

Dropout Prevention Resource Guide

2012



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MarylandPublicSchools.org



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Scope of the 2012 Resource Guide

This update of the 2011 Dropout Prevention Resource Guide serves as a resource for parents, educators, school boards, and policy makers to help identify and implement dropout prevention strategies. This updated guide also seeks to raise the reader's awareness and knowledge level of dropout prevention strategies.

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

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

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



Overview

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

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

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 Unfortunately, we don't know a student is a dropout until they have withdrawn.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

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

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

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

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

Maryland LSS Dropout Prevention Programs

Through the Bridge to Excellence (Master Plans), Maryland's Local School Systems have provided a wide range of interventions to promote dropout prevention and recovery. The programs being implemented during the 2011-2012 school year were identified from survey data collected between October 2012 and February 2013 and are listed in chapter 5. The processes used to update the program data are described in detail in appendix A.



What Works Clearinghouse (WWC)

The WWC publishes intervention reports¹ that evaluate research on school and community-based dropout prevention curricula and instructional strategies for middle and/or high schools. Reviewed curricula and strategies are designed to help students stay in school and/or complete school and may include services and activities that mitigate factors impeding progress in school.

Unlike the earlier version of the Guide, this update identified curricula and strategies that met WWC evidence standards, regardless of whether it demonstrated positive effects, potentially positive effects, or no discernible effect. As a result, six additional interventions were added to the table originally presented in the 2011 Guide. Table 1 illustrates that out of 19 interventions that were reviewed and met WWC evidence standards, four were reported as offered in Maryland during the 2011-2012 school year. These were:

- *Career Academies*, offered in Baltimore County;
- *Middle College High School*, offered in Anne Arundel County;
- *Talent Search*, offered in Charles County; and
- *Check and Connect*, offered in four counties: Anne Arundel, Charles, Dorchester, and Talbot.

The Effectiveness Rating column in table 1 takes into account the following four factors (1) the quality of the research on the intervention, (2) the statistical significance of the findings, (3) the size of the differences between participants in the intervention and comparison groups, and (4) the consistency in findings across studies. The Extent of Evidence column in the table indicates how much evidence supports the findings in an intervention report. For example, “Small” indicates only one study, or one school, or findings based on a total sample size of less than 350 students and 14 classrooms. “Medium to Large” indicates more than one study, more than one school, and findings based on a total sample size of at least 350 students or 14 classrooms.

¹We identified one Single Study Review that met evidence standards but do not include it here because the intervention targets college students rather than K-12 students and therefore falls outside the scope of this guide. We also identified one Quick Review that met evidence standards but do not include it here because it is not a dropout prevention intervention.



Table 1. Dropout Prevention Interventions Reviewed by the WWC

Intervention Name & Characteristics ¹	Studies that Met WWC Evidence Standards	Total Sample Size ²	Student Outcome Domain	Effectiveness Rating	Extent of Evidence	Offered in Maryland School Systems
<p><u>Accelerated Middle Schools</u></p> <ul style="list-style-type: none"> Self-contained academic programs Helps middle school students one to two years behind grade level catch up Can be structured as separate schools or as schools within a traditional middle school <p>Last Review: July 2008</p>	3	847	Progressing in School	Positive Effects	Medium to Large	No
			Staying in School	Potentially Positive Effects	Medium to Large	
<p><u>ALAS</u></p> <ul style="list-style-type: none"> An intervention for secondary students focusing on multiple factors that affect dropping out Counselor/mentor monitors attendance, behavior, and academic achievement trains students in problem-solving, self-control, and assertiveness skills Counselor/Mentor trains parents in parent-child problem solving, how to participate in school activities, and how to contact teachers and school administrators to address issues. <p>Last Review: October 2006</p>	1	94	Progressing in School	Potentially Positive Effects	Small	No
			Staying in School	Potentially Positive Effects	Small	
<p><u>Career Academies</u></p> <ul style="list-style-type: none"> School within school program Career related curricula based on career interest, work experience, and coursework <p>Last Review: October 2006</p>	1	474	Completing School	No Discernible Effects	Small	Baltimore City
			Progressing in School	Potentially Positive Effects	Small	
			Staying in School	Potentially Positive Effects	Small	
<p><u>Check & Connect</u></p> <ul style="list-style-type: none"> Mentoring program that monitors student engagement through monitoring of indicators. Mentor advocates for student interest. <p>Last Review: October 2006</p>	2	238	Completing School	No Discernible Effects	Small	Anne Arundel Charles Dorchester Talbot Washington
			Progressing in School	Potentially Positive Effects	Small	
			Staying in School	Positive Effects	Small	
<p><u>Financial Incentives for Teen Parents to Stay in School</u></p> <ul style="list-style-type: none"> Encourages teenage welfare recipients to go to school and graduate. Incentives or sanctions based on participants performance <p>Last Review: December 2006</p>	2	>2000	Completing School	No Discernible Effects	Medium to Large	No
			Progressing in School	No Discernible Effects	Small	
			Staying in School	Potentially Positive Effects	Medium to Large	
<p><u>First Things First³</u></p> <ul style="list-style-type: none"> “Small learning communities” of students and teachers Pairs staff and students to monitor and support progress Instructional improvements to make teaching more rigorous, engaging, and aligned with standards <p>Last Review: January 2008</p>	1	14 Schools	Staying in School	No Discernible Effects	Small	No
<p><u>High School Redirection</u></p> <ul style="list-style-type: none"> Alternative High School program for youth at risk of dropping out. Teachers serve as mentors and advisors to participants. <p>Last Review: April 2007</p>	3	1,634	Completing school	No Discernible Effects	Medium to Large	No
			Progressing in school	Potentially Positive Effects	Medium to Large	
			Staying in school	Mixed Effects	Medium to Large	

Intervention Name & Characteristics ¹	Studies that Met WWC Evidence Standards	Total Sample Size ²	Student Outcome Domain	Effectiveness Rating	Extent of Evidence	Offered in Maryland School Systems
Job Corps <ul style="list-style-type: none"> Serves students 16-24, typically residential program. Offers General Education Diploma (GED) preparation and vocational training. Last Review: April 2008	1	11, 313	Completing school	Potentially Positive Effects	Small	No
			Progressing in school	No Discernible Effects	Small	
JOBSTART <ul style="list-style-type: none"> Alternative Education and Training Program for at-risk youth. Offers General Education Diploma (GED) preparation and vocational training. Provides training supports such as transportation and childcare for participants. Last Review: March 2008	1	2, 312	Completing school	Potentially Positive Effects	Small	No
Middle College High School <ul style="list-style-type: none"> Four-year alternative high schools located on college campuses Help at-risk students complete high school Students also offered specialized counseling, peer support, and career experience opportunities Last Review: March 2009	1	394	Completing school	No Discernible Effects	Small	Anne Arundel
			Staying in school	No Discernible Effects	Small	
National Guard Youth ChalleNge Program <ul style="list-style-type: none"> A residential program serving students at-risk. Offers General Education Diploma (GED) preparation and life skills training. Quasi-military participants live in barracks, wear uniforms, and follow military discipline. Last Review: September 2010	1	1,196	Completing school	Potentially Positive Effects	Small	No
New Chance <ul style="list-style-type: none"> Program for welfare mothers who have dropped out. Offers participants case management and childcare. Offers General Education Diploma (GED) preparation, parenting skills, and life skills curriculum. Last Review: January 2008	1	2,322	Completing School	Potentially Positive Effects	Small	No
Project Graduation Really Achieves Dreams (GRAD) <ul style="list-style-type: none"> Serves students in economically disadvantaged communities Aims to increase reading and math skills, improve behavior in school, and provide a service safety net Provides four-year college scholarships and summer institutes to promote graduation at the HS level Last Review: July 2007	1	23 Schools	Completing School	No Discernible Effects	Small	No
			Progressing in School	No Discernible Effects	Small	
Quantum Opportunity Program <ul style="list-style-type: none"> Comprehensive program for high school aged youth that provides case management, mentoring, tutoring, and other support services Also offers financial incentives for participation in program activities Services begin in ninth grade and continue for four or five years, even if students drop out or move to another district Last Review: July 2007	1	1,069	Completing school	No Discernible Effects	Small	No
			Progressing in school	No Discernible Effects	Small	



Intervention Name & Characteristics ¹	Studies that Met WWC Evidence Standards	Total Sample Size ²	Student Outcome Domain	Effectiveness Rating	Extent of Evidence	Offered in Maryland School Systems
<p><u>Service and Conservation Corps</u></p> <ul style="list-style-type: none"> Serves youth from 17-26 years old who have dropped out of school or been involved with the juvenile justice system. Participants form small crews who conduct environmental and energy conservation, urban infrastructure improvement, and other community services <p>Last Review: September 2010</p>	1	626	Completing school	No Discernible Effects	Small	No
<p><u>Summer Training and Education Program (STEP)</u></p> <ul style="list-style-type: none"> Targets low-income 14 and 15 year olds who have tested below grade level in reading or math Summer employment, academic remediation, and life skills program designed to reduce summer learning loss and prevent teen parenthood Integrated into the federal summer jobs program <p>Last Review: May 2009</p>	1	2, 500	Progressing in School	No Discernible Effects	Small	No
			Staying in School	No Discernible Effects	Small	
<p><u>Talent Development High Schools</u></p> <ul style="list-style-type: none"> School reform model that reforms the schools structural and curricula. Schools reorganize into smaller learning communities. <p>Last Review: July 2007</p>	1	11 schools ⁴	Progressing in School	Potentially Positive Effects	Small	No
<p><u>Talent Search</u></p> <ul style="list-style-type: none"> Targets low-income and first generation college students. Provides services like test-taking skills, academic advising, financial aid training. <p>Last Review: December 2006</p>	2	78, 283	Completing school	Potentially Positive Effects	Medium to Large	Charles
<p><u>Twelve Together</u></p> <ul style="list-style-type: none"> Peer support and mentoring program where students participate for one-year. Afterschool discussion groups are led by trained facilitators and adults. Discussions are related to student interest. <p>Last Review: March 2007</p>	1	219	Progressing in school	No Discernible Effects	Small	No
			Staying in school	Potentially Positive Effects	Small	

¹ Intervention characteristics reported below are based on the “Interventions Details” tab for search results for dropout prevention programs at the WWC website, <http://ies.ed.gov/ncee/wwc/reports/topicarea.aspx?tid=06>

² Sample sizes are across all studies that met WWC Evidence Standards.

³ First Things First, Middle College High School, Project Graduation Really Achieves Dreams (GRAD), Quantum Opportunity Program, Service and Conservation Corps, and Summer Training and Education Program (STEP) are interventions that were not included in the 2011 Dropout Prevention Resource Guide.

⁴ Kemple, Herlihy, & Smith (2005) used individual student data, but did not report the number of students in the sample.



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

For most students, dropping out typically occurs after a long period of disengagement manifesting itself with such behaviors as poor academic performance, behavior problems, and poor school attendance. In 2008, the Institute of Education Sciences (IES) released the *Dropout Prevention Practice Guide*. The guide's six recommendations provide tiered interventions to support students at-risk for dropping out. Each recommendation is supported by a low or moderate level of evidence.²

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

To learn more about what is in the guide, the reader can download it at:
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dp_pg_090308.pdf

² According to the WWC Practice Guide, "moderate" evidence means that the recommendation is supported by studies with high internal validity but moderate external validity or by studies with high external validity but moderate internal validity. "Low" evidence means that the recommendation is based on expert opinion derived from strong findings or theories but does not rise to the moderate or strong level. There are no Dropout Prevention recommendations that rise to the "strong" level of evidence.



School Completion Toolkit

The School Completion Toolkit provides information and resources to assist local school systems (LSSs) to plan for the needs of at-risk students. This section highlights three self-evaluative tools that were developed by Robert Murphy and may be modified to assess, monitor, and evaluate local school system and school policy, interventions, and effectiveness. The three tools are the (1) LSS Dropout Assessment Tool, (2) LSS School Appropriate Placement Tool and (3) School Comprehensive Planning Tool. Each is described as follows:

- 1. LSS Dropout Assessment Tool:** This tool (table 2) may be used by school staff (e.g. principals or counselors) or school system staff (e.g. dropout prevention coordinators) to evaluate dropout prevention practices in their schools or school systems. Prior to the development of this tool, school and school system staff lacked a systematic way of collecting data on issues such as discipline, attendance, disproportionality of suspension rates, and definitions of inappropriate behaviors that lead to in-school and out of school suspensions. The tool was developed with the additional expectation that schools and schools system staffs would share the collected information among schools.

The tool begins by providing the definition of dropout as written in the Code of Maryland Regulations (COMAR). This is followed by a series of additional areas that are particularly important to document for dropout prevention, including suspension data, alternative education policy, credit recovery COMAR regulations, student attendance policy COMAR regulations, lawful and unlawful absence COMAR regulations, and tiered dropout prevention interventions. The tool includes columns to indicate whether the policies and procedures are fully implemented, in process, or needs improvement. School and school system staff are encouraged to use this tool to develop deeper knowledge about the Maryland COMAR regulations and to assess their own practices and policies to ensure that they are in line with regulations and that they take full advantage of supports available to students.

Descriptions of the Maryland COMAR regulations can be used to raise awareness on how to help students who are not finding success in traditional classrooms gain access to support services offered in the state. For example, information in the COMAR regulations on how students can earn credit raises awareness (among school and school system staffs) about non-traditional credit completion options for students who are not finding success in traditional classrooms.

The LSS Dropout Assessment Tool has an additional but separate table that can be used to document the following (1) any trainings or professional development that have taken place, (2) a description of those trainings, (3) any evidence of the implementation of the trainings, and (4) a space for additional comments.



