



VIRGINIA BOARD OF EDUCATION

2004 Annual Report

REGIONAL ALTERNATIVE EDUCATION PROGRAMS

PRESENTED TO

**THE HONORABLE MARK R. WARNER
GOVERNOR OF VIRGINIA
AND
THE GENERAL ASSEMBLY**

October 28, 2004

VIRGINIA BOARD OF EDUCATION



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

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Superintendent of Public Instruction

November 15, 2004

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The Honorable Mark R. Warner
Governor of Virginia
State Capitol Building, 3rd Floor
Richmond, Virginia 23219

Members of the General Assembly of Virginia
State Capitol Building
Richmond, Virginia 23219

Dear Governor Warner and Members of the General Assembly:

Pursuant to Section 22.1-209.1:2 of the *Code of Virginia*, I am pleased to submit the Board of Education's 2004 Annual Report on Regional Alternative Education Programs. The report was approved at the October 28, 2004, meeting of the Board of Education.

The Code requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the Regional Alternative Education Programs.

If you have questions or require additional information, please do not hesitate to contact me at (804) 225-2023.

Sincerely,


Jo Lynne DeMary

JLD/dj

Enclosure

cc: Mr. Thomas M. Jackson, Jr., President, Virginia Board of Education

Preface

Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the Regional Alternative Education Programs.

The staff member assigned to the preparation of the report was Diane L. Jay, Specialist, Office of Program Administration and Accountability, Division of Instruction, Virginia Department of Education, P. O. Box 2120, Richmond, Virginia 23218-2120. Questions concerning the report should be directed to Ms. Jay at (804) 225-2905 or by e-mail at djay@mail.vak12ed.edu.

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Executive Summary

The regional alternative education programs were established by the General Assembly in 1993-1994 with the intent to involve two or more school divisions working in collaboration to establish options for students who have a pending violation of school board policy, have been expelled or suspended on a long-term basis, or are returning from juvenile correctional centers. Section 22.1-209.1:2 of the *Code of Virginia* requires that a report be provided annually by the Board of Education to the Governor and the General Assembly on the effectiveness of the regional alternative education programs. To complete the 2004 annual report, information was collected and analyzed from the 29 programs based on 2003-2004 data.

Evaluating alternative education programs is a complex endeavor. In addition to serving a different type of student, many regional alternative education programs have different policies and administrative procedures than those typically found in traditional K-12 schools. As in regular education settings, alternative programs also vary in their academic standards, structure and accountability mechanisms, basic goals and objectives, parent and community involvement, disciplinary policies, and crisis intervention procedures. In evaluating these centers, the accountability and outcome measures used for mainstream schools are not always as applicable.

A majority of Virginia's regional programs are transitional in nature with the intent of transitioning students back into regular schools. Alternative education accountability measures include shorter-term measures and measures that recognize that many youth in the regional programs cycle in and out of a program before experiencing steady progress. Students are placed in the programs for relatively short periods of time—often a year or less—and traditional assessments often do not accurately reflect the progress the student has made in the program. Other performance outcomes include measures of student motivation, learning to learn, and ability to master content.

The data indicate that the regional alternative education programs continue to provide an alternative learning environment for identified disruptive students. The effectiveness of these programs can be demonstrated in the areas of discipline, crime, and violence-related incidences where there were substantial decreases. Standards of Learning assessment scores collected on these students in 2003-2004 provide a baseline for future evaluation studies. In the fall of 2003, the Virginia Department of Education began using unique student identification numbers for every student in the state. The identification numbers will be a valuable tool in the future in matching alternative students to Standards of Learning results and also to track behavior offenses.

Chapter One

Purpose

The purpose of the regional alternative education programs is to encourage two or more school divisions to work in collaboration to establish options for disruptive students who no longer have access to traditional school programs or who are returning from juvenile correctional centers.

Reporting

Section 22.1-209.1:2 of the *Code of Virginia* requires that the Board of Education provide a report to the Governor and the General Assembly annually on the effectiveness of the regional alternative education programs.

Background

In 1993, the Board of Education established and implemented four regional pilot projects to provide an educational alternative for certain disruptive students. The General Assembly subsequently provided funding to make regional alternative education programs available on a statewide basis. State and federal monies are made available for these programs each year with school divisions providing in-kind support for such items as instructional materials, additional staff, pupil transportation, and facilities. A Department of Education formula based on staffing patterns and the composite index of local ability to pay determines funding.

As of July 1, 2004, there are 29 regional programs statewide involving 113 school divisions. A listing and description of the programs, with their center identification numbers, are found in Appendix A.

Establishment of Sites and State Appropriations

The following information presents the growth of the sites and the state appropriations since the first four regional alternative education programs were established in 1993-1994.

Year	No. of Sites	State Funding
1993-1994	4 sites	\$1,200,000
1994-1995	13 sites	*\$1,200,000
1995-1996	19 sites	*\$1,200,000
1996-1997	29 sites	**\$4,142,000
1997-1998	29 sites	\$3,716,652
1998-1999	29 sites	\$4,431,089
1999-2000	29 sites	\$4,484,123
2000-2001	30 sites	\$5,766,626
2001-2002	30 sites	\$5,386,590
2002-2003	30 sites	\$5,386,590
2003-2004	29 sites	\$5,210,891
2004-2005	29 sites	\$5,486,348

*Federal funds supplemented the state appropriation in order to expand the number of programs.

**First year state funding formula was applied.

Chapter Two

Targeted Students

Each program involves two or more school divisions working in collaboration to establish options for students who no longer have access to traditional school programs or are returning from juvenile correctional centers. Specifically targeted are students who have been:

- referred due to a violation of a school board policy;
- expelled or suspended on a long-term basis; or
- released from a juvenile correctional center and identified by the superintendent of the Department of Correctional Education and the program's local division superintendent to be in need of an alternative program.

