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Schools, Programs &
Support Services
For Dropouts & Dropout Prevention
Including At-Risk Students

Application For Approval

1992-93

State of Iowa
Department of Education
Bureau of Federal School Improvement
Grimes State Office Building
Des Moines, Iowa 50319-0146

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319-0146

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Prepared By

Raymond E. Morley, Consultant, Bureau of Federal School Improvement
Lori L. Runge, Secretary, Bureau of Federal School Improvement

The application contained herein responds to Iowa Code Supplement Section 257.38 (Appendix A) and Chapter 61, Iowa Administrative Code (Appendix B). The following principles have been identified to help you understand the application and approval process.

APPLICATIONS: GENERAL PRINCIPLE

School districts may apply for increased allowable growth to serve returning dropouts and potential dropouts only if a total plan including services for both populations is proposed. (See Iowa Administrative Code, Chapter 61, 61.1(2) General Principles). Ideas for program planning are contained in "Alternative Schools and Programs: 1985-86 State Directory" and "Guidelines for Serving At-Risk Students, 1990" Bureau of Federal School Improvement, Department of Education.

Increased allowable growth may be granted to assist districts to absorb excess costs which result when separate schools, support services and/or specially designed programs are provided for potential dropouts, including at-risk students K-3, and returning dropouts. Costs can be considered excess costs when those costs exceed the district cost per pupil for students served who are presently included in the district budget enrollment. Also, the total costs of a separate school, program and support service may be considered excess cost when it serves returning dropouts not presently included in the district's budget enrollment.

Applications should be submitted for new activities, existing activities that will be modified, and/or existing excess cost activities.

New Activities - Any activity implemented for the first time by the applicant institution (LEA, AEA, Merged Area School, other).

Modified Activities - Any change being made in an alternative school, program or support service resulting in expanded or improved services and/or different instructional objectives and expected student outcomes.

Existing Excess Cost Activities - Any specially designed activity being implemented that is successful and may be threatened via deficiencies in the general budget.

Applications may be submitted by a local school district, jointly with other school districts or in cooperation with other educational agencies or related service providers.

Applications must be submitted no later than November 1 to the Department of Education according to the format described in this packet.

The application narrative must sequentially follow "Guidelines for Completing the Program Plan Narrative for Returning Dropouts and Dropout Prevention" (Appendix C - Page 15).

Annual applications are necessary for continuing approval.

All applications will be reviewed to ensure that complete and relevant information has been provided. Districts will be notified of approval status by November 30. Districts with program plans that are not initially approved may submit a modified application by February 1.

The budget of an approved program for returning dropouts and dropout prevention for a school district, after subtracting funds received from other sources for that purpose, shall be funded annually on a basis of one-fourth or more from the district cost of the school district and up to three-fourths by an increase in allowable growth as defined in section 257.41, Iowa Code. By February 15, the Department of Education will notify the state comptroller and the school budget review committee of the approved budget for each program. The state comptroller will establish a modified allowable growth for each district equal to the portion of the budget that is not funded from the district's local budget. **Funds raised through this process must be used for expenditures as described in the proposed activities. Balances should be carried over and used to offset future costs and requests for increased allowable growth.**

Definitions of terms can be found in Chapter 61, Iowa Administrative Code (Appendix B) and in Appendix E.

APPLICATION

INSTRUCTIONS: Submit 3 copies to: Dr. Raymond E. Morley, Consultant,
Bureau of Federal School Improvement, Iowa Department of Education,
Grimes State Office Building,
Des Moines, Iowa 50319-0146

Section I. Basic Program Data

- a. District Name: _____
- b. Mailing Address: _____

- c. District Superintendent: _____
- d. Local District Contact Person: _____
- e. Position: _____
- f. Telephone Number: Area Code () _____
- g. List Target Grades for Dropout Prevention Activities: _____

- h. List Target Grades for Activities for Returning Dropouts: _____

- i. Request is for At-Risk K-3 Dropout Prevention
Returning Dropouts (Check one or all: check mark indicates planned use
of Allowable Growth funds)
- j. Total Program Budget (Figure from line 6 Budget Proposal - Page 5):

- k. Local Budget Share (Total provided via local budget and other sources)

- l. Allowable Growth Requested (Figure from line 11 Budget Proposal - Page 5):

* The figures included in (k) Local Budget Share and (l) Allowable Growth Requested should total the figures in (j) Total Program Budget.

Section II. Plan

The specific procedures for developing the program plan narrative are contained in Appendix C - Page 15.

NOTE: A special form is included in Section III for submitting budget information, therefore, you do not need to cover budget in the program plan narrative.

Section III: Budget

**Budget Proposal
for Schools, Programs and Support Services for
Returning Dropouts and Dropout Prevention**

100 Salaries	_____
Professional	_____
Other	_____
200 Employee Benefits	_____
300 Purchased Services	_____
Travel	_____
Other	_____
400 Supplies	_____
500 Capital Outlay	_____
600 Other Expenses	_____
TOTAL	_____

NOTE: The numbers beside the categories in the budget refer to codes suggested in General Requirements for Expenditure Accounting, Appendix A, pages 17-22, Uniform Financial Accounting System for Public School Districts and Area Education Agencies, Department of Public Instruction, 1975, Revised April 1, 1988.

Maximum Dropout Identification

1. Budget enrollment for budget year (Refer to 1.22 General Fund School Levy Worksheet for 1992-93) No. _____
2. Number and percentage of dropouts included in budget enrollment count (being served in existing alternatives) No. _____ %
3. Number and percentage of potential dropouts (to be served in proposed program, includes K-3 at-risk) No. _____ %
4. Number and percentage of dropouts not included in budget enrollment count (to be served in proposed program) No. _____ %
5. Total number and percentage of dropouts and potential dropouts (5 percent maximum) No. _____ %

NOTE: All percentages should be calculated using the budget enrollment figure identified above.