Table 2. LSS Dropout Assessment Tool

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



<p>D. Correspondence and Online Courses. (1) Consistent with local school system policy and procedure, credit may be given for correspondence courses and for Department-approved online courses. (2) If credit is to be applied toward minimum graduation requirements, the correspondence course or the Department-approved online course shall be provided by the local school system.</p>					
<p>E. Tutoring. (1) Tutoring may be considered only after all the resources of the school system have been used fully and when it is determined that the best interests of the students are being served. (2) If tutoring is recommended by the school and approved by the local school system for credit to be applied toward minimum graduation requirements, then the tutor, the program of study, and examination shall be provided by the local school system.</p>					
<p>F. Work Study Programs, Job Entry Training Programs, or Experience Outside the School. (1) Consistent with local school system policy and procedure, actual time spent in work study, job entry training, or other experience may be counted for credit when identified as an integrated part of a planned study program. (2) For work or experience outside the school which is approved and supervised by the local school system, not more than nine elective credits toward meeting graduation requirements may be granted to a student.</p>					
<p>G. College Courses. (1) Consistent with local school system policies and procedures and with prior approval of the local superintendent of schools or the superintendent's designee, credit toward high school graduation may be given for courses offered by accredited colleges. (2) The cost of these courses shall be borne by the student. H. Independent Study/Internship. Consistent with local school system policy and procedure, credit toward high school graduation may be earned for independent study or internships in which a student successfully demonstrates pre-established curricular objectives.</p>					
<p>I. Credit through Examination. (1) Credit toward high school graduation may be earned by passing an examination that assesses student demonstration of local school system curricular objectives. (2) Credit toward high school graduation may be earned by middle school students if the following criteria are met: (a) The student has taken a high school level course meeting the local school system curricular objectives; and (b) The student passes an examination that assesses student demonstration of course objectives and the examination is equivalent in content coverage and rigor to examinations given to high school students for the course content area. (3) The determination to allow high school credit by examination for middle school students shall be made by the local school system.</p>					
<p>Student Attendance Policy 13A.08.01.05 Each local school system shall develop a student attendance policy which includes: A. A general statement dealing with the local school system's purpose and rationale for promoting regular school attendance. B. Rules, Definitions, and Procedures for Policy Implementation.</p>	Fully Implemented	In Process	Needs Improvement	Comments	Initials
<p>(1) Reasons for lawful and unlawful absences and tardiness include lawful/unlawful absence as defined in Regulations .03 and .04, of this chapter. Clarification of special situations for unlawful absence may also be identified.</p>					
<p>(2) Standards for regular attendance include minimal requirements for student attendance in order to foster continuity of the instructional program. The standards for school attendance may identify a specific number of excessive or unlawful absences allowed within a marking period, semester, or school year.</p>					

(3) Procedure to verify absences/tardiness includes responsible persons, time limits, and methods of absent/tardy verification.					
(4) Penalties for not meeting standards for regular attendance requirements include actions taken by school system staff when a student is unlawfully absent or accumulates an equivalent number of excessive or unlawful absences which exceeds the standard for regular school attendance. The penalties should be identified, and should reflect a continuum of excessive or unlawful absences.					
(5) Make-up work requirements include classroom teacher and student responsibility, time limits, and grading policy for make-up work. Make-up work requirements may also involve a procedure for completing class work in advance of an absence wherever possible.					
(6) Attendance-monitoring procedure includes: (a) Record-keeping format to comply with State attendance reporting requirements; (b) Intervention strategies and procedures for dealing with absenteeism at the beginning stages of the problem as well as chronic absenteeism; and (c) A referral process to pupil services or other central office professionals for case management of chronic attendance cases.					
(7) Reward process includes an identified motivational program to reward regular school attendance.					
(8) Information dissemination includes methods for informing school staff, students, parents, and community members of attendance policy requirements					
(9) Appeals process includes specific due process procedures for appealing attendance violation decisions at the school and central office level.					
(10) Legal foundation includes citations of legal authority for attendance policy development and implementation					
13A.08.01.03 Lawful Absence Students presently enrolled in public schools are considered lawfully absent from school, including absence for any portion of the day, only under the following conditions:	Fully Implemented	In Process	Needs Improvement	Comments	Initials
A. Death in the immediate family. The local school system shall determine what relationships constitute the immediate family.					
B. Illness of the student. The principal or a pupil personnel worker shall require a physician's certificate from the parent or guardians of a student reported continuously absent for illness.					
C. Court summons.					
D. Hazardous weather conditions. Hazardous weather conditions shall be interpreted to mean weather conditions which would endanger the health or safety of the student when in transit to and from school.					
E. Work approved or sponsored by the school, the local school system, or the State Department of Education, accepted by the local superintendent of schools or the school principal, or their designees as reason for excusing the students.					
F. Observance of a religious holiday.					
G. State emergency.					
H. Suspension.					
I. Lack of authorized transportation. This does not include students denied authorized transportation for disciplinary reasons.					
J. Other emergency or set of circumstances which, in the judgment of the superintendent or designee, constitutes a good and sufficient cause for absence from school.					
13A.08.01.04 Unlawful Absence.	Fully Implemented	In Process	Needs Improvement	Comments	Initials
A. An absence, including absence for any portion of the day, for any reason other than those cited as lawful are presumed to be unlawful and may constitute truancy. Local school systems may add specified criteria for unlawful absences to local board-approved attendance policies.					

B. Truancy. A truant is a student who is absent without lawful cause as defined in Regulation .03, of this chapter, from the attendance for a school day or portion of it.					
C. Habitual Truant. A student is an habitual truant if the student is unlawfully absent from school for a number of days or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. A local school system has the prerogative of defining habitual truancy in a more but not less stringent manner (for example, unlawful absences in excess of 15 percent of the school days).					
School Based Dropout Prevention Tiered Intervention	Fully Implemented	In Process	Needs Improvement	Comments	Initials
Universal Interventions					
Student Government					
School wide PBIS (Positive Behavior Intervention Support)					
Rigorous Academic and Curriculum					
Friendly, Competent, and Supportive Teachers					
Friendly, Competent, and Supportive Administrators					
Friendly, Competent, and Supportive School Staff					
School wide PBIS (Positive Behavior Intervention Support)					
Honor Roll					
School dances					
School Wide Awards Ceremonies					
School Counseling Services					
School Mental Health Services					
School Health Services					
School Police					
Secondary Interventions	Fully Implemented	In Process	Needs Improvement	Comments	Initials
Cultural/ Ethnic Support groups					
Positive Peer Groups					
Athletic teams					
School wide clubs					
Graduation Teams/ Coaches					
School Counseling					
Student Support Teams <ul style="list-style-type: none"> • Dropout rates are included in discussion during SST meetings at all school levels (Elementary, Middle, High) • Early warning systems that identify students at-risk for dropping out. <ol style="list-style-type: none"> 1. Poor Attendance 2. Poor Behavior 3. Failing Math 4. Failing English 					
Tertiary Interventions	Fully Implemented	In Process	Needs Improvement	Comments	Initials
BIPS (Behavior Intervention Plans)					
Truancy Interventions					
Individualized Learning Plans					
Student Support Teams Interventions					
Check and Connect					
Mental Health Services					
Trainings and Professional Development					
Description	Evidence of Implementation of Awareness Training		Comments		



2. **LSS/School Appropriate Placement Tracking Tool:** This tool (table 3) may be used by school staff as a way of tracking where and how students are placed and supported. Prior to this, school staff lacked a tool that would enable them to systematically track student placement and support and its appropriateness. The tool enables school staff to document students' risk factors for dropping out. Depending on the type and number of factors that are documented by school staff as prevalent, school staff can use this tool review students' placement, type of supports, and intensity of supports and based on this review ensure they are appropriate.

Table 3. LSS/School Appropriate Placement Tool

Name: <i>Joe Doe</i>			Age: <i>14</i>	Grade: <i>6</i>	# of Credits
Multiple Suspensions: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Multiple moves during school year <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Free and reduced meal <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Special Education <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Failed Core Course (Math or English) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Attendance missed 20 or more days last school year or 10% this year <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Educational Program Comments or Suggestions: <i>Referred to SST, Referred to Johnny Reads program</i>					
Other Comments:					
Name: <i>John Doe</i>			Age: <i>9</i>	Grade: <i>2</i>	# of Credits
Multiple Suspensions: <input type="checkbox"/> Yes <input type="checkbox"/> No	Multiple moves during school year <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Free and reduced meal <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Special Education <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Failed Core Course (Math or English) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Attendance missed 20 or more days last school year or 10% this year <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Educational Program Comments or Suggestions: <i>Referred to SST, Social services, Supplemental Reading services</i>					
Other Comments:					
Name: <i>Jason Dixon</i>			Age: <i>15</i>	Grade: <i>9</i>	# of Credits
Multiple Suspensions: <input type="checkbox"/> Yes <input type="checkbox"/> No	Multiple moves during school year <input type="checkbox"/> Yes <input type="checkbox"/> No	Free and reduced meal <input type="checkbox"/> Yes <input type="checkbox"/> No	Special Education <input type="checkbox"/> Yes <input type="checkbox"/> No	Failed Core Course (Math or English) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Attendance missed 20 or more days last school year or 10% this year <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Educational Program Comments or Suggestions: <i>SST, Can still graduate/obtain diploma from Regular High School, credit recovery Evening High/CBO</i>					
Other Comments:					
Name: <i>James Doe</i>			Age: <i>19</i>	Grade: <i>9</i>	# of Credits
Multiple Suspensions: <input type="checkbox"/> Yes <input type="checkbox"/> No	Multiple moves during school year <input type="checkbox"/> Yes <input type="checkbox"/> No	Free and reduced meal <input type="checkbox"/> Yes <input type="checkbox"/> No	Special Education <input type="checkbox"/> Yes <input type="checkbox"/> No	Failed Core Course (Math or English) <input type="checkbox"/> Yes <input type="checkbox"/> No	Attendance missed 20 or more days last school year or 10% this year <input type="checkbox"/> Yes <input type="checkbox"/> No
Educational Program Comments or Suggestions: <i>Too old for Traditional Diploma Adult Ed-GED</i>					
Other Comments:					



3. **LSS/School Comprehensive Planning Tool:** This tool (table 4) may be used by school staff and school system staff to share student information across elementary, middle, and high school systems. The tool allows staffs to capture information on individual students such as previous academic issues, previously successful supports, or previously unsuccessful supports as students make the transition from elementary to middle school, or from middle school to high school. Documenting student information of this type--across the grade span--enable school and school system staffs to acquire a more complete picture of students' academic and behavioral history as well as information on what interventions and supports have been useful or not useful in students' previous school settings.

Table 4. LSS/School Comprehensive Planning Tool

ELEMENTARY SCHOOL								
Name	Age	Grade	School	Gender	Family /Youth Challenges	Partnering Agency/ Community Based Organization	Family Intervention	Family Goals
John Doe	8	2	New Elementary	M	Chronic Attendance Problems, Substance Abuse	Department of Social Services, Lower Shore Substance Abuse Clinic, Best Psychological services, School Guidance Counselor, School Nurse, School Administration	Met with family 9/24/10 at 9:30am in school office. Spoke with parents about John's attendance and anger management. Mother spoke of wanting help with substance abuse for self.	John will attend school 4 of 5 days Mother will attend AA meetings every month
MIDDLE SCHOOL								
Name	Age	Grade	School	Gender	Family /Youth Challenges	Partnering Agency/ Community Based Organization	Family Intervention	Family Goals
John Doe	13	7	New Middle	M	John has failed a grade, attendance problems. Family has moved 3 times in 5mos.	Department of Housing, Department of Social Service Mentors America School Administration	Met with John on 10/15/08 to speak about attendance and grades. John committed to attending school regularly. Spoke with John's mom (Harriet) talked about John's attendance problems and grades.	John will attend school 85% of quarter. John will have lunch with mentor 1 time a month. Refer Ms. Doe to Housing and Employment resources



Table 4 Continued.

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



Alternative Standards

Prior to dropping out, students often display behaviors that require modification through smaller and more individualized learning environments. These students are frequently referred to alternative educational placements. Prior to the publication of the 2011 Guide, there was neither an official definition of alternative education nor published standards for alternative education in Maryland.

To address these alternative education issues, an Alternative Standards Committee was convened that consisted of the follow representatives:

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

The committee met at least once a month for five months. The purpose of these meetings was to create a definition of alternative education and to develop the minimum standards for alternative education under which local boards of education would operate. The committee's deliberations resulted in the following definition for alternative education:

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

The committee also reviewed multiple sources and selected the National Alternative Education Association (NAEA) as the most appropriate framework for Maryland. The standards were modeled after the NAEA standards, and are presented in tables 5 – 17 that follow.

Table 5. Standard Indicators of Programming: Standard 1.0 – Mission

Standard 1.0 MISSION			
The mission and purpose of the alternative education program includes the identification of the target student population and promotes the success of all students. Additionally, the mission and purpose embody realistic expectations for academic achievement, along with the nurturing of positive social interaction.			
1.1	The program mission clearly articulates the purpose, goals, and expectations of the program to students, parents/guardians, program staff, and the community at-large.	Yes	No
1.2	The mission and purpose of the program are documented and visible to students, parents/guardians, program staff, and the community.	Yes	No
1.3	The program mission includes recognition of the student population for whom the alternative education program is designed to serve.	Yes	No
1.4	The mission and purpose of the alternative program is consistent with the district's goals while aligning with specific state standards.	Yes	No
1.5	Student success is essential to the mission and purpose of the program which include learning across academic areas, behavioral management, life skills, and possibly the vocational domains.	Yes	No
1.6	The alternative education programs uphold the personal safety, security, emotional, and physical well-being of all students in the program.	Yes	No
1.7	Needed resources are provided to support the implementation of the mission and purpose.	Yes	No
1.8	The mission and purpose shape the educational plans and activities undertaken by the alternative education program.	Yes	No
1.9	The mission and purpose are regularly monitored, evaluated, and revised as needed.	Yes	No

Table 6. Standard Indicators of Programming: Standard 2.0 – Leadership

Standard 2.0 LEADERSHIP			
An alternative education program employs administrators, teachers, and staff committed to full implementation of the program’s mission and core values. On-site leadership utilizes and engages in a collaborative approach that ensures shared decision-making, high expectations for the program, and continuous monitoring of program quality. The superintendent or designated district administrator sustains the independence of the program and allocates sufficient resources (i.e., financial or other necessary resources) to protect the integrity of the program while supporting overall program quality.			
2.1	The district provides adequate financial support and other needed resources for implementation of quality alternative education services (i.e., teaching and non-teaching staff, equipment, technology, supplies, curriculum, etc.)	Yes	No
2.2	Program administrators are experienced and competent, enabling them to be engaged in all aspects of the program’s operation and management.	Yes	No
2.3	The shared vision of the alternative education program is communicated by the leadership through the program’s mission and purpose.	Yes	No
2.4	Where appropriate, leadership engages the School Improvement Team (SIT) in a collaborative process when making decisions.	Yes	No
2.5	Program leadership ensures that decisions regarding program operation align with state legislation and local policies and procedures.	Yes	No
2.6	Program leadership develops and operates under a current policies and procedures manual that is consistent with the mission and purpose of the program, approved by the local board of education, and articulated to all stakeholders in the form of standard operating procedures.	Yes	No
2.7	The local education agency ensures low student to teacher ratio exist, that ratios reflect the needs of the student population, and that the student to staff ratio never exceeds 12 to 1.	Yes	No
2.8	Leadership promotes collaboration among the school of origin, community, and home, thereby fostering effective learning environment for the student.	Yes	No
2.9	Administration ensures that data and student performance measures guide instructional practices of the program.	Yes	No
2.10	The local education agency offers transportation, food services and appropriate health services to students.		
2.11	Consistent and constructive performance evaluations of administrative, teaching, and non-teaching staff are conducted in a timely manner.		



