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A DESCRIPTIVE STUDY OF SECONDARY ALTERNATIVE EDUCATION PROGRAMS IN MICHIGAN LOCAL SCHOOL DISTRICTS

By

Elisha Delbert Gray

A DISSERTATION

Submitted to
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in partial fulfillment of the requirements
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ABSTRACT

A DESCRIPTIVE STUDY OF SECONDARY ALTERNATIVE EDUCATION PROGRAMS IN MICHIGAN LOCAL SCHOOL DISTRICTS

By

Elisha Delbert Gray

The purpose of this study was to identify and classify secondary alternative programs operating in Michigan public schools. A secondary objective was to provide documentation of both the growth and the widespread diversity of such programs. It was hoped that both objectives would benefit those seeking to institute alternatives at the secondary level.

This study utilized the descriptive method to collect the pertinent data. A telephone survey determined that 96 secondary alternatives existed within Michigan schools. A 35-item questionnaire developed for purposes of this study was mailed to a contact person in each program. Fifty-six questionnaires were returned and the data generated from them were tabulated and analyzed employing a conceptual framework developed by Allan Glatthorn.[1]

Conclusions

1. The secondary alternative education movement in Michigan started after California, New York, Illinois, Pennsylvania, and Minnesota.

2. School superintendents had difficulties in classifying nontraditional secondary programs within their systems as alternatives.

3. Three dominant secondary alternative program designs found were those:

a. Within the existing traditional high school, i.e., alternative high school programs within public systems.

b. Outside of the existing traditional high school, i.e., neighborhood education centers and special programs (pregnant persons).

c. Utilizing community resources and sites, i.e., work study programs.

4. Data from the questionnaires would give evidence that the development of secondary alternative programs was even across all districts regardless of size, although most programs were located in the highly populated urban areas.

5. From the data collected it can be concluded that most of the programs were begun in 1973.

6. The respondents indicated that the funding for their programs came primarily from state and local coffers.

7. The data indicated that the majority of students were received through a referral process involving the parent/legal guardian and student.

8. It can be concluded that the majority of the students were below grade level academically. Thus the curriculum had to be adapted.

9. From the questionnaires the description of the population served indicated the following:

   a. Sixty percent of the 6,475 students were males, as opposed to 40 percent females.
   b. The average age of the youngest student was 15 years of age, whereas the average age of the oldest student was 19.
   c. The racial distribution of the population served indicated 36 percent were nonwhites, compared to a 64 percent majority representation.

10. It can be concluded from the data that the majority of the students attending these programs had been identified as:

   a. Potential dropouts
   b. Nonmotivated by present traditional system
   c. Attendance problems
   d. Lacking basic academic skills
   e. Needing individual attention

11. All the respondents stressed the importance of providing "supportive services." (See unique and outstanding characteristics, Chapter IV.)

12. A conceptual framework developed by Glatthorn provided the basic foundation for analyzing and interpreting the results associated with this research. In general, the 20 factors identified by Glatthorn were comprehensive. The alternative program characteristics of respondents to the survey easily fitted into most of the categories. In retrospect, it might be possible either to combine

certain categories or even omit without extensive, significant loss in data or description. For planners the need to make decisions is usually based on the validity of the information received. With the clear, precise format the model offers, it does have advantages with respect to its utility.

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[1]Allan A. Glatthorn, Alternatives in Education: Schools and Programs (New York: Harper and Row, 1975), p. 42.

Dedicated

with love

to my

father and mother,

Elisha Zack and Lavada Elizabeth.

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This dissertation is the result of the concentrated support, understanding, and encouragement of many individuals. Therefore, special recognition should be given to individuals for their assistance and encouragement.

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Finally, to my wonderful wife, Sylvia, I submit my love.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

There have always been alternatives to traditional public schools, ranging from private schools, religious schools, and reform schools to the ultimate alternative of no school at all. In the 1960s, parent-controlled "free" schools proliferated around the nation, providing alternatives for some middle-class dropouts. Store-front schools and street academies, supported by businesses and philanthropic organizations, provided alternatives for some inner-city youths who had given up on or been given up on by the public schools. Despite these alternatives, the idea of providing schooling options had low priority among educational reformers until the early 1970s.

Today the range of secondary alternative schools and programs is wide and diverse. Private academies like Harlem Prep, now a publicly supported New York school, send inner-city dropouts to major universities. Within public systems, schools-without-walls, like the Parkway Program in Philadelphia, use an entire city as a classroom. Publicly supported community schools, like the Morgan School in Washington, D.C., actively involve parents in the education of their children. Alternative schools have taken many forms, as mini-schools, multicultural schools, ethnic schools, student-parent-directed schools, open schools, and units within traditional schools.

Some secondary alternative programs are part of federally supported experiments--for example, the system of 23 alternatives in Berkeley, California. The Massachusetts experimental school system is a state-supported effort to provide a model for alternative education. Many alternatives are tax-supported programs that depart from traditional educational methods while remaining part of the public school system. Other alternatives are still privately supported and barely survive by scrambling for corporate and foundation dollars.

The monolithic structure of the American public schools has tended to deny communities the right of significant choices. Without choices, children and youths are assigned to specific schools and to specific classes within those schools. Charles E. Silberman, in Crisis in the Classroom, states, "There is, and can be, no one curriculum suitable for all time, or for all students at a given time. To insist that there is only one curriculum is to confuse the means of education with the end."[1] In a democratic society, options should be available as in other aspects of society.

Education is an individual process, a dynamic and complex relationship between a developing individual and his or her changing environment. According to Robert Barr,

> A pluralistic nation, having different kinds of people with different personalities, values, beliefs, behaviors, talents, skills, and learning-life styles, must be provided with a variety of distinctly different learning environments, and give parents, students, teachers, and administrators the

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[1]Charles E. Silberman, Crisis in the Classroom: The Remaking of American Education (New York: Random House, 1970), p. 14.

opportunity to shop around in a diversified educational market place making decisions about their own best interest.[1]

Statement of the Problem

Numbers of educators are developing, organizing, and operating a variety of alternative programs to address the diverse needs of dropouts, potential dropouts, juvenile delinquents, pregnant persons, and academically talented students. As yet, they have not developed an adequate medium for exchanging information about their administrative, financial, or programmatic structures and their demographic characteristics with one another or any other administrator, counselor, teacher, parent, or student who may be interested in developing or attending an alternative program.

Before 1969, fewer than 23 alternative schools were known to be in operation across the country. According to the International Consortium for Options in Public Education (ICOPE) Report, by 1976, 5,000 or more alternative schools would be operative within the United States. If the growth trend continues at the present rate, it is very possible that the number of alternative schools will be well over 10,000 by 1980.

Purpose of the Study

The purpose of this study is to identify and classify secondary alternative programs operating in Michigan public schools. As a direct result of this study, it is anticipated that a Directory

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[1]Robert D. Barr, "Whatever Happened to the Free School Movement?" Phi Delta Kappan, March 1973, p. 456.

of Secondary Alternative Educational Programs in Michigan will be created. (See Appendix A.) These materials can then be used by school systems which choose to offer alternative environments to better respond to the needs of students, parents, teachers, and administrators. The study will also include a capsule description of the types of alternatives in Michigan, with some emphasis placed on their uniqueness and outstanding characteristics. In addition, it will provide documentation of the strength and widespread diversity of public alternative programs and offer supportive evidence to help others in instituting such programs.

Arrangements have been made to have the data collected for this study included as a new part of the data-retrieval system within the State Department of Social Services, Human Services Network, Information and Referral Terminal. (See Appendix B.)

Need for the Study

Hopefully, this study will serve as a basis for a needed networking tool. Far too often the proverbial wheel has to be reinvented in every new alternative program. As others have been made well aware through their surveys and studies, hundreds of programs struggle in isolation with similar problems, and few are able to share their successes. Educators have found that when too much time and energy are spent tackling basic obstacles, even the most dedicated people in programs emerge exhausted, and often more far-reaching concerns are neglected. A publication which would contain such pertinent program information as the proper contact person,

program descriptions, and population data could be a vehicle that might facilitate the flow of information.

Procedures

This study will use as its conceptual framework the alternative taxonomy developed by Allan Glatthorn.[1] He suggests 20 factors which might be considered by planners and developers of alternatives. These factors are as follows:

1. Funding
2. Control
3. Students
4. Board
5. Daily governance
6. Leadership
7. Relationships with conventional school
8. Facilities
9. Full-time or part-time program
10. Staff
11. Staff organization
12. Student selection
13. Exclusion
14. Program evaluation
15. Degree of structure
16. Nature of program
17. Grade organization
18. Schedule
19. Pupil grading
20. Crediting

A more detailed discussion of each factor will be presented in Chapter II.

Definition of Terms

Alternative Education Programs: For purposes of this study, an alternative education program is defined as a program which is a part of the public school system, uniquely different from the basic traditional program, and available to students by choice.

Traditional High School: For purposes of this study, a traditional high school is defined as a public high school of grades 9-12

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[1]Allan A. Glatthorn, Alternatives in Education: Schools and Programs (New York: Harper & Row, 1975), pp. 28, 29.

which has a primary purpose of general academic education of its students for advanced academic work and career preparation.

A list of alternative education titles and definitions was compiled by the researcher to assist respondents in identifying the type of alternative they operated. The following is a list of these titles and their operational definitions:

1. Work Study Program--Designed to provide part-time employment for youths who need the earnings from such employment to continue their vocational education programs on a full-time basis. It is a student-assistance program in which only public agencies are eligible to participate as employers.

2. G.E.D.--The General Education Development tests appraise the educational development of adults, including civilians and military personnel, who have not completed their high school education. Through satisfactory achievement, testees may earn high school equivalency certificates and qualify for admission to college or other advanced educational opportunities.

3. Secondary Level Examination Program (SLEP)--A series of examinations which would permit students to receive high school credits for courses before they actually entered secondary school courses.

4. College Level Examination Program (CLEP)--A series of examinations introduced in 1965 by the College Entrance Examination Board which grants credits for college courses to secondary students before they actually attend college.

5. Alternative High School Programs Within the Public System--Arise many times when students succeed in expressing their desire for programs relevant to their interests and life styles to a sympathetic listener, often a teacher with similar ideas. Together they develop a program which can be sold to the school administrators and school board.

6. Radio and Television--A proposed alternative to raising achievement levels of students which advocates allowing high school credit for the acquisition of knowledge obtained in the environment through exposure to educational and commercial television and radio.

7. Academically Talented Student--This population includes any student who is defined by a school system on the basis of comparison, of his past performance with past performance of peers, as being above average in achievement.

8. Mini Schools--Designed to provide students with smaller and more intimate opportunities to pursue a more personally satisfying program. Mini schools are often a part of a larger school. There may be several program variations within the same building that offer students inter-program mobility. They may focus on special areas of interest or styles of learning.

9. Satellite Schools--"Spin-off" educational programs which maintain a relationship with the home school or schools. At the satellite school different approaches in providing educational and personal courses and services may be available in conjunction with a program of conventional study at the larger school.

10. Learning Centers or Educational Parks--Specialized and more sophisticated courses and resources are centralized to provide students with opportunities to pursue areas of special interest or individualized advanced study. These course offerings can be integrated with a part-time course of study at the regular high school or utilized for full-time study.

11. Community Schools, or Schools Without Walls--These schools set up a managerial system in which youngsters and often parents share policy-making prerogatives with professionals. The extent of student-parent power varies considerably from school to school--along with academic programs and other program aspects. Utilization of community resources as prime sources for information and as the basis for most instruction generally constitutes the central thrust of the community-oriented school.

12. Special Needs (e.g., pregnant persons)--Programs are designed for students needing specific and often specialized services. Examples include programs as a second language concentration and so on--in essence, schools designed to fit the special needs of a target population.

13. Open Schools--These schools pattern themselves after the British infant school. The design is distinctive: space divided in subject areas, each one richly supplied with learning resources. Open schools utilize a nongraded approach and allow children and youths of different ages

to work together. Accenting informality, independence and creativity, they encourage students to find their own pace and interest level.[1]

14. Multi-Cultural Programs--Some districts have created alternatives with a racial or multicultural emphasis. Emphasis may be on gaining appreciation for racial and ethnic differences. These programs may offer supplemental programs to the main high school.[2]

15. Survival Programs--Emphasis is on gaining experience with an exposure to those skills necessary to meet the challenge of natural environments. Such skills acquisition can focus on meeting the challenge of nature, or learning how to get along with one another, or how to brave the elements, or surviving in the midst of densely populated areas, and so on.

16. Auxiliary Services[3]--City-wide network of centers dedicated exclusively to those who have dropped out or been helped out of every other school or program. Such programs usually feature a carefully structured independent study approach that permits students virtually to set their own hours and their own pace. Auxiliary services, which turn away almost no one because of past record, provides a straightforward drilling in the fundamentals. Students are prepared for the high school equivalency examination or for the job market, if that is their desire.

17. Bilingual Bicultural Education--This format focuses on instruction using the native language and culture as a basis for learning subjects until second language skills have been developed sufficiently, using two languages for instruction.

18. Voluntarism--Provides students with opportunities to become productively involved in activities that have value for themselves and for other people. Through such programs, the secondary school can bring back that "best of teachers--experience" by providing action, service and experimental learning options for its students.

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[1] "All About Alternatives," Nation's Schools 90 (November 1972): 36.

[2] Ibid.

[3] This is a term that is used in New York City. "Auxiliary services" as currently used in Michigan describes an array of services which local districts are obliged to provide to nonpublic school children.

19. Neighborhood Education Centers--"The purposes of Neighborhood Education Centers are to provide public high school students or dropouts educational, cultural and social programs and services similar to programs and services made available as part of a public high school course of instruction; to increase student performance in terms of high school equivalency; and to develop skills necessary for achieving successful educational experiences beyond high school level" (R 388.601, 388.602, Michigan School Code). Neighborhood education centers stress the acquisition of the basic skills while offering an array of supportive services designed to assist the student in reaching his academic goals. Community participation and the utilization of community resources are both elements in the neighborhood education centers' programs.

20. Street Academy--A street academy program is usually divided into three stages: street academy, academy of transition, and prep school.

    Stage 1--Street Academy:
    Usually a store-front school, conveniently located, dedicated to motivating and stimulating the dropout to revive his interest in and need for education. Individualized study program permits the student to stay until he reaches the eighth grade reading level. This prepares him/her for Stage 2.

    Stage 2--Academy of Transition:
    The bridge between the street academy and Stage 3. The student begins to work with the traditional courses, with emphasis placed on basic subjects that were covered in Stage 1, and depending on his/her ability to handle these subjects, prepares for entry to Stage 3.

    Stage 3--Prep School:
    The springboard to college entry. Students are assisted in developing new and more effective work and study habits. Self-discipline, enhancement of skills and talents are stressed through special techniques that include group inquiry. Self-determination and pride in achievement is the key to the success of this program, and no effort is too great to keep that motivation at its highest peak.[1]

21. Schools of Choice--Schools of choice (SOC) philosophy presents a definite contrast to the conventional program of

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[1] National Urban League, Brief on the Street Academy Program, October 1968.

public education. The program provides high schools from which a student, with his parents' consent, may choose one of the options which offers him an educational environment that most accurately reflects his individual learning style.

The SOC are not new models for all schools. Rather, their intent is to offer students, parents, teachers and other educational personnel an alternative within the school system.

Most see education in the broadest sense--as the full development of a human being, as a way for man to reach his potential. The schools of choice are designed for students who feel that they might better fulfill their potential for intellectual, creative and social growth in a school which provides broader educational opportunities and greater flexibility.