MAXIMUM "EXPECTED" ALLOWABLE GROWTH (STATE-WIDE ESTIMATE)

- 1. District cost per pupil (DCPP) (Refer to 2.5 General Fund School Budget Aid and Levy Worksheet for 1992-93) | |
- 2. DCPP x .4 x No. of dropouts included in the budget enrollment for budget year | |
- 3. DCPP x .4 x No. of potential dropouts (includes K-3 at-risk) included in budget enrollment for budget year | |
- 4. DCPP x 1.4 x No. of dropouts not included in budget enrollment but to be served in proposed program | |
- 5. Maximum "expected" allowable growth (add lines 2, 3 & 4). (This figure represents an estimate of maximum expected costs based on excess costs of all existing alternative school programs in the state.) | |



LOCAL ALLOWABLE GROWTH REQUEST

- 6. Total budget figure from budget proposal (figure taken from total line-budget - Page 4) | |
- 7. *Revenue from other sources in budget proposal | |
- 8. Total Budget less other sources (subtract line 7 from line 6) | |
- 9. Minimum that must come from local budget (25 percent of line 8) | |
- 10. Maximum allowable growth that can be approved under Section 257.41, Iowa Code (subtract line 9 from line 8) | |
- 11. Allowable growth requested (should not be greater than the amount in line 10). If amount in line 11 is greater than the amount in line 5 (expected allowable growth) detailed information substantiating the costs should be included under need statements in the program description. | |

*Revenue from state or federal aid programs such as Chapter 1, Chapter 2, etc., gifts, contributions, and private foundation aid applied directly to the proposed program; balances from previous years approved budgets for dropout and dropout prevention programs in which all allowable growth and local share was not expended.

The amount approved for increased allowable growth should be applied to line 5.10 of the General Fund School Budget Aid and Levy Worksheet 1992-93.

USE ONLY IF SUBMITTING A JOINT APPLICATION

Joint Applications

When two or more districts/agencies apply under a joint application, a total budget must be figured using information from each district/agency. The following information should be given or supplied for each district:

- a. District Name _____

- b. District Budget Enrollment (1.22 of General Fund School Levy worksheet for 1992-93) No. _____

- c. Number and percentage of returning dropouts not presently included in District Budget Enrollment (students to be served by proposed program) No. _____ %

- d. Number and percentage of returning dropouts presently included in the District Budget Enrollment (students being served) No. _____ %

- e. Total number and percentage of returning dropouts No. _____ %

- f. Number and percentage of potential dropouts presently included in the District Budget Enrollment No. _____ %

- g. Total number and percentage of Returning Dropouts and Potential Dropouts included in the District Budget Enrollment No. _____ %

- h. District cost per pupil (2.5 of General Fund School Budget Aid and Levy worksheet for 1992-93) \$ _____

- i. Purchase of service amount (this represents the total dollars that will be contributed to the proposed program by the local district after other sources are subtracted out -- refer to budget form, Item 8 under Local Allowable Growth Request) \$ _____

- j. Local Share (enter 25 percent of (i)) \$ _____

- k. Request for increased allowable growth (subtract (j) from (i)) \$ _____

Section IV.

ASSURANCES

1. Identification of students shall be for the purpose of determining the appropriateness of placement in a separate school, program or support service for dropouts or dropout prevention.
2. The facilities are accessible and safe, and the equipment and materials are appropriate for the population to be served.
3. Representatives of area education agencies and other public and private agencies for whom roles are described in this plan have agreed to the roles that are indicated for themselves and their agencies.
4. Funds generated under this plan will be expended only for the purposes herein described, or described in approved modifications of this plan.
5. All services, testing, and monitoring will be free of bias with regard to race, gender, religion, disability, age, marital status, and national origin.
6. The evaluation plan contained herein (or an improved version of it) will be kept on file in the district, (along with evaluation reports made on the project), and will be available for review upon request.

Signature of district school board chairperson or executive officer:

Name

Position

APPENDIX A

IOWA CODE

SECTION 38. NEW SECTION. 257.38 PROGRAMS FOR RETURNING DROPOUTS AND DROPOUT PREVENTION.

Boards of school districts, individually or jointly with boards of other school districts, requesting to use additional allowable growth for programs for returning dropouts and dropout prevention, shall annually submit comprehensive program plans for the programs and budget costs, including requests for additional allowable growth for funding the programs, to the department of education as provided in this chapter. The program plans shall include:

1. Program goals, objectives, and activities to meet the needs of children who may drop out of school.
2. Student identification criteria and procedures.
3. Staff in-service education design.
4. Staff utilization plans.
5. Evaluation criteria and procedures and performance measures.
6. Program budget.
7. Qualifications required of personnel administering the program.
8. A provision for dropout prevention and integration of dropouts into the educational program of the district.
9. A provision for identifying dropouts.
10. A program for returning dropouts.
11. Other factors the department requires.

Program plans shall identify the parts of the plan that will be implemented first upon approval of the application. If a district is requesting to use additional allowable growth to finance the program, it shall not identify more than five percent of its budget enrollment for the budget year as returning dropouts and potential dropouts.

SECTION 39. NEW SECTION. 257.39 DEFINITIONS. AS USED IN THIS CHAPTER:

1. "Returning dropouts" are resident pupils who have been enrolled in a public or nonpublic school in any of grades seven through twelve who withdrew from school for a reason other than transfer to another school or school district and who subsequently enrolled in a public school in the district.

2. "Potential dropouts" are resident pupils who are enrolled in a public or nonpublic school who demonstrate poor school adjustment as indicated by two or more of the following:
 - a. High rate of absenteeism, truancy, or frequent tardiness.
 - b. Limited or no extracurricular participation or lack of identification with school, including but not limited to, expressed feelings of not belonging.
 - c. Poor grades, including but not limited to, failing in one or more school subjects or grade levels.
 - d. Low achievement scores in reading or mathematics which reflect achievement at two years or more below grade level.
3. Children in grades kindergarten through three who meet the definition of at-risk children adopted by the department of education.

SECTION 40. NEW SECTION. 257.40 PLANS FOR RETURNING DROPOUTS AND DROPOUT PREVENTION.

The board of directors of a school district requesting to use additional allowable growth for programs for returning dropouts and dropout prevention shall submit applications for approval for the programs to the department not later than November 1 preceding the budget year during which the program will be offered. The department shall review the program plans and shall prior to January 15 either grant approval for the program or return the request for approval with comments of the department included. An unapproved request for a program may be resubmitted with modifications to the department not later than February 1. Not later than February 15, the department shall notify the department of management and the school budget review committee of the names of the school districts for which programs using additional allowable growth for funding have been approved and the approved budget of each program listed separately for each school district having an approved program.

