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Draft Journal Article: "Nine Principal Components for Developing Promising Alternative Education Programs for Expelled Youth"

Joanna Tyler, Ph.D.

Model Alternatives Data Collection Base Year—Programs Providing Alternatives to Students Who Have Been Expelled

Submitted to:

Department of Education

Contract No. SS95047001

February 18, 1997

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Ms. Kim Light, Contract Officer's Technical Representative
U.S. Department of Education
Room 603, Portals Building
1250 Maryland Avenue, S.W.
Washington, D.C. 20202

Reference: Contract Number SS95047001
Model Alternatives Data Collection
Base Year Study

Dear Ms. Light:

Attached are five copies of the draft journal article titled "Nine Principal Components for Developing Promising Alternative Education Programs for Expelled Youth." The article is developed from the findings of the Base Year Study—Programs Providing Alternatives to Students Who Have Been Expelled requested as Optional Task 10 by the Safe and Drug-Free Schools Program. Base Year Study findings are rich presenting opportunities for writing a number of articles all with a different focus.

I have chosen to organize an article around the nine principle components for designing model alternative education programs for expelled youth. These nine components of promising programs evolved out of the literature review and our data collection effort. The 9 model programs selected for site visits exemplify the characteristics expressed by these 9 principle components. I think they are important program design components that are highly interrelated and, in fact, should be thought of as a "package" for program development rather than as a "menu" of features from which program developers can choose.

If a decision is made to disseminate the article, we will need to select a journal interested in the topic and tailor the article to fit the editorial style required by the journal. At the present time the article is written according to GPO style guidelines. I look forward to hearing your thoughts and comments

Sincerely,

Joanna A. Tyler, Ph.D.
Project Manager
KRA Corporation

Enclosures

cc: Ms. Alice Mihill, Contract Specialist

Nine Principal Components for Developing Promising Alternative Education Programs for Expelled Youth

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February 13, 1997

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Abstract

The Model Alternatives Data Collection effort is a series of 1-year studies commissioned by the Department of Education, Safe and Drug-Free Schools Program. Each study is designed to examine model programs, exemplary practices, and promising approaches related to the prevention of violence among today's youth. This first-year study examines model programs providing alternative education services to expelled youth. The incidence of violence in or near schools has increased dramatically in recent years. In response to this problem, Federal, State, and community-level agencies have passed legislation or implemented policies addressing school violence. As zero-tolerance policies have become more popular, the number of student expulsions for violent or disruptive behavior has also increased. The nine model programs selected for study met specific selection criteria and appeared to be promising. Following a review of descriptive data across 105 alternative education programs, followup telephone calls were made to 25 programs that (1) used a conceptual model of student behavior, development, and learning as a basis for program design, (2) existed for more than 1 year, (3) have been evaluated or planned to conduct an evaluation, and (4) represented one of the major types of educational models and a variety of physical school settings. Following a review of data from the 25 programs, 9 programs were selected for site visits that appeared to be exemplary in terms of conceptual model, services offered, staffing patterns, location, target population, and unique features. Specifically, the nine programs (1) serve students for more than one semester, (2) record some followup or tracking information on students after they leave the program, and (3) were identified as "successful" by more than one source. As part of the literature review nine principal components for designing promising alternative education programs were identified. Model program study findings are presented in light of these nine principal components as follows: (1) help students develop the capability to succeed in school and to meet high expectations, (2) provide extended contact with a caring adult, (3) develop coping skills, (4) structure activities, time, and relationships in beneficial ways, (5) provide opportunities for consequences for students' actions—emphasizing success, but also negative consequences when appropriate, (6) create an atmosphere of belonging and bonding or a community within the program, (7) provide access to and foster the development of a support group of peers focused on a positive lifestyle, (8) prepare youth for the future by making the school experience relevant in their terms and provide some exposure to and preparation for the world of work, and (9) make resources and services available to address individual and family problems.

Nine Principal Components for Developing Promising Alternative Education Programs for Expelled Youth

The Model Alternatives Data Collection effort is a series of 1-year studies commissioned by the Department of Education (ED), Safe and Drug-Free Schools Program and conducted by KRA Corporation. Each study is designed to examine model programs, exemplary practices, and promising approaches related to the prevention of violence among today's youth.