Significance of the Study

The study has significance to several groups: state agencies, local educational communities, interested individuals, and students. These significances are listed below.

State Agencies:

1. to provide information regarding educational alternatives within Michigan
2. to provide information regarding the various types of alternatives
3. to provide information regarding services available through alternative programs

Local Education Communities:

1. to provide a directory of educational alternatives
2. to reinforce the development of alternatives
3. to provide a basis for arranging gatherings/conferences within similar communities

Interested Individuals:

1. To provide a listing of local alternatives addressing similar identified student needs

2. to provide a listing of alternatives within their county
3. to provide a recommended list of guidelines

Students:

1. to provide a listing of the alternatives within their district and county
2. to provide knowledge of various learning environments
3. to provide a listing of alternatives for high school completion
4. to reinforce the notion of choice
5. to provide a resource for gathering information about the various types of alternatives

Limitations of the Study

1. This study will only address those public alternative programs at the secondary level in Michigan.
2. This study is not designed to evaluate any alternative program.
3. This study will not identify all of the unique characteristics of each alternative program.
4. All offerings at the secondary level are considered alternatives, such as the "traditional" high school, which has three major options: college preparatory, vocational, and general. This study will only collect information on those alternatives that are not a common part of the "traditional" high school.

Overview

This chapter has included the introduction, statement of the problem, purpose of the study, need for the study, procedures, definitions of terms, significance of the study, and finally the limitations associated with the study.

In Chapter II, a review of pertinent literature will be given. The design of the study will be given in Chapter III. Analysis of the results will be covered in Chapter IV, and Chapter V will present a summary, some conclusions, interpretations of results, recommendations for planners, and recommendations for future research.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the review of pertinent literature related to this study will be presented in the following sequence: (1) a brief history of secondary alternatives, (2) common types of alternatives in the public schools, (3) planning alternatives, (4) 20 key questions planners of alternative programs should ask, and (5) evaluations of secondary alternatives.

A Brief History of Secondary Alternatives

During the 1960s, parent-controlled "free" schools rapidly developed in the nonpublic sector. These schools were methods used by middle-class parents to voice their dissatisfaction with the public system which they claimed failed to meet their children's needs. These schools were generally small in size, usually serving less than 30 students, parent-governed, parent-staffed, and charged a tuition fee.[1] Private businesses and foundations also provided support to street academies and store-front schools for dropouts in the inner-city during this same period. Alternatives in public schools were not to emerge, however, until the early 1970s.[2]

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[1]Vernon Smith, Robert Barr, and Daniel Burke, Alternatives in Education (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1976), p. 3.

[2]Ibid.

Many credit these early efforts with providing the stimulus needed to develop alternatives within the traditional school. It should be noted, also, that interest in alternatives by school districts was enhanced by money provided from private sources such as the Ford Foundation.[1]

Schools began to use these experiments as testing laboratories for new instructional approaches and structures, curricula, and parent and student involvement.

The development of alternatives is considered to be the only major movement occurring in public education in the 1970's, according to Mario Fantini. He cited a 1971 Gallup Poll which reported that 60 percent of the American people were completely satisfied with their schools compared to 40 percent who were dissatisfied. The majority of the remaining 40 percent lend their support to alternatives in education.[2]

In order to create reforms in education, Fantini advocates offering a wide choice of alternatives within the individual school system unit. These programs flow along a continuum from the traditional to the learner-directed. Learning experiences might occur in the school building itself, in the community, or in the private sector. In addition, alternatives would guarantee a comprehensive

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[1]Ford Foundation, Matters of Choice, A Ford Foundation Report on Alternative Schools (New York: Ford Foundation, 1974), p. 35.

[2]Mario D. Fantini, "Alternatives Within Public Schools," Phi Delta Kappan 54 (March 1973): 444.

set of educational objectives to include (1) no exclusivity, (2) no substantial increase in per pupil cost, and (3) a valid plan for evaluation.[1]

In a more recent Gallup Poll of Attitudes Toward Education, the results showed that over 60 percent of the respondents, including 60 percent parents and 80 percent professional educators, endorsed the establishment of alternatives within public schools for those students who lacked interest or were bored with the conventional type of education.[2]

The negative labels attached to alternatives in former years are subsiding, as indicated by the supporters of this movement. No longer is it synonymous with disruptive students or dropouts. Acceptance is finally surfacing for this new concept in education. The Report from the Commission on the Reform of Secondary Education urged secondary educators to provide a broad range of alternative programs so that all students will have a meaningful educational option available to them.[3]

Several states have gone on record recommending the development of alternatives. In 1972, a New York citizens' commission recommended alternatives for its public system as much as possible, and in Illinois the State Department of Education was involved in starting

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[1]Mario D. Fantini, "Alternatives in the Public School," Today's Education 63 (September-October 1974): 65.

[2]Smith, Barr, and Burke, Alternatives in Education, p. 134.

[3]Commission on the Reform of Secondary Education, The Reform of Secondary Education (New York: McGraw-Hill, 1973), p. 99.

alternatives. California, however, was the first state to mandate alternatives for its residents. Legislation under the Dunlap Bill, passed in June 1975, allows any parent or guardian to request a local school district to establish an alternative school program. Furthermore, the bill defines alternatives, and authorizes local school boards to establish and maintain such programs. Another major endorsement came from the New York State Education Department when it acknowledged alternatives in education and recommended development of alternatives in every community.[1]

The movement that began in the store fronts of inner cities has grown into a viable entity within the school system. In the Ford Foundation report, Matters of Choice, it is stated: "The point has been made that alternatives are necessary and can work educationally. Whether they continue and multiply now depends more on school systems' own initiatives than on external assistance."[2]

This placed a challenge before public schools which many were not yet prepared to accept. As in the past, change and credence were to be gained through the test of time. One major boost to the phenomenon of alternatives occurred in 1972 when the North Central Association of Colleges and Schools appointed a task force to develop accreditation standards and procedures for alternative schools. As a result of their work, the new Policies and Standards for the Approval of Optional Schools and Special Function Schools evolved, and

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[1]Smith, Barr, and Burke, Alternatives in Education, p. 136.

[2]Ford Foundation, Matters of Choice, p. 35.

in 1975 the first three alternative public schools were approved for membership in the North Central Association of Colleges and Schools.[1]

Common Types of Secondary Alternatives

A frequent question asked is: "What makes secondary alternatives different from other types of school programs?" Perhaps the best manner in which to approach the answer would be to give some detailed descriptions of such programs, recalling that, in this study, a secondary alternative program is defined as: a program which is a part of the public school system, significantly different from the basic conventional program, and available to students by choice.

Glatthorn identified two basic types of organizational forms of alternative programs, when viewed from the perspective of the conventional larger school building: the limited alternative and the comprehensive. An example of a "limited alternative program" is one in which one large school offers one or two alternatives to a small number of its students. The term "comprehensive alternative program" is used to describe a situation in which the entire school is divided into several programs with all students enrolled in one or more of the alternatives.[2]

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[1]Smith, Barr, and Burke, Alternatives in Education, p. 136.

[2]Allan A. Glatthorn, Alternatives in Education: Schools and Programs (New York: Harper & Row, 1975), p. 42.

Vernon Smith and his associates suggested that public alternatives be classified according to: (1) emphasis on instruction, (2) emphasis on curriculum, and (3) emphasis on resources.[1]

It would be virtually impossible to include all the different types of alternative programs, using any single classification system, in this brief discussion. Therefore, only the most common varieties will be discussed, giving descriptions of significant aspects, and citing some examples.

Schools Without Walls: The Parkway Program in Philadelphia opened in 1969, and became the symbol of alternatives in the public school movement. Nationwide media reports about the program appeared in major newspapers, professional journals, and on television. It was the first secondary alternative designed to be made available to any high school student in its community, and the city of Philadelphia. Parkway also was the first program designed to use the community as a learning environment. Students eagerly rushed to enroll in this new program, creating some admissions problems for the school administrators who were not prepared to expand the program to accommodate all those students interested in attending.[2]

Parkway is based on the premise that students do not need classrooms to learn. It uses the resources of the entire community, thus eliminating new construction costs. Students attend classes in hospitals, museums, social agencies, and local businesses. Many

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[1]Smith, Barr, and Burke, Alternatives in Education, p. 33.

[2]Ibid., p. 22.

courses are taught by professionals--stockbrokers, bankers, doctors, architects, etc.[1]

Conventional classes are often taught by school staff.[2] These courses sometimes are traditional in both content and learning objectives, but the wide diversity of locations and opportunities for new experiences have a strong appeal for students.[3]

Chicago's Metro High School is another example of a "school without walls," and it too is designed to use the community as a classroom. It is not unusual for students to take a course in marine biology at Shedd Aquarium, animal and human behavior at the Lincoln Park Zoo, and creative writing at Playboy.[4]

Mini-Schools or Schools Within Schools: These secondary alternatives usually function in a wing of a building, or occupy a separate floor in the traditional school building. A more recent development in the mini-school movement is the emergence of entire buildings housing such programs.[5]

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[1]Lawrence Goldfarb, Peter Brown, and Thomas Gallagher, "Innovation in the Philadelphia School System," in Alternative Learning Environments, ed. Gary Coates (Stroudsburg, Pa.: Dowden, Hutchinson and Ross, Inc., 1974), p. 171.

[2]Leonard B. Finkelstein and Lisa W. Stick, "Learning in the City," in Alternative Learning Environments, ed. Gary Coates (Stroudsburg, Pa.: Dowden, Hutchinson and Ross, Inc., 1974), p. 253.

[3]"All About Alternatives," Nation's Schools 90 (November 1972): 36.

[4]Smith, Barr, and Burke, Alternatives in Education, p. 37.

[5]Ibid., p. 38.

Mini-schools were an outgrowth of educational reform efforts within the New York public schools sought by community groups.[1] The New York Urban Coalition, a private nonpublic corporation, developed this concept in cooperation with the local education system. It began as a pilot project in one facility, Hughes High School. Today it has grown into a citywide complex of mini-schools. The Coalition cites two special characteristics of this program: (1) the emphasis given to in-service staff development to better enhance planning, management, and curriculum development capabilities; and (2) the attention to students' nonacademic needs. As in other programs designed to be alternatives, it is small in size to promote community partnerships with businesses and staff. Currently over 50 mini-schools are functioning within New York City high schools, either using single mini-units or by totally converting to all mini-units.[2] Other mini-schools are now functioning in Quincy, Illinois, and Cleveland Heights, Ohio.[3]

Learning Centers: These secondary alternatives have their origins in the vocational or technical high school with its special programs and equipment.[4] Learning centers specialize in subject areas, such as communication, urban studies, and performing arts.[5]

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[1] "Are Options Needed?" New York Urban Coalition Mini-School News 4 (November 1974): 8.

[2] Ibid., p. 8.

[3] Smith, Barr, and Burke, Alternatives in Education, p. 38.

[4] Ibid., p. 37.

[5] "All About Alternatives," Nation's Schools 90 (November 1972): p. 37.

With school districts struggling against dwindling tax bases and higher inflation, these programs help to provide special resources which every school within a school district could not make available to students. Such centers are now moving into medical centers. For instance, the program for students attending Houston High School for the Health Professions is located at the Texas Medical Center in Houston. This facility has the available resources, equipment, and staff to help students learn all about health careers.[1] St. Louis, Minneapolis, St. Paul, and Chicago communities have established learning centers specializing in subject areas. Students leave their neighborhood schools to attend such centers either on a full-time basis for one semester, or on a part-time schedule during the day.

In St. Paul, learning centers are located between the suburbs and the city to allow students from both areas the benefits of mini-courses offered in the sites.[2]

Educational Parks: This innovation among secondary alternatives closely resembles "schools without walls" and "learning centers" discussed earlier. However, it too is an example of a program significantly different from the traditional school program and other alternatives mentioned earlier. It is not uncommon for the program to be larger than the standard school, housing a variety of programs from preschool to senior citizens. This discussion, however, is limited to the secondary alternative component.[3]

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[1]Smith, Barr, and Burke, Alternatives in Education, p. 37.

[2]"All About Alternatives," Nation's Schools 90 (November 1972): 37.

[3]Ibid., p. 38.

This program was established in 1968 in Grand Rapids, Michigan, to offer courses that could not be supported in neighborhood schools due to excessive costs associated with the need for expensive equipment, specialized teachers, or because of low enrollment.

Ed Park, as it is called, is open to all city area students. It is quite complex in its design, using community facilities such as the junior college, art gallery, and civic theater. Here students receive an opportunity for self-directed learning through a high degree of independence while sampling the 80 or more offerings in its expanded curriculum. The enrollment reportedly has doubled in the last four years, and it now serves about 2,300 students in the total program.

Ed Park functions as an umbrella for several other alternatives. High school students in Advancement Independent Study Programs develop in-depth learning contracts in cooperation with the interdisciplinary staff in order to participate in investigations of particular issues. Sometimes these studies call for students to go into community agencies.

Another alternative is the Early College Enrollment Program, which appeals to twelfth-grade students who are not challenged or who are bored with the traditional public school curriculum. They can choose to take junior college classes and earn both high school and college credits at the same time.

For students who are highly motivated and talented, there is Art Studies. Students may choose to pursue their studies in off-site community facilities and resources, such as the museum or media center.

Other students may choose the Center for World Studies, which is an off-site alternative for students interested in international issues. Emphasis is placed on independent study and critical thinking. High school credit can be earned in social science, science, humanities, and the arts.

In summary, confusion often arises because no standard definition of an alternative secondary education program exists. What may be defined as an example of an alternative in one community may not be in another. The literature, however, does seem generally to support the notion that there are certain criteria or characteristics that alternatives must meet to be designated as such. These criteria are choice, difference, and a representative enrollment.[1] Thus, when making a determination about a secondary alternative, three questions should be asked of the program: (1) Is the program an available option for students, parents, and teachers? Ideally, the population should be made up of volunteers who choose to participate. Where the school system provides alternatives to accommodate all students who seek them, then the traditional school becomes an alternative. (2) Is the program significantly different in its approaches to learning, in curriculum, or in resources or facilities? Alternatives exist because an educational need is perceived within its community, and such programs must reflect a commitment to be more responsive than the conventional school programs. (3) Is

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[1] Ibid., pp. 28, 34-35; Fantini, "Alternatives Within Public Schools," pp. 444-48; Fantini, "Alternatives in the Public School," pp. 63-65.

any group systematically or deliberately excluded from attending the program? Alternatives are not intended to be for only selected students. The racial and socioeconomic dimensions of the entire community should be represented in the population. This does have an exception, however, when the secondary alternative program was designed for a specific group that is not representative of the community's total population. Such programs identified sometimes as special needs programs are for pregnant persons or for dropouts.[1]

It is probably too early to make predictions about the future of alternatives. While more than 5,000 public alternatives are in operation today, their total enrollment, including elementary programs, is estimated to be about 2 million, or 2 percent of the total student population.

Only about 15,000 communities, 10 percent of all communities, have alternatives operating in their school systems. Even fewer districts have options for all students. Berkeley, Grand Rapids, and Minneapolis are moving in this direction.[2]

Planning Alternatives

It is apparent from the literature that alternatives are not spontaneous innovations. Their creation involves much analysis, planning, and development. A commonality which prevails throughout is the fact that certain deliberate steps precede the implementation of programs. In this section, the discussion will focus primarily

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[1]Glatthorn, Alternatives in Education: Schools and Programs, p. 38.