SECTION 41. NEW SECTION. 257.41 FUNDING FOR PROGRAMS FOR RETURNING DROPOUTS AND DROPOUT PREVENTION.

The budget of an approved program for returning dropouts and dropout prevention for a school district, after subtracting funds received from other sources for that purpose, shall be funded annually on a basis of one-fourth or more from the district cost of the school district and up to three-fourths by an increase in allowable growth as defined in section 257.8. Annually, the department of management shall establish a modified allowable growth for each such district equal to the difference between the approved budget for the program for returning dropouts and dropout prevention for that district and the sum of the amount funded from the district cost of the school district plus funds received from other sources.

APPENDIX B

Ch. 61, p. 1

Education [281]

IAC 9/5/90

CHAPTER 61 SCHOOLS, PROGRAMS, AND SUPPORT SERVICES FOR DROPOUTS AND DROPOUT PREVENTION

[Prior to 9/7/88, see Public Instruction Department (670) CH 58]

281—61.1(257) Scope and general principle.

61.1(1) Scope. These rules apply to the provisions of separate schools, programs, and support services for returning dropouts and dropout prevention strategies authorized in Iowa Code Supplement sections 257.38 to 257.41.

61.1(2) General principles. Separate schools, programs and support services may be made available to eligible students by a school district, as a cooperative effort between school districts, and through cooperative arrangements between a school district and other educational agencies and related service providers. School districts can apply for increased allowable growth to serve returning dropout populations and potential dropouts only if the local plan includes both populations. Returning dropouts and potential dropouts are considered to be two distinct populations and shall be considered as such in the planning, implementation, and funding of programs. Separate schools, programs, and support services shall be implemented under timelines established by the school district.

281—61.2(257) Definitions. For the purpose of this chapter the following definitions apply.

"At-risk" means any identified student who is at-risk of not meeting the goals of the educational program established by the district as demonstrated by any one or combination of the following: functioning below chronological age in two or more developmental areas determining homeless; residing in a household where one or more of the parents or guardians have not completed high school or have been identified as a substance abuser; born to a parent who is under the age of 18; or born at biological risk such as low birth weight (under 1500 grams—approximately 3 pounds) or with a diagnosed medical disorder such as spina bifida or Down's syndrome.

"Department" means the state department of education.

"Dropout" means a pupil who has been in membership in a school in any of grades seven through twelve at any time during the 12-month period from July 1 through the following June 30 who withdraws from such school for reason other than death or transfer to another school.

"Other educational agencies" means all in-state as well as out-of-state public or private education agencies excluding public school districts.

"Other service providers" means all public or private human service deliveries apart from education.

"Outreach" means seeking out dropouts or youth who have quit attending and participating in school activities to provide advice and encouragement and help organize needed services upon the approval of the person being contacted.

"Potential dropouts" means at-risk students enrolled in kindergarten to grade three or pupils who are enrolled in a public or nonpublic school program who demonstrate poor school adjustment as indicated by two or more of the following: poor grades, such as failing in one or more school subjects or grade levels; low achievement scores in reading or mathematics which reflect two years or more below grade level.

"Program" means an established alternative class or environment within or apart from the regular school designed to accommodate specific student educational needs such as work related training, reading, mathematics, science, communication, social skills, physical skills, employability, skills, study skills, or life skills.

"Regular school" means an established environment designed to provide a comprehensive education to the general populace and to which assignment of students is made more on the basis of geographical location than unique educational need.

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"Separate school" means an established environment apart from the regular school with policies and rules, educational objectives, staff and resources designed to accommodate student policies and rules, educational objectives, staff and resources designed to accommodate student needs and to provide a comprehensive education consistent with the goals established by the school district. Students attend via choice.

"Support service" means activities designed to help students complete a comprehensive education program within the regular school or separate school such as tutoring; counseling and advising; housing; child care; medical assistance; transportation; and diagnostics.

"Withdraw" to withdraw from school means to quite attending and participating in school activities and that a school official recognizes the withdrawal by recording the withdrawal date and reason for withdrawal.

281—61.3(257) Development of a plan. For the purpose of seeking approval for increased allowable growth, on or before November 1 of each year a school district must submit plans to the department to provide separate schools, programs, and support services or combinations thereof for the school year commencing the following July 1.

281—61.4(257) Program plan. The following items shall constitute a program plan which must be filed with the department to qualify for additional allowable growth to provide for separate schools, programs and support services for returning dropouts and dropout prevention.

Content of the plan. The plan shall:

61.4(1) Identify need for the school, program or support services.

61.4(2) Identify objectives and expected student outcomes.

61.4(3) Explain support services if applicable.

61.4(4) Explain the evaluation procedure to be used in measuring program objectives and student outcomes.

61.4(5) Explain the roles and responsibilities of staff.

61.4(6) Specify provisions for the ongoing identification, assessment, evaluation, and placement of students.

61.4(7) Specify staff development plans and other activities designed to address dropout prevention in the traditional school.

61.4(8) Identify facilities and equipment to be used.

61.4(9) Describe cooperative arrangements with other agencies or service groups.

61.4(10) Include a budget based on forms provided by the department.

61.4(11) Specify provisions for an advisory council.

61.4(12) Describe the procedure for providing each student with a written personalized plan for completion of an education consistent with the goals and objectives of the local education agency and needs of the student.

281—61.5(257) Responsibilities of school districts.

61.5(1) Establishing need. An explanation shall be provided for why existing local programs and support services are not effective in reaching dropouts and potential dropouts. The explanation shall include but not be limited to:

a. Dropout rate for school district.

b. Numbers of students identified as needing a separate school, program or support service or combinations therefore. The means of identification shall be described such as tests, records, professional judgements, other. Other agency involvement in identification shall be specified.

c. Staff-student ratios and relations in traditional school.

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d. Existing staff capabilities and training in addressing the needs of returning dropouts and potential dropouts.

e. Involvement and achievement of students in existing extracurricular activities.

f. Existing services or activities within the school directed at reaching the target population.

g. Existing agencies and support persons involved with target population outside the school.

h. The need for financial support beyond what is already available.

