</p>	<p>The Pregnancy Homebound Program offers a pregnant student the opportunity to enroll at HHS during the length of the pregnancy. The student attends classes at HHS until the delivery of the baby or until the doctor orders her to go on homebound. At that time, the student is given the work to complete at home. Following the birth of the baby, the student may continue at HHS or return to her home school.</p> <p>The Career Academy Program, Credit Recovery, and Night School Program are great success stories and have all helped move our district graduation rate from 71% in 2005 to 83% in 2009; better numbers are expected this year. All of these programs have been made possible through Alabama Department of Education grants such as PASS, Graduation Coach, and JAG. Our graduation coach has been instrumental in helping identify potential dropouts and re-enroll past dropouts. Because of these efforts alone, dropouts have reduced significantly in the past few years. Having a graduation coach dedicated solely to advocating for students and helping them create individualized graduation plans is crucial for increasing graduation rates.</p> <p>From 30 to 45 students are served each year in the Career Academy Program for dropouts or students who are two grade levels behind their peers or have other at-risk factors (e.g., teen pregnancy). Last year the graduation rate for these highly at-risk students was 93%, which was higher than any of our six high schools, although these schools also made good gains thanks to the outreach efforts of our graduation coach and our program. The Career Academy Program is a modified block schedule that provides opportunity for remediation and enrichment as well as for career exploration. <u>Designed</u> to improve the school culture and help prevent dropouts, the program allows schools to offer classes that would otherwise be impossible, such as broadcasting, art, music, photography, cake decorating, stock market, multimedia productions, fishing, etc. It is designed to improve parent involvement during this additional period. Several parents who have valuable qualities to offer, such as crafts, art, music, etc. The program allows a time each day that parents are not only welcomed but valued and helps them take ownership in our school and to provide free services for our students.</p>	<p>Decatur City Linda McClain 256-552-3054 256-552-4691 linda.mcclain@dcs.edu</p>
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<p>Innovative Pathways</p>	<p>This program has been approved by the Alabama Department of Education. Dr. Tommy Bice, Deputy State Superintendent of Education, is very supportive of the program and has visited several times. The program is being expanded throughout the state. In conjunction with this program, we are very much involved with ARI with implementation of strategic teaching from bell-to-bell as well as tiered instruction. Since implementation of the program, we have increased our graduation rate by 14 percent. Our discipline referrals have decreased by 63 percent, and, academically, we have not had a senior to not graduate based on the graduation exam since this program has been implemented.</p>	<p>Decatur City Linda McClain 256-552-3054 256-552-4691 linda.mcclain@dcs.edu</p>
	<p>Targets Grades 6-12 students. Florence Learning Center (FLC). The Second Chance program is an academic program in which students in Grades 10-12 (9th on approval) who have failed a core subject or have lost credit are allowed to regain 1/2 or 1 credit for hours worked at night. Classes meet on Tuesday and Thursday nights from 5-7:30 p.m. and will last for the entire year. Students work 72 hours for 1/2 credit and 144 hours for 1 credit. Students receive instruction from highly qualified teachers according to the <i>No Child Left Behind Act of 2001</i>.</p> <p>The Reclaiming Every Student by Continuing Unlimited Education (Rescue) program is a dropout prevention program designed to help reduce the dropout rate and increase the graduation rate. The targeted population includes, but is not limited to, students in Grades 9-12 who have left school for various reasons and are considered dropouts, although fifth-year seniors may also be considered. Students must be between the ages of 16-19 (over 19 years of age may enroll in a GED program). Students must be over the traditional age for their grade placement, lack the number of credits correlated to their grade level, and have exited school while pursuing an academic diploma.</p>	<p>Florence City Dr. Mae Bolden 256-768-3022 256-768-3005 mbolden@fcs.k12.al.us</p>