[2]Smith, Barr, and Burke, Alternatives in Education, p. 23.

on the concerns and issues which planners should be aware of before engaging in the reality of alternatives. Perhaps then planners and developers could avoid the mistakes others have experienced and benefit from options and strategies mentioned.

A framework which exemplifies the type of schema planners and developers might follow is one suggested by Glatthorn (Table 1). He identified 20 significant characteristics of alternatives, in this case at the secondary level. However, the schema is applicable to elementary-level programs as well.

Several different variations or options are given to permit the planners and developers an opportunity to see different combinations in program design. These suggestions are only to serve as guidelines, and do not necessarily apply in all cases.

In Table 1, the Glatthorn model is presented, complete with the 20 factors. Three optional program designs illustrate the various ways these factors can be arranged.

In Chapter IV, the results of the research will illustrate how the four most popular alternative programs in Michigan utilize Glatthorn's 20 factors. Then in Chapter V, the researcher will give concluding statements pertinent to Michigan educators using the Glatthorn model.

In this section, 20 significant characteristics of alternative programs will be discussed using a question-and-answer format. Again, it must be pointed out that these 20 points are only guidelines and not exhaustive or necessarily essential to all alternative program designs.

Table 1.--Glatthorn's taxonomy for alternatives.

Factors	Option 1	Option 2	Option 3
1. Funding	Public tax funds	Federal, state, foundations	Tuition & contributions
2. Control	Public school system	Church, university, or other institution	Parents, community
3. Students	Heterogeneous	Basically homogeneous by virtue of interest	Intentionally homogeneous on basis of predetermined criteria
4. Board	Inactive board	Moderately active board	Dominating board
5. Daily governance	Teachers	Teachers & students	Students
6. Leadership	Single strong leader	Single democratic leader or team of leaders	No single leader, decision by consensus
7. Relationships with conventional school	Housed in same building	Annex	Completely separate
8. Facilities	School building	Nonschool facility	No single building
9. Full-time or part-time program	Part of day or part of year	Chiefly full-time, with some movement back to main school	All education in alternative
10. Staff	Certified	Chiefly certificated, with some noncertificated	Noncertificated

Table 1.--Continued.

Factors	Option 1	Option 2	Option 3
11. Staff organization	Differentiated	Some differentiation	No differentiation or specialization
12. Student selection	"Forced" assignment	Lottery from among applicants	Open admission
13. Exclusion	Pupils excluded if they break rules	Only a few pupils excluded for very serious infractions	No one ever asked to leave
14. Program evaluation	Comprehensive	Minimal	None
15. Degree of structure	Highly structured and controlled	Students & staff develop minimal structure	Openly permissive
16. Nature of program	Conventional school offerings	Mixture of conventional & esoteric	Chiefly esoteric offerings
17. Grade organization	Graded	Nongraded within limits	Wide range of ages intentionally mixed
18. Schedule	College schedule	College schedule with variations	No schedule
19. Pupil grading	Letter grades with options	Noncompetitive evaluation	No evaluation at all
20. Crediting	Carnegie unit	Carnegie unit with variations	No credit

Source: Allan A. Glatthorn, Alternatives in Education: Schools and Programs (New York: Harper & Row, 1975).

Twenty Key Questions Planners of Alternative Programs Should Ask

The Source of the School--Funds and Control

Questions 1 and 2 deal with the basic sources of the school--its origins and its fiscal resources.

1. What is the source of funding?

   An increasing number of alternative schools, like most of those in Philadelphia, Pennsylvania, are supported entirely with local tax dollars; such funding probably provides for the greatest amount of security and ensures the maximum local commitment. Many schools, at least in the first few years of their existence, draw upon state and federal funds or special grants from private foundations; in the early seventies, for example, the Office of Experimental Schools of the Office of Education funded several alternative schools in Berkeley, California. While such federal grants ease the financial burdens during the first critical years, they involve a high degree of risk, since federal funds are subject to the whims of Congress and the caprices of the president. Most of the small free schools and freedom schools are supported entirely by tuition and contributions; in fact, many of the leaders of the free school movement feel that any other kind of funding is either immoral or unduly restrictive. Such funding permits the maximum ideological freedom; but is equally precarious, and many free school directors seem to spend an inordinate amount of time raising and collecting money.

2. What is the ultimate source of control?

   An increasing number of alternative schools are part of the public school system, responsible to a district school board. A small handful of alternative schools are church-related, most of them private schools that once prided themselves on being academically elite and have now moved toward an alternative educational style. And a large number of alternative schools are truly independent, responsible only to their board of directors or some faculty-parent group.

The Nature of the Student Body

3. Who are the students that the school serves?

   In many ways, this is the central question from which everything else follows. In any planning sequence this question perhaps should be one of the first raised; once the target population and its needs have been identified, all matters of governance and program can be decided better. Alternative

schools have developed an interesting variety of answers. On the one hand, some explicitly try to get a heterogeneous student body, even though they realize a certain kind of homogeneity results from self-selection. On the other hand, some alternative schools recruit only certain types of students--dropouts, drug users, disruptive students, artistically talented, or some other special group. While the heterogeneous student body is probably more interesting and challenging, a sense of community is probably easier to develop when the students have in common something more than the desire to attend that school.

Boundaries and Power

With the student body tentatively identified, the next group of decisions deals with the critical tasks of power delineation and boundary setting.

4. How active is the policy-making board?

   Some alternative schools are really operated by their staffs, with the official board functioning primarily as window dressing. At the other extreme, some of the freedom schools with close community ties are in reality controlled by the citizen board, which takes an active interest in the day-to-day affairs of the school.

5. Who is primarily responsible for the day-to-day governance of the school?

   In most alternative schools, despite their rhetoric of participatory decision making, the teachers are clearly in charge, with the students being only nominally involved. In a few of the more radical alternative schools, the faculty, they have the deciding vote when pure democracy is practiced. In a few schools there is a sincere attempt to stake out areas for staff decision making, areas for student decision making, and areas of shared influence.

6. What is the nature of the on-site leadership?

   This question has provoked violent controversy within the movement. On the one hand, there are those like Jonathan Kozol (1972) who argue that a single strong leader is needed, often a charismatic figure who pulls the school through a continuing series of crises. On the other hand, some very small free schools, chic leadership, where decisions are made by consensus or not at all. Most alternative schools are somewhere in the middle, with a strong leader working hard to get staff and student input into all critical decisions.

Location in Space and Time

The next sequence of questions examines organization, spatial, and temporal relationships, as another level of boundary setting.

7. What is the school's relationship with the conventional schools?

   A small number of alternatives--like the Cambridge Free School in Massachusetts--are actually housed within the regular school and draw heavily upon the support services (cafeteria, health services, and so on) provided by the regular school. While such an arrangement is often most feasible economically and enables the staff to devote its energies to other more central problems, the arrangement also has severe drawbacks. Problems of territoriality develop with the regular school, and the alternative students often find themselves subject to two quite different sets of rules and codes of behavior. Most alternative schools have opted for complete independence, operating totally autonomous and physically separate units. The trade-off is obvious. They gain more freedom but have more problems with facilities and services. Several alternative schools have tried to have the best of both worlds by operating as a semidetached annex to the regular school; the School for Human Services, for example, is an annex of the John Bartram High School in Philadelphia. Such annexes typically keep their students on the attendance rolls of the conventional school and recommend that the regular school issue a diploma when its staff feels that the alternative school student has qualified for it. Such annex arrangements have unique advantages; the main drawback is that, being neither fish nor fowl, the school spends much time negotiating questions of final authority.

8. What type of facilities should be used?

   Many alternative schools are housed in old school buildings that the district abandoned in favor of new ones; such old buildings constructed in the early decades of this century are still in sound condition and seem to make suitable environments for alternative schools. Some schools, like the early Parkway Program, have no single building but use the varied resources of the city; in such cases a warehouse loft often doubles as offices and assembly room, with the students leaving this home base for learning throughout the city. And many alternative schools are housed in very unconventional facilities, such as abandoned factories, empty dormitories, and vacated supermarkets.

9. Is the alternative school viewed as all or part of the student's education?

   In a few cases the alternative school is seen as only a part of the student's secondary education--either as a part of each year or as one full year in a three-year program. The Freedom School in Washington, D.C., for example, provides a black-oriented curriculum for part of the student's day; in the other half of the day he or she attends the regular school, taking conventional courses. The Pennsylvania Advancement School in Philadelphia previously enrolled junior high school students for a year, after which they returned to their regular school. While such "part-time" schools are often attacked as being "fragmented," they do seem to offer an attractive alternative for the student who is not ready for a full commitment to the alternative school. Most alternative schools, however, ask for and get a full commitment from the student--he or she spends a whole day there and is expected to attend until graduation. In passing, this observation might be offered: as the number and variety of alternative schools grow, it seems quite likely that in a typical four-year high school sequence a student might spend one year at each of three quite different alternatives and one year at the regular school.

Teaching and Staffing

The next phase of planning probably should include determinations about the composition and relationships of the staff.

10. What type of staff should be used?

    A few alternative schools use only fully certificated teachers, perhaps because they are bound by state or local restrictions or because they were started by a small group of certificated teachers who do not see a need to bring in others. On the other hand, some of the radical free schools pride themselves on not using certificated teachers at all, relying almost entirely on parents and other concerned adults to provide the instructional expertise. Most of the alternative schools seem to be somewhere in the middle, using a small core staff of certificated volunteers and part-time paid help.

11. How should the staff be organized?

    A few alternative schools use a differentiated staffing pattern, with two or three levels of leadership and many specialized functions (director, head teacher, team leader, reading specialist, etc.). Most alternative schools, however, reject such a practice as being too bureaucratic and undemocratic; they work hard to maintain a flat table of organization, one

in which there are no specialists and no differences in status. In the latter form, for example, every teacher is considered a reading teacher and is expected to act as a guidance counselor.

Student Selection, Retention, and Program Evaluation

With the staff selected or at least the process identified, the planning can next move to decisions about student selection, student retention, and program evaluation, the final group of decisions which can rightfully be made without student and parent input.

12. How will students be selected?

    In a handful of the alternative schools (usually those for the disruptive), students are assigned to the school, with only a minimal amount of choice; in most of the free schools, anyone who walks in off the street is welcomed. Most of the alternative schools connected with the public school system permit all interested students to apply, selecting by lottery those to be admitted. While critics of the lottery system argue that many of the students who "most need" the alternative school are excluded by the luck of the draw, the defenders retort that it is the only fair system--since no one can determine in advance who "most needs" the alternative school.

13. Will students ever be required to leave the school?

    Since the conventional schools have often been criticized for excluding students who don't fit in, most alternative schools are reluctant to follow the same practice. However, since they usually do not punish with detention or suspension, some schools find that the only sanction they have for controlling behavior is exclusion; they therefore set up rules and procedures by which students may be requested to leave the school. The free schools typically make a point of not asking anyone to leave; always there is the hope that salvation is possible.

14. How should the program be evaluated?

    A few schools, chiefly those with federal or foundation funding, develop and carry out elaborate evaluation systems, with explicitly stated objectives and measures for determining whether those objectives have been achieved. Most free schools claim they are too busy for such formal evaluation and that their programs are working toward goals that cannot be evaluated.

Program Substance and Implementation

The final stage of the planning process includes all those substantive matters that are perhaps best determined with student and parent input.

15. How structured should the school be?

"Structure" in this sense focuses on the question of how much adult control and direction are desired. A few of the freedom schools developed by and for blacks and other ethnic minorities are openly proud of the fact that they operate a "tight ship"; their leaders contend that young people from those ethnic groups seem to thrive best in a highly ordered world with strong adult authority. On the other hand, many of the free schools espouse a child-centered permissiveness, arguing that only as the child experiences total freedom can he or she learn to be free. Most alternative schools seem to be struggling along a middle path, having students and staff together develop a few simple rules that all agree to accept. Those in this middle group argue quite strongly, in fact, that this "boundary setting" is one of the most important functions the school should accomplish before it opens for the first day.

16. What is the general nature of the school's program?

A few alternative schools offer rather conventional programs in unconventional environments. Here again the freedom schools serving black communities argue that their students need basic skills and solid subjects, not the "basket-weaving" curriculum of the free schools. But the free schools argue that their curriculum is rightly built around students' interests and the staff's competencies; their programs consequently feature such unconventional offerings as "stained glass making" "the Marxism of Mao," "how to survive in the city without spending money," and "the politics of hunger." Most of the alternative schools seem to find themselves in the middle, often pushed there by the demands of parents or the anxieties of students, offering standard courses in science, mathematics, and foreign languages, supplemented with a healthy mixture of the esoteric.

17. How should students be grouped for instruction?

This question, which often absorbs the attention of conventional school administrators, does not loom very large in the alternative school literature. Observation and correspondence indicate that a few school students are grouped by grade level. Most of the free schools make a point of mixing older students and very young children in some type of

"family setting." Most of the public alternative schools operate nongraded programs in which students sort themselves out by interest, with such groups usually covering a three-year grade span.

18. What kind of schedule should be used?

The prevailing pattern in alternative schools seems to be some type of college schedule, where students are given a list of courses, teachers, and hours and are expected to build their own schedules. Some of these fall into rather regular patterns of Monday, Wednesday, Friday, 9-10; Tuesday, Thursday, 10-11:30. Other schedules include interesting variations, with team-taught courses offered in large blocks of time, or a single day set aside for "free-form learning." At the other extreme, some of the small free schools make a point of having no schedule at all; people meet together rather spontaneously without much prearranging to exchange ideas and skills.

19. How should the pupils' progress be evaluated?

Most of the alternative schools have moved away from letter grades (A,B,C,D,F). A few of the "straighter" alternative schools offer students the choice of having letter grades if they want them for college admissions, but the greater majority are using personal conferences, written evaluations, and student portfolios, a more valid reflection of how the student is progressing. Some of the radical free schools have rejected the whole notion of evaluation and refuse to be judgmental about student progress and achievement.

20. How should schoolwork be credited?

A few alternative schools use the conventional Carnegie unit as the basis for evaluating credits earned and determining the eligibility for graduation. The more experimental schools use the Carnegie unit only as a general guideline and develop more flexible crediting systems. The free schools tend to reject the whole notion of credits and simply let the student determine when he or she is ready to graduate.

These twenty questions should both assist in the planning process and be useful in describing the significant features of a given school.

Summation

These 20 questions developed by Glatthorn in his effort to assist the designers of alternatives should present a basic framework

to begin planning. All the questions may not be applicable to everyone's needs. There in fact may be additional areas which can be included. From this basic framework planners can begin to experiment with their own creativity and resources to develop secondary alternatives.

Evaluation of Alternatives

The literature indicated that alternatives were somewhat fearful of evaluation from an external source, and using traditional measures in their early years. Some alternative educators believed the traditional evaluation methods were going to destroy their programs because they were "different" and threatened the existing system. To them this fear was justified because of the tenuous, fragile nature of the early programs.[1]

Alternative evaluation had also been addressed by Michael Hickey, in 1972. Hickey declared that:

> Evaluation within alternative programs cannot be separated from the planning process. It begins with an identification of needs and the establishment of goals and objectives based on those needs. By considering evaluation as part of the planning process, goals and objectives can be considered from the perspective of the ease with which they can be evaluated. This is meant to imply only that some means of evaluation can be established for practically any program objective, particularly if the need for evaluative data is established early enough in the program so that appropriate measures can be built in.[2]

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[1]Ralph K. Hansen, Are Optional Alternative Public Schools Viable?, position paper, International Consortium for Options in Public Education, 1973, p. 3.

[2]Michael Hickey, Evaluating Alternative Schools, position paper, National Consortium for Options in Public Education, 1972, p. 5.