Program Design

Alternative education programs are designed to meet the specific individual needs of students placed in the programs. While there is some variation in programs, the legislation outlines the following components:

- an intensive, accelerated instructional program with rigorous standards for academic achievement and student behavior;
- a low pupil-teacher ratio (the average ratio is one teacher for every ten students) to promote a high level of interaction between the student and teacher;
- a plan for transitioning the enrolled students into the relevant school division's regular program;
- a current program of staff development and training;
- a procedure for obtaining the participation and support from parents as well as community outreach to build school, business, and community partnerships; and
- measurable goals and objectives and an evaluation component to determine the program's effectiveness.

Delivery of Services

The delivery of services ranges from classroom instruction to distance learning and includes day, after school, and evening programs. Alternative education centers have flexibility with regard to their organizational structure, schedule, curriculum, programs, and disciplinary policies. While they may differ in delivery, the services they provide typically fall into the following categories:

- educational (core subject instruction, vocational, remediation, tutoring)
- counseling (individual, group, family);
- social skills training;
- career counseling (transitioning to the world of work, job shadowing, mentoring, work/study agreements);
- technology education (direct instruction, Internet research, keyboarding);
- conflict resolution and mediation; and
- drug prevention education.

Student Demographics for 2003-2004

Ethnicity

White, not Hispanic	1,837
Black, not Hispanic	1,501
Hispanic	109
Unspecified	55
Asian/Pacific Islander	24
American Indian/ Alaska Native	8
Total	3,534

Gender

Male	2,514
Female	1,020
Total	3,534

Collaborative Efforts

Assurances are signed each year between participating school divisions to ensure joint participation in the continued activities of the programs. In addition, other collaborative efforts among school divisions include parental involvement in the education process, interagency agreements, and a plan of community outreach.

Chapter Three

Contributing Factors to Successful Results

Project administrators cite the following as contributing factors to successful results of their programs:

- small school size;
- small student-to-teacher ratio;
- effective communication with probation officers, the courts, and social services;
- individual, individualized, and small group instruction;
- teacher and staff collaboration;
- parental support;
- site separation from sending schools;
- cooperation from sending schools;
- support from school boards; and
- infusion of technology.

Evaluating the Regional Programs

The 2003-2004 evaluation focused on the following four areas to determine program effectiveness: 1) academic services, 2) behavioral services, 3) academic achievement, and 4) decreases in disciplinary incidences. A discussion of each of the four program areas follows.

Academic Services

The following statements summarize student and teacher offerings at the regional alternative education centers. A majority of the centers had students involved in the following academic services:

- working toward standard diplomas;
- receiving career and college counseling; and
- receiving individual tutoring

A majority of centers had teachers receiving training in reading enrichment and remedial teaching techniques.

Behavioral Services

The following statements summarize student and teacher behavior-related offerings at the regional alternative education centers. All centers were successful in reducing behavioral incidents, and any minor differences in programmatic offerings did not seem to impact results. A majority of centers had students who participated in:

- individual counseling;
- behavioral contracts;
- alcohol and drug prevention workshops;
- conflict resolution workshops;
- anger management workshops; and
- character development workshops.

A majority of centers had teachers who sent home monthly reports. Also, a majority had teachers who received training in:

- discipline;
- violence issues;
- conflict management; and
- alcohol and drug prevention.

Academic Achievement

The graphs in Appendix B represent academic performance of students attending the alternative centers compared with the regional means. Due to the difficulty in matching local student identification numbers to Standards of Learning (SOL) data, not all centers were compared. Overall, students who attended these centers tended to score below the regional mean of their counterparts in regular education settings in the region. However, the graphs show a majority of students are close to achieving the 400 scale score for proficiency on the Standards of Learning tests. Centers tended to exhibit more success at the high school level than at the middle school level, particularly in English where many exceeded the 400 scale score for proficiency. Data are not available to show the students' academic achievement scores prior to attending the centers.

Decreases in Disciplinary Incidents

Students who attended alternative education programs seemed to show substantial decreases in discipline, crime, and violence incidents. Noting the varying degrees to which schools report discipline and the low numbers in some of the centers, the following observations from the sampled students are described below.

➤ **Force and Violence**

Students who stayed at the center from 0-2 weeks showed a 54 percent drop in force- and violence-related incidents. This rate rose to an 89 percent drop for students attending from 3-6 weeks, then fell to 79 percent for those students attending from 7-12 weeks. One might speculate that tougher cases stayed longer than 6 weeks, but that 7-12 weeks was not quite long enough for these students. Effectiveness showed increases again at 13-24 weeks (83 percent) and over 24 weeks (100 percent).

Drop in Force and Violence-related Incidents					
Weeks in Program	0-2 weeks	3-6 weeks	7 to 12 weeks	13 to 24 weeks	Over 24 weeks
Drop in Incidences	54%↓	89%↓	79%↓	83%↓	100%↓

➤ **Offenses Against Property**

Students who stayed at the center from 0-2 weeks showed no drop in property-related incidents. This rate rose to a 100 percent drop for students attending from 3-6 weeks, then fell to 65 percent for those students attending from 7-12 weeks. One might speculate that tougher cases stayed longer than 6 weeks, but that 7-12 weeks was not quite long enough for these students. Effectiveness showed increases again at 13-24 weeks (76 percent) and over 24 weeks (100 percent).

Drop in Offenses Against Property					
Weeks in Program	0-2 weeks	3-6 weeks	7 to 12 weeks	13 to 24 weeks	Over 24 weeks
Drop in Incidences	0%	100%↓	65%↓	76%↓	100%↓

➤ **Other Policy Violations**

Students who stayed at the center from 0-2 weeks showed a 33 percent drop in other policy violations. This rate rose steadily – a 34 percent drop for students attending from 3-6 weeks, a 51 percent drop at 7-12 weeks, a 59 percent drop at 13-24 weeks, and an 82 percent drop over 24 weeks.