<p>Innovative Pathways</p>	<p>Targets Grades K-12 students. Fletcher E. Seldon Educational Progress Center. Alternative School Program (ASP) offers students who have been expelled for class offenses the option of continuing their education by attending the ASP for a period of time based on the nature of the offense. Concurrent Education is available for Huntsville City School students who are seeking an alternative setting to earn high school credit in the core subjects and simultaneously study for the GED. Many students who enroll in Concurrent Education are in danger of dropping out of school. Students usually attend for one semester. Eligibility is considered only for students who are transferring from a Huntsville City High School, 16-18 years of age, and eligible to receive high school credits.</p> <p>In May of the current school year, the Transition Program considers enrollment where extenuating circumstances for middle school students exist. These students can attend either the system's summer school program or the home school's Title I summer school program, and if passing grades are earned, he/she will transition into his/her neighborhood school. If the students do not attend summer school at one of these locations, the 8th grade/rising 9th grade students must be enrolled at the Seldon Center Annex in 9th grade core subjects for the first semester of the following school year. At the end of the semester (18 weeks), the student's performance records are reviewed, and if criteria have been met, the student is assigned to his/her neighborhood school for the second and subsequent semesters. If the student's performance does not meet the attendance, academic, and discipline criteria, the student remains at The Seldon Center for the second semester.</p> <p>The Homebound Program provides an opportunity for instruction to students in Grades 1-12 who are identified by a physician as being unable to attend a school in a regular setting. General categories for eligibility are long-term illness, chronic illness/fragility, surgery, or injury from accident. The student must anticipate being unable to attend school for a minimum of three weeks.</p>	<p>Huntsville City Vannah Taylor 256-428-7830 Fax 256-428-7831 vtaylor@hsv.k12.al.us</p>
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<p>Innovative Pathways</p>	<p>The Night School Program provides an opportunity for seniors to earn credit to graduate in May of the current year. Each credit earned requires a student to attend either Monday and Wednesday or Tuesday and Thursday from 3:45 p.m. to 7 p.m. and earn a passing grade. These grades are returned to the student's home school and posted on his/her transcript. Approval for enrollment and the number of courses taken must be obtained from the home school principal/designee. Tuition is \$300 for 1.0 credit.</p>	<p>Huntsville City Vannah Taylor 256-428-7830 Fax 256-428-7831 vtaylor@hsv.k12.al.us</p>
	<p>Limestone County has contracted with Ombudsman Educational Services to provide an innovative pathway to graduation for the most high-risk students in our system. The program provides academic instruction through individualized, self-paced, computerized programs. Students remain on roll at their local schools, but receive all instruction at the Ombudsman site. The Ombudsman Learning Center is located at a local shopping center. The non-school environment seems to be a positive factor for students who have not historically been successful in the traditional school environment. Students attend the Ombudsman program for four hours per day, either from 7 a.m. to 11 a.m. or Noon to 4 p.m. This four-hour period is highly structured. Students are on task for the entire session. Student activities during the other portion of the day differ from student to student – some go to work, some attend our system's Career Technical Center, and some are handling responsibilities at home. The majority of students are 17 years old or older. This is our first year of implementation. We have served 53 students and of these, 12 are teenage mothers, 18 are returning dropouts, 7 are special education students, and all 53 are considered to be at high risk of dropping out. Two students, to date, have completed requirements for graduation and received a diploma. While this program is very new for us, we are hopeful that this alternative will help meet the needs of our most high-risk students.</p>	<p>Limestone County Debbie Owens 256-232-5353 debbie.owens@lcsk12.org Donna Morris donna.morris@lcsk12.org 256-232-5353</p>

<p>Innovative Pathways</p>	<p>Targets Grades 6-12 students. Morgan County Learning Center (MCLC). This alternative educational setting serves as a partnership between the school, its parents, and the community to provide a quality education and experience for at-risk students, those with disciplinary issues, and pregnant students. The MCLC exists to serve the unique academic, social, and emotional needs of all students by implementing innovative, student-centered teaching strategies that are designed to accommodate individual learning styles for a successful educational experience. Because students are placed at the alternative school for periods of 30 to 45 days, the staff collaborates daily to plan and orchestrate strategies and activities that will enable the success of each student during their time at MCLC.</p> <p>M.O.M.S. (Meeting the needs of Our Maternity Students). Maternity students in our system have the opportunity to attend school at the Morgan County Learning Center (alternative school) where they are placed under the homebound umbrella and attend classes at the school. Students are placed on an abbreviated schedule according to their academic, physical, and emotional needs. Maternity students are linked with PACT (Parents and Children Together), which is a local agency that focuses on assistance for pregnant mothers and their unborn children. Through this program, home visits are made until the baby is five years old, and assistance with development/birth lessons, doctor visits, and age appropriate reading materials are also provided. Maternity students receive instruction from highly qualified teachers and are provided opportunities for counseling on a weekly basis.</p>	<p>Morgan County Jackie Kinney 256-309-2171 256-309-2158 jdkinney@morgank12.org</p>
	<p>ACCESS (Alabama Connecting Classrooms, Educators, and Students Statewide). ACCESS is a credit recovery program designed to meet the needs of students through distance learning technology.</p> <p>Stars Suite. <i>Stars Suite</i> is an online, technology-based credit recovery program designed to meet the needs of students who lack credits in Grades 9-12.</p>	<p>Morgan County Jackie Kinney 256-309-2171 256-309-2158 jdkinney@morgank12.org</p>