In his discussion in "The Parkway Evaluation: The Director's Perspective," in 1973, Leonard Finkelstein pointed out that his alternative was being evaluated by an outside agency. He went on to state the current format for evaluation of students' performances at Parkway and indicated that it was under revision to improve in the areas of clarity, specificity, and length. Through such a revision, Parkway intended to make its evaluation procedures uniform within the program, and "traditional" measurement devices, such as standardized tests, were to be included.[1]

In their "Survey of Trends in Evaluation of Alternative Schools," Coppedge and Smith cited a study conducted in 1972-73 using subjects participating in the six institutes on alternative public schools, jointly sponsored by the National Association of Secondary Principals and the International Consortium for Options in Public Education. The primary purpose of the study was to obtain information on the evaluation practices and preferences in alternative schools. Their conclusions were based on 118 of the 452 participants representing 32 states across the country. The major conclusions of the study can be summarized as follows:

1. Alternative schools are receptive to the idea of evaluation assuming they can afford the cost of evaluation specialists and external evaluators.
2. They preferred to give parents and students program change and information rather than boards of education.
3. They cited the lack of, or weaknesses in personnel and resources, money, time, evaluation tools, and use of

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[1]Leonard B. Finkelstein, "The Parkway Program Evaluation: The Director's Perspective," Changing Schools 2,2 (1975): 18.

evaluation in decision making as major deterrents to improved evaluation.
4. Two-thirds favored the idea of a center to provide evaluation services to alternative schools; however, the majority felt the cost should be borne by an outside funding source, not the local school system.
5. Large numbers felt additional research is warranted related to students and alternatives most favored student related research.[1]

Grand Rapids has developed a district-wide evaluation program to ascertain the effectiveness of its alternative education programs. No comparative data are available on alternative students and conventional students, but carefully monitored and developed objectives are available to see if programs are reaching their stated goals. External evaluations have also been conducted on these alternatives.

From a list of 20 evaluation surveys conducted on alternatives in Grand Rapids, the following strengths were found:

1. Facilities--Alternatives make use of facilities existing in both schools and the community. This practice is a more efficient use of facilities than conventional schools, thus, low cost effectiveness.
2. Selection Procedures--All alternatives have developed a final screening process to determine if the alternative is the appropriate learning environment for a given student. Final screening includes interviews with parents and students to investigate their expectations, and describe the educational program offered.
3. Student-Adult Ratio--All programs have a low student-adult ratio compared to conventional schools. These range in alternatives between 1 to 15. This is possible through the use of supplementing teachers with student teachers, university interns, aides, parent and community volunteers, and specialists in certain skill areas.
4. Pupil Achievement--Findings indicated success in four areas: increased rates of attendance, decreased suspension rates;

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[1]Floyd L. Coppedge and Gerald R. Smith, "Survey of Trends in Evaluation of Alternative Schools," Changing Schools 3,2 (1974): 14.

increased social maturity, adjustment, self-confidence, sense of responsibility, and independence. Achievement scores were equal to standard schools in reading and mathematics. Remedial gains in skill areas were consistently raised in alternatives.

5. Student-Teacher Relationships--Highly cited as a favored strength, the findings were that:
    a. Teachers treat students as people and with respect.
    b. Teachers establish warm, friendly, and even affectionate relationships with students.
    c. Teachers allow students freedom and responsibility simultaneously.
    d. Teachers create a casual, low-pressure atmosphere.
    e. Teachers show a genuine interest in students.
6. Relevance--Students and parents both felt that most alternatives offer a realistic education that is connected to the student's future. Teachers are more open to suggestions and change than conventional schools.[1]

Alternatives are not panaceas with no faults, and they still are experiencing some growth pains as others have who were trying new ideas and methods. Perhaps the evaluation information most feared by alternative program staff weaknesses or problems in alternative education. The evaluator failed to remember that students and staff come into these programs with old habits and behavior patterns which can only change over time and through the use of preconceived strategies. By developing and establishing alternatives by goals, many problems can be prevented before they occur. Apparently Grand Rapids, through its Office of Planning and Evaluation, has benefited from its past learning. There are still some problems which concern the Grand Rapids alternatives, and frequently appear:

a. Too much, too fast syndrome where enthusiastic supporters try to expand programs too rapidly. Any hint of a successful program and pressures are applied to enlarge and expand.

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[1]Smith, Barr, and Burke, Alternatives in Education, pp. 57-58.

b. Screening and orientation of schools is still not uniform. Student learning needs relative to environment should receive higher priority.
c. Many programs suffer image problems due to poor communication of program goals, weak public relations, and the unfortunate perception of alternatives as a dumping ground.
d. Staff must be well acquainted with new processes before they are implemented. Otherwise, harmful results might occur if certain approaches are tried without proper training (example, behavior modification).
e. Conventional schools may feel slighted by the attention, privileges, money, and facilities granted alternatives.[1]

Evaluation for alternatives has created some trying experiences, but today's programs seem to be better prepared to meet this challenge.

In summary, the alternative education movement has progressed in the last five years, but there may be some students that alternatives cannot fully serve such as students who are dissatisfied with the conventional school, but lack the self-discipline/motivation required for the independent learning environment offered in alternatives. Another concern which is not exclusively restricted to alternatives but does pose problems is the area of meeting student needs. Again the alternatives are not able to be all things to all students; for example, they cannot balance students' desires for individualized learning with their desire for learning in groups, nor can alternatives ensure that every student will master the basic skills. To incorporate some of the healthy aspects of academic completion without

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[1] Ibid., pp. 58-59.

including some of the negative aspects is also quite difficult for alternatives to achieve.[1]

It is only logical to conclude that nobody has yet developed one alternative program that can provide everything to all people. That is why alternatives are so wide and diversified. Until educators know more about the factors affecting student learning, such as environmental conditions, including space allowance, time influences, and mobility needs of individuals, alternative educators must continue to search for new methods and techniques to help students prepare for their future roles in society.

Summary

In this chapter, the secondary alternative movement was traced from its origins in the nonpublic sector into the public school systems of today. This discussion was presented in the following manner: (1) a brief history of secondary alternatives, (2) common types of alternatives in public schools, (3) planning alternatives, and (4) evaluations of secondary alternatives. In Chapter III the design of the study is presented.

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[1]"Alternative Schools: What Have We Learned?" What's Happening 4,5 (January, 1975): 4.

CHAPTER III

DESIGN OF THE STUDY

In this chapter the design used to collect the data and the method of analysis are presented.

This study is designed to employ the descriptive method of research. The major purpose of descriptive research in education is to tell "what is" or the "current status." Therefore, the method was selected as the best means of determining the present status of secondary alternatives in Michigan. Borg lists the following functions of the descriptive method:

> Descriptive studies (1) are often of great value merely to make known the current state of the science when the body of knowledge is relatively small; (2) provide us with a starting point; (3) are the direct source of valuable knowledge concerning human behavior; (4) are used widely by public school systems in their educational planning; (5) provide the school system with the means for internal evaluation and improvement; (6) give a description of current status and a source of ideas for change and improvement.[1]

Some descriptive studies can be based on hypotheses, but many are not. Usually, they are designed to portray facts and not to explain why the relationship exists or why certain conditions have occurred. Individuals in education and the behavioral sciences use the descriptive research method. Many types of descriptive research

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[1]Walter R. Borg, Educational Research, An Introduction (New York: David McKay Company, Inc., 1963), pp. 202-203.

are utilized. The type used in this study is a social survey involving the use of a questionnaire technique to make a broad analysis of the problem.

Population

The total population used for this study was drawn from a population of 96 secondary alternative education programs operating within Michigan public school districts. The alternative programs were identified for participation in this study according to the following definition: An alternative education program is defined as a program which is a part of the public school system, uniquely different from the basic conventional program, and available to students by choice.

Methodology Procedures

As stated earlier, this study made use of the survey questionnaire technique. The first step included a telephone survey to determine which Michigan school districts operated secondary alternative education programs. Once this determination was made and the contact person identified, the questionnaire, along with a cover letter, was mailed to the program. (See Appendix C for questionnaire and cover letter.)

A time frame was developed to allow 45 days for responses. After the 45-day period had passed, 43 questionnaires had been returned. Follow-up telephone calls were made to nonresponding programs and when necessary, additional mailings were made. As a

consequence of these procedures, 13 more questionnaires were received. From the survey 56 or 58 percent of the programs completed and returned survey forms.

Development of Survey Questionnaire

The purpose of this study was to identify and classify secondary alternative programs operating in Michigan public schools. Furthermore, the study intended to provide a description of the types of alternatives, including their unique and outstanding characteristics. In order to accomplish this task, several steps were necessary in the data-gathering process. The first step involved the selection of a panel to assist in the construction of an appropriate questionnaire for respondents. The panel was headed by a psychometrician who had extensive experience in the field of alternative education. Others on the panel were representatives from the State Department of Education, intermediate and local school districts, an alternative education instructor and administrator, education researcher, and a program researcher. A total of 11 individuals made up the panel. It was agreed that a simple majority would determine the panel's decision in any voting situation.

The second step involved the formulation of the items for the questionnaire. For the purposes of this study, 143 items were prepared for the panel of experts. Most of these items were constructed as closed-ended questions, which meant that the respondents selected their answers from among a list provided for this purpose. Demographic

information, such as key dates, ages, grades, and so forth, was also mentioned.

The third step involved the panel reviewing the items prepared for the research study. The panel used the principles applicable to most forms of written communication to analyze the items:

1. Questions should be clear and explicit.
2. Avoid complex or awkward wording.
3. All qualifications needed to provide a reasonable basis for response selection should be included.
4. Responses that overlap or include each other should be avoided.
5. Should be relevant.
6. Respondents must be competent to answer.
7. Avoid double-barreled questions.

The panel reviewed the original pool of 143 items, and agreed that 68 of the items were most appropriate and useful for the study. Next the questionnaire was pre-tested using a sample of 10 former alternative education administrators.

An analysis of findings from the pre-test revealed that 33 items failed to be answered by the subjects due either to the lack of understanding or difficulty in interpretation. Thus, further modification and clarification was necessary to obtain a useful instrument.

In its deliberation, the panel looked at the questionnaire and noticed that several items could be grouped by the type of information sought. In fact, it was discovered that five items pertained to program location, general program vicinity, delineation of regional and/or community service boundaries, nearest cross street, and school

district area if appropriate. Thus, through consolidation and deletion of three items, all similar in nature were omitted with items 4 and 5 yielding the needed information.

It should be pointed out that the panel used to develop this instrument operated under the constraint of satisfying mechanical or technical needs of the Michigan Department of Social Services. These constraints were created when the original computer programming procedures were set in place prior to the alternative educational items being included. This meant that any needed reprogramming would involve additional expense which the Michigan Department of Social Services (MDSS) wished to avoid. However, MDSS agreed to modify its computer programming after the field test if the questionnaire failed to get the information sought from items.

In a similar manner, item 13 resulted from five original items which reflected upon funding, and item 5 consolidated this information by allowing the respondent to check up to three responses.

Items 17, 25, 28, 30, and 31 all were derived from procedures similar to the one described in the previous discussion. Since there were a number of items which dealt with age, eligibility to receive services, sex, and school grade, these were consolidated into four items: 25, 28, 30, and 31.

The remaining reduction of 15 items can be accounted for by the Michigan Department of Social Services.

As a consequence of these modifications, consolidations, and other procedures described, a 35-item questionnaire resulted which was deemed useful and appropriate for the study.

Analysis of the Data

The data from the questionnaire were tabulated, analyzed, and recorded. The analysis of the data collected was presented in a number of ways. Information was presented by raw scores in tables to indicate the number of districts operating certain alternative programs and the responses to questions dealing with classifiable information was presented. The data received from the open-ended questions were reviewed, edited, and summarized.

On the basis of these data, a state directory was developed. A page identifying each program was prepared. The data are available on each of the responding 56 alternatives. Forty alternatives did not respond, but Part II of Appendix A lists the names of the contact persons along with information on county and school district size.

Summary

This study was designed to provide information concerning secondary alternative education programs operating in Michigan. The two specific objectives of this study were to identify and classify these programs. The descriptive research method using a questionnaire was used to carry out the objectives of this study. Programs included in this study were identified from a statewide telephone survey. The data from the study were tabulated, analyzed, and recorded. Open-ended questions were reviewed and summarized.

In Chapter IV a complete analysis of the results will be presented.

CHAPTER IV

ANALYSIS OF SURVEY RESULTS

Introduction

This chapter presents the data collected from the questionnaire and gives an analysis of the results and a summary of the findings pertaining to the study.

Secondary Alternative Education Program Types

The alternative education titles and definitions used to assist respondents in making the determination of their program type were derived from a list generated from several surveys. These surveys were conducted by five different educational entities:

1. Nation's Schools[1]
2. New York City Schools
3. National Urban League
4. Flint Public Schools
5. Neighborhood Education Authority

From these five separate surveys, a list of 21 secondary alternative education program types were identified to be used in this study. (See Appendix C.)

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[1]"All About Alternatives," Nation's Schools 90 (November 1972): 36.

From the available program titles and definitions used for classification in this study, 12 of 21 were identified as operational in Michigan school districts. Table 2 gives a breakdown of these programs.

Table 2.--Classification of secondary alternative education programs in Michigan.

Alternative Program Types	Number	Percent
1. Work Study Program	6	11
2. General Education Development (GED)	..	..
3. Secondary Level Exam Program (SLEP)	..	..
4. College Level Exam Program (CLEP)	..	..
5. Alternative High School Program Within Public System	13	23
6. Radio and Television	..	..
7. Academically Talented Student	..	..
8. Mini Schools	4	7
9. Satellite Schools	4	7
10. Learning Centers or Education Parks	..	..
11. Community Schools or Schools Without Walls	..	..
12. Special Needs (Pregnant Persons)	10	18
13. Open School	2	4
14. Multi-Cultural Program	..	..
15. Survival Programs	..	..
16. Auxiliary Services	2	4
17. Bilingual Bi-Cultural Education	..	..
18. Voluntarism	1	2
19. Neighborhood Education Centers	11	20
20. Street Academy	1	2
21. Schools of Choice	2	4
Total	56	100%

Three alternative programs made up over 50 percent of the reported alternatives: (a) those defined as alternative high school programs within public systems, which numbered 13, constituting 23 percent; (b) neighborhood education centers numbered 11, constituting 20 percent; and (c) special needs (pregnant persons) numbered 10, constituting 18 percent.

The remaining nine alternative types as shown in Table 2 represented 49 percent. It should be noted that work study programs represented 11 percent of all programs reporting.

As indicated in Figure 1, the preponderance of reporting alternative programs are located within four counties in Michigan. They are Wayne with seven, constituting 13 percent; Ingham and Kent each with six, constituting 11 percent respectively; and Genesee with four, or 7 percent.

The remaining 33 programs are located within 22 counties in Michigan. From the figure it should be noted that most programs are located in the southern portion of the Lower Peninsula.

For purposes of this study, local school districts were classified by the number of students enrolled in grades 9 through 12. Table 3 depicts the class and the population distribution for each class.

Based upon the information in Table 3, 65 percent of the responding alternative types were located in classes II, III, and V. The remaining classes I, IV, and VI had a substantially smaller number of programs operating in their districts.