Table 7. Standard Indicators of Programming: Standard 3.0 – Culture

Standard 3.0: CULTURE			
An alternative education program maintains a safe, caring, and orderly environment that promotes collegial relationships. The program culture is characterized by a positive rather than punitive atmosphere for behavioral management and student discipline. Program staff establishes clear expectations for learning and student conduct. The staff actively models and rewards appropriate student behavior. The program uses proven practices to organize student support systems. The alternative education program actively promotes connections among students and between program staff that is positive and encourages academic, behavioral, and social success.			
3.1	Alternative education services are efficiently organized into effective delivery systems.	Yes	No
3.2	The program is housed in a safe, well maintained, and physically accessible environment that supports optimal student learning.	Yes	No
3.3	Rules and behavioral expectations are clearly written (i.e., code of conduct and comprehensive student discipline action plan), understood and accepted by staff, students, and parents/guardians.	Yes	No
3.4	The program actively promotes student engagement.	Yes	No
3.5	The alternative education program communicates high expectations for teacher performance.	Yes	No
3.6	Student, stakeholder, and staff feedback are used to make appropriate programming changes.	Yes	No
3.7	The program demonstrates an understanding and sensitivity to academic, behavioral, cultural, developmental, gender, and societal needs of students, parents/guardians, and the community.	Yes	No
3.8	Program objectives are measurable and are the basis of program accountability, evaluation, and improvement.	Yes	No



Table 8. Standard Indicators of Programming: Standard 4.0 – Staff and Professional Development

Standard 4.0: STAFF AND PROFESSIONAL DEVELOPMENT			
The alternative education program is staffed with effective, innovative, and qualified individuals who demonstrate concern, care, motivation and are trained in current research based teaching methods that facilitate active learning. Written professional development plans exist that identify staff training needs, match needs relevant to training, emphasize quality implementation of research based and best practices, and establish performance evaluations aimed at improving program and student outcomes and overall program quality.			
4.1	The program employs enthusiastic, energetic, and innovative teachers who demonstrate multiple teaching styles tailored to learning styles of students.	Yes	No
4.2	The staff understands and practices the concept of facilitative learning.	Yes	No
4.3	The diversity of the staff mirrors the diversity of the student body and the experience of alternative education faculty mirrors the faculty experience of the school district.	Yes	No
4.4	A sufficient number of teaching and non-teaching staff are working in or assigned to the alternative education program at a maximum ratio of 10:1.	Yes	No
4.5	Staff members create written professional development plans that facilitate personal and professional growth, identify the professional development needs of the individual, establish short and long term goals and align professional development training to address the individual's overall plan.	Yes	No
4.6	Professional development reflects the use of internal and external resources by the program.	Yes	No
4.7	The focus of professional development is job embedded and relates to positive student outcomes across academic, behavioral, life skill, and vocational domains thus increasing the likelihood of student success in present and future settings.	Yes	No
4.8	The program uses a variety of professional development approaches, including technology, to accomplish the goals of improving instruction and increasing student achievement.	Yes	No
4.9	Professional development opportunities include information related to effectively collaborating with community support services and how to connect with students and families.	Yes	No
4.10	The program strategically increases staff knowledge and skills through training, modeling, and ensuring the use of research based strategies that align with the needs of the program population.	Yes	No
4.11	Sufficient resources such as time, substitutes, and incentives allow staff to participate in professional learning opportunities including but not limited to workshops, conferences, seminars, and teams meetings.	Yes	No
4.12	Administration ensures that ongoing professional development is geared towards the adult learner, promotes lifelong learning, helps build staff's knowledge and skill through the use of research based strategies and best practices, and ensures that learned techniques are implemented.	Yes	No

Table 9. Standard Indicators of Programming: Standard 5.0 – Curriculum and Instruction

Standard 5.0: Curriculum and Instruction			
An alternative education program maintains high academic expectations for students across academic, behavioral, life skill, and vocational domains. Furthermore, the program integrates creative and engaging curricula and instructional methods that are relevant to the individual student's needs. Additionally, the program uses an integrated, well organized framework of research based curricula and teaching practices designed to address the "whole" student while continuing to meet federal and state standards.			
5.1	The alternative education program ensures that all students have access to the academic core curriculum.	Yes	No
5.2	Teachers are highly qualified in the content area based on individual state standards.	Yes	No
5.3	Teachers are competent in research based teaching techniques and behavior management and effective for the target population.	Yes	No
5.4	The program operates in full compliance with laws governing students with special needs.	Yes	No
5.5	Curricular options reflect, but are not limited to, those offered in traditional educational setting.	Yes	No
5.6	Teaching across curricula is employed by program staff.	Yes	No
5.7	The alternative education program individualizes the student's curriculum and instruction utilizing an individualized student plan. The plan engages and challenges the student while also addressing the academic, behavioral, life skill, and transitional needs of the participant. The student plan may also address student service coordination and vocational needs.	Yes	No
5.8	Teachers identify and provide appropriate instruction designed to close gaps in student learning.	Yes	No
5.9	A variety of instructional strategies are employed to accommodate students with different backgrounds, individual learning styles, and multiple intelligences.	Yes	No
5.10	Students have opportunities to learn and/or participate in non-core content areas that may include, but are not limited to the following: adventure learning, art, character education, health, music, physical activities/education, recreation, and vocational education.	Yes	No
5.11	Programs promote community involvement using service learning as a teaching and learning strategy that integrates meaningful community service with instruction, teaches civic responsibility, and aims to strengthen the learner's connection to his/her community. Furthermore, the community involvement component includes a student reflection as a part of the learner's experience and graduation requirement.	Yes	No
5.12	Instruction integrates life skills (e.g. career preparation, citizenship, conflict resolution, decision making skills, problem solving, public speaking, self-management, social skills, teamwork, time management, work-based learning, etc.) and affords the student with opportunities to put acquired skills into action.	Yes	No
5.13	Secondary program may provide opportunities for career exploration (e.g., job shadowing and training mentorships, work-based learning, career fairs, etc.) related to the students career interests and postsecondary goals.	Yes	No
5.14	Programs provide opportunities for students to build relationships by supporting collaboration and teamwork.	Yes	No
5.15	The alternative education program uses research based dropout prevention strategies for those learners at-risk of dropping out of school.	Yes	No
5.16	Technology is embedded in the curricular delivery process and distance learning is utilized when the appropriate.	Yes	No
5.17	The curriculum is supported by access to up-to-date, well maintained collection of instructional supplies and materials that shall be comprised of textbooks, library media, technology, software, and other instructional supplies and materials.	Yes	No



Table 10. Standard Indicators of Programming: Standard 6.0 – Student Assessment

Standard 6.0: STUDENT ASSESSMENT			
An alternative education program includes screening, progress monitoring, diagnostic, and outcome-based measurements and procedures to improve short and long term results at the student level. Student assessments are used to measure achievement and identify specific learner needs. The program exercises a research based framework that values use of reliable measures to monitor student progress and adjust program services accordingly.			
6.1	Program administration enforces data-driven accountability to measure achievement and identify individual learner's needs.	Yes	No
6.2	The purpose of assessments is clearly defined and communicated to students, staff, and parents/guardians.	Yes	No
6.3	Data collection procedures are clearly outlined to ensure reliable and valid student assessment results.	Yes	No
6.4	Teachers use formative and summative assessment tools that are frequent, rigorous, and align with curriculum and instruction to track student performance and progress.	Yes	No
6.5	The program utilized multiple assessments that continually monitor the academic, behavioral, life skill, and transitional needs of the student while using those assessments to make individual programming decisions for the learner.	Yes	No
6.6	Frequent, reliable, and rigorous measures using both quantitative and qualitative procedures are used to identify student progress as prescribed by the district and state.	Yes	No
6.7	Assessments are directly linked to choosing curriculum and instructional methods while accommodating a variety of learning styles and multiple intelligences.	Yes	No
6.8	Results of assessments are used to inform students and parents/guardians of learner progress, guide curriculum and instruction, and monitor the individual student plan.	Yes	No



Table 11. Standard Indicators of Programming: Standard 7.0 – Transitional Planning Support

Standard 7.0 TRANSITIONAL PLANNING SUPPORT			
An alternative education program has clear criteria and procedures for transitioning students from the traditional educational setting to the alternative setting, from alternative program to the student's next education or workforce setting while ensuring timely access to community agencies and support services. This process calls for trained transitional personnel experiences in this particular area. Further, the transitional process ensures that the alternative placement is the most appropriate placement for the student's specific academic, behavioral, life skill, and transitional needs at that moment.			
7.1	The alternative education program has a process to ensure that the alternative placement is the most appropriate for the student's specific academic, behavioral, life skill, and transitional needs.	Yes	No
7.2	The program has formal transitional process for students from pre-entry through post-exit which may include the following elements: an orientation which consists of rapport building, assessment of the student, IEP review, information and record sharing the student, short and long-term goal setting, development of an individual learning plan and other mechanisms designed to orient the student to the alternative education setting.	Yes	No
7.3	Transition planning and the individual learning plan afford students the opportunity to maintain and accelerate their current progress toward graduation.	Yes	No
7.4	Transition planning may include referral to community agencies and support services such as mental health, public health, family support, housing, physical fitness activities, and other youth services.	Yes	No
7.5	Within the bounds of the Family Educational Rights and Privacy Act (FERPA) information sharing takes place between the school of origin, the alternative program, and social service organizations. Copies of the following items are forwarded to the alternative education program: attendance records, birth certificate, current health treatments and medications needed during the school day, discipline and immunization records, reports cards, school enrollment letter, social security card, special education file and (IEP), state assessment, test scores, transcripts and other appropriate information on the student.	Yes	No



Table 12. Standard Indicators of Programming: Standard 8.0 – Parent/Guardian Involvement

Standard 8.0 PARENT/ GUARDIAN INVOLVEMENT			
An alternative education program actively involves parents/guardians beyond parent/guardian-teacher meetings. The alternative program emphasizes a non-judgmental, solution-focused approach, which incorporates parents/guardians as respected partners throughout the student's length of stay in the program.			
8.1	Parent/ guardian involvement is welcomed and actively recruited by the alternative education program.	Yes	No
8.2	Effective communication and interaction takes place between parents/guardians and school staff to include being continually notified of student progress (regular progress reports or as needed)	Yes	No
8.3	Parents/guardians are recognized as partners and involved in the decision-making process for the student.	Yes	No
8.4	Consultation regarding strategies to support the learning and personal success of students is made readily available to all parents/guardians.	Yes	No
8.5	Privacy is afforded to parents/guardians when engaging them as partners in the alternative program.	Yes	No
8.6	Procedures are in place to address all parental/guardian grievances in a timely fashion while respecting and considering the disposition of parent or guardian.	Yes	No



Table 13. Standard Indicators of Programming: Standard 9.0 – Collaboration

Standard 9.0 COLLABORATION			
An alternative education program seeks partnerships with community resources based on trust, open communication, clearly defined goals, and shared responsibility which links the program, home, and community. Collaborative partnerships promote opportunities for service learning, life skills, and career exploration for students.			
9.1	Partnerships with community resources are sought to help the alternative education program solve problems and achieve goals as outlined in the program's mission and purpose.	Yes	No
9.2	Partnerships are designed to support and enrich the program by including the community as a resource for education, advocacy, and volunteerism.	Yes	No
9.3	Partnerships may exist with community service organizations, cultural groups, faith-based representatives, agencies, and business/industry.	Yes	No
9.4	Collaboration exists with law enforcement, juvenile justice, and juvenile justice treatment centers. When appropriate, these partnerships facilitate an integrated case management strategy and wraparound services for students and parents/guardians.	Yes	No
9.5	As needed, collaborative partnerships with public and private agencies are established, formalized (i.e., memoranda of understanding) and outline the roles and responsibilities of partner social service organizations (i.e., mental health, juvenile justice, public health, advocacy agencies, child welfare, family support, judicial/legal, youth service agencies, and research/evaluation institutions).	Yes	No
9.6	Community partners may be utilized when integrating service learning, life skills, and career exploration into alternative education program.	Yes	No
9.7	Community representatives may serve on the advisory board and assist in planning, resource development, and decision making for the alternative program.	Yes	No



Table 14. Standard Indicators of Programming: Standard 10.0 – Program Review

Standard 10.0 PROGRAM REVIEW			
An alternative education program systemically conducts program evaluations for continuous improvement. Data collection may include the following items: student outcome data, and student, parent/guardian, and staff surveys. All sources of data are gathered and used to assess quality, provide a course for improvement, and direct future activities of the program.			
10.1	The alternative education program routinely conducts program reviews to determine progress toward meeting the mission and purpose of the program, and plans for continuous program improvement.	Yes	No
10.2	Student outcomes are gathered as a means to evaluate the success of the alternative program. This may include collecting data on the following: absences, disciplinary data, credits earned, dropout statistics, grades, graduation rates, student achievement data, and recidivism rates.	Yes	No
10.3	Climate surveys are administered to assess the attitudes and opinions about discipline, program culture and climate, the learning environment, staff-student and staff-parent/guardian and program-community relations, perceptions of the program effectiveness, and success relative to students' academic, behavioral, and social progress.	Yes	No
10.4	Results are used to develop or update a plan for program improvement.	Yes	No



Table 15. Standard Indicators of Programming: Standard 11.0 – Social/Emotional Services

Standard 11.0 SOCIAL/EMOTIONAL SERVICES			
An alternative education program provides a variety of services aimed at meeting the social/emotional needs of the student in relation to mental health, physical health, lifestyle choices, social and behavioral issues, as well as academic. An alternative education program may meet the needs of some special education students requiring an IEP and related services however, the alternative program is not intended to supplant increased services or placement at a special education center.			
11.1	Mental health professionals are assigned to the alternative school to work with students, i.e. psychologists, social workers, counselors, pupil personnel workers, and therapists.	Yes	No
11.2	Drug and alcohol counselors are available to the alternative school to provide both required and elective drug and alcohol counseling to students.	Yes	No
11.3	Individual and group counseling are provided on a regular basis focusing on student decision making, behavioral and social issues.	Yes	No
11.4	Teachers infuse behavioral and social instruction into their daily lesson plans, emphasizing relationship building as critical to changing behavior and building success for the student.	Yes	No
11.5	A social skills program such as an adventure education program is used to develop relationships, overcome challenges, expose students to potential leisure activities, and enhance problem solving, trust, and team building for the student.	Yes	No
11.6	Health services are provided to meet the needs of the students, assist with healthy lifestyle choices, provide guidance and support for health-related issues, and to access community resources when needed. A school nurse or nurse practitioner is assigned to every alternative school.	Yes	No
11.7	Limited special education services are provided to meet the educational needs of students with IEP's. Appropriate personnel are assigned to the alternative program to support the implementation of the student's IEP, i.e. special education teachers, instructional assistants, crisis counselors, and school psychologist.	Yes	No

Table 16. Standard Indicators of Programming: Standard 12.0 – Teacher Evaluation

Standard 12.0 TEACHER EVALUATION			
An alternative education program systemically conducts teacher evaluations that reflect the state and local standards established by the Local Education Agency (LEA) and the Maryland State Department of Education (MSDE). A variety of data sources are used to evaluate the teacher and his /her instructional program. All sources of data are gathered and used to assess quality, provide a course of improvement, and direct future activities.			
12.1	Teacher goals must be established yearly in cooperation with the administration. These goals should include professional, instructional, classroom management, and personal goals based upon prior evaluations and individual needs.	Yes	No
12.2	Administrations conduct regular formal and informal observations throughout the school year, providing meaningful feedback to the teacher reflecting best practices, strengths, and areas of need.	Yes	No
12.3	All observations should be used to promote the professional growth of teachers.	Yes	No
12.4	Administrators should conduct post-observation conferences to discuss the observation.	Yes	No
12.5	A formal end of year evaluation should be written indicating areas of strength and need, suggestions for improvement, and contribution to the alternative program.	Yes	No
12.6	Student performance (behavior, academic, social adjustment) is a key component of the teacher evaluation. Performance and behavioral assessments such as benchmarks, summative and formative assessments, and discipline referral should be used to determine student achievement in addition to grades, teacher observation, and other factors determined by the local education agency.	Yes	No
12.7	Alternative school teachers should be evaluated for appropriate student growth based upon the student's prior record of achievement, behavior, attendance, and performance levels. Pre-tests should be used to determine the academic level of the student upon entry into the alternative education program. Post-test, grades, attendance, behavior, and academic performance can then be measured to determine the effectiveness of the instructional program and the instructor.	Yes	No