<p>Innovative Pathways</p>	<p>Description: This evening program is designed to provide high quality educational options to students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home high school after they have earned all of their credits and passed all of the required exams while attending the evening school. Target Population: 17 to 18 year olds with at least 14 high school credits. These students are generally two or more years behind from graduation and have only a 25% chance of graduation in the regular high school setting. Students outside this target population will be considered on a case-by-case basis.</p> <p>Summary: The Educational Options Program (E-OP) is a pilot program at B.C. Rain High School opened in the fall of 2009 to serve any student who is at grave risk of dropping out because of being over-aged and under-credited in high schools across the Mobile County Public School System. The program will take place during evening hours from 4 p.m. to 9 p.m. Monday through Thursday and provide students the opportunity to earn high school credit in an accelerated fashion while still meeting all rigorous graduation requirements to receive a high school diploma from the Mobile County Public School System (MCPSS).</p>	<p>Mobile County Larry Mouton Workforce Development 251-221-4821 lmouton@mcpss.com</p> <p>Mobile Area Education Foundation Jeremiah Newell jnewell@maef.net</p>
	<p>Foundation (MAEF) will develop and implement the MAEF Career Development Program (CDP), which will provide student support services to complement the academic components of the Educational Options Program. A staff of eight including a Career Development Program Director, Postsecondary/Job Placement Coordinator, Internship Coordinator, Social Worker, and four (4) Advocate Counselors will afford students in the E-OP a variety of services including, but not limited to, outreach and student recruitment, orientation and engagement, individual and group counseling and referrals, case management, extracurricular activities, youth leadership development, academic support and tutoring, college exploration and advisement, preparation for employment, employment placement, and support and guidance for planning for postsecondary experiences.</p>	<p>Mobile County Larry Mouton Workforce Development 251-221-4821 lmouton@mcpss.com</p> <p>Mobile Area Education Foundation Jeremiah Newell jnewell@maef.net</p>