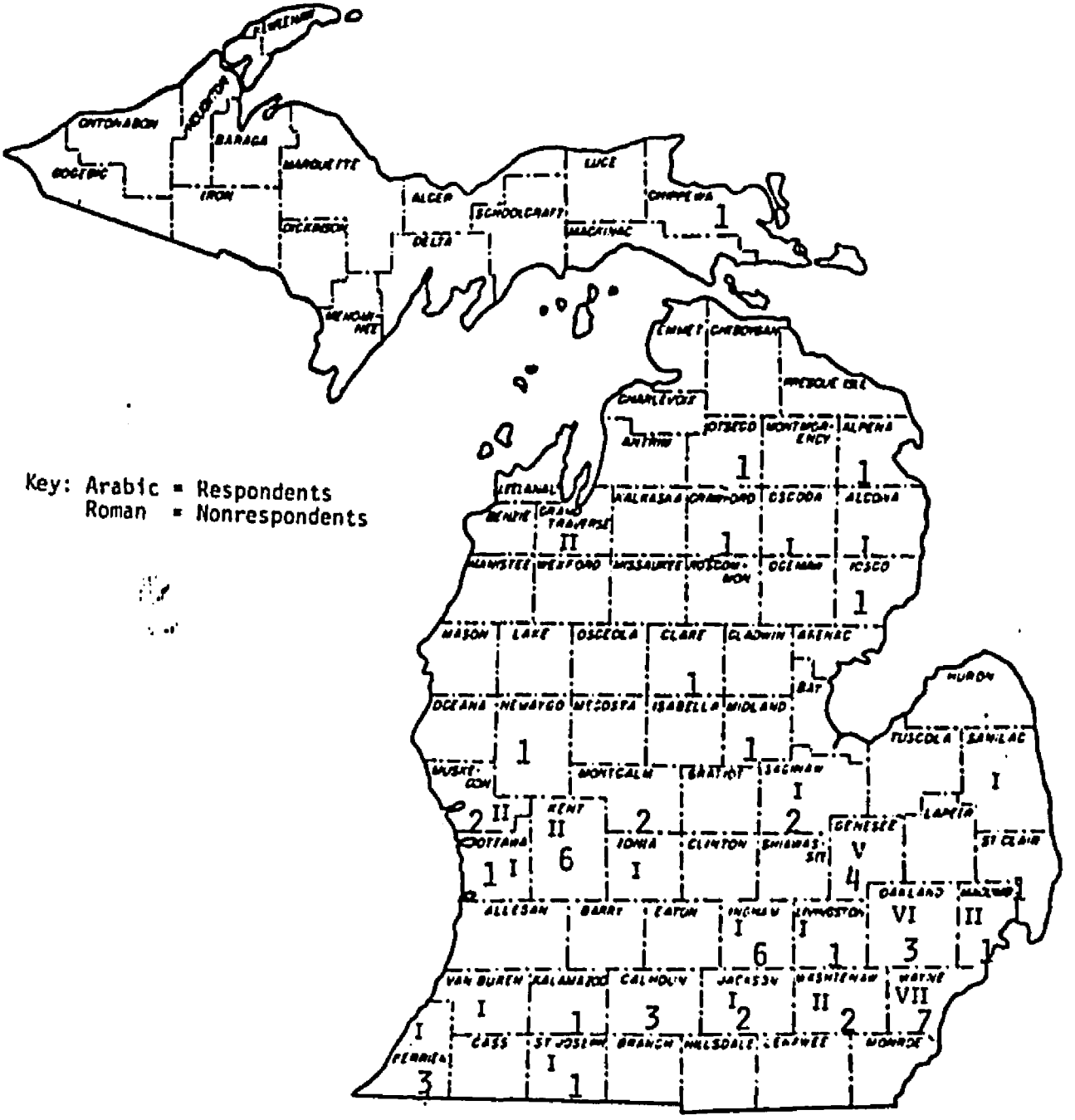

Figure 1.--Distribution of secondary alternative education programs by counties.

Table 3.--Secondary alternative education programs by local school district size.

Enrolled in Grades 9 through 12 Alternative Program Types	I Up to 762	II 763 to 1529	III 1530 to 2539	IV 2540 to 5469	V 5470 to 12,249	VI 12,250 to More
1. Work Study Program	1	3	..	..	2	..
2. General Education Development (GED)	..	..	..	..	..	..
3. Secondary Level Exam Program (SLEP)	..	..	..	..	..	..
4. College Level Exam Program (CLEP	..	..	..	..	..	..
5. Alternative High School Program Within Public System	2	4	..	2	5	..
6. Radio and Television	..	..	..	..	..	..
7. Academically Talented	..	..	..	..	..	..
8. Mini Schools	1	..	1	2	..	..
9. Satellite Schools	..	1	..	2	1	..
10. Learning Centers or Educational Parks	..	..	..	..	..	..
11. Community Schools or Schools Without Walls	..	..	..	..	..	..
12. Special Needs (Pregnant Persons)	2	2	4	..	2	..
13. Open Schools	1	..	..	..	1	..
14. Multi-Cultural Programs	..	..	..	..	..	..
15. Survival Programs	..	..	..	..	..	..
16. Auxiliary Services	..	..	1	..	..	1
17. Bilingual Bi-Cultural Education	..	..	..	..	..	..
18. Voluntarism	..	..	1	..	..	..
19. Neighborhood Education Centers	..	2	2	2	2	3
20. Street Academy	..	..	..	..	1	..
21. Schools of Choice	1	..	..	..	1	..
Total	8	12	9	8	15	4

Other Findings of the Study

While analyzing the major objectives associated with this study, several other factors were discovered. These will be discussed in this section.

Demographic Information

According to the responses received, a comparatively greater number of males were enrolled in these programs. In fact, 60 percent of the 6,475 students were males as opposed to 40 percent females.

When looking at the age distribution across all programs, the findings revealed that the average age of the youngest student was 15 years of age, whereas the average age of the oldest student was 19.

Nonwhites composed 36 percent of the student population, compared to 64 percent majority representations.

When programs were asked to give the general characteristics or description of students attending their programs, four major categories evolved.

Sixty percent of the students served were identified as being potential dropouts, lacking motivation, having a history of attendance problems, and/or having deficiencies in the basic skill areas. Furthermore, it should be noted that over 85 percent of the students were below the ninth grade level.

Accreditation of Programs

Since 1974, the North Central Association of Colleges and Schools has been accrediting alternatives. Forty-three percent of the programs were accredited by this association.

Admission and Enrollment

It is generally assumed that students enroll in alternative programs under their own volition. The results of this study indicated, however, that the decision to enroll was jointly reached by both parent/guardian and the student, even though the genesis of the referrals was typically from the conventional school administration. Another interesting note was the fact that 47 percent of the programs had waiting lists.

Funding

As stated in Chapter I, the majority of alternative programs were funded by private corporations and foundations. However, this study revealed that 73 percent of the funding for these alternatives was received from local and/or state educational coffers.

Unique and Outstanding Characteristics

Programs were asked to identify the unique and outstanding characteristics of their schools, with special reference to students' needs. These responses were analyzed and then summarized. The following is a listing of their responses:

1. Highly individualized approach
2. Individual, group, and family counseling

3. Small class sizes
4. Vocational planning programs
5. Work study programs
6. Home visitations
7. Open-door policy for crisis intervention
8. Shared decision-making model
9. Shared curriculum design
10. Utilization of community resources
11. Use of volunteers
12. Flexible schedule
13. Contacted learning models
14. Prenatal education
15. Mini courses and independent study
16. Societal skills (i.e., checking, banking, and leases)
17. Hand-picked staff

Introduction to Taxonomy of Secondary Alternative Programs

In Chapter II, Glatthorn's taxonomy of categories for the classification of alternative program planning considerations was given. Just to reiterate some highlights of that discussion, it was pointed out that developers and planners should approach new programs with a schematic list of factors which may be central to the success of the implementation of the alternative. In all, there were 20 such factors enumerated in Glatthorn's taxonomy. (See Table 1 in Chapter II.)

When the survey results were examined, the alternative programs grouped into four major categories. The groups were as follows: (a) Alternative High School Programs Within Public Systems (SWS); (b) Special School Programs, also known as Pregnant Persons Programs (P-P); (c) Neighborhood Education Centers (NEC); and (d) Work Study

Programs (W-S). With the groups already established, the researcher proceeded to use Glatthorn's taxonomy to compare the program factors. Table 4 illustrates the findings of this classification exercise.

Summary

This chapter analyzed the results of the questionnaire. The analysis of the data was presented in tabulated form. Other findings were presented in a narrative form, and a summary of the unique features of the programs was itemized. Table 4 is an example of how the four most popular alternatives in Michigan utilized the options within Glatthorn's taxonomy.

In Chapter V a summary and conclusion will be presented.

Table 4.--A sample taxonomy for four Michigan alternatives.

Factors	SWS	P-P	NEC	W-S
1. Funding	Public tax funds Federal, state, foundations	Public tax funds Federal, state, foundations	Public tax funds Federal, state, foundations	Public tax funds Federal, state, foundations
2. Control	Public school system	Public school system	Parents, community	Public school system
3. Students	Heterogeneous Basically homogeneous by virtue of interest	Intentionally homogeneous on basis of predetermined criteria	Heterogeneous Basically homogeneous by virtue of interest	Homogeneous
4. Board	Moderately active board	Inactive board	Dominating board	Inactive board
5. Daily governance	Teachers	Teachers	Teachers and students	Teachers
6. Leadership	Single strong leader	Single strong leader	Single democratic leader or team of leaders	Single strong leader
7. Relationships with conventional school	Housed in same building Annex	Completely separate	Completely separate	Housed in same building Annex
8. Facilities	School building	Nonschool building	Nonschool facility No single building	School building No single building

Table 4.--Continued.

Factors	SWS	P-P	NEC	W-S
9. Full-time or part-time program	Chiefly full-time with some movement back to main school	Chiefly full-time with some movement back to main school	Chiefly full-time with some movement back to main school	Chiefly full-time with some movement back to main school
10. Staff	Certificated	Certificated	Chiefly certificated with some noncertificated	Chiefly certificated with some noncertificated
11. Staff Organization	Some differentiation	Some differentiation	Some differentiation	Some differentiation
12. Student selection	Open admissions	"Forced" assignment Open admissions	Open admissions	Open admissions
13. Exclusion	Only a few pupils excluded for very serious infractions	Only a few pupils excluded for very serious infractions	Only a few pupils excluded for very serious infractions	Pupils excluded if they break rules
14. Program evaluation	Comprehensive	Comprehensive	Comprehensive	Comprehensive
15. Degree of structure	Students and staff develop minimal structure	Highly structured and controlled	Students and staff develop minimal structure	Highly structured and controlled
16. Nature of program	Mixture of conventional and esoteric	Mixture of conventional and esoteric	Mixture of conventional and esoteric	Mixture of conventional and esoteric

Table 4.--Continued.

Factors	SWS	P-P	NEC	W-S
17. Grade organization	Nongraded within limits	Wide range of ages intentionally mixed	Wide range of ages intentionally mixed	Wide range of ages intentionally mixed
18. Schedule	College schedule with variations	College schedule with variations	College schedule with variations	College schedule variations
19. Pupil grading	Letter grades with options	Letter grades with options	Letter grades with options	Letter grades with options Noncompetitive evaluation
20. Crediting	Carnegie unit	Carnegie unit with variations	Carnegie unit with variations	Carnegie unit with variations

CHAPTER V

SUMMARY, CONCLUSIONS, INTERPRETATIONS OF RESULTS, RECOMMENDATIONS FOR PLANNERS, AND RECOMMENDATIONS FOR FUTURE RESEARCH

The purpose of this study was to identify and classify secondary alternative education programs operating in Michigan public schools so that identified programs would have a medium for exchanging information with one another and other interested individuals. Conclusions, interpretations of results, recommendations for planners, and recommendations for future research are presented in this chapter.

Conclusions

1. The secondary alternative education movement in Michigan started after California, New York, Illinois, Pennsylvania, and Minnesota.

2. School superintendents had difficulties in classifying nontraditional secondary programs within their systems as alternatives.

3. Three dominant secondary alternative program designs found were those:

   a. Within the existing traditional high school, i.e., alternative high school programs within public systems.

b. Outside of the existing traditional high school, i.e., neighborhood education centers and special programs (pregnant persons).

c. Utilizing community resources and sites, i.e., work study programs.

4. Data from the questionnaires would give evidence that the development of secondary alternative programs was even across all districts regardless of size, although most programs were located in the highly populated urban areas.

5. From the data collected it can be concluded that most of the programs were begun in 1973.

6. The respondents indicated that the funding for their programs came primarily from state and local coffers.

7. The data indicated that the majority of students were received through a referral process involving the parent/legal guardian and student.

8. It can be concluded that the majority of the students were below grade level academically. Thus the curriculum had to be adapted.

9. From the questionnaires the description of the population served indicated the following:

a. Sixty percent of the 6,475 students were males, as opposed to 40 percent females.

b. The average age of the youngest student was 15 years of age, whereas the average age of the oldest student was 19.

c. The racial distribution of the population served indicated 36 percent were nonwhites, compared to a 64 percent majority representation.

10. It can be concluded from the data that the majority of the students attending these programs had been identified as:

a. Potential dropouts

b. Nonmotivated by present traditional system

c. Attendance problems

d. Lacking basic academic skills

e. Needing individual attention

11. All the respondents stressed the importance of providing "supportive services." (See unique and outstanding characteristics, Chapter IV.)

12. A conceptual framework developed by Glatthorn provided the basic foundation for analyzing and interpreting the results associated with this research. In general, the 20 factors identified by Glatthorn were comprehensive. The alternative program characteristics of respondents to the survey easily fitted into most of the categories. In retrospect, it might be possible either to combine certain categories or even omit without extensive, significant loss in data or description. For planners the need to make decisions is usually based on the validity of the information received. With the clear, precise format the model offers, it does have advantages with respect to its utility.

Interpretation of Results

Major Program Types

From the data generated in this research study, it was found that the alternative programs grouped into four distinct categories. These were: (1) Schools Without Walls, (2) Neighborhood Education Centers, (3) Pregnant Persons Programs (also referred to as pregnant girls' programs), and (4) Work Study Programs.

It also should be mentioned that additional information about programs was gained from the supplemental literature respondents sent back with the questionnaire. Thus, the general knowledge about program offerings, structure, and funding was greatly enhanced.

Unexpected Findings

The following is a list of those unexpected results based upon the responses gathered by the researcher's instrument and other program publications submitted.

Funding

Based upon the researcher's review of literature and review of alternative programs throughout the country, it was anticipated that the majority of programs operating in Michigan would be funded by federal or "soft" dollars. The results based upon the instrument revealed that the majority of the programs operating in Michigan were funded either by state or local dollars.

Motivation

Question 31 asked the program coordinator or program director to identify the type of student they most often worked with. To the surprise of the researcher the responses indicated that a large number of their students attending alternative schools were "nonmotivated by present traditional systems."

Supportive Services

It was anticipated by the researcher that the majority of alternative programs operated by the local or intermediate school district at the secondary level only provided a separate learning facility but very little in terms of supportive services. The finding, however, revealed that in fact a great deal of emphasis was placed on identifying community human services resources and employment opportunities to address the total needs of the students.

Enrollment

A great number of alternative programs throughout the country do not utilize a cooperative enrollment of referral procedure involving the administration, instructional staff, parent or guardian, and student. It was anticipated that that trend would be reflective of the alternative programs operating in Michigan. The data, however, revealed that all the Michigan programs require that the parent or guardian and student become involved in the enrollment, referral, or transfer of a student from a traditional setting to the alternative setting.