Increasingly, incidents of violence reported in schools involve deadly weapons. Over 60 percent of school districts participating in the National School Board Association survey reported weapons violations among their students.[1] Between the 1990-91 and 1993-94 school years, the percentage of public secondary school teachers reporting weapons possession as a moderate or serious problem increased from 11 percent to 20 percent.[2] Twenty-two percent of students in grades 9 through 12 nationwide reported they carried a weapon at least once within the month prior to a 1993 survey.[3] The research team that developed the confirmed count of school-associated fatalities found that firearms were used in 77 percent of the incidents, followed by knives (17 percent) and ropes (4.8 percent).[4]

The growing concern among educators and the public about school violence has been reflected in national policy and legislation. The most publicized legislation related to school violence is the Gun-Free Schools Act of 1994. Under this Act, States receiving Federal funding under programs contained in the Improving America's Schools Act are to have a State law requiring local educational agencies to expel for at least 1 calendar year any student who brings firearms to school.[5] This Act and zero tolerance discipline policies have resulted in a rising number of expelled students who need some form of education.

This first-year study examines programs providing alternatives to students who have been expelled. Study findings are based on a comprehensive assessment of nine model alternative programs for expelled youth located across the United States as they relate to the core alternative educational components identified by the literature. Because the effectiveness of the nine model programs selected for assessment has not yet been rigorously established through third-party outcome evaluations, we refer to these programs as "promising." These programs represent the best practices that can be identified through the literature and merit attention from educators seeking to identify lessons learned from the efforts of others before establishing their own alternative education program for expelled youth.

Methodology

Due to the increasing interest in school safety and the concern that students who threaten that safety still have a right to public education, this study focuses on a particular type of alternative education program. These programs serve middle and high school students who have been expelled or who have been placed in a program in lieu of expulsion, and who receive educational services outside

of their regular classroom settings. Following a thorough review of literature, guided telephone discussions with directors or principals at 105 existing programs, and follow up telephone discussions with directors or principals of 25 programs, 9 programs were selected for extensive study.

The nine model programs met specific selection criteria and appeared to be exemplary. Following a review of descriptive data (Table 1- exhibit 3-1) of the 105 programs, 25 programs were selected for follow up telephone calls that (1) used a conceptual model of student behavior, development, and learning as a basis for program design, (2) existed for more than 1 year, (3) have been evaluated or planned to conduct an evaluation, and (4) represented one of the major types of educational models and a variety of physical school settings. Following a review of data from the 25 programs, 9 programs appeared to be exemplary in terms of conceptual model, services offered, staffing patterns, location, target population, and unique features. Specifically, the nine programs (1) serve students for more than one semester, (2) record some follow up or tracking information on students after they leave the program, and (3) were identified as "successful" by more than one source. Table 2 (exhibit 1-1) presents a list of the nine programs and a description of specific selection criteria.

The research questions, addressed through on-site interviews and focus groups with a variety of individuals connected to each program, focus on the core elements of promising programs and implementation issues. Interviewees included program directors or administrators as well as a number of key program staff, community-based alliance representatives, and key local informants. Separate focus groups were organized to obtain perceptions of 8 to 10 students and 8 to 10 home school teachers involved with each model program.

Findings and Discussion

Although the alternative education programs for students expelled from their regular schools vary greatly in the services they offer and the means they use to deliver these services, there are clear themes that appear consistently across programs. From the observations of other researchers, the literature, and contact with program directors and others active in the field, nine service content and modality components were identified. Promising programs must embody these nine common components of model programs as they have the potential to make the greatest contribution to those seeking to develop a program for expelled students.

1. Help Students Develop the Capability to Succeed in School and to Meet High Expectations

To facilitate school performance, alternative education programs take a multifaceted and comprehensive approach. Typically, alternative programs emphasize different learning styles from those in the student's home school. Frequently, experiential learning is a major emphasis.