61.5(2) *Identifying objectives and expected student outcomes.* Each school district must include objectives for providing:

a. Minimum program as defined in Iowa Code section 256.11 and Iowa Administrative Code 281—11.5.

b. Personal and social development.

c. Career and vocational education.

d. Staff development for dropout prevention. At least one inservice shall be offered annually for all classroom teachers, administrators, and other school personnel in elementary and secondary schools within the school district to maintain and update understandings and skills about accommodating student needs. In addition, a staff development plan for personnel responsible for returning dropouts shall be provided.

61.5(3) *Support services.* Any or all of the following services to be provided students enrolled in the regular school program or separate school or program shall be described.

a. Orientation and transition services for students to adjust to programs.

b. Vocational assessment or educational diagnostics.

c. Counseling.

d. Work placement or placement in other educational institutions.

e. Followup.

f. Remedial, tutorial or supplemental instruction.

g. Transportation, child care, housing, medical.

h. Family support services.

61.5(4) *Evaluation.* The school district shall give attention to the following guidelines in its evaluation design:

a. Evaluation shall be for the purpose of determining and improving program effectiveness.

b. Both cognitive and affective components of student development shall be evaluated.

c. Personalized education plans must be in writing for each returning dropout and potential dropout and reviewed annually.

d. Evaluation shall be age-appropriate and coincide with the objectives established for the separate school, program, and support service and for the students. The methods that are used to monitor progress shall be identified. Monitoring and testing instruments shall be kept on file within the school district.

61.5(5) *Roles and responsibilities of staff.* The responsibilities of staff, including instructors, paraprofessionals, peer helpers, clerical, guidance, and outreach shall be identified and the responsibilities related to program objectives. The administration and supervision of this activity shall be described. All districts and their administrators must be identified if this activity is jointly sponsored. The role and responsibility of other agency persons involved in the activity shall be described.

61.5(6) *Qualifications of program personnel.* All personnel supervising and providing services for returning dropouts and potential dropouts shall have preservice or in-service training that is commensurate with the extent of their involvement in providing services.

61.5(7) *Staff utilization plan.* Staff shall be assigned to ensure a quality education by employing the following procedures:

a. A designated person shall be responsible for the overall coordination throughout the school district. If a joint agreement exists, one person shall be responsible for the coordination between local education agencies as well as coordination within the locale of the separate school, program and support service.

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b. The administrative, instructional, and support service staff shall work in cooperation with the regular school teachers as necessary to assess, plan, implement and evaluate outcomes.

c. Multiple criteria shall be used in identifying students. Criteria will combine subjective and objective data, including data with direct relevance to program goals, objectives and activities.

d. In the event that the number of eligible students exceeds the capacity of available services, participants shall be selected according to greatest need as determined by multiple criteria used in identification.

e. Each identified student's progress shall be reviewed at least annually to consider modifications in program or student placement

61.5(9) Facilities and equipment. The facilities, equipment and resources needed and available for providing services shall be indicated. Assurances that the facilities are accessible and equipment and materials are appropriate for the population to be served shall be provided.

61.5(10) Budget. When separate schools, programs, and support services are jointly provided by two or more school districts or by a school district in cooperation with other agency service provider. Funds generated through the process described in Iowa Code section 257.41 will be for expenditures directly related to providing the separate school, program and support services described in the submitted plan to the department. The following limits shall apply to the budget of the separate school, program and support services for returning dropouts and dropout prevention.

a. No more than 5 percent of the district's budget enrollment shall be identified as returning dropouts and potential dropouts. Returning dropouts shall be identified with respect to whether they are included in the present budget enrollment.

b. The maximum budget eligible for the separate school, program and support services or any combination thereof for returning dropouts not presently included in the district's budget enrollment shall approximate 1.4 of the district cost per pupil in addition to other sources. Allowable costs for returning dropouts presently included in the district's budget enrollment shall approximate .4 of the district's cost per pupil in addition to other sources.

c. Indirect costs and costs for materials, supplies and equipment shall be part of the total budget.

d. The dropout program budget, after subtracting out funds from other sources for that purpose, shall be funded on a basis of 25 percent or more from the district cost of the school district and up to 75 percent by an increased growth as defined in Iowa Code section 442.7.

61.5(11) Advisory council. All written plans shall include an advisory council made up of parents, students, teachers, administrators, business persons and other interested persons. Where possible, other service providers should be represented on the advisory council to assure collaboration and ultimate cooperation. A plan of action for the council shall be included in the written application.

281.61—61.6(257) Responsibilities of area education agencies. Upon request and as provided for in Iowa Code sections 273.3 and 273.7, staff of the area education agency shall cooperate with local school districts. Cooperation may include but is not limited to:

61.6(1) Assisting school districts in identifying dropout and potential dropout populations and the reasoning for such.

61.6(2) Assisting in the development of alternative education strategies including dropout prevention and alternative strategies for returning dropouts.

61.6(3) Providing assistance in forming collaborative efforts for joint partnership programs and in developing appropriate requests for department approval.

61.6(4) Assisting in the planning and implementation of inservice for all persons involved in planning and implementing services for returning dropouts and potential dropouts.

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281—61.7(257) Responsibilities of the department. The department shall:

61.7(1) Provide forms to the school districts for submitting plans.

61.7(2) Provide technical assistance to school districts, other education agencies and other service providers in the development of plans to serve returning dropouts and potential dropouts.

61.7(3) Perform reviews and approval of written plans not later than February 1 of each fiscal year.

61.7(4) Notify the department of management and the school budget review committee of the names of approved school districts by February 15 of each fiscal year.

61.7(5) Develop and administer a format for evaluation of separate schools, support services and programs. An annual evaluation report shall be filed with the department by administering agencies following the close of the regular school year.

61.7(6) Provide technical assistance to school districts and other education agencies in planning and designing preservice and inservice training for all persons involved in planning and implementation of services for returning dropouts and potential dropouts.

61.7(7) Assign the necessary human resources for carrying out the responsibilities of the department.

These rules are intended to implement Iowa Code Supplement sections 257.8 to 257.41.