These four unexpected findings only confirmed the researcher's position that educators in the State of Michigan are coming to the realization that alternative programs must not only address those individuals having difficulty completing their high school education, but they can also assist in addressing the needs of those "nonmotivated students" who are academically talented.

Recommendations for Planners

The recommendations given in this section are based upon the data presented in the findings, and the observations of the researcher and the review of the related literature. The recommendations are as follows:

1. From the responses to the questionnaire, the term "alternative education" seems to be a universal term used to identify any program that has the slightest variation from the conventional school. Therefore, it is recommended that planning groups developing alternatives understand the characteristics of an alternative program, such as:

    a. The learning environment is significantly different.
    b. The instructional practices and curriculum differ significantly from the conventional school.
    c. Staff and students are involved in the decision-making process.
    d. They are designed to be more responsive to change.
    e. They utilize a large number of available resources and facilities.

f. They are responsive to community needs.

g. They tend to have smaller class sizes.

2. Participants in the study were asked to provide demographic information on the students served. It was evident from their responses that they were serving a diverse population. Given this diversity of populations, it is all the more imperative that educators consider the individual differences of students.

3. Based upon the data collected in this study, it was found that programs were located either in the conventional facility or in a separate facility. It is recommended that the alternative program be located in an environment that is conducive to the students' learning styles, such as:

a. Within the conventional building, i.e., mini-schools within the City of New York high schools.

b. Outside the conventional building, i.e., neighborhood education centers which are programs that are located in separate facilities, but serve potential dropouts and dropouts from the local conventional high schools.

c. Centrally located facility using the community resources as its learning environment, i.e., Parkway Program located in Philadelphia, the "School Without Walls."

d. "Unilateral Alternative"; an example of this alternative is when a student has expressed interest in a single subject, such as welding, music, art, or

athletics. Then arrangements are made to allow the student to remain in one class until he or she experiences the need for a total educational experience.

4. Based upon the data, it is apparent that "supportive services" are an essential part of alternatives. It is recommended that educators include such supportive services in the program. An example of the services is illustrated in a pregnant person program. The services would include pre/post natal care, nutrition, family counseling, and child development.

5. The responses to the questionnaire indicated that there is an emphasis placed on individualized instruction. It is recommended that much importance be placed on one-on-one or small-group situations to insure more sensitivity to students' needs.

6. It is evident from the data received and from the literature that alternatives have been developed for all types of students. It is recommended that educators utilize alternatives not just for negatively labelled students, but for all students needing a learning environment conducive to their learning styles.

Recommendations for Future Research

This study was limited to secondary alternative programs within the public school systems. It is recommended that additional studies be conducted to identify and classify alternatives in the following areas:

1. Elementary schools (public and private).
2. Middle schools (public and private).
3. Private secondary schools.

In addition to identifying and classifying the various operating alternatives, it is further recommended that studies be conducted to gather data in the following areas:

1. Various types of curriculum offered in elementary, middle, and secondary schools (public and private).
2. Various administrative structures in alternatives.
3. Comparative study of unique services provided to students in alternative programs with those offered in traditional programs.
4. A study should be conducted to investigate attitude and behavior patterns of alternative students compared to their previous attitude and behavior patterns in traditional programs.
5. A study should be conducted to investigate attitude and behavior patterns of teachers in alternative programs compared to their previous attitude and behavior patterns in traditional programs.

Summary

This study was designed as a descriptive survey to identify and classify secondary alternative education programs in Michigan local school districts. The conclusions and interpretation relative to this study were reported. Recommendations to educators who are planning or operating alternatives have been made, based on the conclusions of this study.

Limitations of Data Collection

One problem which is associated with mail surveys is the return rate. The ideal situation a researcher would like is for all the respondents in the sample to complete and return the questionnaires. But, alas, in the real world this does not happen nor does one realistically expect it to happen since the respondent controls the return of such questionnaires. The adequacy of the smaller sample remaining from the total identified population then becomes a concern to the researcher.[1]

Much importance is attached to the response rate because the reliability or representativeness of the sample respondents and the interpretation of the findings is dependent on it. Reporting of mail surveys and their subsequent analysis should be based on reliable samples.

Response rates, however, do provide a guide to the possible reliability of the findings or representativeness of the sample respondents. Thus, for purposes of analyzing and reporting mail surveys, some predetermined guideline for determining adequate response rates is recommended. This study used the response rates suggested by researcher, Earl R. Babbie, who feels that a response rate of (1) 50 percent is adequate, (2) 60 percent is good, and

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[1]Marjorie N. Donald, "Implications of Nonresponse for the Interpretation of Mail Questionnaire Data," Public Opinion Quarterly 24,1 (1960): 99-114; K. A. Brownlee, "A Note on the Effects of Non-response on Surveys," Journal of the American Statistical Association 52,277 (1957): 29-32.

(3) 70 percent or more is very good. However, he does caution those electing to use these rates that they are only rough estimates, not finite determiners. What should be more important to researchers is the demonstrated lack of response bias which may be found. In other words, if a researcher finds that there is an extremely low return rate, this indicates a serious problem with analysis and interpretation of the results since a representative sample is questionable.[1]

In this study, there was a 59 percent response rate which can be interpreted to be adequate for this sample of respondents. Therefore, the findings associated with these secondary alternative programs can be considered reliable. In no way, however, can the response rate denote statistical significance. Any statements, assumptions, or generalities about alternatives can only be generalized to programs in the respondent sample.

There still are approximately 40 percent of the respondents who failed to return the questionnaires. Their effect upon the results cannot be determined because data on them are missing.

Personal Reflections

Going through the activities of planning, developing, reviewing literature, data collection, analyzing, interpreting and formulating conclusions to be organized into the final product has provided this researcher with unforgettable educational experiences. Not only has my research knowledge increased to include new information about

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[1]Earl R. Babbie, Survey Research Methods (Belmont, Calif.: Wadsworth Publishing Co., Inc., 1973).

alternative education on the national as well as state level, but I have also experienced tremendous growth personally and professionally, which I am sure will make me a better person.

The alternative education movement nationally, but more specifically here in Michigan, has grown considerably. Just what the future of Michigan's alternative educational progress will be depends upon success of various innovations in practice. Recognizing that learning styles vary from person to person, the challenge to educators and others will be to provide the necessary delivery systems and supportive services to nsure each person maximizes his/her potential. The era of one curriculum or one learning environment is passé. The literature reviewed reveals that there is a definite trend to return to the "basics," reading, writing, and arithmetic, but indications are that they will be delivered in nontraditional methods and facilities.

The current problems facing education systems, such as declining enrollments, unmotivated students, dissatisfied parents, low morale among teachers and administrators, not to mention rising costs due to inflation, have had their toll on our schools. These events also present the catalyst which promotes interest in seeking solutions through the utilization of new methods or programs. Alternative education was created in such an environment. There are those who advocate that alternatives provide necessary options not only to parents and students but to teachers and administrators who also need choices. Thus alternatives perhaps may benefit unhappy teachers because they will be in a more pleasing environment. Students

enrolled in alternatives might begin to enjoy and appreciate learning if they are in a conducive environment. Logically, if the students are performing well and are happy, then the parents will be pleased with the students, teachers, administrators, and the educational system in general. The bottom line is the reflection of this overall happiness which results in successful millage votes on election day at the polls to support our schools.

I believe that one of the first issues immediately facing educators is the challenge of change. What was good for and to the nineteenth or twentieth century student is not necessarily good for or to the student of the twenty-first century. Perhaps the model used in education is in need of reconstruction, not radical surgery but surgery nonetheless. Supportive services as well as academics might be needed to create student success at all levels from preschool to extended and life-long learning. Education does not occur in a vacuum. The total person must be considered in any model developed.

The alternative movement is here. Just how and the direction it takes in its development is our responsibility as educators. This researcher only hopes that those who read this study will be motivated to become participants who contribute to the planning and development of educational alternatives when they are needed in their community. May I leave you with this thought:

> The time to study may have been yesterday . . .
> The time to implement may be today . . .
> The people affected will be here tomorrow.

APPENDICES

APPENDIX A

SECONDARY ALTERNATIVE EDUCATION PROGRAMS:

A STATE DIRECTORY FOR MICHIGAN

Respondents

Alternative Schools on Which Detailed Data Were Not Received

APPENDIX A

SECONDARY ALTERNATIVE EDUCATION PROGRAMS:
A STATE DIRECTORY FOR MICHIGAN

PROGRAM NAME:	Albion Public Schools Alternative Ed.
ADDRESS:	709 N. Clinton Street Albion, MI 49224
PRINCIPAL OR COORDINATOR:	Bruce Smith
CONTACT PERSON:	Joyce Joranko
CONTACT TITLE:	
PHONE:	(517) 629-9166
YEAR ESTABLISHED:	1976
PROGRAM CAPACITY:	17 students
SOURCE OF FUNDS:	(A) public-state
ETHNIC GROUP:	(A) 30% Afro-American (Black) (B) 40% Caucasian (White) (C) 30% Spanish American
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) psychological dropouts (C) not motivated by present traditional system (D) attendance problems
ENROLLMENT PROCESS:	(A) school referral
ENROLLMENT PHONE:	(517) 629-9166
TITLE OF PROGRAM:	Alternative high school programs within the public system
PROGRAM DESCRIPTION:	There is a highly individualized approach to learning. A great amount of multi-cultural material is used. An outstanding instructor.

PROGRAM NAME:	Alternative Center for Education
ADDRESS:	26645 West Six Mile Road Redford, MI 48240
PRINCIPAL OR COORDINATOR:	Ron Perian
CONTACT PERSON:	Ron Perian
CONTACT TITLE:	Director
PHONE:	(313) 531-6000
YEAR ESTABLISHED:	1973
PROGRAM CAPACITY:	130 per year
SOURCE OF FUNDS:	(A) public-state (B) local
ETHNIC GROUP:	(A) 100% Caucasian (White)
LOWEST GRADE TAUGHT:	7th
ELIGIBILITY CHARACTERISTICS:	(A) lack basic academic skills (B) not motivated by present traditional system (C) needs individual attention (D) suspension
ENROLLMENT PROCESS:	(A) school referral (B) appointment required
ENROLLMENT PHONE:	(313) 531-6000
TITLE OF PROGRAM:	Satellite school
PROGRAM DESCRIPTION:	Individual needs are taken into consideration. Emphasis on improving self-image.

PROGRAM NAME:	Alternative Education
ADDRESS:	2215 Court Street Port Huron, MI 48060
PRINCIPAL OR COORDINATOR:	Chester Wydrzynski
CONTACT PERSON:	John Ufford
CONTACT TITLE:	Assistant Principal
PHONE:	(313) 984-2611
YEAR ESTABLISHED:	1977
PROGRAM CAPACITY:	30 per semester
SOURCE OF FUNDS:	(A) public-federal (B) public-state (C) local school district
ETHNIC GROUP:	(A) 5% Afro-American (Black) (B) 5% American Indian (C) 85% Caucasian (White) (D) 5% Spanish American
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	(A) dropouts (B) lack basic academic skills (C) attendance problems (D) suspension
ENROLLMENT PROCESS:	(A) school referral (B) parent & student selection (C) court referrals
ENROLLMENT PHONE:	(303) 984-2611
TITLE OF PROGRAM:	Work study program/Mini schools
PROGRAM DESCRIPTION:	Individualized instructions, group counseling, basic reading and math are stressed, career orientation and program contract (mutual consent).

PROGRAM NAME:	Alternative Education
ADDRESS:	204 Muskegon Street Cedar Springs, MI 49319
PRINCIPAL OR COORDINATOR:	Max Wisner
CONTACT PERSON:	Max Wisner
CONTACT TITLE:	
PHONE:	(616) 696-1200
YEAR ESTABLISHED:	1975
PROGRAM CAPACITY:	45 per semester
SOURCE OF FUNDS:	(A) public-state
ETHNIC GROUP:	(A) 99.5% Caucasian (White) (B) .5% Spanish American
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) lack basic academic skills (C) attendance problems (D) trouble with the law
ENROLLMENT PROCESS:	(A) school referral (B) parent & student selection (C) court referral
ENROLLMENT PHONE:	(616) 696-1200
TITLE OF PROGRAM:	Mini School
PROGRAM DESCRIPTION:	Program for very low math and reading skills. Students are not in alternative ed, all day. We try to mainstream in physical ed, industrial arts, and home ec., etc.

PROGRAM NAME:	Alternative Education School
ADDRESS:	220 N. Pipestone Road Benton Harbor, MI 49022
PRINCIPAL OR COORDINATOR:	Alouch Whitfield II
CONTACT PERSON:	Wallace Dunn Roderick Halstad
CONTACT TITLE:	
PHONE:	(616) 926-1141
YEAR ESTABLISHED:	1975
PROGRAM CAPACITY:	60 per semester
SOURCE OF FUNDS:	(A) public-state
ETHNIC GROUP:	(A) 100% Afro-American (Black)
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) dropouts (C) attendance problems (D) court adjudicated
ENROLLMENT PROCESS:	(A) non-school referral (B) school referral (C) board of education--mandate
ENROLLMENT PHONE:	(616) 925-7036
TITLE OF PROGRAM:	Special needs
PROGRAM DESCRIPTION:	- individualized instruction - crisis intervention service - group & individual counseling - peer group counseling - special education consultant - graduation option (learning sites) - cultural exposure/variety of field trips

PROGRAM NAME:	Alternative Program
ADDRESS:	4000 N. Van Horn Road Jackson, MI 49201
PRINCIPAL OR COORDINATOR:	Herman Howard
CONTACT PERSON:	Herman Howard
CONTACT TITLE:	Principal
PHONE:	(517) 569-2244
YEAR ESTABLISHED:	1976
PROGRAM CAPACITY:	15 per year
SOURCE OF FUNDS:	(A) public-state
ETHNIC GROUP:	(A) 90% Caucasian (White) (B) 10% Spanish American
LOWEST GRADE TAUGHT:	8th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) lack basic academic skills (C) not motivated by present traditional system (D) attendance problems
ENROLLMENT PROCESS:	(A) school referral (B) written application (C) parent & student selection
ENROLLMENT PHONE:	(507) 569-2244
TITLE OF PROGRAM:	Alternative High School Program

PROGRAM DESCRIPTION:

PROGRAM NAME:	Alternative Program for Learning Enrichment
ADDRESS:	312 East Edgerton Street Howard City, MI 49329
PRINCIPAL OR COORDINATOR:	Kenneth Willett
CONTACT PERSON:	John M. Kelley
CONTACT TITLE:	Teacher Counselor
PHONE:	(616) 931-5611
YEAR ESTABLISHED:	1973
PROGRAM CAPACITY:	40 per semester
SOURCE OF FUNDS:	(A) public-state (B) local school district
ETHNIC GROUP:	(A) 100% Caucasian (White)
LOWEST GRADE TAUGHT:	7th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) psychological dropouts (C) lack basic academic skills (D) attendance problems
ENROLLMENT PROCESS:	(A) school referral
ENROLLMENT PHONE:	(616) 931-5217
TITLE OF PROGRAM:	Special needs/Alternative high school programs within the public system
PROGRAM DESCRIPTION:	Respond to specific needs of the student--psychological, social, behavior, or academic.