Drop in Other Policy Violations					
Weeks in Program	0-2 weeks	3-6 weeks	7 to 12 weeks	13 to 24 weeks	Over 24 weeks
Drop in Incidences	33%↓	34%↓	51%↓	59%↓	82%↓

➤ **Substance Abuse**

Students who stayed at the center from 0-2 weeks showed a 51 percent drop in substance abuse-related incidents. This rate rose to a 100 percent drop for students attending from 3-6 weeks and 7-12 weeks. The rate dropped to 77 percent and rose to 80 percent for those over 24 weeks.

Drop in Substance Abuse					
Weeks in Program	0-2 weeks	3-6 weeks	7 to 12 weeks	13 to 24 weeks	Over 24 weeks
Drop in Incidences	51%↓	100%↓	100%↓	77%↓	80%↓

➤ **Weapons Violations**

Students who stayed at the center from 0-2 weeks showed a 76 percent drop in substance weapons violations. This rate dropped to 0 percent for students attending from 3-6 weeks. It rose to 84 percent for students staying 7-12 weeks and 100 percent for students staying 13-24 weeks and over 24 weeks.

Drop in Weapons Violations					
Weeks in Program	0-2 weeks	3-6 weeks	7 to 12 weeks	13 to 24 weeks	Over 24 weeks
Drop in Incidences	76%↓	0%	84%↓	100%↓	100%↓

Measuring Program Effectiveness

Evaluating alternative education programs is a complex endeavor. In addition to serving different types of students in different locations, many regional alternative education programs have different policies and administrative procedures than those typically found in traditional K-12 schools. For example, some maintain hours and schedules that differ from regular schools, they have a variety of admission and exit policies, and they tailor instruction to the individual needs of the student. Some alternative education programs have connections to the world of work, and policies are tailored to meet those needs. As in regular education settings, alternative programs also vary in their academic standards, structure and accountability mechanisms, basic goals and objectives, parent and community involvement, disciplinary policies, and crisis intervention procedures.

In evaluating these centers, the accountability and outcome measures used for mainstream schools are not always as applicable. For example, using graduation from high school or completion of a degree is not relevant for an alternative education program that is mainly transitional in nature (e.g., aims to transition students back into regular schools or out of a special program such as juvenile detention or a treatment center). A majority of Virginia’s regional programs are transitional in nature.

Alternative education accountability measures include shorter-term measures and measures that track continuous “added value” or recognize that many youth in the regional programs cycle in and out of a program before experiencing steady progress. Students are placed in the programs for relatively short periods of time—often a year or less—and traditional assessments often do not accurately reflect the progress the student has made in the program. Other performance outcomes include measures of student motivation, learning to learn, and ability to master content. The National Center for Educational Statistics confirms that few impact studies in this area have been conducted, specifically due to the vast differences in the programs and the difficulties confronted when collecting data.

Conclusion

In their eleventh year of operation, the regional alternative education programs continue to provide an alternative learning environment for identified disruptive students. The effectiveness of these programs can be demonstrated in the areas of discipline, crime, and violence incidences where there were substantial decreases. Standardized test scores indicate that students in these programs do not perform as well academically as their peers in regular education settings. Standards of Learning assessment scores collected on these students can provide a baseline for future evaluation studies. In the fall of 2003, the Virginia Department of Education began using unique student identification numbers for every student in the state. The identification numbers will be a valuable tool in the future in matching alternative students to Standards of Learning results and also to track behavior offenses.

**Appendix A
Regional Alternative Education Projects
2003-2004**

Fiscal agent school division listed first; identification number of program in parenthesis

Bristol City and Washington County (411)

Program Name: Crossroads Alternative Education Program

Focus: The program, located at two sites, serves up to 24 high-risk students in grades 7-12. Academic instruction, individual and group counseling, and a transition component are key elements. The program will help students become more self-directed learners, abstract thinkers, collaborative workers, and contributors to the community. The students will be provided instruction in technology.

Contact Person: Patty Bowers, director, Student Services/Special Education, Bristol City Public Schools, 222 Oak Street, Bristol, Virginia 24201

Contact Information: (276) 821-5632 e-mail: pbowers@bristolvaschools.org fax: (276) 821-5631

Brunswick, Greensville, and Mecklenburg Counties (414)

Program Name: Southside LINK

Focus: The day program has the potential to serve 60 expelled students in grades 8-12. Four teachers provide a non-traditional academic program offering English, mathematics, social studies, and career and technical education. Technology is integrated into the curriculum. Individual and group counseling services are available on a regular basis.

Contact Person: Donnie Clary, coordinator of vocational and special projects, Brunswick County Public Schools, 219 N. Main St., P. O. Box 309, Lawrenceville, Virginia 23868

Contact Information: (434) 848-6348 e-mail: donnie.clary@brun.k12.va.us fax: (434) 848-6375

Carroll County and Galax City (424)

Program Name: Carroll-Galax Regional Alternative Education Program (The Rae Center)

Focus: Two school systems have joined in a partnership with Joy Ranch, Inc., to establish an off-campus regional alternative education program for 45-50 students in grades 7-12. Innovative features include an integrated hands-on academic and vocational curriculum, cooperative learning, applied computer technology, mentoring, and career and self-esteem counseling.

Contact Person: Les Harvey, coordinator of alternative educational services, Carroll County Public Schools, 605-9 Pine Street, Hillsville, Virginia 24343

Contact Information: (276) 728-3191 e-mail: slharvey@ccpsd.k12.va.us fax : (276) 728-3195

Fairfax County and Alexandria City Schools (405)

Program Name: Transition Support Resource Center

Focus: Targeted middle and high students are provided with individualized and small-group instruction and support services for up to one semester. This year-round program is located at Bryant Alternative High School in Alexandria, with an additional site opening in Falls Church in September 2004. Staff and community resources are used to meet the needs of the students while at the program and to facilitate transition to the next school site. A maximum of 50 students can be served at any one time.