<p>Innovative Pathways</p>	<p>The Change Academy Program (CAP) is directed at students in the Grades 9-12 who have experienced behavior-related problems that require an intervention by school personnel. Utilizing diverse techniques, the program is an innovative approach to modify problem behaviors in the classroom as well as assist the student in developing quality academic skills.</p> <p>Upon receiving a referral from the school principal, the student will be placed in a self-contained classroom where an instructor, as well as a qualified mental health professional, will deliver the required services. The overall structure of the program is similar to the Alternative School concept with the exception being that therapeutic services will be utilized.</p> <p>This program utilizes available school resources to include a classroom and all necessary supplies required for the student to achieve academic success. This program is conducted on the school campus, thereby ensuring that all available resources are on hand. Grades, records, and attendance will be monitored, and needed interventions implemented immediately. While in this classroom, the student will receive the required hours of instruction as well as be involved in a comprehensive day treatment program. SAYLA Therapeutic Resources (STR) partners with the Henry County Board of Education to ensure that each student receives the necessary skills to modify specific behavioral patterns. STR is licensed by the Department of Youth Services to provide residential and day treatment services. With this licensure, the students and their families can expect to receive quality standard care treatment. These services are made available to the student by the utilization of specific funding resources.</p> <p>During placement in this program, each student will receive services to include individual, group, and family counseling. Mentoring, tutoring, and parenting sessions will also provide for modification of family dynamics, thereby ensuring that modification transpires.</p>	<p>Henry County Tim P. Faulk 334-794-2113 doctorfaulk@yahoo.com</p>
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<p>Innovative Pathways</p>	<p>Parenting classes utilizing Active Parenting of Teens: Families in Action will take place and include both the parent and the student. Long-term research on the Active Parenting of Teens: Families in Action program was published in the <i>Journal of Drug Education</i> and the <i>Journal of Primary Prevention</i>. Active Parenting of Teens: Families in Action is listed in the <i>Office of Juvenile Justice and Delinquency Prevention (CJJDP) Model Guide and NREPP</i>.</p> <p>Should the student continue to exhibit inappropriate behaviors as outlined by the Henry County Board of Education, he/she could be placed in the thirteen-week program at STR. If this placement occurs, the student must complete thirteen successful weeks before he/she can return to school. The STR residential program provides educational services so the student will be able to remain on grade level and receive the appropriate levels of instruction.</p> <p>Each parent is encouraged by the school and the Juvenile Court Judge to attend family counseling and parenting classes during the time the student is involved in this program. Family support groups are also utilized to assist not only with personal but also with family dynamics modification. Each parent will complete the Active Parenting of Teens: Families in Action program. In development for over five years, Active Parenting of Teens: Families in Action provides a unique approach to improving parent-teen interaction and strengthening our youth against the risks they face every day. The program is used in the following three ways:</p> <ul style="list-style-type: none"> • With parents and teens together. • With pre-teens or teens alone. • With parents alone. <p>Active Parenting of Teens: Families in Action teaches both groups how to:</p> <ul style="list-style-type: none"> • Communicate effectively • Get along better • Avoid problems (including drugs, alcohol, sex, and violence) 	<p>Henry County Tim P. Faulk 334-794-2113 doctorfaulk@yahoo.com</p>
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<p>Innovative Pathways</p>	<p>The mission of this program is to assist students in the ninth through twelfth grades in developing acceptable behavioral patterns, thereby ensuring academic success. With academic success, the student will be able to transition into the community and become a productive citizen.</p> <p>All of the services will be continually evaluated to ensure that the student is receiving the necessary services to ensure academic success. The parent sessions are research-based and, therefore, evaluation is constant. All other services are evaluated at different phases, and the results are maintained for the Henry County Board of Education, Henry County Juvenile Court, STR, and the Department of Youth Services. Student success is anticipated and expected in this program.</p>	<p>Henry County Tim P. Faulk 334-794-2113 doctorfaulk@yahoo.com</p>
	<p>At the beginning of the 2005-2006 school year, Blount County Board of Education implemented the Career Academy Credit Recovery Program with 30 students pulled from six (6) area high schools. Students housed at the centrally located Blount County Career Technical Center and Career Academy were able to recover credits and graduate on time with additional job and life skills. In its first year, the program experienced great success. Based on years of success, 15 students were added to the total group for year two. During the 2006-2007 school year, the Career Academy served 45 students from all area schools. Year two proved more challenging, but success rates were still very strong. After much reflection on past year's experience, program directors, along with other LEA administrators, outlined several components that would have to be in place to continue to grow the program and serve the many students recommended each year. Many stakeholders met to develop and begin implementing a plan to continually improve the Career Academy Program. Unfortunately, funding was not available to implement all recommendations.</p> <p>The Career Academy program through the PASS Grant will enable us to continue to address the many students who otherwise could not participate because of staffing and resource limitations. As part of this initiative, we propose funding the remainder of the graduation coach/counselor position left</p>	<p>Blount County Stoney Beavers 205-625-4102 sbeavers@blountboe.net</p>