Gold and Mann observed that an effective alternative program has a different educational process than a regular school:

- The educational materials and tasks are appropriate to the student's present level of skills.
- The content of materials appeals to the student's own interests.
- The student is allowed to master skills at his or her own pace.
- Evaluation is based on individual progress—comparisons are made with the student's own previous performance, not with norms for age or grade.[6]

These principals are embodied in the approach to academic success found in the alternative programs for expelled students that were reviewed. The National Association of State Boards of Education (NASBE), for example, supports effective programs for expelled youth that include maintaining high standards for learning and behavior and accommodating various learning styles in an effort to serve all children and youth, as well as to redirect their energies.[7]

Morley concluded that effective programs include:

- An experiential learning component.
- Remedial work where needed, but not as the permanent focus of the education component—the program should be developmental, substantive, and challenging; and, the student should view the challenges as real and important.
- An academic structure that permits early and frequent success for students.
- An integrated curriculum to help students use what they learn.[8]

Raywid stated that the goal of the academic component of alternative programs is to make learning engaging.[9] Emphasis and energy should be placed on making the academic program compelling, challenging, and inviting. She suggested organizing assignments around themes or individuals. She also suggested using multiple instructional learning models and emphasized experiential learning.

Examples From Model Programs

Some promising programs tie academic work closely to other program activities and, in some cases, to on-the-job training or other job preparation activities. The City-As-School program

participating in round-one calls (74 programs or 70 percent). Mediation training is third offered by 52 percent of programs.

The Carnegie Commission on Adolescent Development concluded that life-skills development was a critical component of promising programs for high-risk youth. The Commission concluded:

> If adolescents are to solve problems of human relations, develop healthy lifestyles, access social systems, cultivate intellectual curiosity, and meet the demands of the workplace, they must learn basic life skills. By and large, these are practical skills that help in coping with day-to-day living. Such training offered at this decisive time can capitalize on young adolescents' emerging cognitive capabilities.[17]

The NASBE, after a review of efforts throughout the country to reduce violence in our schools, wrote that effective alternatives to expulsion should provide high-quality counseling and other psychological services, as needed.[18] The counselors should teach conflict resolution, negotiation, mediation, and other nonviolent problem-solving skills. The programs should also provide counseling for drug or alcohol abuse and guidance on goal setting and future planning. NASBE suggested that counseling be delivered in individualized interventions and small-group instruction.

Dryfoos[19] and others noted that many high-risk youth need assistance in learning basic social skills, such as interacting with others, basic verbal and written communication, recognizing their own feelings, empathy for others, coping with peer pressure, and developing resistance skills. Frequently, the students also need to learn basic school skills—writing down assignments, doing assigned homework, acquiring study skills, and organizing their time and work.

Others have also noted the importance of this component. Mendez and Sanders, Hockman and Worner, and Guindon all noted that programs fail when they do not provide counseling that addresses problem-solving skills, self-esteem, and self-awareness.[20]

Examples From Model Programs

Two model programs provide integrated social service delivery. Burger King Academy supports a counseling and therapy program involving on-site, relocated community agency social service staff. If further services are required, students and parents are referred to other community-based social service agencies. Crossroads is designed on a therapeutic community model. It, too, provides students with an integrated social service delivery system. Crossroads is built on the therapeutic model. The program stipulates alcohol and other drug use prevention counseling be mandatary to students and their families through its SUPER1 groups.

Six programs—Atlantic County, Catonsville Center, Central Bucks, Community Academy, Burger King Academy, and Crossroads—provide anger management and conflict resolution training.

As mentioned Catonsville Center and Central Bucks employ adventure-based activities in addition to individual and group counseling to improve the coping skills of participants. At Central Bucks, the program uses a wall-climbing program segment, a ropes course, and frequent outdoor activities to build self-confidence, leadership, and trusting relationships with peers and teachers and to foster the willingness to assume responsibility for the safety of other group members. Outdoor adventure activities are used in a similar way through the adventure-based curriculum at Catonsville Center.

4. Structure Activities, Time, and Relationships in Beneficial Ways

Alternative programs should structure activities and time, and provide an environment that fosters beneficial relationships between students and school personnel and their peers.

- The programs provide activities that occur at the same place, at the same time, on the same days of the week on a regular, dependable basis. According to Werner, an organized and predictable environment with clearly defined and consistently enforced standards, rules and responsibilities is a protective factor. Werner stated that "this sense of control enhances coping, self-esteem, and resilience . . . [and] frees the child to focus on other needs and supports and the development of competence."[21] Such structure is often lacking in the lives of at-risk youth.

- The programs bring individual youth into contact with other youth by fostering the development of positive peer groups among those selected for participation in the program, by putting together an entire sports team, or through cooperative adventure activities (rock climbing, camping, and boating) to create a reason for extended interaction.

- The programs can create events that youth want to attend and bring them together for more interaction in a safe, supervised environment.