[Filed emergency 8/12/83—published 8/31/83, effective 8/12/83]

[Filed 8/19/88, Notice 6/29/88—published 9/7/88, effective 10/12/88]

[Filed emergency 8/16/90—published 9/5/90, effective 8/16/90]

APPENDIX C

GUIDELINES FOR COMPLETING THE PROGRAM PLAN NARRATIVE FOR RETURNING DROPOUTS AND DROPOUT PREVENTION

The application must sequentially follow the format described below. Each section of the application should address, but not be limited to, the areas listed.

A. ABSTRACT:

1. Provide a one page or less summary of the program and/or support services to be provided. Include what is to be done, to what extent, for whom, by whom and when, and the expected outcomes.

B. ESTABLISHING NEED

1. Indicate the district dropout rate (annual percentages of students who drop out based on actual 7-12 enrollment); (Identify the number of students that need additional assistance to succeed - Refer to "Guidelines for Serving At-Risk Students pages 5-7 for assistance).
2. Describe the means used to identify the dropout and potential dropout students to be served (includes K-3 at-risk).
3. Explain why the local school programs have not been effective in reaching potential dropouts and returning dropouts. Include:
 - a. Staff-student ratios
 - b. Percentage of students in extracurricular activities and whether more activities should be offered or efforts be made to involve students in the existing activities
 - c. Existing staff capabilities in addressing needs of potential dropouts, including K-3 at-risk students, and returning dropouts and whether staff have expressed specific needs for training
 - d. Existing services in the school directed at reaching potential dropouts, including K-3 at-risk students, and returning dropouts (consider local early childhood advisory committee reports such as linkages with Headstart) and whether these services need to be improved
 - e. Other agency involvement or lack of involvement in reaching potential dropouts, including K-3 at-risk students, and returning dropouts and whether this can be improved to assist students to succeed
 - f. Other school policies and practices that may be contributing to student failure such as minimal parent involvement, retention of students in early elementary grades, lack of flexible scheduling, etc. (See "Inventory of Policies and Practices Related to Student Failure and Dropping Out" - Department of Education)

C. OBJECTIVES

1. Include objectives for academic development. The minimum academic program for grades K-12 is required for all students. Instead of listing objectives separately include a statement that the academic program provided will be equivalent to the district's elementary and/or secondary program and meets the minimum requirements identified in Chapter 256.11, Code of Iowa and Chapter 12, Iowa Administrative Code.
2. Include the objectives for personal and social development (these objectives must be stated and not assumed in statement number 1 above). (See Appendix D - Evaluation formats include outcomes to evaluate.)
3. Include objectives for career and vocational development (these objectives must be stated). (See Appendix D - Evaluation formats include outcomes to evaluate.)

NOTE: Academic, personal/social, and career development activities can be incorporated into transition services such as prekindergarten orientation to prepare students for entry into new grade levels, programs, buildings, etc.

4. Include objectives for staff development for dropout prevention--must be at least one activity annually for all teachers, administrators, and other school personnel in elementary and secondary schools.
5. Indicate additional objectives for staff development for those persons serving returning dropouts and potential dropouts (including K-3 at-risk) as their major responsibility as full time or supplemental staff.

D. SUPPORT SERVICES

1. Describe all support services utilized in the program, including services beyond what is listed (See Appendix E for definitions).
 - 1.1 Orientation and transition services for students to adjust to programs
 - 1.2 Vocational Student appraisal/assessment
 - 1.3 Counseling
 - 1.4 Remedial, tutorial or supplemental instruction
 - 1.5 Placement--education/work
 - 1.6 Follow-up
 - 1.7 Transportation
 - 1.8 Family support services

NOTE: If districts do not utilize one of the identified services, it should be indicated as such in the plan. Services left out will be questioned in the review procedure. Services utilized in dropout prevention should be indicated.

E. EVALUATION

1. Describe the methods to be used to determine the progress of the planned activities.
2. Describe the methods to be used in evaluating student progress.

NOTE: The evaluation must be congruent with the objectives. (Increased student success is expected from dropout prevention efforts such as improved attendance, retention of students, etc.)

F. AN INDIVIDUALIZED EDUCATION PLAN MUST BE DEVELOPED FOR EACH STUDENT AND REVIEWED ANNUALLY.

1. Explain your plan for individualized education.

G. ROLES AND RESPONSIBILITIES OF STAFF

1. Describe each staff position--responsibilities of staff must be congruent with the objectives and support services.
2. Describe the roles and responsibilities of all administrators (curriculum coordinator, vocational education director, principal, superintendent, other support staff).
3. If jointly sponsored, the role of each agency and school district must be described.

H. QUALIFICATIONS OF PROGRAM PERSONNEL

1. Explain the background and qualifications of personnel to work with potential dropouts and returning dropouts.
2. If staff members do not have adequate background, provide an explanation of how expertise will be gained.

I. STAFF UTILIZATION PLAN

1. Indicate the person(s) responsible for the dropout program and/or potential dropout program.
2. Describe the plan of how staff working with returning dropouts will work with other existing staff--some coordination must be indicated.
3. Indicate the specific allotment of time designated for staff coordination and in-service.

J. STUDENT IDENTIFICATION PROCEDURES

1. Include plan for student identification--the plan must include identification of potential dropouts and returning dropouts as defined under Chapter 61, Iowa Administrative Code (Appendix B). Note that at-risk students are included in the potential dropout category.

2. Student identification procedures should be congruent with the designated services that will be provided.
3. Multiple criteria should be utilized to identify students and their learning problems.

K. FACILITIES AND EQUIPMENT

1. Indicate the exact location of schools, programs, and support services (building, addresses).

L. ADVISORY COUNCIL

1. Identify the advisory council members and list the names of the participants, occupation, and address. The following representatives should be a part of the council: parent, student, administrator, teacher or counselor, business or industry person, service agency representative.
2. Identify the planned use of the council (schedule, responsibilities, planned approach--individual vs. group input or both).

APPENDIX D

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Federal School Improvement
Grimes State Office Building
Des Moines, Iowa 50319-0146

ANNUAL EVALUATION
PROGRAMS AND SUPPORT SERVICES
FOR DROPOUT AND DROPOUT PREVENTION

This evaluation form has two distinct parts. Part 1 for Dropout Prevention Activities and Part 2 for Separate Schools for Dropouts. Part 1 should be completed by districts implementing Dropout Prevention Activities including those activities serving both potential dropouts and returning dropouts. Part 2 should be completed by districts operating separate schools for returning dropouts. Districts operating both (Dropout Prevention Activities and Separate Schools) should complete both parts. Schools with multiple programs/schools can compile one complete evaluation or submit separate evaluations for each program/school.