Table 17. Standard Indicators of Programming: Standard 13.0 – Principal Evaluation

Standard 13.0 PRINCIPAL EVALUATION			
An alternative education program systemically conducts evaluation of the principal that reflect the state and local standards established by the Local Education Agency (LEA) and the Maryland State Department of Education (MSDE). The Maryland Instructional Leadership Framework provides a guide for evaluating the principal based upon eight instructional outcomes. Those outcomes are reflected in the standards in this document. A variety of data sources are used to evaluate the teacher and his /her instructional program. All sources of data are gathered and used to assess quality, provide a course of improvement, and direct future activities.			
13.1	Principal goals must be established yearly in cooperation with the supervisor/central office personnel. These goals should include professional, instructional, management, and personal goals based upon prior evaluations and individual needs.	Yes	No
13.2	A formal end of year evaluation should be written indicating areas of strength and need, suggestions for improvement, and contribution to the alternative program. This document should be used to develop the principal's goals for the coming school year.	Yes	No
13.3	Student performance, behavior, and social success are key components of the principal evaluation. Performance assessments such as benchmarks, summative and formative assessments, discipline referrals, and other indicators should be used to determine student achievement in addition to grades, teacher observation, and other factors as determined by the L.E.A.	Yes	No
13.4	Alternative school principals should be evaluated for appropriate student growth based upon the student's prior record of achievement, behavior, attendance, and performance levels. Pre-tests should be used to determine the academic level of the student upon entry into the alternative education program. Post-test, grades, attendance, behavior, and academic performance can then be measured to determine the effectiveness of the instructional program and the instructor.	Yes	No
13.5	The instructional leadership outcomes should be reflected in the evaluation of the principal: <ol style="list-style-type: none"> 1. Facilitate the development of the school vision. 2. Align aspects of the school culture to adult and student learning. 3. Monitor alignment of curriculum, instruction, and assessment. 4. Improve instructional practices through observation and evaluation of teachers. 5. Ensure regular integration of appropriate assessments into the daily instructional program. 6. Utilize technology and multiple sources to improve classroom instruction. 7. Provide purposeful, sustainable, research-based professional development. 8. Engage all community stakeholders in a shared responsibility for student and school success. 	Yes	No



Dropout Prevention Program Profiles for 24 Maryland School Systems - 2012 Update

In October 2012, MSDE administered a Dropout Prevention Program Characteristics survey to the local school system contacts with oversight of dropout prevention programming in the 24 Maryland local school systems. These local school system (LSS) contacts responded to the survey by completing a survey for *each program* offered in their local school system during the 2011-2012 school year.

The survey contained 14 questions, primarily multiple choice, requesting information on all dropout prevention programs offered in each LSS during the 2011-2012 school year. A copy of the survey is provided in appendix B. Respondents (or LSS contacts) were asked to provide a survey for each program that met the following definition:

A service or activity with the primary purpose of helping middle or high school students stay in school, progress in school, or complete school (or complete a GED) to reduce dropout rates in Maryland.

Dropout prevention efforts in Maryland that did *not* meet this definition were not reported in the Program Characteristics Table. For example, dropout prevention efforts such as professional development, school-wide efforts to engage and support all students, or committees on improving student attendance exist in many of the LSS. However, these efforts do not conform to the above definition of a dropout prevention program and, therefore, were not reported in this table.

The findings from the survey are presented in table 18. Table 18 starts with a summary of programs characteristics in the LSS table header. This is followed by a profile of each of the dropout prevention programs reported by LSS contacts as operating (in their LSS) during the 2011-2012 school year. If these programs had been previously reported in the 2011 Guide, an asterisk was placed beside the program name.



Table 18. Dropout prevention programs operating in the 24 Maryland local school systems (2011-2012)

ALLEGANY COUNTY			
Total Programs	WWC-Reviewed Programs	Programs Serving Middle School	Programs Serving High School
2	0	2	2
<p>Program Tracking: There were 12 programs reported previously in the 2011 Guide for Allegany County. Of these programs, two met the definition of a dropout prevention program and were still operating during the 2011-2012 school year; they are reported in this updated Guide. All programs identified during the 2012 data collection had been reported previously in the 2011 Guide.</p> <p>Programmatic Highlights: Both Allegany School System programs targeted students based on ten of the twelve target population characteristics. Neither program targeted students based on English language learner status or racial or ethnic minority status. Public schools were the setting for program implementation for both programs.</p> <p>For more information, see: http://www.boe.allconet.org/</p>			
*Project Y.E.S. (Youth Experiencing Success)			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1987	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-10	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	175	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: After-school enrichment, peer tutoring/ mentoring, college preparation, community service/service learning		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, literacy support, and community-based services		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
	Other:		<input type="checkbox"/>



*Academic Village			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2006	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	200	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: School within a school, peer tutoring/mentoring, college preparation, and community service/service learning		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, literacy support, and community-based services		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
	Other:		<input type="checkbox"/>



ANNE ARUNDEL COUNTY

Total Programs	WWC-Reviewed Programs	Programs Serving Middle School	Programs Serving High School
9	2	5	6

Program Tracking: There were 26 programs reported previously in the 2011 Guide for Anne Arundel County. Of these programs, three met the definition of a dropout prevention program and were still operating during the 2011-2012 school year; they are reported in this updated Guide. Six programs were identified during the 2012 data collection that were not reported previously in the 2011 Guide.

Programmatic Highlights: All programs in Anne Arundel County targeted students with poor attendance. Students with low grades as well as students with behavior or discipline issues were targeted in eight of the nine programs. For the setting of program implementation, six programs reported “public school”, two reported “alternative school”, and one program reported the “Boys & Girls Club of Annapolis and Anne Arundel County.” The Alternative One program is the Check and Connect Program but operating under a different name.

For more information, see: <http://aacps.org/>

Alternative Center for Education (ACE Program)

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2008	Low Grades	<input type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	35	Behind Grade Level	<input type="checkbox"/>
Setting:	Boys & Girls Club of Annapolis and Anne Arundel County	Contact with Law Enforcement	<input checked="" type="checkbox"/>
		Contact with Social Services	<input type="checkbox"/>
Type: Alternative middle school		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
		From Single-Parent Household	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, community-based services, and a partnership with the Boys & Girls Club of Annapolis and the Annapolis Youth Services Bureau		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

Alternative One			
Reviewed by WWC?	Yes ³	Target Population Characteristics	
Year Started:	2005	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	80	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Check and Connect - Peer tutoring/mentoring		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, Monitoring student progress, Literary support		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
Check In/Check Out			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2006	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	Hundreds	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Peer tutoring/mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

³ Anne Arundel County renamed the Check and Connect program to Alternative One. The former has been reviewed by the What Works Clearinghouse but the latter has not.



Evening Middle School			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2006	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	45	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative middle school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, curriculum design, and literacy support		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
J. Albert Adams Academy			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1958	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	120	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative middle school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, and curriculum design		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



*Twilight School			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1999	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	369	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative evening high school		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, monitoring student progress, and curriculum design		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
*Mary E. Moss Academy			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1997	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-10	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	100	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, curriculum design, literacy support, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

*Evening High School			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1968	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	890	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Evening High School (3:00pm-9:00pm)		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design, and literacy support		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
Sojourner-Douglass Middle College High School			
Reviewed by WWC?	Yes ⁴	Target Population Characteristics	
Year Started:	2009	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	46	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative high school, after-school enrichment, college preparation		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, school restructuring, and community-based services		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

⁴ The What Works Clearinghouse reviewed Middle College High School.

BALTIMORE CITY

Total Programs

12

WWC-Reviewed Programs

1

Programs Serving Middle School

4

Programs Serving High School

12

Program Tracking: There were 4 programs reported previously in the 2011 Guide for Baltimore County. Of these programs, one met the definition of a dropout prevention program and was still operating during the 2011-2012 school year; it is reported in this updated Guide. In addition, there were 11 programs identified during the 2012 data collection that were not reported previously in the 2011 Guide.

Programmatic Highlights: All programs reported “behind grade level” as a target population characteristic. The next most frequently reported target population characteristics were “low grades”, “poor attendance”, and “contact with law enforcement” which were each reported for two programs. All programs reported both public school and alternative school as the settings for program implementation.

For more information, see: <http://www.baltimorecityschools.org/site/default.aspx?PageID=1>

Youth Opportunity Academy

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2006	Low Grades	<input type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	Not reported	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: School within a school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, Counseling, Monitoring student progress, Curriculum design, Community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



Chesapeake Center for Youth Development			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2010	Low Grades	<input type="checkbox"/>
Grades Served:	9-10	Poor Attendance	<input type="checkbox"/>
Enrollment:	Not reported	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: School within a school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and curriculum design		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
Learning Inc.			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2001	Low Grades	<input type="checkbox"/>
Grades Served:	6-9	Poor Attendance	<input type="checkbox"/>
Enrollment:	Not reported	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: School within a school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and curriculum design		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



Baltimore Community High			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2009	Low Grades	<input type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	Not reported	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and curriculum design		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
Baltimore Antioch Diploma Plus			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2009	Low Grades	<input type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	Not reported	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and curriculum design		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



Baltimore Liberation Diploma Plus			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2009	Low Grades	<input type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	Not reported	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
Baltimore Corps Transition School			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011	Low Grades	<input type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	Not reported	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: School within a school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



Career Academy			
Reviewed by WWC?	Yes ⁵	Target Population Characteristics	
Year Started:	1987	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	Not reported	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: School within a school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
Excel Academy at Frances M Wood			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	Not reported	Low Grades	<input type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	Not reported	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and curriculum design		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>

⁵ The What Works Clearinghouse reviewed Career Academies.



Achievement Academy at Harbor City			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	Not reported	Low Grades	<input type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	Not reported	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and curriculum design		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
Baltimore Rising Star			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	Not reported	Low Grades	<input type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	Not reported	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and curriculum design		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



*Student Support Team			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2006-2007	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	3513	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: School-based teams that create and monitor interventions for students who are struggling in school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, literacy support, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

BALTIMORE COUNTY

Total Programs

9

WWC-Reviewed Programs

0

Programs Serving Middle School

6

Programs Serving High School

9

Program Tracking: There were 12 programs reported previously in the 2011 Guide. Of these programs, 10 met the definition of a dropout prevention programs and were still operating during the 2011-2012 school; they are reported in this Guide. However, two of the 10 programs were identified as a single merged program during the 2012 data collection, resulting in a total of 9 programs reported in this Guide.

Programmatic Highlights: The most frequently reported target population characteristics were low grades, poor attendance, and behind grade level. Each of these population characteristics were reported for seven programs. No programs reported targeting racial or ethnic minorities for program participation. Seven programs reported public school as the program setting. Three programs reported an alternative school setting. Home or community location, detention centers, and home visits were also reported as program settings.

For more information, see: <http://www.bcps.org/>

*Alternative Middle and High School

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	20 plus years	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-10	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	400	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative middle/high school program, College preparation, Community service/service learning		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, and curriculum design. School systems use Home and Hospital teachers to provide services for students outside of the traditional school model		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
	Other:		<input type="checkbox"/>



*Bridge Center			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2008	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	240	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative middle/high school program		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, and monitoring student progress. Transitional program for students returning from juvenile services.		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
*Evening High and Saturday School and Afternoon Middle School			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1990	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	1871	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school program		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling and monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



*Home Teaching			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	20 plus years	Low Grades	<input type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	500	Behind Grade Level	<input type="checkbox"/>
Setting:	Home or community location	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school program and college preparation		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling and monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other: expulsion, administrative transfer or program review	<input checked="" type="checkbox"/>
*Maryland's Tomorrow			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	20 plus years ago	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	200	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Peer tutoring or mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, and monitoring student progress. Case management program with students being assigned staff to help them through school.		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



*Maryland's Tomorrow Advance Path Academies			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1997	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	270	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative high school, school within a school, college preparation, and support program		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and literacy support. Case management program with students being assigned staff to help them through school.		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
*Neglected and Delinquent Youth Grant			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	Over 10 years ago	Low Grades	<input type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	252	Behind Grade Level	<input type="checkbox"/>
Setting:	Detention center	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative high school and GED preparation		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Monitoring student progress, literacy support, and GED/preparation to return to public school		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other: all incarcerated youth under age 21	<input checked="" type="checkbox"/>



*Secondary Academic Intervention Model at Crossroads			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2007	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-10	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	225	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school, college preparation, and community service/service learning		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling and monitoring student progress. School systems use Home and Hospital teachers to provide services for students outside of the traditional school model.		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
*Therapeutic Services			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2000	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	K-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	28	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, home visits	Contact with Law Enforcement	<input type="checkbox"/>
Type: Case management services to selected Home and Hospital students		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, and community-based services		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

CALVERT COUNTY

**Total
Programs**

5

**WWC-Reviewed
Programs**

0

**Programs Serving
Middle School**

3

**Programs
Serving
High School**

4

Program Tracking: No programs were reported in the 2011 Guide for Calvert County. However, the lack of programs may have been a reporting issue rather than a programmatic one. With this caveat in mind, five additional programs were identified through the 2012 data collection.

Programmatic Highlights: All programs reported targeting students with low grades, students classified for special education services, and students with behavior or discipline issues. No programs targeted students with low income status, students with teen parent status, students from single-parent household, students from racial or ethnic minority, or students who have had contact with social services. All five programs were set in public schools. One program, Calvert County Alternative School, reported public school *and* alternative school as its setting.

For more information, see: <http://www.calvertnet.k12.md.us/>

Twilight School

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2006	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	~500	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: School within a school, alternative high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Monitoring student progress, curriculum design, and credit recovery		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other: Students who have failed the High School Assessment (HSA), the test required for graduation	<input checked="" type="checkbox"/>



Alternative Education Regional Program for Middle School and High School			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	Early 2000	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	126	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative middle/high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, targeted mentoring, academic support, and social emotional counseling offered under alternative education program.		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
Calvert County Alternative School			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1996	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	53	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative middle/ high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, curriculum design, community-based services, mentoring, academic support, and social emotional counseling		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



9 th Grade Academy			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2005-2006	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	~500	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: A program within each school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
6 th Grade Teams			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2008	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	~800	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: A program within each school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling for a small cohort of students with groups of teachers to assist with transitioning into middle school		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

Note. The “~” preceding a number stands for approximately.



CAROLINE COUNTY

Total Programs

4

WWC-Reviewed Programs

0

Programs Serving Middle School

2

Programs Serving High School

4

Program Tracking: There were 12 programs reported in the 2011 Guide for Caroline County. Of these programs, four met the definition of a dropout prevention program and were still operating during the 2011-2012 school year; they are reported in this Guide. All programs identified during the 2012 data collection had been reported previously in the 2011 Guide.

Key Characteristics: Three dropout prevention programs reported students with poor attendance as a target population characteristic. Low grades and behavior or discipline issues were each reported as target population characteristics in two programs. The following population characteristics were not reported targets for any dropout prevention programs in Caroline County: behind grade level, contact with social services, classified for special education services, low-income status, from single-parent household, English language learner. All programs reported a public school setting; one program reported an alternative school setting.