PROGRAM NAME:	Alternative Program for Pregnant Girls
ADDRESS:	500 Woodrow Fremont, MI 49412
PRINCIPAL OR COORDINATOR:	Robert Kraai
CONTACT PERSON:	Maxwell Hamilton
CONTACT TITLE:	
PHONE:	(616) 924-0230
YEAR ESTABLISHED:	1975
PROGRAM CAPACITY:	25 students
SOURCE OF FUNDS:	(A) public-state (B) public-city
ETHNIC GROUP:	(A) 99% Caucasian (White) (B) 1% Spanish American
LOWEST GRADE TAUGHT:	7th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) not motivated by present traditional system (C) needs individual attention (D) pregnant person
ENROLLMENT PROCESS:	(A) non-school referral (B) school referral
ENROLLMENT PHONE:	(606) 924-0230
TITLE OF PROGRAM:	Special needs--pregnant girls

PROGRAM DESCRIPTION:

PROGRAM NAME:	Avondale Alternative Education
ADDRESS:	2800 Waukegan Auburn Heights, MI 48057
PRINCIPAL OR COORDINATOR:	John G. Petitto
CONTACT PERSON:	John Petitto
CONTACT TITLE:	Coordinator
PHONE:	(313) 373-8276
YEAR ESTABLISHED:	1975
PROGRAM CAPACITY:	25 per marking period
SOURCE OF FUNDS:	(A) public-state
ETHNIC GROUP:	(A) 100% Caucasian (White)
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) lack basic academic skills (C) needs individual attention (D) attendance problems
ENROLLMENT PROCESS:	(A) school referral
ENROLLMENT PHONE:	(303) 852-2850
TITLE OF PROGRAM:	Work Study Program
PROGRAM DESCRIPTION:	Individualized courses in math and English as well as regular home contact, and employer contact. Students are given ample opportunity to demonstrate their skills both in classroom and on the job.

PROGRAM NAME:	Capitol Alternative Education Program
ADDRESS:	1019 W. Michigan Lansing, MI 48915
PRINCIPAL OR COORDINATOR:	Marian Caldwell
CONTACT PERSON:	Joe Rousseau
CONTACT TITLE:	Director
PHONE:	(517) 374-4084
YEAR ESTABLISHED:	1970
PROGRAM CAPACITY:	125 per term
SOURCE OF FUNDS:	(A) public-federal (B) public-state (C) public-city
ETHNIC GROUP:	(A) 35% Afro-American (Black) (B) 60% Caucasian (White) (C) 5% Spanish American
LOWEST GRADE TAUGHT:	10th
ELIGIBILITY CHARACTERISTICS:	(A) academically talented (B) potential dropouts (C) not motivated by present traditional system (D) have special interests
ENROLLMENT PROCESS:	(A) non-school referral (B) school referral (C) parent & student selection
ENROLLMENT PHONE:	(517) 374-4223
TITLE OF PROGRAM:	Satellite schools
PROGRAM DESCRIPTION:	Student involvement regarding program goals and objectives and rules and regulations. Home visits are made every two weeks or contact is made by phone with a parent or guardian.

PROGRAM NAME:	CATCH
ADDRESS:	Box 497 Alpena, MI 49707
PRINCIPAL OR COORDINATOR:	Vicki Wozniak
CONTACT PERSON:	Vicki Wozniak
CONTACT TITLE:	Director Special Ed
PHONE:	(517) 354-3101
YEAR ESTABLISHED:	1974
PROGRAM CAPACITY:	16 per semester
SOURCE OF FUNDS:	(A) public-federal (B) public-state (C) public-county
ETHNIC GROUP:	(A) 100% Caucasian (White)
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	(A) psychological dropouts (B) lack basic academic skills (C) suspension (D) special education--emotionally impaired
ENROLLMENT PROCESS:	(A) non-school referral (B) school referral (C) parent & student selection
ENROLLMENT PHONE:	(517) 354-3101
TITLE OF PROGRAM:	Satellite school/special needs/ survival program
PROGRAM DESCRIPTION:	Individual education plan for each student. Psychologist one day per week for individual and group therapy. Afternoon follow-up for students returning to regular classes.

PROGRAM NAME:	Center for Continuing Ed--Alternative School
ADDRESS:	46 E. Victor Street Highland Park, MI 48203
PRINCIPAL OR COORDINATOR:	Neil G. Stott
CONTACT PERSON:	Steve Davlantes
CONTACT TITLE:	Director Continuing Education
PHONE:	(313) 868-2213
YEAR ESTABLISHED:	1975
PROGRAM CAPACITY:	90 per semester
SOURCE OF FUNDS:	(A) public-state
ETHNIC GROUP:	(A) 100% Afro-American (Black)
LOWEST GRADE TAUGHT:	8th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) not motivated by present traditional system (C) needs individual attention (D) attendance problems
ENROLLMENT PROCESS:	(A) school referral (B) written application (C) parent and student selection
ENROLLMENT PHONE:	(313) 868-2212
TITLE OF PROGRAM:	Satellite school/Mini-school

PROGRAM DESCRIPTION: Our school favors the "family concept." Each student is scheduled into a family for the duration of the school term. The "family" shares concerns, and aids in seeking solutions to social, emotional, and educational situations that may arise during and after the regular school day.

An administrative "open-door" policy is always evident in our school. We feel that distasteful situations should be acted upon as quickly as possible. This policy enables a student to freely walk in for a conference when deemed necessary.

PROGRAM NAME:	Centreville Alternative & Rehabilitative Ed
ADDRESS:	190 Hogan Centreville, MI 49032
PRINCIPAL OR COORDINATOR:	Ronald Lahman
CONTACT PERSON:	Ronald Lahman
CONTACT TITLE:	
PHONE:	(616) 467-9355
YEAR ESTABLISHED:	1977
PROGRAM CAPACITY:	15 per semester
SOURCE OF FUNDS:	(A) public-state (B) public-school district
ETHNIC GROUP:	(A) 100% Caucasian (White)
LOWEST GRADE TAUGHT:	7th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) dropouts (C) lack basic academic skills (D) social rehabilitation
ENROLLMENT PROCESS:	(A) non-school referral (B) school referral (C) parent & student selection
ENROLLMENT PHONE:	(616) 467-9355
TITLE OF PROGRAM:	Schools of choice
PROGRAM DESCRIPTION:	Reading and math skills development to optimum. Social skills developed.

PROGRAM NAME:	Centro De Educacion Comunal
ADDRESS:	425 Pleasant Street Grand Rapids, MI 49503
PRINCIPAL OR COORDINATOR:	Victor Rodriguez
CONTACT PERSON:	Cindy Orchasitas
CONTACT TITLE:	Secretary
PHONE:	(616) 459-4471
YEAR ESTABLISHED:	1974
PROGRAM CAPACITY:	100 per year
SOURCE OF FUNDS:	(A) public-state (B) public-city
ETHNIC GROUP:	(A) 31% Afro-American (Black) (B) 3% Caucasian (White) (C) 3% American Indian (D) 63% Spanish American
LOWEST GRADE TAUGHT:	8th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) lack basic academic skills (C) not motivated by present traditional system (D) needs individual attention
ENROLLMENT PROCESS:	(A) non-school referral (B) school referral (C) recruitment
ENROLLMENT PHONE:	(616) 459-4471
TITLE OF PROGRAM:	GED/neighborhood education centers
PROGRAM DESCRIPTION:	Small classes, full-time counseling and referral service, tutors, individualized instruction and bilingual staff

PROGRAM NAME:	Chesaning Public Schools Alternative Ed Program
ADDRESS:	300 South Chapman Street Chesaning, MI 48616
PRINCIPAL OR COORDINATOR:	Duane Ferry
CONTACT PERSON:	Jim Hewitt or Duane Ferry
CONTACT TITLE:	
PHONE:	(517) 845-2040
YEAR ESTABLISHED:	1977
PROGRAM CAPACITY:	20 students
SOURCE OF FUNDS:	(A) public-state (B) local school funds
ETHNIC GROUP:	(A) 10% American Indian (B) 70% Caucasian (White) (C) 20% Spanish American
LOWEST GRADE TAUGHT:	8th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) psychological dropouts (C) not motivated by present traditional system (D) attendance problems
ENROLLMENT PROCESS:	(A) non-school referral (B) school referral (C) parent and student selection
ENROLLMENT PHONE:	(517) 845-2040
TITLE OF PROGRAM:	Alternative high school programs within the public system
PROGRAM DESCRIPTION:	Survival skills

PROGRAM NAME:	Coloma Community Schools Alternative School Program Section 48
ADDRESS:	W. Red Arrow Highway Coloma, MI 49038
PRINCIPAL OR COORDINATOR:	William D. Smith
CONTACT PERSON:	William D. Smith
CONTACT TITLE:	Program Coordinator
PHONE:	(616) 468-6485
YEAR ESTABLISHED:	1976
PROGRAM CAPACITY:	20 per semester
SOURCE OF FUNDS:	(A) public-state
ETHNIC GROUP:	(A) 98.5% Caucasian (White) (B) .5% American Indian (C) .5% Afro-American (Black) (D) .5% Spanish American
LOWEST GRADE TAUGHT:	10th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) lack basic academic skills (C) attendance problems (D) suspension
ENROLLMENT PROCESS:	(A) school referral (B) parent and student selection
ENROLLMENT PHONE:	(616) 468-6785
TITLE OF PROGRAM:	Mini-school/alternative high school program/special needs
PROGRAM DESCRIPTION:	We have found that many students having problems adjusting to regular school have deficiencies in reading and math backgrounds. Many of these same students feel that no one cares about them. Through our alternative school program, we attempt to improve the student's self-concept by giving individual attention to them and by improving reading and math knowledge.

PROGRAM NAME:	Community High School
ADDRESS:	401 North Division Street Ann Arbor, MI 48104
PRINCIPAL OR COORDINATOR:	Connie Jo Craft
CONTACT PERSON:	Connie Jo Craft
CONTACT TITLE:	Dean
PHONE:	(313) 994-2021
YEAR ESTABLISHED:	1972
PROGRAM CAPACITY:	420 per semester
SOURCE OF FUNDS:	(A) public-county (B) public-city
ETHNIC GROUP:	(A) 14% Afro-American (Black) (B) 2% American Indian (C) 80% Caucasian (White) (D) 2% Spanish American (E) 2% Asian
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	
ENROLLMENT PROCESS:	(A) recruitment (B) written application
ENROLLMENT PHONE:	(313) 994-2021
TITLE OF PROGRAM:	School without walls
PROGRAM DESCRIPTION:	- community resources - forum - shared decision-making models - deliberate development/positive self-image

PROGRAM NAME:	Cristo Rey Reentry
ADDRESS:	1314 Ballard Street Lansing, MI 48906
PRINCIPAL OR COORDINATOR:	Ann M. Francis
CONTACT PERSON:	Jo Rousseau
CONTACT TITLE:	Director Alternative Ed
PHONE:	(517) 374-4084
YEAR ESTABLISHED:	1970
PROGRAM CAPACITY:	40 students
SOURCE OF FUNDS:	(A) public-state (B) public-city
ETHNIC GROUP:	(A) 10% Afro-American (Black) (B) 40% Caucasian (White) (C) 50% Spanish American
LOWEST GRADE TAUGHT:	10th
ELIGIBILITY CHARACTERISTICS:	(A) dropouts
ENROLLMENT PROCESS:	(A) school referral (B) appointment required
ENROLLMENT PHONE:	(517) 374-4113
TITLE OF PROGRAM:	Work study program/alternative high school programs within the public system/multi-cultural program/auxiliary services
PROGRAM DESCRIPTION:	Individualization as well as group activities.

PROGRAM NAME:	Earthworks
ADDRESS:	995 N. Maple Road Ann Arbor, MI 48103
PRINCIPAL OR COORDINATOR:	Allan Schreiber
CONTACT PERSON:	Allan Schreiber
CONTACT TITLE:	
PHONE:	(313) 994-2032
YEAR ESTABLISHED:	1971
PROGRAM CAPACITY:	100 students
SOURCE OF FUNDS:	(A) public-city
ETHNIC GROUP:	(A) 10% Afro-American (Black) (B) 88% Caucasian (White) (C) 2% Spanish American
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	(A) not motivated by present traditional system (B) needs individual attention (C) are very independent (D) have special interests
ENROLLMENT PROCESS:	(A) recruitment (B) written application (C) parent & student selection
ENROLLMENT PHONE:	(313) 994-2032
TITLE OF PROGRAM:	Alternative high school programs within the public system
PROGRAM DESCRIPTION:	Intimate, personal, goal-oriented, student-centered, problem-solving, and decision-making oriented, experimental.

PROGRAM NAME:	East Side Street Academy
ADDRESS:	Detroit Street Service 4130 Maxwell Detroit, MI 48214
PRINCIPAL OR COORDINATOR:	William T. Howard
CONTACT PERSON:	Mack D. Walker
CONTACT TITLE:	Deputy Director
PHONE:	(313) 571-5600
YEAR ESTABLISHED:	1969
PROGRAM CAPACITY:	varies
SOURCE OF FUNDS:	(A) public-federal (B) public-state (C) public-city
ETHNIC GROUP:	(A) 98% Afro-American (Black) (B) 2% Caucasian (White)
LOWEST GRADE TAUGHT:	varies
ELIGIBILITY CHARACTERISTICS:	(A) dropouts (B) lack basic academic skills (C) suspension (D) pregnant persons
ENROLLMENT PROCESS:	(A) non-school referral (B) school referral (C) recruitment
ENROLLMENT PHONE:	(313) 571-5600
TITLE OF PROGRAM:	GED
PROGRAM DESCRIPTION:	Individualized instructions, based around the students' everyday environment

PROGRAM NAME:	East Side Street Academy
ADDRESS:	8411 E. Forest Detroit, MI 48214
PRINCIPAL OR COORDINATOR:	David Booker
CONTACT PERSON:	Paul Taylor
CONTACT TITLE:	Coordinator
PHONE:	(313) 921-0200
YEAR ESTABLISHED:	1974
PROGRAM CAPACITY:	70 per semester
SOURCE OF FUNDS:	(A) public-state
ETHNIC GROUP:	(A) 100% Afro-American (Black)
LOWEST GRADE TAUGHT:	6th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) lack basic academic skills (C) attendance problems (D) suspension
ENROLLMENT PROCESS:	(A) non-school referral (B) school referral (C) recruitment
ENROLLMENT PHONE:	(313) 921-0200
TITLE OF PROGRAM:	GED
PROGRAM DESCRIPTION:	Individualized instructions, allows each student to advance at her/his own rate in a relaxed atmosphere.