<p>Innovative Pathways</p>	<p>unfunded from the Graduation Coach Grant to address the many needs of the severely at-risk population. With the help of the PASS Grant, we will be able to continue this program and make it even more successful. The Career Academy model has already been presented to other systems at the 2006-2007 Alabama At-Risk Conference, 2007 MEGA Conference, and at other conferences on the national level. The program and plan are in place, but additional assistance is needed in order to reach a greater number of at-risk students.</p> <p>The main goals for the Career Academy expansion will be to (1) decrease dropout rates, (2) increase graduation rates in all Blount County Board of Education high schools to at least 90 percent, (3) increase passing rates on all sections of the <i>Alabama High School Graduation Exam</i>, (4) increase postsecondary readiness for both education and career, (5) increase community awareness and service, and(6) increase personal and social responsibility.</p> <p>To accomplish these goals, several strategies and action steps will be continued. The additionally funded teacher unit allows for more one-on-one attention for these students. The full-time graduation coach/counselor will allow for explicit counseling, monitoring, and goal setting with each student throughout the program. Each student will have an Individualized Graduation Plan and will constantly be on “Counselor Watch.” Students will know that they have a mentor and advocate who will help them successfully complete diploma requirements. At the same time, the counselor will work with students to help them acquire the academic, career/technical, and life skills necessary to live happy and successful lives as contributing members of society.</p> <p>The evaluation of the initiative will be conducted formatively through the use of daily observations; counselor and teacher anecdotal records; benchmark assessments, course completion percentages and mastery rates; student interviews; and AHSGE progress monitoring. All data will be tracked by the lead teacher and graduation coach/counselor. Summative evaluation of the</p>	<p>Blount County Stoney Beavers 205-625-4102 sbeavers@blountboe.net</p>
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<p>Innovative Pathways</p>	<p>initiative will consist of overall decrease in dropout rates, increase in graduation rates, increase in AHSGE passing rates, observations and reflective discussions with all interested stakeholders to plan for year five implementation.</p>	<p>Blount County Stoney Beavers 205-625-4102 sbeavers@blountboe.net</p>
<p>Transitional Programs</p>	<p>The graduation coach and an assistant principal at Carroll High School have implemented a summer program for rising at-risk 9th graders, Camp Eagle Flight. Students attend for three weeks for remediation in math, reading, and study skills as well as counseling on how to get along in high school. At the end of the camp, these students are inducted into a school club, The Eagle Flight Club. The club meets during the year, and students have activities and community-service projects. The students begin high school feeling that they are a part of the school culture. Every student who attended the first summer camp passed the 9th grade and was promoted to the 10th grade. A few completed through credit recovery. Their attendance and discipline were also better than those students who did not participate. This past summer was the second year of the program, and we look forward to good results this year. In the spring, freshmen will be surveyed to gain information from them regarding their experience in high school. The information will be used to help improve the transition from eighth grade to ninth grade and to help avoid the pitfalls associated with one's freshman year of school.</p>	<p>Ozark City Jacqueline Kelley 334-774-5197 ext. 2505 jkelly@ozarkcityschools.net</p>
	<p>Teens as Parents (TAPS) is designed to assist teen parents as they transition from being a high school student to a teen parent to a high school graduate. During the three-day program, community agencies and school representatives conduct a series of workshops to cover issues pertinent to the success of the student and his/her infant children. Teen parents gain knowledge of child development and parenting skills; health, nutrition, physical well-being; healthy relationships and mental well-being; money management; career interests; graduation planning. In addition to providing teen parents with academic and social supports, the program provides information to teen parents on effective parenting techniques.</p>	<p>Baldwin County Schools Rhonda Cotten 251-239-4328 251-937-0308 rcotten@bcbe.org</p>

Transitional Programs	Community Involvement Resources: <ul style="list-style-type: none">• Alabama Cooperative Extension Service – Living in the Real World, Health and Nutrition – Conducted by Extension Service Specialist• Lighthouse – “Health Relationships” and signs of “Abusive Relationships” – Conducted by mental health professionals• Health and Physical Well-Being – Conducted by OB/GYN Physician• School to Career Training – Conducted by Career Technical and Community College Advisors• The Importance of Reading to Your Child – Conducted by ARI Reading Coach• Living Solutions – A Parenting Program for Parents of Elementary Children – Conducted by a parent	Baldwin County Schools Rhonda Cotton 251-239-4328 251-937-0308 rcotten@bcbe.org
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BEST PRACTICES STUDENT SUCCESS: BUILDING CAPACITY

Best Practice Categories (circle one)	Description Brief Description (e.g., Target Audience, Program Focus, and Results-Based Evidence)	Location and Contact
Academic/Behavior Interventions Adult Advocates and Student Social/Behavioral Support College/Career Readiness Programs Community Link Early Warning Innovative Pathways Parental Engagement Transitional Programs		

Please submit to vcole@alsde.edu

* These processes, practices, and programs supporting student success will be compiled and shared with LEAs.