Contact Person: Joan Ledebur, coordinator, Interagency Alternative Schools, Fairfax County Public Schools, 2831 Graham Road, Falls Church, Virginia 22042

Contact Information: (703) 208-6406 e-mail: Joan.Ledebur@fcps.edu fax: (703) 208-8008

Fauquier and Rappahannock Counties (427)

Program Name: The Regional Continuum of Alternative Education Services

Focus: The objective is to reduce the number of youth who are at risk of expulsion, drop-out, or academic failure. The program offers a supportive learning environment to 90 students in grade 6-12. It promotes social and emotional skill development and identifies and resolves barriers to academic achievement and success in home and community settings. A school-within-a-school model serves the Rappahannock community, and the Fauquier community maintains a separate alternative school program. In conjunction with law enforcement, the juvenile justice system, community-service agencies, and service learning partnerships, the program seeks to include key stakeholders in the lives of students both at school and at home.

Contact Person: Craig Carscallen, principal, Southeastern Alternative School, Fauquier County Public Schools, 4484 Catlett Road, Midland, Virginia 22728

Contact Information: (540) 788-1054 e-mail: ccarscallen@fcps.org fax: (540) 788-1270

Fluvanna, Alleghany Highlands, Bath, Botetourt, Buchanan, Charles City, Clarke, Craig, Culpeper, Floyd, Franklin, Giles, Grayson, Greene, Halifax, Highland, Lancaster, Madison, Orange, Shenandoah, and Smyth Counties; Radford City (406)

Program Name: Project RETURN

Focus: Project RETURN was formed to assist school divisions in addressing the educational, social, and emotional needs of students who require an alternative educational program. Selected students from each locality receive instruction through the Project RETURN model. The model allows the locality to provide instruction at home or within the local alternative education center. Using the best in available software, the mentor teacher, in collaboration with the sending home school staff, develop an individualized academic program based on the student's ability level and the appropriate Virginia Standards of Learning. The ultimate goal is the student's successful transition into the regular academic setting. The program can involve up to 75 students in grades K-12.

Contact Person: Brenda Gilliam, regional director, Fluvanna County Public Schools, P. O. Box 419, Palmyra, Virginia 22963

Contact Information: (434) 589-8208 e-mail: bgilliam@mail.fluco.org fax: (434) 589-2248

Henry and Patrick Counties; Martinsville City (423)

Program Name: Breaking Barriers -- A Regional Alternative Education Program

Focus: The program focuses on the total student and addresses such issues as family problems, lack of motivation, peer pressures, academic, and legal troubles. It is designed to provide strong emphasis on behavior modification, teamwork, enhanced decision-making abilities, and work and study habits. Comprehensive counseling, job training, parent and community involvement are key elements of the program. Up to 29 high-risk youths, grades 6-12, can be accommodated.

Contact Person: Gracie Agnew, director of instruction, Henry County Public Schools, P. O. Box 8958, Collinsville, Virginia 24078

Contact Information: (276) 634-4700 e-mail: gagnew@henry.k12.va.us fax : (276) 634-4719

King William, Gloucester, Mathews, Middlesex, New Kent, Essex, and King and Queen Counties; Town of West Point (415)

Program Name: Middle Peninsula Regional Alternative Program

Focus: The program serves over 200 expelled or long-term suspended students with chronic behavior problems in grades 6-12. An after school program, operating four days per week, has been established at two sites. Program components include small-group instruction with individualized assistance. Strong emphasis is placed on reading, writing, and behavior modification. An extensive partnership between the school divisions, local businesses, and community-based organizations has been established.

Contact Person: Rick Walters, director of alternative education, King William County Schools, Hamilton Holmes Middle School, 18444 King William Rd., King William, Virginia 23086

Contact Information: (804) 769-3316, ext. 519 e-mail: rwalters@kwcps.k12.va.us fax: (804) 769-4520

Lynchburg City; Amherst, Appomattox, Bedford, and Nelson Counties (401)

Program Name: Regional Alternative Education Project

Focus: The program provides an alternative setting for up to 54 students in grades 6-12 at three locations. The key to the program consists of intervention strategies to change both academic and social behavior and collaboration among the schools, public agencies, and the juvenile judicial system. The goal is to move students from externally managed behavior to the internalized self-control for success in school. Staff use individualized and small group instruction, incorporating technology into all aspects of the program.

Contact Person: Paul McKendrick, deputy superintendent, Lynchburg City Public Schools, P. O. Box 1599, Lynchburg, Virginia 24505

Contact Information: (434) 522-3700, ext. 102 e-mail: mckenp@admin.lynchburg.org
fax: (434) 846-0723

Montgomery and Pulaski Counties (407)

Program Name: Alternative Education Program for Behaviorally Disturbed Youth

Focus: The Alternative Education Program for Behaviorally Disturbed Youth provides a comprehensive alternative education program for 590 middle and high school youths with behavioral disorders at three program sites: Wilson Avenue School, Blacksburg; the Phoenix Center, Christiansburg; and the Pulaski County Achievement Center located at Pulaski County High School. The Pulaski County Achievement Center and Wilson Avenue School are highly structured, therapeutic educational programs. The Phoenix Center provides an alternative to out-of-school suspension for Montgomery County middle and high school youths.

Contact Person: Judith Rutherford, director of student services, Montgomery County Public Schools, 200 Junkin Street, Christiansburg, Virginia 24073

Contact Information: (540) 381-6116 e-mail: jrutherford@mail.mcps.org fax: (540) 381-6127

Newport News and Hampton Cities (402)

Program Name: Enterprise Academy

Focus: The school offers a rigorous academic and intensive behavior modification program in a business setting for 185 long-term suspended and expelled students in grades 4-12. The program is based on a projects-oriented curriculum with computer use as an integral part of the instructional program. Students work in study teams to facilitate inquiry-based academic work. Conduct rules require students to conform to a strict dress code.