- The programs can arrange for regular exposure to positive adult role models.

- The programs can structure the free time of the youth, providing a place and constructive things to do in a safe, supervised environment.

McMillan and Reed stressed that programs for at-risk youth must focus on the positive use of time, both formal instructional and counseling time, as well as informal activities and leisure time.[22] They felt the development of hobbies, formation of clubs, participation in

sports, or participation in church activities should all be encouraged and facilitated by programs.

Examples From Model Programs

At Crossroads, parents are required to provide transportation and sign their youth in and out of school every day. This requirement assures students are in class and their parents are on campus and involved in the programs on a daily basis.

Buffalo's City-As-School program uses the workplace as the major source of structure in its students' lives. Because they are employed, students must attend work every day, come to work on time, and meet job responsibilities. The students are also monitored for their on-the-job performance, providing more incentive to adhere to the structure of the workplace.

Community Academy sponsors an internship program and a paid school-to-work program. Students who participate are required to adhere to the standards set by the businesses and industries in which they work. Other programs visited also provide structure by scheduling routine activities, such as meetings with counselors, group sessions, computer workshops, field trips, or rope courses.

5. Provide Opportunities for Consequences for Students' Actions, Emphasizing Success but Also Negative Consequences When Appropriate

Typically, participants in alternative programs for expelled students have exhibited disruptive behavior, committed or threatened to commit acts of violence, brought a weapon to school, or been chronically truant. Modifying student behavior is one of the major reasons for the existence of alternative education programs. While some promising programs are more punitive in nature than others, DeRidder suggested that "the best programs are nonpunitive ones, since additional punishment for students who are already alienated simply creates hostility and does not adequately address students' real problems. These [nonpunitive programs] are also designed to help each student by identifying and remedying the factors that contributed to the discipline and academic problems."[23] One important approach to modifying student behavior is providing consequences for the actions of students, with an emphasis on positive consequences when appropriate behavior is exhibited.

Experts on the development of alternative programs stress the importance of providing opportunities for success. McMillan and Reed and Gold and Mann emphasized that effective programs offer encouragement, high expectations, support, recognition, and accomplishment.[24] The majority of efforts to provide consequences are the informal interactions between students and staff. Typically, program directors report that their staff are trained to "catch students doing something right" and then to give recognition and encouragement for the students' efforts. Garrison observed that even basic school activities,

such as attendance, could provide opportunities to recognize positive performance that is important and meaningful to students in an alternative program.[25]

One mechanism for providing consequences for student behavior that is used by many programs is a "level" system for advancing through the program or for earning privileges while in the program. A level system involves having students enter a program with a limited set of privileges on facets of school life, such as when they can visit the restroom, whether they have a locker for their books and coats, and whether they can participate in field trips or other informal activities. As students demonstrate consistent positive behavior, attitudes, and school performance, they advance to a higher level that provides them with more privileges. If a student demonstrates poor behavior or performance, he or she might be "demoted" to a lower level with its restrictive privileges.

Examples From Model Programs

As part of the Crossroads program, students are placed on a 2-month probationary period in a restricted environment. This practice is intended to motivate students to follow rules and adopt behavior that will keep them out of trouble. Any infraction of program policy will return the student to a more restrictive environment.

The level system is a major feature of the schoolwide behavior management system at Central Bucks. Students are assigned to 3 levels that are defined by the colors green, yellow, and red. Level green indicates full privileges, level yellow indicates caution, and level red indicates no privileges. The program moves students back and forth through these levels as a means of providing reinforcement in keeping with its behavior modification model.

Community Academy uses the Verbal Continuum Model to address conflict. Four levels are in place to deescalate any conflict between students or with staff. In combination with using the Efficacy Model, staff coach and verbally reward students to empower them in controlling their behavior.

6. Create an Atmosphere of Belonging and Bonding or a Community Within the Program

In a study of alternative education programs, Morley found four elements that make them effective:

- Smallness—Encouraging a sense of belonging or community.
- Concern for the whole student—Personal attention is the key to student success. Teachers should serve as counselors, become involved in the problems of students, and provide emotional support.

- Supportive environment—Students should feel they have a space that is theirs, more like a home than a school. Teacher-student relationships should be structured to provide one-on-one experiences. Peer groups should be organized to develop belonging, peer acceptance, and relationships. If support services from other agencies are needed, they should be made part of the program and accommodated within a student's schedule.