For more information, see: <http://cl.k12.md.us/>

*Attendance Efforts

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2006	Low Grades	<input type="checkbox"/>
Grades Served:	K-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	5400	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: NR		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and literacy support		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



*Caroline 9th Grade Academy/Teacher Advisory Program			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2005	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	High school students	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: School within a school, in school enrichment		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, and community-based service		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
*Caroline Alternative Program			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1980s	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	34	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative middle/high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, and curriculum design		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



*Caroline Evening School Program			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1994	Low Grades	<input type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	Not reported	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Monitoring student progress, school restructuring, and curriculum design		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

CARROLL COUNTY

**Total
Programs**

3

**WWC-Reviewed
Programs**

0

**Programs Serving
Middle School**

1

**Programs
Serving
High School**

3

Program Tracking: There were 22 programs reported in the 2011 Guide for Carroll County. Of these programs, three met the definition of a dropout prevention program and were still operating during the 2011-2012 school year; they are reported in this Guide. All programs identified during the 2012 data collection had been reported previously in the 2011 Guide.

Key Characteristics: All three programs targeted students with behavior or discipline issues. Students with low grades, students with poor attendance, and students behind grade level were each targeted in two programs. No programs targeted students with the following characteristics: classified for special education services, from single-parent household, English language learners, racial or ethnic minorities. Two programs were set in public schools and one was set in an alternative school.

For more information, see: <http://www.carrollk12.org/>

*Flexible Student Support

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2000	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	222	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, curriculum design, literacy support, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



*Gateway High School/Crossroads Middle School			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1993	Low Grades	<input type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	105	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative middle/high school		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
*High School Drop Out Prevention (H.S.D.O.P.) Credit Recovery Lab			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1988	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	266	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: After-school enrichment, peer tutoring/mentoring, high school distance learning labs for credit recovery		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, tutoring assistance to families, credit recovery program online, and flexible student support (evening classes)		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other: Family issues and multiple moves	<input checked="" type="checkbox"/>

CECIL COUNTY

**Total
Programs**

6

**WWC-Reviewed
Programs**

0

**Programs Serving
Middle School**

5

**Programs
Serving
High School**

3

Program Tracking: There were 7 programs reported in the 2011 Guide for Cecil County. Of these programs, one met the definition of a dropout prevention program and was still operating during the 2011-2012 school year; it is reported in this Guide. Five programs were identified through the 2012 data collection that were not reported previously in the 2011 Guide.

Key Characteristics: The most frequent targeted population characteristic was “students with poor attendance.” All six programs targeted students with poor attendance. Students with low grades, students behind grade level, and students with behavior or discipline issues were each target population characteristics for five programs. Five programs were set in public school while one program reported alternative school as the setting.

For more information, see: <http://ccps.org/>

Grade Recoup, Grade Recovery, Grade Reinstatement, Credit Recovery

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2008	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	300	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: After-school enrichment		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, curriculum design, and literacy support		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



Saturday School			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2003-2004	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	300	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: After-school enrichment		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, monitoring student progress, and literary support		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
Options Caseworkers			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2004	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	150	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Peer tutoring/mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, and monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



Aim High			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2009	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	150	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Peer tutoring or mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
At Risk Homerooms			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2007	Low Grades	<input type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	100	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Peer tutoring/mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Counseling and monitoring student progress		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



*Cecil Alternative Program (C.A.P.)			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011-2012	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	62	Behind Grade Level	<input type="checkbox"/>
Setting:	Private School, Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and school restructuring		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



CHARLES COUNTY

**Total
Programs**

27

**WWC-Reviewed
Programs**

2

**Programs Serving
Middle School**

15

**Programs
Serving
High School**

19

Program Tracking: There were 13 programs reported in the 2011 Guide for Charles County. Of these programs, eight met the definition of a dropout prevention program and were still operating during the 2011-2012 school year; they are reported in this Guide. In addition, 19 programs were identified through the 2012 data collection that were not reported previously in the 2011 Guide.

Key Characteristics: The most frequently targeted population characteristics were: “low grades” for 22 programs, “behavior or discipline issues” for 19 programs, “poor attendance” for 19 programs, and “behind grade level” for 18 programs. All programs reported public school settings. Alternative school and home based were also reported as program settings.

For more information, see: <http://www2.ccboe.com/>

*Case Management at Henry Lackey High School

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	Late 1980s	Low Grades	<input type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	130	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: College preparation		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, literacy support, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



*College of Southern Maryland Education Talent Search			
Reviewed by WWC?	Yes ⁶	Target Population Characteristics	
Year Started:	1990	Low Grades	<input type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	40	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: After-school enrichment, college preparation, and community service/service learning		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, community-based services, enrichment, and test preparation		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other: First generation college, students who have the potential to attend college	<input checked="" type="checkbox"/>
Teens Influencing Every Student (TIES)			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2008-2009	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	8-10	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Peer tutoring/mentoring		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and community-based services		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

⁶ The What Works Clearinghouse reviewed Talent Search.

*Programs at Davis Middle School - Check and Connect			
Reviewed by WWC?	Yes ⁷	Target Population Characteristics	
Year Started:	2007	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	28	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Adult Mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
Attendance Review			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2005	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	All grades	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	325	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative middle/high school		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design, and community-based services		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

⁷ The What Works Clearinghouse reviewed Check and Connect.



*Maryland's Tomorrow			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1980s	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	90	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Peer tutoring/mentoring, college preparation, community service/service learning, outreach, follow-ups, in-school, outreach, freshman orientation, study skills, career exploration, and job preparation		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design, literacy support. Case management program with students who are assigned staff to help them through school.		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
*Student Support Team (SST)			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	Early 1990s	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	~547	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative middle/high school, college preparation, K-12 school setting, school based, providing additional support/accommodations, summer learning program		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, school restructuring, curriculum design, literacy support, and community-based services. School based teams that create and monitor interventions for students who are struggling in school.		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



The Homework Center (Thomas Stone High School)			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011-2012	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	40	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: After-school enrichment and grade recovery		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Literacy support		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
*Freshman Seminar			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2005	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9	Poor Attendance	<input type="checkbox"/>
Enrollment:	260	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Provides academic and social success		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



Peer Mediation			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2008	Low Grades	<input type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	~25	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Peer tutoring/mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling and monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
Learning Enrichment Achievement Program (LEAP)			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2010	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input type="checkbox"/>
Enrollment:	975	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: School-wide reinforcement of skills		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, curriculum design, and literacy support		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



Extended Learning Opportunity (ELO)			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2006	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	~185	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school, after-school enrichment, peer tutoring/mentoring, remediation/HSA (High School Assessment) prep		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design, literacy support, and remediation		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
	Other:		<input type="checkbox"/>
Attendance Contract Club			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011	Low Grades	<input type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	48	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Attendance		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives for staying in school, counseling, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
	Other:		<input type="checkbox"/>

Hope Health Counseling			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	27	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Counseling		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, and monitoring student progress		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
Teenage Parenting Program (TAPP)			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1978	Low Grades	<input type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	8	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school and school within a school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



*Behavior Education Program			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2010	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	45	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public school	Contact with Law Enforcement	<input type="checkbox"/>
Type: Peer tutoring/mentoring, bullying prevention, school safety climate		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, literacy support, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
Check-In/Check-Out			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2006	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	~72	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public school	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Peer tutoring/mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design, literacy support, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



Student 2 Student North Point			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2010	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	27	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Peer tutoring/mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
Growing Responsibility, Academics Discipline for Success (GRADS) North Point			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2010	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	35	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Peer tutoring/mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, and monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



Boys Club			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2007	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	10	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Peer tutoring/mentoring and community service/service learning		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, monitoring student progress, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
Contract for Success			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2009 or 2010	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	29	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative middle/high school, school within a school, community service/service learning, peer tutoring/mentoring, one-on-one/small groups		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, school restructuring, curriculum design, and literacy support		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



NOVEL			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1995	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	216	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School, or home based	Contact with Law Enforcement	<input type="checkbox"/>
		Contact with Social Services	<input type="checkbox"/>
Type: Alternative middle/high school, after-school enrichment, community service/service learning, and independent study		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
		From Single-Parent Household	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
Student with a Goal (SWAG)			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011-2012	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	5	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: After-school enrichment and peer tutoring/mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, and monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
Other:	<input type="checkbox"/>		

Young Men of Distinction/Young Ladies of Distinction North Point			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	11-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	50	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Peer tutoring/mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, and monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
*Summer Youth Achievement Program			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1995	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	76	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative middle school, after-school enrichment, peer tutoring/mentoring		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



Evening School			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1995	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	138	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
Student's Target Academic Rigor with Success (STARS)			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2009	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-10	Poor Attendance	<input type="checkbox"/>
Enrollment:	~95	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative high school, peer tutoring/mentoring, college preparation, and community service/service learning		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and curriculum design		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

DORCHESTER COUNTY

**Total
Programs**

14

**WWC-Reviewed
Programs**

1

**Programs Serving
Middle School**

8

**Programs
Serving
High School**

12

Program Tracking: There were 16 programs reported in the 2011 Guide for Dorchester County. Of these programs, three met the definition of a dropout prevention program and were still operating during the 2011-2012 school year; they are reported in this Guide. In addition, there were 11 programs identified during the 2012 data collection that were not reported previously in the 2011 Guide.

Key Characteristics: The population characteristics targeted most frequently were students behind grade level (targeted by nine programs), students with poor attendance (targeted by seven programs), and students with behavior or discipline issues (targeted by seven programs). “Contact with law enforcement”, “contact with social services”, “classified for special education services”, “low-income status”, “from single parent household”, and “English language learner” were not reported as target population characteristics in any of the fourteen programs. Thirteen programs reported a public school setting.

For more information, see: <http://www.dcps.k12.md.us/>

New Directions Learning Academy

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2006-2007	Low Grades	<input type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	60	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, curriculum design, and literacy support		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other: Students removed from regular public school	<input checked="" type="checkbox"/>



Extended Education Services			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011-2012	Low Grades	<input type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	15	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School, education delivery out of school	Contact with Law Enforcement	<input type="checkbox"/>
Type: Classwork delivered outside the school building		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
Truancy Court			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2008-2009	Low Grades	<input type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	25	Behind Grade Level	<input type="checkbox"/>
Setting:	Assigns a special judge to manage students and families with truancy problems	Contact with Law Enforcement	<input type="checkbox"/>
		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
Type: Community service/service learning and juvenile court monitors (truancy)		Low-Income Status	<input type="checkbox"/>
		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
Program Services & Supports: Monitoring student progress, and community-based services		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



Attendance Mediation			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011-2012	Low Grades	<input type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	20	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling and Monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
African American Summit			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011-2012	Low Grades	<input type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	175	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Community service/service learning		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



Dropout Prevention Parent/Student Conferences			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2009-2010	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	8-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	25	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Conference		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, school restructuring, curriculum design, community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
Asset Development Program			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011-2012	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	54	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Credit recovery		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, school restructuring, and curriculum design		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



*Check and Connect			
Reviewed by WWC?	Yes ⁸	Target Population Characteristics	
Year Started:	2011-2012	Low Grades	<input type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	60	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Adult mentor program		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
Check In – Check Out			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011-2012	Low Grades	<input type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	90	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Adult mentor program		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, and contact with an adult in the building that is regular and consistent		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

⁸ The What Works Clearinghouse reviewed Check and Connect.



Gentleman's Club			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011-2012	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	150	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: After-school enrichment, peer tutoring/mentoring, and adult mentoring/social skills		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, literacy support, and homework help/social skill development		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
	Other:		<input type="checkbox"/>
*Evening High School			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2008-2009	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	95	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: After-school enrichment and credit recovery		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
	Other:		<input type="checkbox"/>



*Credit Recovery			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2007-2008	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	300	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Scheduled class during the school day for credit recovery		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Monitoring student progress and curriculum design		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
TIGR BUDDY (Maces Lane Middle School)			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011-2012	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	30	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Adult mentor		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, and positive adult role model/relationship		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



Conflict Resolution			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011-2012	Low Grades	<input type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input type="checkbox"/>
Enrollment:	500	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Mediation		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling and mediation services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other: peer conflict (not bullying)	<input checked="" type="checkbox"/>



FREDERICK COUNTY

Total Programs

6

WWC-Reviewed Programs

0

Programs Serving Middle School

3

Programs Serving High School

6

Program Tracking: There were 13 programs reported in the 2011 Guide for Frederick County. Of these programs, four met the definition of a dropout prevention program and were still operating during the 2011-2012 school year; they are reported in this Guide. In addition, there were two programs identified during the 2012 data collection that were not reported previously in the 2011 Guide.

Programmatic Highlights: “Low grades” and “behind grade level” were each reported as target population characteristics in five programs. “Low-income status”, “from single-parent household”, and “racial or ethnic minority” were not reported as target population characteristics in any of the six programs. Out of the six programs, five were set in public school and the other was set in a community facility.

For more information, see: <http://www.fcps.org/site/default.aspx?PageID=1>

*Flexible Evening High School

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	The program has existed for decades	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	Over 2000	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Monitoring student progress and literacy support		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



*Family Partnership of Frederick County			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1991	Low Grades	<input type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	112	Behind Grade Level	<input type="checkbox"/>
Setting:	Community Facility	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school, peer tutoring/mentoring, and GED preparation		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Literacy support and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
PPW Dropout Prevention/Attendance Groups			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	No start date available	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	All grades and ages eligible	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	120	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Meeting between student and pupil personal worker		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, and monitoring student progress. Pupil personnel workers meet to address needs of students who are struggling with attendance		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



Virtual Online Program			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2009	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	~1500	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, monitoring student progress, and literacy support		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
*Student Services Teams (SST)			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	Don't know date of inception	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	Enrollment not tracked	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Adult mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, Monitoring student progress, Literacy support, Community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



*Academic Intervention			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2006	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-10	Poor Attendance	<input type="checkbox"/>
Enrollment:	~800	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: After-school enrichment, and additional coursework for students with reading/math gaps		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Monitoring student progress, Literacy support		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



GARRETT COUNTY

Total Programs

2

WWC-Reviewed Programs

0

Programs Serving Middle School

1

Programs Serving High School

2

Program Tracking: There were 9 programs reported in the 2011 Guide for Garrett County. Of these programs, two met the definition of a dropout prevention program and were still operating during the 2011-2012 school year; they are reported in this Guide. No additional programs were identified through the 2012 data collection. (There was one program reported in the 2011 Guide, *Maryland's Tomorrow*, which was operating during the 2011-2012 school year, but is not reported in this Guide due to survey nonresponse.)

Key Characteristics: Both programs reported targeting students with low grades and students behind grade level. Students with teen parent status and students with behavior or discipline issues were also reported as target population characteristics in Garrett County. The two dropout prevention programs were set in public schools.