PART I
DROPOUT PREVENTION ACTIVITIES

SECTION I (PROGRAMS)

School _____ Date _____

Completed By _____ Title _____

1. Were all the objectives as stated in your original application for Dropout Prevention carried out? Check appropriate response.

OBJECTIVES FOR:

Table with 2 columns: YES, NO. Rows: a. Personal and Social Development, b. Career and Vocational Development, c. Staff Development, d. Academic Program

Identify problems encountered (additional space on back of form):

Three horizontal lines for writing.

2. Were all the support services as stated in the original application for Dropout Prevention implemented?

Table with 2 columns: YES, NO. Rows: a. Orientation, b. Vocational Assessment, c. Counseling, d. Work Placement, e. Follow Up, f. Remedial, Tutorial or Supplemental Instruction, g. Transportation, h. Family Services

Recommendations for improvement (additional space on back of form):

Three horizontal lines for writing.

3. Were evaluation procedures carried out?

- a. Progress of Planned Activity
- b. Student Impact
 - Affective
 - Cognitive

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Ideas for improvement (additional space on back of form):

4. Were Personal Education Plans developed for each returning dropout and potential dropout?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Problems encountered (additional space on back of form):

5. Was inservice in dropout prevention provided for all staff?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Was a Local Advisory Council formed and utilized?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Problems encountered with inservice or Advisory Council (Additional space on back of form):

(a)

Recommendations for improvement (additional space on back of form):

(b)

(3) Evaluation (Ideas for Improvement):

(4) Problems Encountered in Providing Personal Education Plans:

(5)(a) Problems Encountered in Staff Development and/or Advisory Council:

(5)(b) Recommendations for Improvement of Staff Development or Advisory Council:

PART I
SECTION II (DEMOGRAPHICS AND STUDENT IMPACT)

- 1. Number of returning dropouts served in dropout prevention program during school year 1990-91: _____
- 2. Number of potential dropouts served in dropout prevention program during school year 1990-91: _____

[Note: the numbers reported above should be unduplicated counts.]

- 3. Amount of dollars spent on dropout prevention:
(Including increased allowable growth and local funds) \$ _____
- 4. Actual cost per pupil in dropout prevention program for school year 1990-91: \$ _____

$$\frac{\text{Total cost of Dropout Prevention Program}}{\text{Number of students served}} = \text{Per Pupil Cost}$$

- 5. Dropout Rate: Give annual percentage rate now compared to 2 years ago. Determine this by dividing dropouts by total number of students from the same grade levels.

(Example: Total Dropouts grades 9-12 divided by Total Students grades 9-12)

_____ Dropout Rate Now _____ Dropout Rate 2 years ago

- 6. Attendance -- Based on target group only (those in prevention program):

_____ % Percent of students of the total initial target group needing to improve attendance	_____ % Percent of students of the total initial target group not needing to improve attendance
--	---

_____ % Percent of students needing to improve
 attendance, who demonstrated improved attendance

- 7. Truancy -- Based on target group only (those in prevention program):

_____ % Percent of students in the total initial target group needing to improve on truancy	_____ % Percent of students in the total initial target group not needing to improve on truancy
--	--

_____ % Percent of students needing to decrease their
 truancy who demonstrated reduced truancy after
 intervention

8. Academic achievement of those involved in the dropout prevention program -- Achievement can be indicated by providing performance information on any one or combination of the following: number of credits earned, objectives achieved, grades, grade point average (GPA), or formal achievement tests. (See Appendix A for definitions.)

Achievement of Students in the Dropout Prevention Program

Technique of Reporting Student Achievement	Percentage of Students Needing Improvement	Percentage of Students Showing Maintenance	Percentage of Students Showing Improvement
Number of Credits Earned			
Objectives Achieved			
Grades			
Grade Point Average			
Formal Achievement Tests			

[See Appendix A for definitions.]

9. Personal/Social Development -- Identify improvements or maintenance of personal/social behavior of target group. You may choose to complete the evaluation in one of three ways: (a) Establishing a composite rating for students utilizing all staff involved in the prevention program; (b) Indicating a rating based on one or several staff rating different behaviors; or, (c) Establishing a composite rating as completed by students. (See appendix B for examples of student and staff-based instruments.)

Check the system you used to develop your ratings:

- (a) Staff Composite
- (b) One Staff/Several Staff Rating Different Behaviors
- (c) Student Composite

	Should Total 100% of Target Group		
Productive Personal/ Social Behaviors	Percent of Students Displaying Adequate Behavior	Percent of Students Needing Improvement	Percent of Students Displaying Marked Improvement in School Year 1990-91
Listening Skills			
Following Directions			
Responding to Criticism Positively			
Completion of Assigned Tasks			
Showing Initiative/ Volunteering			
Asking for Help			
Cooperating/Getting Along			
Personal Hygiene/ Cleanliness			
Accepting Limits/ Rules			
Decision Making			
Being Patient/Waiting			
Working for Quality Performance			

10. Career development of students enrolled in dropout prevention program/activities (Middle School - Grade 12):

Career development is the process of developing awareness of career areas and self (K-6); exploring careers and self through classroom and community based activities (Middle school - High school); and, preparing for careers through courses, preparatory programs, and actual experiences (High school 9-12). Career development and life skills development are often tied together in the instructional process and are considered the same in this evaluation and reporting process.