Contact Person: Dr. Sadie Carter, director, Equity and Alternative Services, Newport News City Public Schools, 12465 Warwick Blvd., Newport News, Virginia 23606

Contact Information: (757) 591-4540 e-mail: Sadie.Carter@nn.k12.va.us fax: (757) 596-0647

**Norfolk, Chesapeake, Franklin, Portsmouth, Suffolk, and Virginia Beach Cities;
Isle of Wight and Southampton Counties (403)**

Program Name: Southeastern Cooperative Education Program

Focus: The project is a consortium effort between eight school divisions for 252 targeted students in grades 6-12. The program employs licensed staff that provides instruction in English, mathematics, science and social studies. This instruction adheres to the Standards of Learning established by the Virginia Department of Education and is augmented by an emphasis on social skills and behavioral development. Special education services for identified students are provided. The program works closely with the parents, community services boards, juvenile and domestic relations courts, social services, and the police department in the coordination of services to the alternative education students.

Contact Person: Dr. Judith Green, director, Southeastern Cooperative Educational Program, Circle East Building, 861 Glenrock Road, Norfolk, Virginia 23502

Contact Information: (757) 892-6100 e-mail: jgreen@secep.k12.va.us fax: (757) 892-6111

Northampton and Accomack Counties (428)

Program Name: Project Renew

Focus: Located at two sites, the program accommodates up to 20 students in grades 6-12. Targeted are skills associated with goal setting, conflict and peer mediation, parental involvement, decision-making, counseling, and violence and safety education. The program seeks to enhance the employability of students and give them the opportunity to participate in business partnerships and job training. The goals are to transition students for re-entry into the school and entry into the world of work.

Contact Person: Dr. David van de Graaff, principal, TECH Center/Alternative Education, Northampton County Schools, P. O. Box 360, Machipongo, Virginia 23405

Contact Information: (757) 678-8004 e-mail: dvandegraaff@ncps.k12.va.us fax: (757) 678-7587

Nottoway, Amelia, Buckingham, Charlotte, Cumberland, Lunenburg and Prince Edward Counties (420)

Program Name: On the Right Track Regional Alternative Education Program

Focus: The program, located at the Southside Skills Center in Nottoway, provides an alternative setting for up to 77 students, ages 15 or older. Main objectives of the program are to increase opportunities for each student for academic success through educational interventions and teaching methods; assess students vocationally and match them with a vocation area; empower the student through consistent behavior management; provide conflict resolution strategies; and create opportunities for team building.

Contact Person: Michelle Wallace, director of grants and staff development, Nottoway County Public Schools, P. O. Box 47, Nottoway, Virginia 23955

Contact Information: (434) 645-9596 e-mail: mwallacegsd@yahoo.com fax: (434) 645-1266

Petersburg, Colonial Heights, Hopewell Cities; Dinwiddie, Prince George, and Sussex Counties (408)

Program Name: Bermuda Run Education Center Regional Alternative Program

Focus: The school systems have contracted with a private-sector company, Specialized Youth Services of Virginia, Inc., to establish a regional alternative education program that accentuates opportunities for academic success and development of interaction skills. A "whole person" approach, addressing behavioral, cognitive, emotional, physical, familial, and social skills, is used to meet the development of each pupil. Employment training skills are integrated into the program, and job placement assistance is available for students of appropriate age and readiness level. The program can accommodate 28 pupils, grades 6-12.

Contact Person: Warren Bull, director, Specialized Youth Services of Virginia, Inc., 230 S. Crater Road, Petersburg, Virginia 23803

Contact Information: (804) 733-2180 e-mail: blandmanor@aol.com fax: (804) 733-8502

Pittsylvania County and Danville City (409)

Program Name: Pittsylvania County/Danville City Regional Alternative School

Focus: This program accommodates up to 36 students in grades 8-12. It operates on the grounds of the Pittsylvania County Vocational Technical Center in Chatham, Virginia, from 8:30 a.m. to 3 p.m. The program includes instruction in the following areas: academics, pre-employment and work maturity skills, and social life skills. Students learn responsibility in an alternative setting that focuses on citizenship with its basic rights and responsibilities. Community and parental involvement plays a strong role in the program.

Contact Person: Raymond Ramsey, director, Pittsylvania County Public Schools, 200-A Blairs Middle School Circle, Blairs, Virginia 24527

Contact Information: (434) 836-2900 e-mail: r Ramsey@pcs.k12.va.us fax: (434) 836-8913

Powhatan, Goochland, and Louisa Counties (410)

Program Name: Project Return Regional Alternative Education Program

Focus: Existing alternative programs in the three school divisions have been expanded to work with expelled and suspended students or those in the stages before referral for long-term suspension or expulsion. These programs serve a potential of 50 high-risk students in grades K-12. Each program offers a different instructional approach. One program offers intense differentiated instruction and an after-school program; the second offers an after-school program; and the third program provides home instruction or Saturday school. The outcome for all three programs is for students to progress satisfactory and be able to re-enter the regular school program, or obtain a GED, or certificate of completion from the alternative education program.

Contact Person: Randy Watts, director of pupil personnel services, Powhatan County Schools, 2320 Skaggs Road, Powhatan, Virginia 23139

Contact Information: (804) 598-5700 e-mail: randy.watts@powhatan.k12.va.us fax: (804) 598-5705

Prince William County; Manassas, and Manassas Park Cities (416)

Program Name: New Dominion Alternative School

Focus: A community-based program serving 120 students in grades 6 through 8, the program provides innovative instruction in an alternative format. Students receive individually prescribed instruction based on a needs assessment. In addition to addressing academic needs, the program also focuses on social skill development. The school encourages participation in community service through the Learn and Serve program. The 6th and 7th grade classes are modeled after the self-contained classroom with the emphasis on the core classes. The 8th grade program is called the pre-high school program, and students change classes each period to help them prepare for high school schedules. The involvement of family and community members continues to be an integral part of the program.

Contact Person: Dave Hoge, assistant principal, New Dominion School, Prince William County Schools, 8220 Conner Drive, Manassas, Virginia 22110

Contact Information: (703) 361-9808 e-mail: hogedp@pwcs.edu fax : (703) 392-3832

Richmond City; Hanover and Henrico Counties (412)

Program Name: Metro-Richmond Alternative Education Program

Focus: The participating school divisions have established a regional alternative education program serving 38 students in grades 6-12. The instructional staff and facility are located at St. Joseph's Villa, a local private educational agency in Richmond. The goals of the program are to improve deficient academic skills, help students with positive decision-making and social skills, improve educational progress, and positively engage the students with the community.