For more information, see: <http://www.ga.k12.md.us/>

*Evening High School

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	Not Reported	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	15	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school, after-school enrichment, and credit recovery		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school and school restructuring		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



*Academic Intervention			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2003	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	250	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Elementary, middle and high schools		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Tutoring and academic reinforcement		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



HARFORD COUNTY

**Total
Programs**

4

**WWC-Reviewed
Programs**

0

**Programs Serving
Middle School**

2

**Programs
Serving
High School**

3

Program Tracking: There were 7 programs reported in the 2011 Guide for Harford County. Of these programs, two met the definition of a dropout prevention program and were still operating during the 2011-2012 school year; they are reported in this Guide. In addition, there were two programs identified during the 2012 data collection that were not reported previously in the 2011 Guide.

Key Characteristics: All four dropout prevention programs reported targeting students with low grades and students with poor attendance. All of the target population characteristics were reported for at least one Harford County dropout prevention program. Public school, alternative school, community facility, and home were the program settings reported.

For more information, see: <http://www.hcps.org/>

*Online Credit Recovery-Ed Options

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2010	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	29	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: School within a school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling and monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



*Reconnecting Youth			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2001	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	Ages 16-21	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	95	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Alternative School, Community Facility, and Home	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Adult tutoring or mentoring, GED preparation, Summer employment		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, Counseling, Monitoring student progress, Literacy support, Community-based services, paid and unpaid work experience		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
Alternative Education			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1990-1991	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	7-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	340	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative middle/high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design, literacy support, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



After School Programs			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2008	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	K-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	245	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: After-school enrichment		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Monitoring, Curriculum design, Literacy support, enhance reading, and mathematical skills		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>

HOWARD COUNTY

**Total
Programs**

3

**WWC-Reviewed
Programs**

0

**Programs Serving
Middle School**

3

**Programs
Serving
High School**

3

Program Tracking: There were 6 programs reported in the 2011 Guide for Howard County. Of these programs, three programs met the definition of a dropout prevention program and were still operating during the 2011-2012 school year; they are reported in this Guide. All programs identified during the 2012 data collection had been reported previously in the 2011 Guide.

Key Characteristics: All three programs reported “low grades”, “poor attendance”, “behind grade level”, and “behavior or discipline issues” as target population characteristics. None of the programs reported “contact with social services”, “classified for special education”, “low-income status”, “from single parent household”, “teen parent status”, “English language learner”, or “racial or ethnic minority” as target population characteristics. All programs reported public school as the setting.

For more information, see: <http://www.hcpss.org/>

*In-School Alternative Education Programs

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1997	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	825	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Other: comprehensive elementary, middle and high school	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Comprehensive-school based alternative programs designed to support students with behavioral and academic challenges and prevent dropout		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, Monitoring student progress, Community-based services, academic support, and behavioral support		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
	Other:		<input type="checkbox"/>



*Evening School			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1997	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	200	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school for students suspended or expelled from school; allows students to receive educational services; also provides original credit and credit recovery classes for students trying to graduate in a timely fashion		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
*Gateway Program at Homewood Center			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1980	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	150	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, literacy support, and community-based services, and credit recovery		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

KENT COUNTY

**Total
Programs**

5

**WWC-Reviewed
Programs**

0

**Programs Serving
Middle School**

3

**Programs
Serving
High School**

5

Program Tracking: There were 5 programs reported in the 2011 Guide for Kent County. Of these programs, one program met the definition of a dropout prevention program and was still operating during the 2011-2012 school year; it is reported in this Guide. There were four programs identified during the 2012 data collection that were not reported previously in the 2011 Guide.

Key Characteristics: All five programs targeted students with low grades, students with poor attendance, and students behind grade level. Four programs targeted students with behavior or discipline issues. No programs targeted students from single-parent households or students of racial or ethnic minority. All programs reported public school as the setting. One of the five programs also reported alternative school as the setting.

For more information, see: <http://www.kent.k12.md.us/>

Alternative Program-Intensive Behavioral & Academic Learning Center (I BALC)

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2008	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	15	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school and college preparation		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, curriculum design, literacy support, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



Evening (Twilight) School			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	20	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: School within a school and college preparation		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Monitoring student progress, curriculum design, and credit recovery		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
*Student Withdrawal Team			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2010	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	10	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Student Withdrawal Teams review reasons why students dropout		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

Student Services Teams			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2008	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	50	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: School based teams		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, curriculum design, literacy design, and community-based services. School based teams create and monitor interventions for students who are struggling in school		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
School Counselor Targeted Intervention Program			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	75	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Counselors meet to develop a watch list of at-risk students and an action plan for interventions		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, curriculum design, literacy support, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

MONTGOMERY COUNTY

**Total
Programs**

5

**WWC-Reviewed
Programs**

0

**Programs Serving
Middle School**

2

**Programs
Serving
High School**

5

Program Tracking: There were 9 programs reported in the 2011 Guide for Montgomery County. Of these programs, two met the definition of a dropout prevention program and were still operating during the 2011-2012 school year; they are reported in this Guide. There were three programs identified during the 2012 data collection that were not reported previously in the 2011 Guide. (There was one program reported in the 2011 Guide, *Alternative Programs*, which was operating during the 2011-2012 school year, but is not reported in this Guide due to survey non-response.)

Key Characteristics: All target population characteristics listed on the surveys were targeted in Montgomery County. Students with low grades and students with poor attendance were both targeted in four programs while students behind grade level were targeted in three. Two programs reported public school as the program setting, one reported community facility, one reported postsecondary institution, and one reported computer training lab as the program setting.

For more information, see: <http://www.montgomeryschoolsmd.org/>

*Interagency Truancy Review Board

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2005	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-9	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	82	Behind Grade Level	<input type="checkbox"/>
Setting:	Community Facility	Contact with Law Enforcement	<input type="checkbox"/>
Type: Truancy intervention		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



Attendance Matters			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-9	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	117	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Collaborative problem solving around attendance		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, and monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
High School Plus			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2009	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	4500	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Classes held immediately after school to make up credit		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Offers opportunities to earn credit needed to graduate; getting support with Bridge Projects; and studying for the High School Assessment (HSA)		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



Online Pathway to Graduation			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2009	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	11-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	300	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Montgomery County Public Schools (MCPS) computer training lab	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Online courses, with face-to-face teacher support, held four nights a week in an MCPS computer access facility		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, and academic help through face-to-face intervention with subject teacher		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other: Students who have dropped out and returned	<input checked="" type="checkbox"/>
*Gateway to College			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2004	Low Grades	<input type="checkbox"/>
Grades Served:	10-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	134	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Postsecondary Institution	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative program that serves students who have dropped out in Montgomery County		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, school restructuring, literacy support, and case management		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other: social emotional issues	<input checked="" type="checkbox"/>

PRINCE GEORGE'S COUNTY

**Total
Programs**

13

**WWC-Reviewed
Programs**

0

**Programs Serving
Middle School**

6

**Programs
Serving
High School**

12

Program Tracking: There were 12 programs reported in the 2011 Guide for Prince George's County. Of these programs, six met the definition of a dropout prevention program and were still operating during the 2011-2012 school year; they are reported in this Guide. There were seven programs identified during the 2012 data collection that were not reported previously in the 2011 Guide.

Key Characteristics: The most frequently reported target population characteristics in Prince George's County were low grades and behind grade level, which were each reported for twelve programs, and behavior or discipline issues which was reported in eleven programs. Teen parent status was reported the reported target population characteristic for one program. One program targeted homeless students. Nine of the thirteen programs reported a public school setting, three reported an alternative school setting, two reported a community facility as the setting, and one reported a detention center setting.

For more information, see: <http://www1.pgcps.org/>

Academic Validation Program

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2007	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	10-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	124	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: High school assessment (HSA) support		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, monitoring student progress, curriculum design, and literacy support		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

Access Online			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2000	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	425	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Online access, credit continuity		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, monitoring student progress, curriculum design, and literacy support		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
*Alternative Schools (four sites)			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2003	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	400	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative middle/high school		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design, and literacy support		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

Community Based Classroom			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1989	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	10-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	153	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative middle/high school, peer tutoring/mentoring, college preparation, and GED preparation		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design, literacy support, and community-based services		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
*Evening High School (2 campuses)			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1965	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	10-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	1005	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school, after-school enrichment, and credit recovery		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design, literacy support, and the opportunity to recover credits		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



*Gear Up Grant			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2009	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	1350	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: After-school enrichment, peer tutoring/mentoring, college preparation, and community service/service learning		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design, literacy support, and community-based services		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
*Hillside Work Scholarship Program			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2008	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	198	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: After-school enrichment, peer tutoring/mentoring, and wraparound Services		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, curriculum design, literacy support, and community-based services		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



Homeless Education/Tutoring Program			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2007	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	600	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Community Facility	Contact with Law Enforcement	<input type="checkbox"/>
Type: After-school enrichment, college preparation, and community service/service learning		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, literacy support, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other: homeless	<input checked="" type="checkbox"/>
*Incarcerated Youth Program			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2000	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	140	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Detention center	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: College preparation, community service/service learning, Juvenile Services, and educational continuity/credit recovery		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, literacy support, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



Secondary School Reform			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2010	Low Grades	<input type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	800	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: School within a school, after-school enrichment, and college preparation		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design, literacy support, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
Small Learning Communities			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2009	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	10-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	7660	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: School within a school, peer tutoring/mentoring, and college preparation		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, school restructuring, curriculum design, and literacy support		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



Truancy Court Interagency Council			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1976	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-10	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	200	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Community Facility	Contact with Law Enforcement	<input type="checkbox"/>
Type: After-school, college preparation, and truancy initiative		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
*Summer Bridge			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2002	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	2000	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: College preparation and summer school transition program		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school and literacy support		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

QUEEN ANNE COUNTY

Total
Programs

3

WWC-Reviewed
Programs

0

Programs Serving
Middle School

3

Programs
Serving
High School

3

Program Tracking: There were 5 programs reported in the 2011 Guide for Queen Anne County. Of these programs, two met the definition of a dropout prevention program and were still operating during the 2011-2012 school year; they are reported in this Guide. One program was identified during the 2012 data collection that was not reported previously in the 2011 Guide.

Key Characteristics: With the exception of students from a single-parent household and students of racial or ethnic minority, all target population characteristics specified on the survey were targeted in Queen Anne County. Three population characteristics were targeted by all three programs: students with low grades, students with poor attendance, and students with behavior or discipline issues. Two programs reported alternative school as the setting and one reported public school.

For more information, see: <http://qacps.schoolwires.net/site/default.aspx?PageID=1>

Anchor Points Academy

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2001	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	25	Behind Grade Level	<input type="checkbox"/>
Setting:	Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



*Anchor Points-Alternative Program Queen Anne's County

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1997	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	22	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative middle/high school		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, literacy support, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

*Saturday School-Queen Anne's County

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2002	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	102	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Peer tutoring/mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, school restructuring, curriculum design, literacy support, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

SOMERSET COUNTY

**Total
Programs**

5

**WWC-Reviewed
Programs**

0

**Programs Serving
Middle School**

5

**Programs
Serving
High School**

5

Program Tracking: There were 34 programs reported in the 2011 Guide for Somerset County. Of these, four programs met the definition of a dropout prevention program and were still operating during the 2011-2012 school year; they are reported in this Guide. In addition, there was one program identified during the 2012 survey that was not reported previously in the 2011 Guide.

Key Characteristics: The most frequently reported target population characteristics were “poor attendance”, “behind grade level”, “contact with law enforcement”, and “behavior or discipline issues”. Each of these target population characteristics were targeted by four of the five programs. No programs reported targeting “low-income status” or “racial or ethnic minority”. For the program setting, three programs reported public school, one reported alternative school, and one reported Circuit Court.

For more information, see: <http://www.somerset.k12.md.us/>

Somerset Promise Academy

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011-2012	Low Grades	<input type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	34	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Alternative middle/high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, and curriculum design		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other: Released from Department of Juvenile Services and transitioning back to school	<input checked="" type="checkbox"/>



*Somerset Mentoring Program			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2010	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	142	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Peer tutoring/mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, monitoring student progress, and community-based services		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
*Learning Support Team			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2000	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	228	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Team within schools		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, literacy support, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



*Why Try/Second Step			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2000	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	100	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Group counseling character education		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
*Truancy Court/Juvenile Drug Court			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2005	Low Grades	<input type="checkbox"/>
Grades Served:	Juvenile Drug Court: 6-12 Truancy Court: Age 12-15	Poor Attendance	<input checked="" type="checkbox"/>
		Behind Grade Level	<input type="checkbox"/>
		Contact with Law Enforcement	<input type="checkbox"/>
Enrollment:	25	Contact with Social Services	<input type="checkbox"/>
Setting:	Circuit Court	Classified for Special Education Services	<input type="checkbox"/>
Type: Truancy reduction		Low-Income Status	<input type="checkbox"/>
		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and community-based services		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other: juvenile adjudication related to drug charges	<input checked="" type="checkbox"/>

ST. MARY'S COUNTY

Total
Programs

8

WWC-Reviewed
Programs

0

Programs Serving Middle
School

3

Programs
Serving
High School

8

Program Tracking: There were 5 programs reported in the 2011 Guide for St. Mary's County. Of these programs, three met the definition of a dropout prevention program and were still operating during the 2011-2012 school year; they are reported in this Guide. There were 5 programs identified during the 2012 data collection that were not reported previously in the 2011 Guide.

Programmatic Highlights: The most frequently reported target population characteristics were students with low grades (reported for five programs) and students with behavior or discipline issues (reported for four programs). "Contact with law enforcement", "contact with social services", "from single-parent household", "English language learner", and "racial or ethnic minority" were not reported as target population characteristics in any of the eight programs. The dropout prevention program settings reported in St. Mary's County were public school, for seven programs, and alternative school for one program.

For more information, see: <http://www.smcps.org/>

APEX

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	~680	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: School within a school and college preparation		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school and monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



*Baby Talk			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1999	Low Grades	<input type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	6	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Baby care services		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
Future Leaders of the World (FLOW)			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2008	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	252	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: After-school enrichment, Peer tutoring/mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, mentoring, and counseling		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



Fairlead Academy I and II			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2008	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	8-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	199	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design, and literacy support		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
Interim Alternative Educational Center			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2002	Low Grades	<input type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	45	Behind Grade Level	<input type="checkbox"/>
Setting:	Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



*Credit Recovery Lab			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	67	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Online courses during school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, monitoring student progress, and literacy support		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
Pupil Service Team (PST)			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	Prior to 1992	Low Grades	<input type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	16730	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Prevention and intervention measures		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, and monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



*Twilight School			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	67	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Credit recovery		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>

TALBOT COUNTY

Total Programs	WWC-Reviewed Programs	Programs Serving Middle School	Programs Serving High School
11	1	10	8

Program Tracking: There were 7 programs reported in the 2011 Guide for Talbot County. Of these programs, four met the definition of a dropout prevention program and were still operating during the 2011-2012 school year; they are reported in this Guide. There were seven programs identified during the 2012 data collection that were not reported previously in the 2011 Guide.

Programmatic Highlights: “Low grades”, “poor attendance”, and “behind grade level” were each reported as target population characteristics for ten programs. Students with behavior or discipline issues were reported as targets in nine programs. The least frequent target population characteristics reported in Talbot County were “contact with law enforcement”, “contact with social services”, “low-income status”, “from single-parent household”, “English language learner”, and “racial or ethnic minority”. Each of these population characteristics were targeted in three programs. For dropout prevention program settings, eight programs reported public school. Alternative school, community facility, Circuit Court, and the Talbot County Board of Education were also reported as program settings.