Career Development

Percentage of Students
That Have Completed
Activities

Career Development Activities

_____ %

Awareness of career

_____ %

Interest inventories or other activities to determine interests in career areas

_____ %

Self awareness activities to determine personal abilities/strengths

_____ %

Activities to improve work habits and behaviors

_____ %

Activities to establish goals/priorities/plans

_____ %

Skill building activities to improve ability to work with people, data, things (materials, tools, equipment)

_____ %

Awareness of community services including health, mental health, employment services, family planning, human services, civil rights and legal assistance

_____ %

Identification of social and recreational activities and organizations and places in the community that offer recreation or can be used for recreation

11. Improved potential for productivity upon leaving school -- Identify accomplishments that will contribute to productive post-school activity for those graduating or leaving via choice. It can be completed by staff or by students who are about to graduate. (See Appendix B for staff and student based instruments.) Indicate which process was used to get the composite percentages by checking the appropriate blank:

Student Responses

Staff Responses

Percent of Students Leaving (Graduated or other by choice) Who Completed Activities	Demonstrated Accomplishments that will lead to Productive Post-School Activity
_____ %	Identified a Career Interest.
_____ %	Developed a career plan of post high school training and how to finance the training, housing, and meals.
_____ %	Identified community services (at minimum, mental health, employment service, family planning, health care, human services, civil rights and legal assistance) and established contacts or advocates for future communication and assistance.
_____ %	Identified post-school competitive employment (a specific job or company) entry into the armed forces, or post-school non-competitive employment of a productive nature.
_____ %	Developed a personal resume and job seeking skills profile for job searching and interviewing.
_____ %	Completed a minimum of one community volunteerism project designed to help others.
_____ %	Identified social/recreation and other organizations and associations in the community and established contacts for future membership possibilities.
_____ %	Established a personal program of financial planning (checking, savings, investments) through a local bank and/or other financial institutions in the community.
_____ %	Established a personal plan of health, physical fitness, and recreation for self fulfillment.

PART II
(FOR SEPARATE ALTERNATIVE SCHOOLS ONLY)

SECTION I (PROGRAM)

1. Were all the objectives as stated in your original application for returning dropouts carried out? Check appropriate response.

OBJECTIVES FOR:

	YES	NO
a. Personal and Social Development	<input type="checkbox"/>	<input type="checkbox"/>
b. Career and Vocational Development	<input type="checkbox"/>	<input type="checkbox"/>
c. Staff Development	<input type="checkbox"/>	<input type="checkbox"/>
d. Academic Program	<input type="checkbox"/>	<input type="checkbox"/>

Identify problems encountered (additional space on back of form):

2. Were all the support services as stated in the original application for returning dropouts implemented?

	YES	NO
a. Orientation	<input type="checkbox"/>	<input type="checkbox"/>
b. Vocational Assessment	<input type="checkbox"/>	<input type="checkbox"/>
c. Counseling	<input type="checkbox"/>	<input type="checkbox"/>
d. Work Placement	<input type="checkbox"/>	<input type="checkbox"/>
e. Follow Up	<input type="checkbox"/>	<input type="checkbox"/>
f. Remedial, Tutorial or Supplemental Instruction	<input type="checkbox"/>	<input type="checkbox"/>
g. Transportation	<input type="checkbox"/>	<input type="checkbox"/>
h. Family Services	<input type="checkbox"/>	<input type="checkbox"/>

Recommendations for improvement (additional space on back of form):

3. Were evaluation procedures carried out?

	YES	NO
a. Progress of Planned Activity	<input type="checkbox"/>	<input type="checkbox"/>
b. Student Impact	<input type="checkbox"/>	<input type="checkbox"/>
Affective	<input type="checkbox"/>	<input type="checkbox"/>
Cognitive	<input type="checkbox"/>	<input type="checkbox"/>

Ideas for improvement (additional space on back of form):

4. Were Personal Education Plans developed for each returning dropout? YES NO

Problems encountered (additional space on back of form):

5. Was inservice for all staff in separate schools provided? YES NO

Was a Local Advisory Council formed and utilized?

Problems encountered with inservice or Advisory Council (Additional space on back of form):

(a)

Recommendations for improvement (additional space on back of form):

(b)

(4) Problems Encountered in Providing Personal Education Plans:

(5)(a) Problems Encountered in Staff Development and/or Advisory Council:

(5)(b) Recommendations for Improvement of Staff Development or Advisory Council:

PART II
SECTION II (DEMOGRAPHICS AND STUDENT IMPACT)

1. Number of returning dropouts served in separate school during school year 1990-91: _____
2. Amount of dollars spent on separate school and returning dropouts: (Including increased allowable growth and local funds) \$ _____
3. Actual cost per pupil in separate school for school year 1990-91: \$ _____

$$\frac{\text{Total cost of Separate School}}{\text{Number of students served}} = \text{Per Pupil Cost}$$

4. Identify impacts of separate school:

- _____ % Percentage of total district dropouts served by separate school (reflect an average annual percentage or actual percentage for the past school year of students who dropped out of the regular high school and returned to the separate school.
- _____ % Percentage of total district dropout served via education programs (other than the separate school) within or outside the community.
- _____ % Dropout rate of separate school (reflect an average annual percentage or actual percentage for the past school year). This is determined by taking the total separate school enrollment for the school year divided into the number who leave before graduating or finishing their planned goals and do not transition back into the traditional/regular school.
- _____ % Percentage of separate school graduates who go on for post-school training in community colleges or other institutions of higher learning (identify an annual percentage or actual percentage for the past school year). This is determined by taking the total separate school graduates divided into those graduates who enroll in post-secondary schools.
- _____ % Average daily attendance of separate school (reflect an average annual percentage or actual percentage for the past school year).

5. Academic achievement of those involved in the separate school -- Achievement can be indicated by providing performance information on any one or combination of the following: number of credits earned, objectives achieved, grades, grade point average (GPA), or formal achievement tests. (See Appendix A for definitions.)

Achievement of Students in the Separate School

Technique of Reporting Student Achievement	Percentage of Students Needing Improvement	Percentage of Students Showing Maintenance	Percentage of Students Showing Improvement
Number of Credits Earned			
Objectives Achieved			
Grades			
Grade Point Average			
Formal Achievement Tests			

[See Appendix A for definitions.]

6. Personal/Social Development -- Identify improvements or maintenance of personal/social behavior of target group. You may choose to complete the evaluation in one of three ways: (a) Establishing a composite rating for students utilizing all staff involved in the prevention program; (b) Indicating a rating based on one or several staff rating different behaviors; or, (c) Establishing a composite rating as completed by students. (See appendix B for examples of student and staff-based instruments.)