Contact Person: Marcia Hathaway, director of pupil personnel, Richmond City Schools, 301 N. Ninth St., Richmond, Virginia 23219

Contact Information: (804) 780-7811 e-mail: mhathawa@richmond.k12.va.us fax: (804) 780-5175

Roanoke and Salem Cities (404)

Program Name: Roanoke/Salem Regional

Focus: The project focuses on the total student and includes the following components: curriculum content, teaching techniques, computer integration, counseling programs, parental participation, staff development, and evaluation. A major goal of the program is that students will not commit new acts of misconduct during or following exit from the program. Students who are academically delayed have the opportunity to participate in an accelerated academic program. Achievement in academics and behavior are required for students to return to their home schools. A community service component permits students to improve social development. Two hundred high-risk youths in grades 7-12 and the General Education Development (GED) program can be placed in the program.

Contact Person: Archie Freeman, interim principal, Noel C. Taylor Learning Academy, Roanoke City Public Schools, 3601 Thirlane Rd., NW, Roanoke, Virginia 24019

Contact Information: (540) 853-1461 e-mail: afreeman@roanoke.k12.va.us fax: (540) 853-1216

Roanoke and Bedford Counties (430)

Program Name: R. E. Cook Regional Alternative School

Focus: The school considers the uniqueness of every student and provides an alternative setting for up to 40 students ranging in grades 3-7 and 8-12. The regional program allows students who have difficulty maintaining appropriate behavior in a regular school setting to continue to earn credits leading to a high school diploma or to complete the GED testing program and to gain work place skills. Staff uses individualized and small group instruction, incorporating technology into the program, as well as letting the students help with community service projects. The program also offers the services of a guidance counselor/student assistant program counselor to help the students with any school or home conflict. Staff is committed to helping the whole individual become the best that they can possibly be while in the program. The program operates Monday through Thursday 8:30-2:00 and Friday from 8:30-12:00. Friday afternoons are used by staff to plan conferences with parents and plan academic objectives for students.

Contact Person: Dr. Lorraine Lange, assistant superintendent of instruction, Roanoke County Public Schools, 5937 Cove Road, Roanoke, Virginia 24019

Contact Information: (540) 562-3900 ext. 131 e-mail: llange@rcs.k12.va.us fax: (540) 562-3994

Russell and Tazewell Counties (417)

Program Name: PROJECT BRIDGE

Focus: The program serves a potential of 150 high-risk students in grades 6 through 12. The program provides a variety of teaching and learning methods to meet the needs of students so they can maintain scholastic achievement to proceed toward a high school diploma or a GED certificate. School facilities are used except in instances where it is necessary to separate students and instruct them at home. The day program, an after-school program, and Saturday school are all options in creating a successful program.

Contact Person: Lynn Ramsey, administrator of alternative programs, Russell County Public Schools, P. O. Box 8, Lebanon, Virginia 24266

Contact Information: (276) 889-6519 e-mail: mlhramsey@yahoo.com fax: (276) 889-6527

Scott and Lee Counties (429)**Program Name:** Renaissance Program**Focus:** Located at two sites, the program accommodates up to 53 students in an after-school program in Lee County and 30 students in the day program in Scott County. Serving high-risk pupils in grades 7-12, students are offered a combination of academic activities and vocational training. An Individual Education Plan (IEP) is developed for each student upon entrance into the program. Computer-assisted instruction augments both the academic and vocational components of the program. The program involves parents and community agencies.**Contact Person:** Darryl Johnson, director of operations, Scott County Public Schools, 261 E. Jackson St., Gate City, Virginia 24251**Contact Information:** (276) 386-6118 e-mail: personnel@scott.k12.va.us fax: (276) 386-2684**Stafford, Caroline, King George, and Spotsylvania Counties; Fredericksburg City (413)****Program Name:** The Regional Alternative Education Program**Focus:** The school divisions in Planning District 16 have created a regional program at an off-school site so that suspended and expelled students can be offered educational services and will not be at-large and unsupervised during the school day. A counseling component is an important part of the program that also includes community outreach and involvement. A vast majority of students take core academic courses to meet SOL and graduation requirements. In addition an ISAEP/GED component is available for students aged 16 and 17 who meet appropriate entrance requirements. The program can serve approximately 160 in grades 9-12 during the course of the school year. Students may choose to enroll after referral, a mandatory family intake meeting, and signature denoting they will follow rules and the closely monitored curriculum.**Contact Person:** Dr. Andrea Bengier, assistant superintendent, Stafford County Public Schools, 31 Stafford Ave., Stafford, Virginia 22554**Contact Information:** (540) 658-6667 e-mail: abengier@staffordschools.net fax : (540) 658-6061

Staunton, Harrisonburg, and Waynesboro Cities; Augusta County (422)

Program Name: Genesis Alternative School

Focus: The project offers a regional off-site alternative program for up to 93 targeted students in grades 6-12. The program works to help students develop attitudes and work habits required for academic and work success, to improve achievement and attendance, to reduce the incidence of school board policy violations, and to empower the students with skills to manage conflict in acceptable ways.

Contact Person: Dr. Sue Burkholder, program director and principal, Genesis Alternative School, 2076 Jefferson Highway, Fishersville, Virginia 22939

Contact Information: (540) 887-8143; (540) 949-0711 e-mail: sburkhol@staunton.k12.va.us
fax: (540) 949-7424

Westmoreland, Northumberland, and Richmond Counties, Town of Colonial Beach (421)

Program Name: Northern Neck Regional Alternative Education Program

Focus: The program is designed for 36 students in grades 6 through 12 and establishes options for students who have been suspended or expelled. An accelerated, individualized instructional program, offering a small pupil teacher ratio, is a key element of the program that is housed at the Northern Neck Regional Vocational Center. Goals include preparing students to return to the traditional school setting, promoting the development of self-esteem, personal and community responsibility, and family involvement.