For more information, see: <http://www.tcps.k12.md.us/>

*After-School Enrichment

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	15 plus years	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	1800	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: After-school enrichment		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, and literacy support		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



Friday Evening School			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2009	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	75	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: After-school enrichment		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



Building African American Minds (BAAM)			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	15	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: After school enrichment and peer tutoring/mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, and monitoring student progress		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
*Alternative Learning Center			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1998	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	~45	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative middle/high school		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Monitoring student progress		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

Talbot County Truancy Reduction Program			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-10	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	7	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Circuit court	Contact with Law Enforcement	<input type="checkbox"/>
Type: Truancy Reduction		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, school restructuring, curriculum design, literacy support, and community-based services. Program assigns special judge to manage students and families with truancy problems.		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
Checkmate			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1998	Low Grades	<input type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	205	Behind Grade Level	<input type="checkbox"/>
Setting:	Talbot County Board of Education	Contact with Law Enforcement	<input type="checkbox"/>
Type: Behavior modification		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Monitoring student progress and tutoring from community		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



Why Try			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2009	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-8	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	60	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Curriculum		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, and curriculum design		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
Talbot County Child Protection Multi-Disciplinary Team			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	Approximately 15 years	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	10	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Community Facility	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Agency coordination		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, school restructuring, curriculum design, and community-based services		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



*Independent Study			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2004	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	100-150	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Credit Recovery		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, monitoring student progress. The Code of Maryland Regulation (COMAR) allows for students to earn credit towards graduation through independent study.		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
Dropout Prevention Social Workers			
Reviewed by WWC?	Yes ⁹	Target Population Characteristics	
Year Started:	2008	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	7-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	35	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: School social workers		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, and monitoring student progress. Social workers also implement Check and Connect		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

⁹ The social workers in this program implement Check and Connect, which is a WWC reviewed program.



*Tutoring			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1990's	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	8	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Peer tutoring/mentoring		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, curriculum design, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

WASHINGTON COUNTY

**Total
Programs**

7

**WWC-Reviewed
Programs**

1

**Programs Serving
Middle School**

3

**Programs
Serving
High School**

7

Program Tracking: There were 5 programs reported in the 2011 Guide for Washington County. Of these programs, four met the definition of a dropout prevention program and were still operating during the 2011-2012 school year; they are reported in this Guide. Two of the four programs were reported as a single merged program during the 2012 data collection. There were four programs identified during the 2012 survey that were not reported previously in the 2011 Guide.

Key Characteristics: “Low grades”, “poor attendance”, “behind grade level”, and “teen parent status” were the most frequently reported target population characteristics in Washington County, each of these characteristics were reported for four programs. None of the programs reported “English language learner” or “racial or ethnic minority” as target population characteristics. Six of the seven programs reported public school as the program setting. Alternative school, community facility, community sites, and student homes were also reported as dropout prevention program settings in Washington County.

For more information, see: <http://www.wcps.k12.md.us/>

*Washington County Family Center High School Credit Program

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1995	Low Grades	<input type="checkbox"/>
Grades Served:	10-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	31	Behind Grade Level	<input type="checkbox"/>
Setting:	Community Facility	Contact with Law Enforcement	<input type="checkbox"/>
Type: Collaborative community-based, all-inclusive education for pregnant and parenting young women and men.		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, school restructuring, curriculum design, literacy support, community-based support, and parenting support		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>



9 th Grade Summer Transition Program			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2009	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	130	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School; activities hosted at community sites	Contact with Law Enforcement	<input checked="" type="checkbox"/>
		Contact with Social Services	<input checked="" type="checkbox"/>
Type: Summer literacy based transition program for at-risk incoming 9 th graders county wide		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
		From Single-Parent Household	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design, literacy support, community-based services, and team building positive relationship building with older peers		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other:	<input type="checkbox"/>
*Dropout Prevention/Student Intervention Services			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1992	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	1100	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
		Contact with Social Services	<input checked="" type="checkbox"/>
Type: Full time, school-based student intervention specialists in every county middle and high school, including WC's alternative school.		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
		From Single-Parent Household	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and community-based services		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



Link Crew/WEB (Where Everyone Belongs)			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2007	Low Grades	<input type="checkbox"/>
Grades Served:	6, 8, 9, 12	Poor Attendance	<input type="checkbox"/>
Enrollment:	NR	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Peer-facilitated school inclusion initiative		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school and peer support in all aspects of student life. Provides relationship-based peer support for students, which is especially critical for those who are at-risk of dropping out-at this vulnerable time of transition.		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other: Program is available for incoming 6 th and 9 th graders who are at risk for dropping out.	<input checked="" type="checkbox"/>
*Evening High School			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1982	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	10-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	162	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Evening instruction		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, school restructuring, and curriculum design		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

Washington County Check and Connect			
Reviewed by WWC?	Yes ¹⁰	Target Population Characteristics	
Year Started:	2010	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	1650	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Adult mentoring and case management		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and community-based services		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input checked="" type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
WCPS APEX Credit Repeat/Recovery and e-Learning Program			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2011	Low Grades	<input type="checkbox"/>
Grades Served:	10-12	Poor Attendance	<input type="checkbox"/>
Enrollment:	166	Behind Grade Level	<input type="checkbox"/>
Setting:	Public School, student homes, community sites	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative delivery instruction		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Change in instructional delivery to on-line/e-learning		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input type="checkbox"/>
		Other: behind in course credits	<input checked="" type="checkbox"/>

¹⁰ The What Works Clearinghouse reviewed Check and Connect.



WICOMICO COUNTY

**Total
Programs**

4

**WWC-Reviewed
Programs**

0

**Programs Serving
Middle School**

3

**Programs
Serving
High School**

4

Program Tracking: There were 7 programs reported in the 2011 Guide for Wicomico County. Of these programs, three met the definition of a dropout prevention program, were still operating during the 2011-2012 school year; they are reported in this Guide. One program identified during the 2012 survey was not reported previously in the 2011 Guide.

Key Characteristics: All programs in Wicomico County reported “low grades”, “poor attendance”, “behind grade level”, and “behavior or discipline issues” as target population characteristics. “Teen parent status” was the only target population characteristic that was not reported for any of the programs in the county. Three programs reported public school as the program setting. Community facility and problem solving counts were also reported as settings.

For more information, see: <http://www.wcboe.org/>

*Wicomico Mentoring Project

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1994	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	~840	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Peer tutoring/mentoring		Contact with Social Services	<input checked="" type="checkbox"/>
		Classified for Special Education Services	<input checked="" type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Program Services & Supports: Incentives to stay in school and monitoring student progress		From Single-Parent Household	<input checked="" type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input checked="" type="checkbox"/>
		Racial or Ethnic Minority	<input checked="" type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other: students living in transition	<input checked="" type="checkbox"/>



Truancy Reduction Pilot Program			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2004	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-9	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	~50	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Community setting	Contact with Law Enforcement	<input checked="" type="checkbox"/>
Type: Truancy reduction, community service		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, school restructuring, curriculum design, literacy support, and community-based service. Program assigns special judge to manage students and families with truancy problems.		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>
*Evening High School			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	1993	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	9-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	402	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: Alternative high school and college preparation		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Counseling, monitoring student progress, school restructuring, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>



*Graduation Coaches/Education Support Advisors			
Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2006	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	6-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	405	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School	Contact with Law Enforcement	<input type="checkbox"/>
Type: College preparation and mentoring		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, and community-based services		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other:	<input type="checkbox"/>

WORCESTER COUNTY

Total Programs	WWC-Reviewed Programs	Programs Serving Middle School	Programs Serving High School
1	0	1	1

Program Tracking: There were 12 programs reported in the 2011 Guide for Worcester County. Of these programs, one met the definition of a dropout prevention program and was still operating during the 2011-2012 school year; it is reported in this updated Guide. All programs identified during the 2012 data collection had been reported previously in the 2011 Guide. (There were three programs from the 2011 Guide (*Bridges Credit Recovery Program*, *Stephen Decatur High School Evening School Program*, and *Truancy Court*) that were operating during the 2011-2012 school year, but are not reported in this Guide due to survey nonresponse.)

Programmatic Highlights: The target population characteristics reported were “low grades”, “poor attendance”, “behind grade level”, “contact with law enforcement”, “low-income status”, “behavior or discipline issues”, and “referrals”. Three program setting were reported for the program: public school, alternative school, and community based worksites.

For more information, see: <http://worcesterk12.com/>

*Worcester County Dropout Prevention and Recovery Program

Reviewed by WWC?	No	Target Population Characteristics	
Year Started:	2000	Low Grades	<input checked="" type="checkbox"/>
Grades Served:	8-12	Poor Attendance	<input checked="" type="checkbox"/>
Enrollment:	~400	Behind Grade Level	<input checked="" type="checkbox"/>
Setting:	Public School, Alternative School, Community based worksites for Career Internship Program	Contact with Law Enforcement	<input checked="" type="checkbox"/>
		Contact with Social Services	<input type="checkbox"/>
		Classified for Special Education Services	<input type="checkbox"/>
		Low-Income Status	<input checked="" type="checkbox"/>
Type: Alternative middle/high school, after-school enrichment, peer tutoring/mentoring, community service/service learning, GED preparation, and career internship program		From Single-Parent Household	<input type="checkbox"/>
		Teen Parent Status	<input type="checkbox"/>
		English Language Learner	<input type="checkbox"/>
Program Services & Supports: Incentives to stay in school, counseling, monitoring student progress, curriculum design, literacy support, and community-based services		Racial or Ethnic Minority	<input type="checkbox"/>
		Behavior or Discipline Issues	<input checked="" type="checkbox"/>
		Other: Referrals from teachers, administrations, counselors, and self-referrals. Referrals for low performance-academics, behavior, and attendance.	<input checked="" type="checkbox"/>



Appendix A. The Process of Updating the Guide

REL Mid-Atlantic provided technical assistance to MSDE to update their 2011 Dropout Prevention Guide. MSDE, together with REL staff, carried out the following processes to update the Guide. These processes are described in detail to facilitate future updates of the Guide by MSDE staff (absent technical assistance). These processes are:

1. Reviewing WWC Website Dropout Prevention Resources and updating relevant sections of the Guide
2. Updating the Program data section of the guide by:
 - a. Developing (or updating) and administering Dropout Prevention Program Survey to current LSS contacts
 - b. Collecting, analyzing and presenting updated survey data in the program data sections of the Guide

1. Reviewing the What Works Clearinghouse Materials and Resources for Dropout Prevention

WWC Dropout Prevention Intervention Reports, WWC Single Study Reviews and WWC Quick Reviews were reviewed for programs that meet WWC Evidence Standards (with or without reservations). This program information was cross-referenced with information from local dropout prevention programs in Maryland and reported in table 1 in the WWC section of this Guide.

Starting at the WWC website, we selected Dropout Prevention from the Topic menu bar. From there we accessed all available dropout prevention Intervention Reports, Single Study Reviews and Quick Reviews:

Intervention Reports. The information presented from the Intervention Reports was gathered from “Intervention Report” tab of the WWC Dropout Prevention Topic Area webpage. The intervention report page presents three side boxes titled “Effectiveness Rating”, “Scope of Reviewed Research”, and “Intervention Report Details” (along with a summary of the Intervention Report and an option to download it). From the “Effectiveness Rating” box, we gathered the student outcome, effectiveness rating, and extent of evidence and presented them in the corresponding columns in table 1 of this Guide. From the “Scope of Reviewed Research” box we gathered grade, delivery method, population served, and program type and presented them in the “Intervention” column of table 1. Finally, from the “Intervention Report Details” box we gathered and presented information in the studies reviewed category to complete the column labeled “Number of Studies That Met WWC Evidence Standards”.

Single Study Reviews. The information *intended* to be presented from the single study reviews were gathered from the WWC home page by selecting dropout prevention from the “Topic Area” drop down menu and selecting the “Single Study Review” tab, and selecting a single study review. The single study review report page presents the two side boxes titled “Report Details” and “WWC Rating” (along with a summary of the single study and an option to download it). From the “Report Details” box, we gathered the grades examined and from the “WWC Rating” box we gathered information on whether the study met WWC evidence standards. However, we did not report this information because we identified only one Single Study Review that met

evidence standards but the intervention targets college students rather than K-12 students and therefore falls outside the scope of this Guide.

Quick Reviews. Quick Reviews are an abridged version of Single Study Reviews and are listed under the “Single Study Review” tab. Quick Reviews follow the “Single Study Review” reporting formatting unless the study meets WWC Evidence standards. In this case, the findings reported are *not* based on WWC calculations (like Single Study Reviews are) but rather on what the authors report. We identified one Quick Review that met evidence standards but do not report it in the 2012 Guide because the intervention was not on dropout prevention.

2. Updating Dropout Prevention Program Information

Program Characteristics Survey: MSDE administered a two-page dropout prevention program characteristics survey to Maryland LSS contacts. The program characteristics survey was a revised version of a survey administered by MSDE to LSS contacts in 2009 that collected programmatic information reported in the 2011 Guide. REL Mid-Atlantic collaborated with MSDE to revise the survey, update the LSS contact list, develop the list of dropout prevention programs to survey, administer the survey, review survey responses, and analyze and report the survey responses in the program characteristics section of the 2012 Guide.

The survey was used to identify programs originally reported in the 2011 Guide that were (a) new, (b) no longer operating, (c) operating under a new name, (d) merged with existing programs, or (e) no longer a dropout prevention program as of the 2011-2012 school year. REL Mid-Atlantic originally suggested that MSDE use information from dropout prevention programs’ websites (when available) to collect the survey information. However, MSDE found through a pilot study that these websites were too few in number to be useful for this purpose. Thus, the survey was administered to the LSS contacts as the sole data collection source for program information reported in the 2012 Guide. If more dropout prevention programs develop websites in the future, MSDE may want to consider these websites as an additional source of information on dropout prevention programs to update future Guides.

Local School System Contact List: Many of the LSS contacts were initially identified by MSDE in 2009 during data collection for the 2011 publication. MSDE augmented these contacts with additional contacts identified since the release of the 2011 Guide. The updated contact list had the names and email addresses of each of the 24 LSS contacts. MSDE used this list to email the survey to each LSS contact. This list is on file with Robert Murphy of MSDE.

2011 Dropout Prevention Program List: This list served as the baseline for the potential universe of programs to be surveyed for the 2012 Guide. MSDE and REL Mid-Atlantic reviewed this list and augmented the list of programs with the LSS contact name and email address. The program list with the LSS contact name and email is on file with Robert Murphy of MSDE.

An important finding from this review was that a number of programs *originally* listed in the 2011 Guide did not meet the current definition for a dropout prevention program as

written in the 2012 Guide. The definition used in the 2011 Guide applied a less stringent definition for a dropout prevention program and so cast a broader net for programs.

Program Survey Administration: As part of the survey administration, LSS contacts were asked to complete a survey for programs that met the 2012 definition of dropout prevention program presented in the survey instructions. Each LSS contact was also encouraged to verify that the programs they completed a survey for represented the universe of dropout prevention programs in their LSS.