- Sense of community—Students and staff should collaborate to make the school work. There should be community meetings and joint goal-setting to develop a sense of purpose and group support. Self-discipline is an example of a common goal.[26]

Morley suggested several ways to implement a continuous effort to generate students' strong sense of affiliation with the school. Together, these elements should help students move from being self-centered to becoming responsible members of a group:

- Academic activities that permit early and frequent success

- Clear and explicit goals for the program that make it clear what the program stands for

- An experiential learning component

- A self-knowledge dimension to help students understand their own beliefs, capacities, and potential

- An integrated curriculum to help students use what they have learned

Raywid found that successful alternative programs generate and sustain a sense of community.[27] Membership in the program is what makes students feel that these programs are caring places and similar to families. Considerable attention should be given to cultivating a strong sense of connection among students and between students and teachers. Garrison observed that the democratic climate of many alternative programs instills hope and confidence in their students, many of whom lack self-esteem.[28]

Writing about factors that promote resiliency among youth, Benard identified three factors that foster a bond between child and school. She found this bond is the key ingredient to the healthy social and emotional development of all children, particularly those at increased risk of violence and other social problems. The three factors are:

- The environment fosters caring and supportive relationships with teachers, school personnel, and classmates.

- High expectations are held for all children and youth, who are given the support they need to meet such standards.

- Students are encouraged to be involved in school and extracurricular activities.[29]

Because African American males are some times thought of as "an endangered species," new programs for African American males are a focus of alternative education. Albeit controversial to advocate for a single-gender, single-race enrollment criteria, evidence shows some success for these programs. Although educators cannot solve the social and economic problems in the United States that appear to limit opportunities for African American males, there are emerging alternative education programs designed for African American males that focus on Afrocentric materials and activities to support the development of a male identity and male bonding. For example, African American male students suffer from a lack of appropriate male models in their environment, and they have few steady African American men with whom to bond. Therefore, building a "safe haven" is required so that African American male students can be sheltered from street life and provided with an extended school day and Saturday recreation activities.[30]

The work being done to establish African American male alternative school programs draws on Sergiovanni's work and focuses on the theory of creating community within schools. His theory stresses that community within schools extends beyond the schools to include parents, families, and other members of the neighborhood. Sergiovanni believes that communities define the norms by which we live. If this idea is extended to schools, then schools are responsible for building a sense of community and defining the norms by which students live. Sergiovanni believes that "In communities the best discipline strategies are those that teach students citizenship and help students become caring adults. . . . In democratic communities norms count more than rules. Members of the community are motivated to behave in certain ways because of the obligations they feel to abide by these norms."[31] His theory embraces the notion that when students participate in the community, they share the responsibility for setting the norms; and when they are committed to the norms they set, then they know they belong.

The examples below show how parent(s), student, and school staff work together to establish a sense of belonging by acknowledging and committing to school standards.

Examples From Model Programs

Most model programs for expelled students in which participation is optional start the bonding process by requiring students to apply for admission. Students must complete an application form, have their parent(s) sign forms and appear at an orientation session, and undergo an admission interview or some other steps that precede admission. The programs hope that by students making this effort to get into the program, they will be more

committed to participating in its activities and more receptive to what the program has to teach. It is also believed that admission is interpreted as an accomplishment and the beginning of the development of self-esteem and a sense of the importance of education for the student's future. It is also hoped that the program will be seen as more desirable and the participants seen as an "elite" group because of the effort required to get into the program.

Community Academy requires students to complete a six-page application and provide a writing sample and written recommendations from their former principal and teachers before acceptance into the program. The Crossroads program takes this a step farther. Not only do students apply to be admitted, but parents also are required to bring their youth to the program and to retrieve him or her at the end of each day. This requirement is deliberately constructed to increase the commitment of the entire family to the program. In addition, Crossroads holds family Thanksgiving and Easter dinners for all students and their parents. This creates a social melieu for deepening friendships and ties to the school community.

Project Success moved to a store-front location and delivers its educational services in very small classes (six students) to create an atmosphere in which students can identify with staff and program. Community service also is an important component in this program for identifying with and committing to the community. This structured activity helps reinforce students' positive relationship with the community.