Contact Person: Randy Long, project director and principal, Northern Neck Regional Alternative Education Program, P. O. Box 787, Warsaw, Virginia 22572

Contact Information: (804) 333-4940 e-mail: hrlong70@aol.com fax: (804) 333-0538

Wise and Dickenson Counties; Norton City (426)**Program Name:** Regional Learning Academy**Focus:** The program provides effective intervention for violent and disruptive youth enrolled in the region. A personalized education program, responsive to the needs of students, includes: an indoor/outdoor skills adventure program, an electronic interactive program that extends to remote sites, a self-contained highly structured learning environment, an enriched education option for students demonstrating personal, social, and academic growth, and an option for students who are not diploma candidates. The program works in conjunction with several youth-oriented agencies as well as court services to provide the most appropriate educational and behavioral plan for each student. The program serves approximately 70 students in grades 7-12.**Contact Person:** Ed Conley, principal, Regional Learning Academy, Wise County Public Schools, 515 Hurricane Rd., Wise, Virginia 24293**Contact Information:** (276) 328-8612 e-mail: econley@wis.12.va.us fax: (276) 328-4456**Wythe and Bland Counties (418)****Program Name:** Wythe/Bland Alternative Education Program**Focus:** An off-campus alternative education program has been established in a non-traditional school setting, characterized by a low teacher-pupil ratio, diploma alternatives, and a high expectation academic program with a strong vocational component. The program can accommodate 25 students in grades 9 through 12.**Contact Person:** Joseph H. Bean, assistant superintendent for instruction, Wythe County Public Schools, 1570 W. Reservoir Street, Wytheville, Virginia 24382**Contact Information:** (276) 228-5411 e-mail: jbean@wythe.k12.va.us fax: (276) 228-9192

York and Williamsburg/James City Counties; City of Poquoson (419)

Program Name: Three Rivers Project-Enterprise Academy

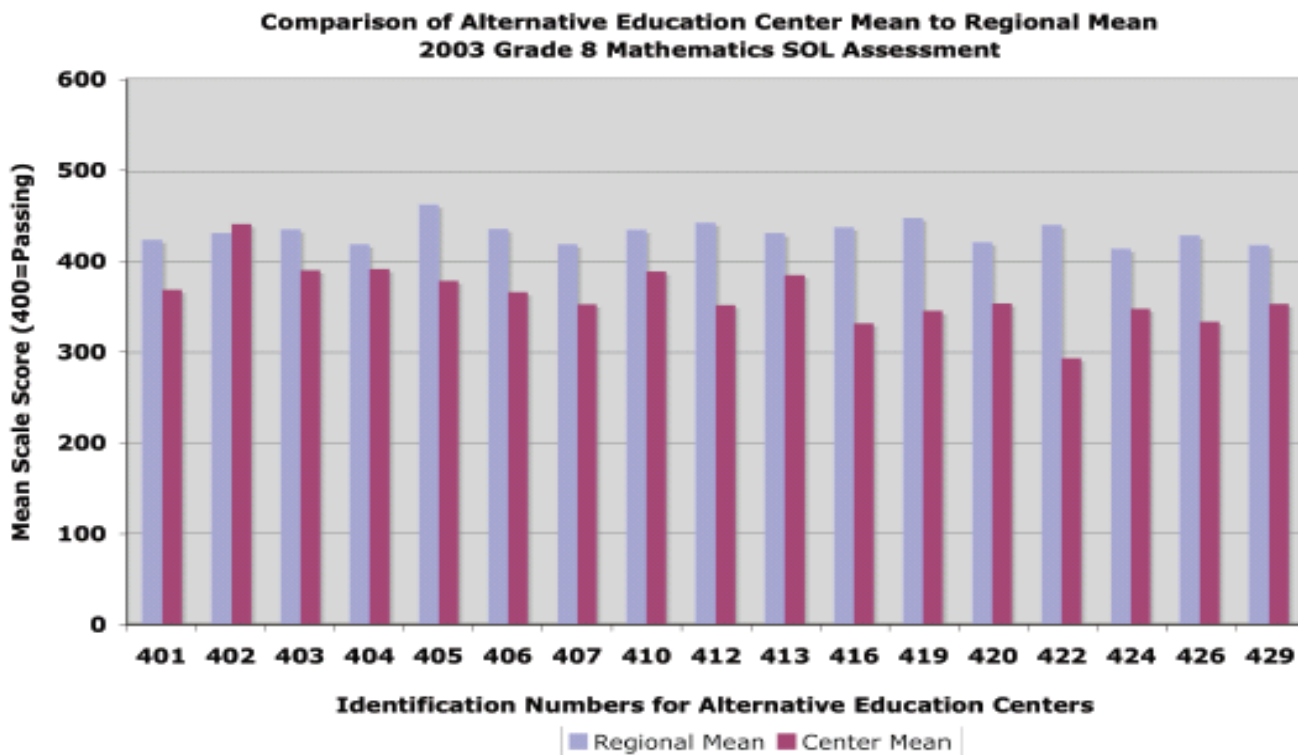
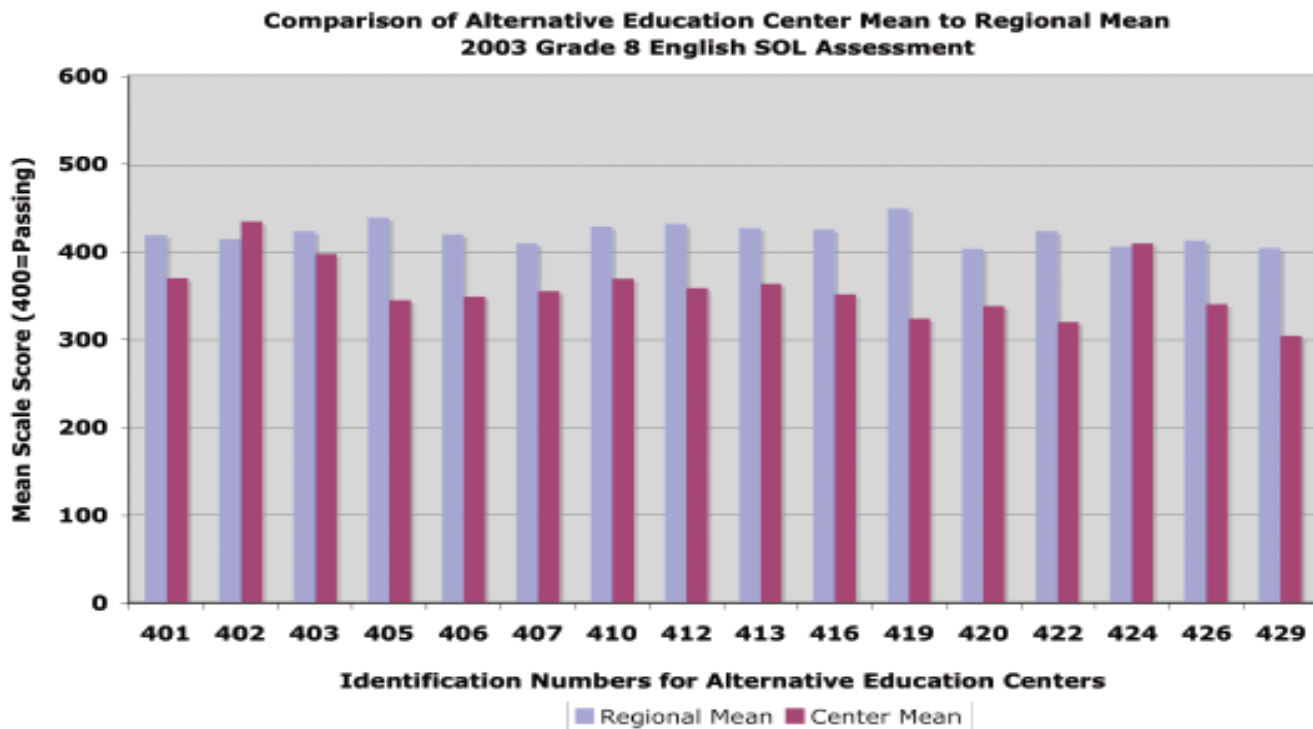
Focus: The program builds upon and expands the goals of the Newport News and Hampton Enterprise Academy Alternative Education Program. Established at a second site and housed in an office building, the program is a school for students in grades 6-12. It offers a rigorous academic program that can accommodate up to 46 students during the year. The program is based on a projects-oriented curriculum with computer use as an integral part of the instructional program.