Advance Announcement of Survey. Prior to sending the survey, MSDE sent a brief announcement to LSS contacts describing the data collection schedule, the purpose of the survey, and the information that local school system contacts should have available in order to complete the survey. The announcement also described the length and content of the survey so that LSS contacts could prepare to gather the necessary information to complete the survey. The announcement also emphasized to LSS contacts the importance of providing complete information on the surveys and that this information is critical to responding to the legislative mandate to update the Guide as described in SB 362. A Copy of the announcement is on file with Robert Murphy of MSDE.

Survey Administration. MSDE emailed the survey as an email attachment to each LSS contact. In the email, LSS contacts were instructed to complete a survey for each dropout prevention program in their LSS that met the 2012 definition presented in the survey instructions. For example, when the LSS contact was responsible for completing the survey for 3 programs, then that contact was sent the survey as an e-mail attachment and asked to print out 3 copies so that they could complete one survey for each program. Further, LSS contacts were instructed to reach out across their school system for information about all dropout prevention programs that met the 2012 definition for a dropout prevention program.

Outreach for Additional Programs. The instructions to LSS contacts also conveyed the idea that each LSS contact was responsible for (a) completing a survey for each program in their system and (b) reaching out to other knowledgeable informants in the LSS to assist with identifying additional programs and completing the surveys for those programs. This second activity was assumed to be critical for identifying programs that were not on the survey program list for the LSS. LSS contacts had thirty days to complete the surveys for all of the programs in their school system that met the 2012 definition of a dropout prevention program.

Survey Administration Timeline. The survey administration period was 30 days. Fifteen days into that period, MSDE sent a reminder email to non-responding LSS contacts. LSS contacts returned their completed surveys to MSDE.

Reviewing Returned Program Surveys: When a LSS contact returned a survey to MSDE the survey was checked to determine whether the returned survey was for a program on the 2011 Dropout Prevention Program list or for a program not on the list.

When the returned survey was for a program on the list, MSDE reviewed the survey for items with missing responses or items with responses that needed further clarification. MSDE documented the item nonresponse (missing data) or item response in need of further clarification on a follow-up issues form. The form was developed by REL Mid-Atlantic and MSDE to document survey follow-up issues for each LSS contact.

When the returned survey was for a program not on the list, MSDE documented the program as a “new” program on the follow-up issues form, recognizing that the “new” program could also be an “old” program with a “new” name. Whether the program was really new or just had a new name could only be determined through a follow-up with the LSS contact. In cases where there was not a returned survey for a program on the list, MSDE documented this as program nonresponse on the follow-up form. Whether the lack of a survey for a program on the list was truly program nonresponse, or the program had gone out of business, or a survey was returned for a program on the list but under a new name, was determined by MSDE when following up with the LSS contact.

Follow-up on Non-Response and Unclear Responses: To minimize missing data (nonresponses), REL Mid Atlantic provided assistance to MSDE to design an intensive follow-up plan. Three tables (A-1, A-2, and A-3) were designed and distributed by MSDE to LSS contacts to address *program non-response*, *item non-response*, and *item responses needing clarification*. Table A-1 was used to identify when a survey was not returned for a program on the 2011 program list. Table A-2 was used to identify when a survey contained missing data at the survey item level. Table A-3 was used to identify when a survey contained a response that was unclear and needed further clarification.



Table A-1. Documenting follow-up for non-response at the program level.

[INSERT NAME] COUNTY	
PROGRAM NON-RESPONSE (Dropout Prevention Programs listed in 2011 Guide that were not included in 2012 survey responses)	
Dropout Prevention Program in 2011 Guide	Survey Needed
Program A	Yes ____ No ____ Reason: Date Sent to LSS:
Program B	Yes ____ No ____ Reason: Date Sent to LSS:
Program C	Yes ____ No ____ Reason: Date Sent to LSS:
Program D	Yes ____ No ____ Reason: Date Sent to LSS:



Table A-2. Documenting follow-up for non-response at the item level.

[INSERT NAME] COUNTY	
ITEM NON-RESPONSE (Programs for which Student Enrollment and/or Year Program Started were not included in 2012 survey responses)	
Dropout Prevention Program in 2012 Guide	Information Needed
Program A	Year Program Started:
Program B	Year Program Started:
Program C	Year Program Started: Total Students Served:
Program D	Year Program Started:
Program E	Year Program Started: Total Students Served:



Table A-3. Documenting follow-up for non-response at the item level for items that need clarifying.

Program Name	Problematic Response	Issue with the Response
Program A	Program Type: Other	Was there any additional information? If not, was any follow-up contact made?
	Total Students Served: NR	What does this mean? Seems this also should have been clarified with the respondent.
Program B	Target Population Characteristics: Other: Dropouts and potential dropouts	This is a bit confusing. It seems to me that several of the other “characteristics” are those which might be applicable to “potential dropouts.” Should this be included?
	Services & Activities Offered: Opportunity to enroll in an appropriate school setting	Do you think this belongs in other, or should someone have spoken to the respondent to learn about which categories might be fitting?
Program C	Total Students Served: NR	Please clarify (here and in remaining entries). It seems this will require following up with respondents about enrollment numbers from 2011-2012. If this is not possible, I would suggest getting a statement from the respondents to explain why this information is not available (and including that statement).
Program D	Total Students Served: NR	Please clarify



The follow-up procedures implemented between February 5th and March 8th, 2013 to address non-response and clarification of item response are described in table A-4 and summarized as follows:

A. Issue #1: Dropout Prevention Program Non-Response:

1. Create Program Non-Response Tables
2. Review Program Non-Response Tables
3. Send Requests for Surveys to LSS Contacts
4. Review Surveys Received from Non-Responding DP Programs

B. Issue #2: Dropout Prevention Survey Item Non-Response:

1. Create Item Non-Response Tables (by county)
2. Send LSS contacts a request to provide information on missing data

C. Issue #3: Additional Issues about Survey Responses:

1. Create Additional Issues Tables
2. MSDE contacts LSS to address additional issues



Table A-4. Recommended follow-up procedures to improve quality of dropout prevention program survey data

Data Quality Task	Task Description
ISSUE #1: DROPOUT PREVENTION <u>PROGRAM</u> NON-RESPONSE	
Create and Review County-level Program Non-Response Tables	<ul style="list-style-type: none"> • Determine whether or not each non-responding program is truly a dropout prevention (DP) program, using the definition included in the Guide. • Create county-level tables presenting the non-responding DP programs that would require the LSS contact to send or complete a follow-up survey.
Send Requests for Surveys to LSS Contacts	<ul style="list-style-type: none"> • Send e-mails to LSS contacts requesting that they complete follow-up surveys for all their non-responding DP programs.
Review Returned Surveys	<ul style="list-style-type: none"> • Review all returned surveys for complete data. If there are missing data on a survey, move to <i>follow-up</i> procedures for Issue #2 below. • If there are questions about specific responses, move to <i>follow-up</i> procedures for Issue #3 below.
ISSUE #2: DROPOUT PREVENTION SURVEY <u>ITEM</u> NON-RESPONSE	
Create County-level Item Non-Response Tables	<ul style="list-style-type: none"> • Create county-level item non-response tables with the following columns: <ul style="list-style-type: none"> ▪ “Program Name” ▪ “Non-Response Item Number”
Send LSS contacts a request to provide information on missing data	<ul style="list-style-type: none"> • Send e-mails to LSS contacts requesting that they either provide a response to the item, OR provide a reason why they cannot provide a response.
ISSUE #3: ADDITIONAL QUESTIONS ABOUT SURVEY RESPONSES	
Create County-level Additional Questions Tables	<ul style="list-style-type: none"> • Create county-level tables with the following columns: <ul style="list-style-type: none"> ▪ “Program Name” ▪ “Problematic Response” ▪ “Issue with the Response” with placeholder for LSS to provide a response
Send LSS contacts a request to provide responses to questions	<ul style="list-style-type: none"> • Send e-mails to LSS contacts requesting that they provide a response to address the question, OR provide a reason as to why they cannot provide a response.



Analyzing and Reporting Survey Responses: The information collected from the dropout prevention surveys was used to create a (1) summary of the dropout prevention program landscape by Maryland Local School System (LSS) and (2) profile of each dropout prevention program in a Maryland Local School System. The summaries and profiles were reported in the “LSS Interventions” table 18 in the updated 2012 Guide. What follows is a brief description of how the summaries and profiles were developed:

Profile of Each Dropout Prevention Program: MSDE sent REL Mid-Atlantic completed surveys as email attachments. REL Mid-Atlantic reviewed each returned survey to make sure the program (a) met the 2012 definition of a dropout prevention program and (b) was operating during the 2011-2012 school year. When a program met both criteria, the survey information was entered into the program profile reported in table 18. For each program, any unclear information was documented in an Item Response Issues table; missing survey items were documented in an Item Non-Response table. The “Reviewed by WWC?” category of the program profile required REL Mid-Atlantic to check whether the program name on the survey had the same name as one of the WWC reviewed dropout prevention interventions listed in table 1 of the main text of this Guide. This check revealed that some programs that did not have the same name as a WWC-reviewed program actually implemented a WWC-reviewed program. This implementation of a WWC-reviewed program was discovered by reviewing other sections of the survey such as “Program Type” or “Services and Activities Offered.” To verify that the programs in question actually implemented WWC reviewed interventions, MSDE followed up with the LSS contact directly.

Summary of Dropout Prevention Programs by LSS: After entering all of the program profile information for each dropout prevention program in an LSS, the completed profiles were used to create school system summaries of the characteristics of the programs. This was accomplished by tallying responses from individual programs and summarizing across all programs within a school system.

REL Mid-Atlantic created an Excel spreadsheet titled LSS Summary. The rows of the LSS Summary spreadsheet corresponded to dropout prevention programs and the columns of the LSS Summary spreadsheet corresponded to the dropout prevention program information being summarized. Spreadsheet column totals were analyzed to summarize dropout prevention programs by LSS. The following spreadsheet columns were used on the LSS Summary document:

- County
- Program Name
- Program
- WWC Reviewed Program
- Program Serving Middle School
- Program Serving High School
- Program Setting
- Target Population Characteristics



The Program Setting and Target Population columns had sub-columns corresponding to response options on the returned survey. For example, the Program Setting column had six sub-columns: (1) Public School, (2) Private School, (3) Postsecondary Institution, (4) Alternative School, (5) Community Facility, and (6) Other.

To complete the LSS Summary spreadsheet, the “County” and “Program Name” columns were used as row identifiers. For the “Program” column, a one was entered for each row. To fill in the “WWC-Reviewed Program” column, REL Mid-Atlantic used information from the “Reviewed by WWC?” question of the program profile. If a profile had a “Yes” for this question then a one was entered into the WWC Reviewed Program column of the LSS Summary document, but if a profile had a “No” for this question then a zero was entered. If the Grades Served section of a profile reported that a program served one or more grades out of grades 6, 7, or 8, then a one was entered into the “Program Serving Middle School” column, otherwise a zero was entered. The “Program Serving High School” column used the same method except grades 9-12 were used. If the Grades Served portion of the profile reported age information but not grade information, then a zero was entered for both the “Program Serving Middle School” and the “Program Serving High School” columns of the LSS Summary document.

The Key Characteristics portion of the summary was based on the general trends of the “Program Setting” and “Target Population” columns. If a profile indicated that a specific setting or target population applied to the program, then a one was entered into the corresponding sub-column for that program; a zero was entered into sub-columns that did not apply. Once the data from each program profile was entered into the LSS Summary Excel spreadsheet, the sum function was used to calculate the LSS level totals.



Appendix B. Dropout Prevention Program Characteristics Survey

Instructions

- Please complete one survey for *each dropout prevention program* in your school system that was operating during the 2011-2012 school year. A dropout prevention program is defined as a service or activity with the primary purpose of helping middle or high school students stay in school, progress in school, or complete school (or complete a GED) to reduce dropout rates in Maryland.
- You should feel free to reach out to others in your school system that may help identify dropout prevention programs that you may not be aware of and complete additional surveys for these programs. Please use a separate form for each program.
- **If you received this survey but your program was not operating during the 2011-2012 school year, answer the first two questions on the form only as instructed below.**
- The purpose of this brief survey is to help the Maryland State Department of Education develop accurate profiles of dropout prevention programs across the state. Therefore, it is very important to complete all items and not leave any information blank unless the program was not operating during the 2011-2012 school year, in which case only the first two questions in the survey should be completed according to the instructions below.
- If you have any questions, please contact Robert Murphy at rmurphy@msde.state.md.us.

Dropout Prevention Program Information for 2011-2012 School Year

Q1. Program Name:

Q2. Was the program operating during the 2011-2012 School Year? Yes No

If the program was NOT operating during the 2011-2012 school year, STOP HERE and do not answer the remaining questions.

Q3. Local School System (County):

Q4. Program Type (Check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Alternative middle or high school | <input type="checkbox"/> School within a school (e.g., career academy) |
| <input type="checkbox"/> After-school Enrichment | <input type="checkbox"/> Peer tutoring or mentoring |
| <input type="checkbox"/> College preparation | <input type="checkbox"/> Community service or service learning |
| <input type="checkbox"/> GED preparation | <input type="checkbox"/> Other: |

Q5. Setting for program: Public school Private school Postsecondary institution

- Alternative School Community facility Other:



Q6. Year program started in your school system (e.g., 1999):

Q7. What is the total number of students enrolled in the program during the 2011-2012 school year?

Q8. Is the program continuing to operate during the 2012-13 school year? Yes No

Q9. Students eligible to participate during 2011-2012 School Year (check all that apply):

Grade: 6 7 8 9 10 11 12

Age: 12 13 14 15 16 17 18 19 20 21

Q10. Does the program target students at risk for dropout based on any of the following characteristics? (check all that apply):

- | | | |
|--|---|---|
| <input type="checkbox"/> Low grades | <input type="checkbox"/> Poor attendance | <input type="checkbox"/> Behind grade level |
| <input type="checkbox"/> Contact w/ law enforcement services | <input type="checkbox"/> Contact w/ social services | <input type="checkbox"/> Classified for special education |
| <input type="checkbox"/> Low-income status | <input type="checkbox"/> From single-parent household | <input type="checkbox"/> Teen parent status |
| <input type="checkbox"/> English language learner | <input type="checkbox"/> Racial or ethnic minority | <input type="checkbox"/> Behavior or discipline issues |
| <input type="checkbox"/> Other: | | |

Q11. What dropout prevention program services and activities were offered through this program in the 2011-2012 school year? (Check all that apply):

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Incentives to stay in school | <input type="checkbox"/> Counseling | <input type="checkbox"/> Monitoring student progress | <input type="checkbox"/> School restructuring |
| <input type="checkbox"/> Curriculum design | <input type="checkbox"/> Literacy support | <input type="checkbox"/> Community-based services | |
| <input type="checkbox"/> Other: | | | |

Q12. What student outcomes are *measured* for the program? (Check all that apply):

- | | | |
|--|--|--|
| <input type="checkbox"/> Staying in school | <input type="checkbox"/> Progressing in school | <input type="checkbox"/> Completing school |
|--|--|--|

Q13. (Optional) Do you have any additional comments or questions regarding your experiences with implementing the dropout prevention programs or activities?

Q14. (Optional) Is there any feedback you would like to provide MSDE about the questions on this survey, the types of information collected, or ways that the survey can be improved?