Central Bucks fosters identification with the program through adventure-based activities. The shared experiences—activities requiring trust and teamwork—and fun serve to foster identification and ownership of the program among the students. Identification with the program was fostered in an unintended way with the first few cohorts of students. The program obtained a new facility, a barn, for its activities. The students have been active in modifying the structure for the program, such as hanging sheetrock, painting, and landscaping. As a result, the students feel the program is literally "theirs," and they expect a meaningful role in all of its activities.

The Atlantic County program seeks to have students identify with it through its location on a community college campus. The program expects students to take pride in being on the college campus and treated like older students and to feel committed to the program that allows them to be in that setting.

7. Provide Access to and Foster the Development of a Support Group of Peers Focused on a Positive Lifestyle

The alternative education programs for expelled students presented in the literature all recognize the importance of peers and peer pressure to students. They also recognize that many programs have had success in using peers as teachers and counselors. The programs build on peer pressure to reinforce the program's objectives by providing access to and fostering the development of a support group of peers focused on a positive lifestyle,

academic effort, and constructive activities. Through structuring free time, encouraging contact with peers, and providing safe alternative activities, the programs provide access to and foster the development of a support group of peers. Some programs further the development of peer groups through activities that provide shared memories of challenging experiences or that place the youth in a position of mutual dependence.

Nearly all the programs cited in the literature use small group size and extensive contact to develop peer relationships among the student participants. One objective of group counseling sessions is the fostering of peer support groups.

Examples From Model Programs

The Catonsville Center and Central Bucks use an adventure-based curriculum model featuring indoor and/or outdoor activities to develop leadership, teamwork, and trusting relationships with peers and teachers.

The Atlantic County and City-As-School programs are each located on college campuses with the hope of having the students identify with the college population as peers, taking on their behavior, self-discipline, valuing of education, and hope for a better life.

8. Prepare Youth for the Future by Making the School Experience Relevant in Their Terms and Providing Some Exposure to and Preparation for the World of Work

Alternative education programs for expelled students recognize that their students are more likely to respond to the program if they see it as relevant, as having some bearing on their lives in the present and in the future. Programs have sought to do this through the way they present their academic content, particularly involving students in the selection of the content and pace of instruction and by matching the students' learning styles with how the material is presented. The second major element in the effort to make the programs relevant to students is to link them to the world of work.

The Carnegie Commission on Adolescent Development concluded that effective programs for adolescents create incentives that adolescents are likely to perceive as relevant to their own lives.[32] For example, they provide the opportunity to learn new skills that open up social roles that are respected. They provide a combination of knowledge and skill that can help young people earn respect and create meaningful social roles. One of the problems adolescents have is not understanding their place in society or for what roles and careers they are being prepared. To foster meaningful social roles, successful efforts include adult mentoring, peer tutoring, and service to others in the community. These programs foster active participation for adolescents by giving them opportunities for direct involvement, high initiative, and leadership. For example, program participants may arrange for rotation of leadership in group activities and construction of opportunities to give as well as to receive.

NASBE found that providing guidance and goal-setting to prepare students for the next stage in their lives was an important element in an alternative-to-expulsion program.[33] In addition, these programs should provide career counseling and opportunities for job training. For older students, the program should have a flexible schedule to allow the students to be employed while completing the program.

Other experts similarly have called attention to providing opportunities for students to apply what they have learned and to link programs for high-risk youth to the world of work.[34] DeRidder felt that programs for students removed from school must have a strong vocational component built in, including practical, job-related skills, and must provide opportunities for out-of-class learning, often connected with paid employment.[35]

Examples From Model Programs

The alternative programs for expelled students frequently involve a focus on the future, including job training, job-readiness training, or some opportunities for employment. A number of model programs have formal and informal collaboration agreements with business and community organizations. These collaborative partnerships link programs to the private and public sectors of communities and provide work opportunities for students.

For example, at the Community Academy, all students are encouraged to work, and 60 percent have jobs through a school-to-work program involving corporate partnerships with businesses in the area. Students who are not employed are encouraged to enroll in community service assignments. The Community Academy also encourages students who are interested in a postsecondary education to begin taking classes and will alter students' schedules at the Academy to allow them to enroll in college.

The Crossroads program schedules all of its activities in the late afternoon and evenings so that participating students may hold jobs during the day.