Contact Person: Dr. Kendra Crump, instructional specialist for school administration, York County Public Schools, 302 Dare Rd., Yorktown, Virginia 23692

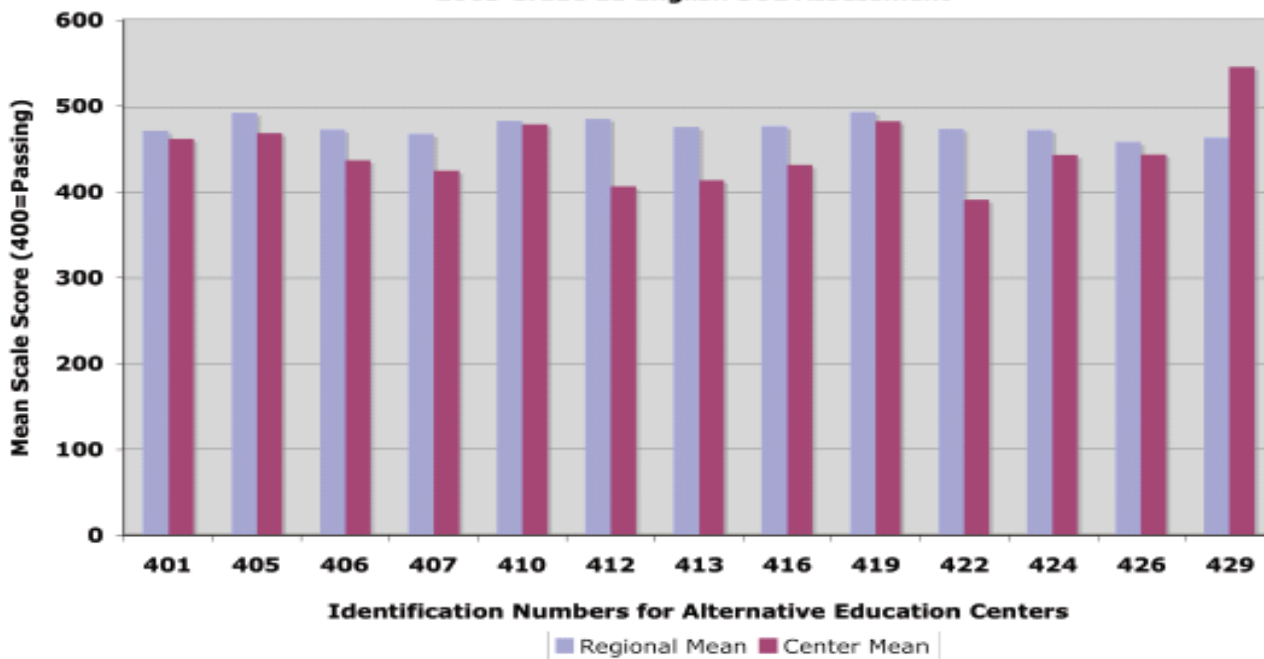
Contact Information: (757) 898-0468 e-mail: kcrump@ycsd.york.va.us fax: (757) 890-0771

Appendix B

**Academic Performance of Students
Attending the Alternative Centers Compared with the Regional Means**



**Comparison of Alternative Education Center Mean to Regional Mean
2003 Grade 11 English SOL Assessment**



**Comparison of Alternative Education Center Mean to Regional Mean
2003 EOC Mathematics SOL Assessment**

