



Institute for the Study of Students At Risk

The **Institute for the Study of Students At Risk**, established in 1988, serves as a center for research and policy analysis on broad-based issues and concerns involving children, youth, and their families at risk. It provides both practitioners and policy makers with essential information regarding appropriate services for children and youth with special needs as well as for those considered to be "at risk."

Course Offerings in Students At Risk

Summer 2009 Course Offering Includes:

Assessment, Methods, and Curriculum Design in Alternative Education - EDU 590.004, CRN 5429, Instructor: Emanuel Pariser

Monday-Friday, 10:30am-2:30pm, 7/13-7/23/09

Fall 2009 Course Offerings Include:

Students At Risk and Their Families - EDH 540.001, CRN 13718, Instructor: Pender Makin at Mackworth Island

Wednesdays, 4pm-6pm, 8/31-12/11/09

Students At Risk and Their Families - EDH 540.860, CRN 8412, Instructor: Cheryl Saliwanchik-Brown

Tuesdays, 5pm-7:30pm, 8/31-12/11/09

Alternative Models & Methods for At Risk Students - EDU 590.002, CRN 18578, Instructor: Candice Russell

Wednesdays, 5pm-8pm, 8/31-12/11/09

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To register for any of these classes, contact *Dianne Knight* at the Graduate School ~ 207.581.3219 or dianne.knight@maine.edu.

For more information about these courses or the concentration, contact *Jim Artesani* at 207.581.4061 or email him at james_artesani@umit.maine.edu.

Feeling Overwhelmed?

Schools are faced with many well-intended mandates designed to improve educational services for students. One way to keep perspective (and sanity) when considering how to address these initiatives is to identify where the overlaps exist among these ventures. For example, Response to Intervention (RtI) focuses on the development of a multi-tiered model that addresses the academic and behavioral concerns of students. RtI also calls for early academic and behavioral screening. The purpose, of course, is to create academic and behavioral systems within schools that are first and foremost preventative, but also responsive when the need arises. Clearly, improved screening and academic and behavioral support dovetail nicely with dropout prevention efforts. The work of leadership teams designed to support the development and implementation of RtI services in each school or district should therefore be linked with the efforts of their school unit's Dropout Prevention Committee. Comprehensive Guidance Programs (see http://www.meschoolcounselor.org/pdfs/comp_model.pdf) also intersect with RtI and dropout prevention, containing many common objectives and similar components. The key to all of these initiatives is to make the valued efforts of educators more efficient and effective - not more difficult. Seeing the connections between these mandates will lead to better services and hopefully better "peace of mind!"



Classic Quote

No standard which may be applied to a school system as a measure of accomplishment is more significant than that which tells us what proportion of the pupils who enter the first grade succeed in reaching the final grade. (Leonard Ayers, 1909)

Maine's Dropout Prevention Summit

This summer, the Maine DOE in collaboration with the Institute will be holding Maine's Dropout Prevention Summit at the University of Maine. Funded by The America's Promise Alliance, the goal of the summit is to develop Maine's dropout prevention plan by creating action steps to increase the state's high school graduation rate and ensure that young people are better prepared for college, work and other post-school endeavors. Invited participants will include youth, educators, commissioners from youth related state agencies, the Governor's office, elected officials, business leaders, non-profit agencies, faith leaders, and parents. For more information, contact Shelley Reed at Shelley.Reed@maine.gov.

MAINE SHARED YOUTH VISION

Mission: Serve as a catalyst at the state, tribal, regional, and local levels to create, strengthen and promote coordination, communication, and collaboration to support children through critical school-aged development and youth through their healthy and successful transition to higher education and/or meaningful workforce and adult roles and responsibilities.

Our Charge: 1) Promote collaboration and improved communications among the various state agencies and community based partners. 2) Lead the effort to advise and address issues confronting youth ages 9-24 in transitions. 3) Guide the development and implementation of strategic plans. 4) Review all child/youth population needs, with priority given to those youth in transition such as those impacted by the planned Dropout Prevention Summit July 27 and 28, 2009.

Shared Youth Vision Co-Chairs:

Michael Brennan, M.A., LCSW, Policy Associate, Muskie School of Public Services

Emanuel Pariser, Alternative Educational Consultant & Research, Co-Founder of the Community School

Elizabeth Warn, Executive Vice-President, TD Banknorth

For more information visit: <http://www.maine.gov/cabinet/syv/index.htm>

IN COMPLYING WITH THE LETTER AND SPIRIT OF APPLICABLE LAWS AND PURSUING ITS OWN GOALS OF DIVERSITY, THE UNIVERSITY OF MAINE SHALL NOT DISCRIMINATE ON THE GROUNDS OF RACE, COLOR, RELIGION, SEX, SEXUAL ORIENTATION, INCLUDING TRANSGENDER STATUS OR GENDER EXPRESSION, NATIONAL ORIGIN, CITIZENSHIP STATUS, AGE, DISABILITY, OR VETERAN'S STATUS IN EMPLOYMENT, EDUCATION, AND ALL OTHER AREAS OF THE UNIVERSITY SYSTEM. THE UNIVERSITY PROVIDES REASONABLE ACCOMMODATIONS TO QUALIFIED INDIVIDUALS WITH DISABILITIES UPON REQUEST.

QUESTIONS AND COMPLAINTS ABOUT DISCRIMINATION IN ANY AREA OF THE UNIVERSITY SHOULD BE DIRECTED TO THE DIRECTOR OF EQUAL OPPORTUNITY, THE UNIVERSITY OF MAINE, 5754 NORTH STEVENS HALL, ROOM 101, ORONO, ME 04469-5754, TELEPHONE (207) 581-1226, TTY (207) 581-9484.

Check this out!

Website with state-by-state dropout data.

<http://www.every1graduates.org/GradChallenge.html>

Click on the state of your choice on the US map for data, plus check out the other excellent dropout related resources on this site.

\$\$ Dollars and Sense \$\$

Economic Impacts of Dropouts

Each year's class of dropouts will cost the country over \$200 billion during their lifetimes in lost earnings and unrealized tax revenue (Catterall, 1985).

The estimated tax revenue loss from every male between the ages of 25 and 34 years of age who did not complete high school would be approximately \$944 billion, with cost increases to public welfare and crime at \$24 billion (Thorstensen, 2004).

Students from low-income families have a drop out rate of 10%; students from middle-income families have a dropout rate of 5.2%, and 1.6% of students from high-income families dropout. (NCES, 2002).

A cost of \$10,038 for after-school programs produces benefits of \$89,000 to \$129,000 per participant (Alliance for Excellent Education, 2003d).

Increasing minority students' participation in college to the same percentage as that of white students would create an additional \$231 billion in GDP and at least \$80 billion in new tax revenues (Alliance for Excellent Education, 2003e).

(Retrieved from the National Dropout Prevention Center/ Network, April 2009)

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