Check the system you used to develop your ratings:

- (a) Staff Composite
- (b) One Staff/Several Staff Rating Different Behaviors
- (c) Student Composite

	Should Total 100% of Target Group		
Productive Personal/ Social Behaviors	Percent of Students Displaying Adequate Behavior	Percent of Students Needing Improvement	Percent of Students Displaying Marked Improvement in School Year 1990-91
Listening Skills			
Following Directions			
Responding to Criticism Positively			
Completion of Assigned Tasks			
Showing Initiative/ Volunteering			
Asking for Help			
Cooperating/Getting Along			
Personal Hygiene/ Cleanliness			
Accepting Limits/ Rules			
Decision Making			
Being Patient/Waiting			
Working for Quality Performance			

7. Career development of students enrolled in separate school:

Career development is the process of developing awareness of career areas and self; exploring careers and self through classroom and community based activities; and, preparing for careers through courses, preparatory programs, and actual experiences. Career development and life skills development are often tied together in the instructional process and are considered the same in this evaluation and reporting process.

Career Development

Percentage of Students
That Have Completed
Activities

Career Development Activities

_____ %

Awareness of career

_____ %

Interest inventories or other activities to determine interests in career areas

_____ %

Self awareness activities to determine personal abilities/strengths

_____ %

Activities to improve work habits and behaviors

_____ %

Activities to establish goals/priorities/plans

_____ %

Skill building activities to improve ability to work with people, data, things (materials, tools, equipment)

_____ %

Awareness of community services including health, mental health, employment services, family planning, human services, civil rights and legal assistance

_____ %

Identification of social and recreational activities and organizations and places in the community that offer recreation or can be used for recreation

8. Improved potential for productivity upon leaving school -- Identify accomplishments that will contribute to productive post-school activity for those graduating or leaving via choice. It can be completed by staff or by students who are about to graduate. (See Appendix B for staff and student based instruments.) Indicate which process was used to get the composite percentages by checking the appropriate blank:

Student Responses

Staff Responses

Percent of Students Leaving (Graduated or other by choice) Who Completed Activities	Demonstrated Accomplishments that will lead to Productive Post-School Activity
_____ %	Identified a Career Interest.
_____ %	Developed a career plan of post high school training and how to finance the training, housing, and meals.
_____ %	Identified community services (at minimum, mental health, employment service, family planning, health care, human services, civil rights and legal assistance) and established contacts or advocates for future communication and assistance.
_____ %	Identified post-school competitive employment (a specific job or company) entry into the armed forces, or post-school non-competitive employment of a productive nature.
_____ %	Developed a personal resume and job seeking skills profile for job searching and interviewing.
_____ %	Completed a minimum of one community volunteerism project designed to help others.
_____ %	Identified social/recreation and other organizations and associations in the community and established contacts for future membership possibilities.
_____ %	Established a personal program of financial planning (checking, savings, investments) through a local bank and/or other financial institutions in the community.
_____ %	Established a personal plan of health, physical fitness, and recreation for self fulfillment.

APPENDIX E

Definitions

Orientation and Transition Services: Some students need assistance when promoted into kindergarten, elementary school, junior high school, senior high school and the world of work or post-secondary training. For some students, the transition from one environment to another is too awesome to handle and failure identity behavior will be exhibited. Example orientation and transition services include: prekindergarten orientation to facilities, toys, equipment, people, materials; junior high transition days allowing orientation to teaching styles, organizing assignments for multiple classes, adjusting to multiple teachers, following a schedule, etc.; transition into employment allowing several months to develop a career plan or training plan, arrange housing, connect with support services, arrange financing for education, etc.

Vocational Student Appraisal/Assessment: Vocational assessment is: (a) the identification of interests, abilities, skills and attitudes, and likes and dislikes related to entering competitive and non-competitive work and post-secondary training; (b) the determination of career development via career education inventories (formal/informal); (c) the identification of individual strengths (academic, personal/social, performance) used in career counseling, job matching, personal career plans, etc.

Counseling: Formally arranged individual and/or group interaction between students/family members with counselors (teachers, counselors, peers, administrators) conducted to: develop positive self-concepts; solve personal concerns; improve family or peer relations; assist in emotional adjustments; discover special abilities; evaluate aptitudes, abilities, interests or skills; develop occupational plans; prevent dropping out; resolve educational difficulties; evaluate choices; set and follow-up on goals; other.

Remedial, Tutorial or Supplemental Instruction: Additional time and assistance for students conducted in segregated or integrated environments to improve student performance in academics, personal/social interaction and/or career development. These activities are characterized by: (a) additional time and/or person power being devoted to students to improve their performance; (b) are chosen and acceptable by students; and (c) parents/guardians and often feature parent-student involvement for reinforcing/expanding learning activity time.

Placement: Education/work activities designed to assist students in entering special training programs, advanced education or employment. Examples include: assisting students in filling out applications for admission, jobs or financial aid; coordinating placement interviews with colleges, employers and job service personnel; assisting students with transportation arrangements, housing arrangements or special agency services to allow them to enter employment, post-secondary training or special training programs while still enrolled in elementary, junior high or senior high school.

Follow-up: Activities designed to cause students and school staff to pursue the accomplishment of the goals of students such as reviews or check-point monitoring (i.e. performance on a job). As well, activities to study how well students are doing upon leaving school (graduated or dropped out). The "productivity" of students after leaving school can be checked by monitoring at least nine areas; the income they generate by employment, post-secondary education involvement, volunteer activity, participation in the political process, homemaking/child rearing, the development of talents and skills not used in job/leisure, involvement in public assistance, penal system involvement, and work behavior evaluations in areas such as punctuality, cooperation, flexibility, initiative, work attendance, verbal communication, and acceptance of responsibility.

Transportation: Attending school or transportation to bus routes or to school where buses are not provided is a major obstacle for some students and parents. Students should not be denied education solely on the basis of transportation. Examples of special transportation initiatives that can be considered include: transporting children living in shelters, especially during the winter months; home pick up for unmotivated students or those located far from bus routes with no means of transportation, transporting highly mobile children back to a school within the same district to ensure that they continue their schooling in the same school for a full year.

Family Support Services: Activities designed to help parents/guardians to know what to do to help their children learn, solve personal concerns, improve family relations, develop career plans for their children, make decisions on educational choices, identify financial assistance and other sources of support. Moreover, activities to help parents value education, contribute to their child's development and be a co-decision maker and time sharer with their children (See "Guidelines for Serving At-Risk Students" - Department of Education, 1989, for 20 specific ideas).