

**Name of Grant Program:** Alternative Education Program for Suspended and Expelled Students and Other At-Risk Students

**Fund Code:** 790

### PART III – REQUIRED PROGRAM INFORMATION

Using no more than six pages, please provide the following information in the order listed below.

1. Provide the school district's data for school years FY2003-2004 and FY2004-2005, addressing the following elements: truancy; attendance rates; student dropouts; disciplinary referrals; retentions; in-school and out-of-school suspensions; exclusions; and expulsions. Describe any current gaps in available programs and services.
2. Describe the school district's existing alternative education program/services (include the number served, disaggregated by grade level), as well as external resources such as educational collaboratives, community colleges, other agencies, service providers, and community-based organizations, that will be used to meet the needs, goals, and objective of the proposed program.
3. Provide an assessment and analysis of the data detailed in number 1 (above) that demonstrate the need for proposed alternative education programming for students who exhibit behavior that interferes with learning and results in suspension or expulsion from general day programs, as well as truancy or dropping out of school.
4. Provide a program plan that includes the following items.
  - a. **Goals** – Based on the identified needs, define the major goal(s) of the proposed project.
  - b. **Objectives** – Based on the defined goal(s) and in measurable terms, detail the program's objectives (i.e., what will be done and the intended results that, at a minimum, address the following) to:
    - educate students to the same academic standards and curriculum frameworks as taught to all students;
    - provide opportunity for students to meet the competency determination required for high school graduation and earn a high school diploma; and
    - increase functional behaviors that lead to increased participation in the general education setting and reduce behavioral problems that lead to disciplinary actions that result in suspension, exclusion, or expulsion.
  - c. **Activities** – Activities should be designed to meet the objectives and, at a minimum, include the following:
    - use small class size to provide engaging instruction, address individual learning styles, and provide a supportive environment and, where appropriate, use flexible scheduling;
    - make effective use of community resources to provide a comprehensive array of social services to support students' remediation of issues that cause school failure, excessive absenteeism, truancy, and dropping out of school;
    - use family-based approaches and self-improvement, behavior management, and life skills training to help provide students with tools to better manage their lives and attitudes; and
    - assist students and teachers during the transition of students back to general education classrooms.
  - d. **Timeline** – Provide a timeline and indicate individuals responsible for carrying out specific objectives and activities.
5. Provide an evaluation plan that periodically assesses progress toward achieving the goal(s) and objectives of the proposal as well as expected results or outcomes. The plan should document the effectiveness of the program in helping students to: achieve to the same academic standards and curriculum frameworks required for all students; develop self-management skills; and reintegrate and remain in general education classrooms. Priority will be given to programs that establish and use baseline data in the creation, development, and ongoing assessment of program interventions.