City-As-School has an extensive community-based collaboration network. It places its students in jobs across the city and delivers most instruction on the worksite. A major component of the program is to supplement academic learning with learning a trade and learning how to operate in a work environment. The curriculum is focused on linking academic skills and knowledge to the job. Students are placed in supervised job assignments that they are encouraged to arrange on their own. The job assignments can be in the public or private sectors. Academic credits are earned for the successful completion of the intern experience. However, students must develop and maintain their own timesheets and schedules, keep a daily journal detailing what they are learning, and complete a resume that incorporates the work experience.

The Atlantic County program is located on a college campus. The program allows its students to see how other, older youth are preparing for their futures. The program

participants are also provided with an opportunity to see what kinds of career opportunities exist and the kinds of education and training required to enter these fields. The program also has a work/study component because most participants are employed part-time.

9. Make Resources and Services Available to Address Individual and Family Problems

These alternative programs have resources beyond those readily available to the families of the typical expelled student. Among the ways the program can provide services at a different level for individual families include the following:

- The programs can advocate for the students with a wide range of agencies in the community, e.g., home schools, social services, health services, and housing services.

- The programs can make available a wide range of services for the parents or other family members from within the program or from other agencies in the community.

- Program services can be delivered by highly trained staff who are skilled at assessing the individual needs of their students, advocating for the delivery of services to meet those needs, and conveying to each student that he or she is special and that there are adults who care about them.

- The program can organize special events and have access to recreational facilities, goods, and services beyond the means of the typical family. Such services include family counseling, parenting training, and assessing and referring family members for counseling.

The Carnegie Commission on Adolescent Development concluded that effective programs tend to respond to more than one serious problem or risk factor among the youth they serve.[36] The programs recognize that adolescent problems occur in clusters. The programs are broad in scope and flexible in mode of operation to adapt to a considerable range of needs. Dryfoos also concluded that one aspect of a promising program for high-risk youth involves communitywide multiagency collaborative approaches.[37] Because the problems that youth face are so interrelated, a number of different kinds of programs and services have to be in place to bring about a change in the behavior of young people.

Most of the model alternative education programs for expelled students provided a comprehensive range of services. Some did this in-house, having a range of service providers on staff and an individualized program for each student. Others developed collaborative arrangements with existing service agencies and independent professionals to

either come to the program site to provide services or accept referrals from program participants as needed.

Examples From Model Programs

Counseling is available to all students attending the nine model programs visited. If services cannot be provided on site, programs refer students and families to community-based service agencies.

With the exception of Project Success and City-As-School, counselors, guidance personnel, social workers, and psychologist are represented on programs' staff. Burger King Academy features an integrated social service delivery system with on-site, relocated community agency personnel available to provide services to students and their families. Crossroads is designed on the therapeutic community model. It, too, has designed an integrated social service network as a part of the program's service component.

Parents are involved in various program events. For example, Crossroads offers group alcohol and other drug use counseling to parents and students; Central Bucks offers family counseling.

Child care services are offered by Atlantic County, while Crossroads offers child care services and parenting classes.

Conclusions

The distillation of these common components of promising programs into a clear set of characteristics has been a slow evolution; but this set of nine components captures the essential elements, while highlighting and assigning appropriate importance to each of the individual dimensions of the model programs. These components are highly interrelated and, in fact, should be thought of as a "package."

These promising model programs in our study strive to help youth develop the capability to succeed in school and develop the feeling that they are successful in meeting high expectations for their behavior and performance. These programs place a great deal of importance on school attendance and performance. Their staff argue that achieving basic skills is a critical factor in preventing behavior that might lead to additional expulsions. Students who cannot succeed in school will have difficulty believing in their self-worth, developing positive expectations for their futures, and identifying with the school and its behavior patterns.

When developing alternative education services, program developers should not think of these nine common components of promising programs as a menu of items from which to pick and choose, but rather, should focus on how they will incorporate each component into their program. Program

planners also might focus on program operations by using resources and inputs, such as strong leadership, sufficient funding, and districtwide support, that make the program effective.

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5. According to Section 921 of Title 18 of the United States Code, the following are included within the definition of weapon: any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosion; the frame or receiver of any weapon described above; any firearm muffler or firearm silencer; any explosive, incendiary, or poison gas (bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device), any weapon capable of expelling a projectile by the action of an explosive or other propellant, and any barrel with a bore of more than one-inch in diameter, any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

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