PROGRAM NAME: East Side Street Academy Operation Get Down

ADDRESS: 9980 Gratiot Avenue
Detroit, MI 48213

PRINCIPAL OR COORDINATOR: Bernard Parker, Jr.
CONTACT PERSON: Henrietta Reaves
CONTACT TITLE:
PHONE: (313) 921-1075

YEAR ESTABLISHED:
PROGRAM CAPACITY: 60 per semester
SOURCE OF FUNDS:
(A) public-state
(B) public-city

ETHNIC GROUP:
(A) 90% Afro-American (Black)
(B) 5% Caucasian (White)
(C) 5% Spanish American

LOWEST GRADE TAUGHT: 6th
ELIGIBILITY CHARACTERISTICS:
(A) dropouts
(B) psychological dropouts
(C) not motivated by present traditional system
(D) needs individual attention

ENROLLMENT PROCESS:
(A) emergency/walk in
(B) school referral
(C) recruitment

ENROLLMENT PHONE: (313) 921-1075

TITLE OF PROGRAM: Neighborhood Education Centers

PROGRAM DESCRIPTION:

PROGRAM NAME:	Flint Open School
ADDRESS:	316 Pasadena Flint, MI 48505
PRINCIPAL OR COORDINATOR:	Robert Rodda
CONTACT PERSON:	Robert Rodda
CONTACT TITLE:	Principal
PHONE:	(313) 762-1756
YEAR ESTABLISHED:	1976
PROGRAM CAPACITY:	1000 per semester
SOURCE OF FUNDS:	(A) public-state (B) public-city
ETHNIC GROUP:	(A) 36% Afro-American (Black) (B) 1% American Indian (C) 50% Caucasian (White) (D) 2% Spanish American (E) 1% Asian
LOWEST GRADE TAUGHT:	Kindergarten
ELIGIBILITY CHARACTERISTICS:	(A) not motivated by present traditional system (B) are very independent (C) have special interests
ENROLLMENT PROCESS:	(A) written application
ENROLLMENT PHONE:	(313) 762-1756
TITLE OF PROGRAM:	Open Schools

PROGRAM DESCRIPTION:

PROGRAM NAME:	Godwin Heights Alternative Education
ADDRESS:	50 35th Street S.W. Wyoming, MI 49508
PRINCIPAL OR COORDINATOR:	Dale Monticello
CONTACT PERSON:	Dale Monticello
CONTACT TITLE:	
PHONE:	(616) 245-0461 ext. 135
YEAR ESTABLISHED:	
PROGRAM CAPACITY:	50 per semester
SOURCE OF FUNDS:	(A) public-state (B) public-city
ETHNIC GROUP:	(A) 95% Caucasian (White) (B) 5% Afro-American (Black)
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) dropouts (C) lack basic academic skills (D) not motivated by present traditional system
ENROLLMENT PROCESS:	(A) non-school referral (B) school referral (C) parent & student selection
ENROLLMENT PHONE:	(616) 245-0461 ext. 135
TITLE OF PROGRAM:	Special needs
PROGRAM DESCRIPTION:	This program is housed in a traditional high school building. It is located in a connecting wing of the Godwin Hts. H.S. Fifty students and four full-time instructors work in a curriculum individualized according to student ability and emphasizing basic reading and math skills, as well as value clarification strategies.

PROGRAM NAME:	Group Operation in Awareness & Learning
ADDRESS:	1135 N. Old US 27 Grayling, MI 49738
PRINCIPAL OR COORDINATOR:	Kent Reynolds
CONTACT PERSON:	Michael Delp
CONTACT TITLE:	Instructor
PHONE:	(517) 348-7641
YEAR ESTABLISHED:	1975
PROGRAM CAPACITY:	30 a year
SOURCE OF FUNDS:	(A) public-state (B) public-federal
ETHNIC GROUP:	(A) 100% Caucasian (White)
LOWEST GRADE TAUGHT:	10th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) psychological dropouts (C) not motivated by present traditional system (D) are very independent
ENROLLMENT PROCESS:	(A) non-school referral (B) school referral (C) parent and student selection
ENROLLMENT PHONE:	(517) 348-7641
TITLE OF PROGRAM:	Open schools
PROGRAM DESCRIPTION:	Designed to provide education for students not successful in the regular classroom. Students design own courses with instructor approval. Most work done independently.

PROGRAM NAME:	Halfway II--Section 48
ADDRESS:	15501 Couzens Avenue East Detroit, MI 48021
PRINCIPAL OR COORDINATOR:	Dennis Wolinski
CONTACT PERSON:	Bert P. Pryor
CONTACT TITLE:	Community Education Director
PHONE:	(313) 776-9870
YEAR ESTABLISHED:	1973
PROGRAM CAPACITY:	60 per semester
SOURCE OF FUNDS:	(A) public-state (B) public-city
ETHNIC GROUP:	(A) 99% Caucasian (White) (B) 1% American Indian
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) dropouts (C) psychological dropouts (D) not motivated by present traditional system
ENROLLMENT PROCESS:	(A) non-school referral (B) school referral (C) recruitment
ENROLLMENT PHONE:	(313) 776-9700
TITLE OF PROGRAM:	Mini schools/Satellite schools/ Special needs/Survival program
PROGRAM DESCRIPTION:	Flexibility and personalized are terms that are outstanding characteristics of our program as we attempt to use and adapt the best of day school and adult night school, as well as our own unique program to serve the needs of youth in our school district.

PROGRAM NAME:	High School Alternative Education
ADDRESS:	388 Washington Avenue Battle Creek, MI 49015
PRINCIPAL OR COORDINATOR:	Dr. Vernon R. Potts
CONTACT PERSON:	William Boards
CONTACT TITLE:	Site Coordinator
PHONE:	(616) 962-5581
YEAR ESTABLISHED:	1975
PROGRAM CAPACITY:	18 per semester
SOURCE OF FUNDS:	(A) public-state (B) local school district
ETHNIC GROUP:	(A) 75% Afro-American (Black) (B) 25% Caucasian (White)
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) psychological dropouts (C) not motivated by present traditional system (D) attendance problems
ENROLLMENT PROCESS:	(A) school referral (B) appointment required (C) screening committee
ENROLLMENT PHONE:	(616) 962-5581
TITLE OF PROGRAM:	Special needs-Auxiliary services
PROGRAM DESCRIPTION:	Dealing with behavior problems and working with the students' basic instructional needs in reading and mathematics.

PROGRAM NAME:	Howell Public Schools Alternative Ed. Program
ADDRESS:	1400 Grand River Avenue Howell, MI 48843
PRINCIPAL OR COORDINATOR:	Jim Turner
CONTACT PERSON:	Jim Turner
CONTACT TITLE:	
PHONE:	(517) 546-6200
YEAR ESTABLISHED:	1976
PROGRAM CAPACITY:	1000 students
SOURCE OF FUNDS:	(A) public-state
ETHNIC GROUP:	(A) 2% American Indian (B) 96% Caucasian (White) (C) 1% Spanish American (D) 1% Other
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	(A) adjudicated
ENROLLMENT PROCESS:	(A) school referral
ENROLLMENT PHONE:	(517) 546-6200
TITLE OF PROGRAM:	Special needs/Vocational planning program
PROGRAM DESCRIPTION:	

PROGRAM NAME:	Inkster Community Education
ADDRESS:	1771 Henry Ruff Road Inkster, MI 48141
PRINCIPAL OR COORDINATOR:	Bill Morgan
CONTACT PERSON:	Bill Morgan
CONTACT TITLE:	
PHONE:	(313) 561-7730
YEAR ESTABLISHED:	1976
PROGRAM CAPACITY:	80 students
SOURCE OF FUNDS:	(A) public-federal (B) public-state
ETHNIC GROUP:	(A) 95% Afro-American (Black) (B) 5% Caucasian (White)
LOWEST GRADE TAUGHT:	8th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) dropouts (C) lack basic academic skills (D) have special interests
ENROLLMENT PROCESS:	(A) emergency/walk in (B) non-school referral (C) school referral
ENROLLMENT PHONE:	(313) 561-7730
TITLE OF PROGRAM:	GED/survival program
PROGRAM DESCRIPTION:	Adult basic educational and vocational education.

PROGRAM NAME:	Jackson Alternative School
ADDRESS:	1409 Cooper Jackson, MI 49202
PRINCIPAL OR COORDINATOR:	Richard Dutton
CONTACT PERSON:	Richard Dutton
CONTACT TITLE:	Principal
PHONE:	(517) 782-3794
YEAR ESTABLISHED:	1971
PROGRAM CAPACITY:	75 per day
SOURCE OF FUNDS:	(A) public-federal (B) public-state (C) public-city
ETHNIC GROUP:	(A) 25% Afro-American (Black) (B) 74% Caucasian (White) (C) 1% Spanish American
LOWEST GRADE TAUGHT:	7th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) not motivated by present traditional system (C) pregnant person (D) voluntary enrollment
ENROLLMENT PROCESS:	(A) written application (B) parent and student selection (C) appointment required
ENROLLMENT PHONE:	(517) 782-3794
TITLE OF PROGRAM:	Special needs/neighborhood education centers
PROGRAM DESCRIPTION:	Voluntary participation, level system used, informal atmosphere, programs for pregnant girls and young mothers, advisory groups, 2-week grades and emphasis on basic skills.

PROGRAM NAME:	Johannesburg-Lewiston Alternative Education Program
ADDRESS:	General Delivery Johannesburg, MI 49756
PRINCIPAL OR COORDINATOR:	Ray Hyek
CONTACT PERSON:	Rick A. Guild
CONTACT TITLE:	Teacher
PHONE:	(517) 732-4991
YEAR ESTABLISHED:	1976
PROGRAM CAPACITY:	30 per semester
SOURCE OF FUNDS:	(A) public-federal (B) local school district
ETHNIC GROUP:	(A) 100% Caucasian (White)
LOWEST GRADE TAUGHT:	7th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) dropouts (C) attendance problems (D) pregnant person
ENROLLMENT PROCESS:	(A) school referral (B) appointment required (C) parent & student selection
ENROLLMENT PHONE:	(517) 732-4991
TITLE OF PROGRAM:	Work study program/special needs/ open schools
PROGRAM DESCRIPTION:	School is located in a remote area of northern lower Michigan. Many students stay in this area, which is rich in natural resources. We try to utilize these resources while showing our students how to utilize them.

PROGRAM NAME:	Lakeview HS Alternative Education Program
ADDRESS:	1675 Iroquois Battle Creek, MI 49015
PRINCIPAL OR COORDINATOR:	Rick Lear
CONTACT PERSON:	Robert M. Ward
CONTACT TITLE:	Principal
PHONE:	(616) 965-1281
YEAR ESTABLISHED:	1975
PROGRAM CAPACITY:	15 per semester
SOURCE OF FUNDS:	(A) public-federal
ETHNIC GROUP:	(A) 7% Afro-American (Black) (B) 93% Caucasian (White)
LOWEST GRADE TAUGHT:	10th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) psychological dropouts (C) not motivated by present traditional system (D) needs individual attention
ENROLLMENT PROCESS:	(A) school referral (B) written application (C) parent and student selection
ENROLLMENT PHONE:	(616) 962-8961
TITLE OF PROGRAM:	Special Needs
PROGRAM DESCRIPTION:	The program is intended for students who appear to have average or above-average ability, but who are not achieving as well as they might.

PROGRAM NAME:	Madison Alternative Work Study Program
ADDRESS:	25424 John R Madison Heights, MI 48071
PRINCIPAL OR COORDINATOR:	Marlene Herman
CONTACT PERSON:	Arleen DeKay
CONTACT TITLE:	Director of Instruction
PHONE:	(313) 399-7800
YEAR ESTABLISHED:	1975
PROGRAM CAPACITY:	20 per semester
SOURCE OF FUNDS:	(A) local school district (B) section 48 of state school act
ETHNIC GROUP:	(A) 20% American Indian (B) 80% Caucasian (White)
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) dropouts (C) attendance problems (D) may be involved with juvenile court
ENROLLMENT PROCESS:	(A) school referral (B) recruitment (C) youth assistance referral
ENROLLMENT PHONE:	(313) 399-5486
TITLE OF PROGRAM:	Work study program--alternative juvenile rehabilitation
PROGRAM DESCRIPTION:	The program is designed to provide remedial instructions and social rehabilitative services in a small-group setting for those eligible students who are not residents of the juvenile court detention facility.

PROGRAM NAME:	Middle School Special Program
ADDRESS:	Mills Road Whittemore, MI 48770
PRINCIPAL OR COORDINATOR:	Gene A. Gillette
CONTACT PERSON:	Gene A. Gillette
CONTACT TITLE:	
PHONE:	(517) 756-2061
YEAR ESTABLISHED:	1974
PROGRAM CAPACITY:	15 students
SOURCE OF FUNDS:	(A) public-federal (B) public-state
ETHNIC GROUP:	(A) 100% Caucasian (White)
LOWEST GRADE TAUGHT:	7th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) lack basic academic skills (C) needs individual attention (D) attendance problems
ENROLLMENT PROCESS:	(A) non-school referral (B) school referral
ENROLLMENT PHONE:	(517) 756-2067
TITLE OF PROGRAM:	Special needs
PROGRAM DESCRIPTION:	Individualized, approached on both social and academic levels.

PROGRAM NAME:	Midland Public Schools Alternative Ed Pilot Project
ADDRESS:	1301 Eastman Midland, MI 48640
PRINCIPAL OR COORDINATOR:	Kennylou Chalup
CONTACT PERSON:	Barry Sommerfield
CONTACT TITLE:	
PHONE:	(517) 839-9961
YEAR ESTABLISHED:	1976
PROGRAM CAPACITY:	30 per semester
SOURCE OF FUNDS:	(A) public-county (B) public-city
ETHNIC GROUP:	(A) 100% Caucasian (White)
LOWEST GRADE TAUGHT:	7th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) psychological dropouts (C) lack basic academic skills (D) not motivated by present traditional system
ENROLLMENT PROCESS:	(A) non-school referral (B) school referral (C) written application
ENROLLMENT PHONE:	(517) 839-9961
TITLE OF PROGRAM:	Alternative Education for Alienated Students
PROGRAM DESCRIPTION:	1. individualized instruction 2. flexible scheduling 3. weekly out-of-school group activities 4. contracted learning

PROGRAM NAME:	Muskegon Heights Alternative Ed Program
ADDRESS:	Peck Street and Sherman Blvd. Muskegon Heights, MI 49444
PRINCIPAL OR COORDINATOR:	Robert Stevenson
CONTACT PERSON:	Robert Stevenson
CONTACT TITLE:	Director
PHONE:	(616) 739-9302
YEAR ESTABLISHED:	1977
PROGRAM CAPACITY:	15 per semester
SOURCE OF FUNDS:	(A) public-state (B) local school district
ETHNIC GROUP:	(A) 100% Afro-American (Black)
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) dropouts (C) not motivated by present traditional system (D) attendance problems
ENROLLMENT PROCESS:	(A) non-school referral (B) school referral
ENROLLMENT PHONE:	(616) 733-2186
TITLE OF PROGRAM:	Alternative high school programs within the public system

PROGRAM DESCRIPTION:

PROGRAM NAME:	NEC4 Alternative Education Program
ADDRESS:	2015 Webb Detroit, MI 48206
PRINCIPAL OR COORDINATOR:	Irene Duranczyk
CONTACT PERSON:	Irene Duranczyk
CONTACT TITLE:	Project Director
PHONE:	(313) 865-4800
YEAR ESTABLISHED:	1972
PROGRAM CAPACITY:	60 per semester
SOURCE OF FUNDS:	(A) public-state
ETHNIC GROUP:	(A) 99% Afro-American (Black) (B) 1% Caucasian (White)
LOWEST GRADE TAUGHT:	Grade 3 equivalency
ELIGIBILITY CHARACTERISTICS:	(A) dropouts
ENROLLMENT PROCESS:	(A) emergency/walk in (B) non-school referral (C) recruitment
ENROLLMENT PHONE:	(313) 865-4800
TITLE OF PROGRAM:	GED/survival program/auxiliary services/neighborhood education centers
PROGRAM DESCRIPTION:	Develop student leadership, promote responsibility for one's own learnings and growth, promote creativity, cooperative work and responsibility.

PROGRAM NAME:	Neighborhood Education Center
ADDRESS:	1214 Airport Road Niles, MI 49120
PRINCIPAL OR COORDINATOR:	Harold Finley
CONTACT PERSON:	Harold Finley
CONTACT TITLE:	Director
PHONE:	(616) 683-0421
YEAR ESTABLISHED:	1973
PROGRAM CAPACITY:	86 per semester
SOURCE OF FUNDS:	(A) public-state (B) public-county (C) public-city
ETHNIC GROUP:	(A) 17% Afro-American (Black) (B) 82% Caucasian (White) (C) 1% Spanish American
LOWEST GRADE TAUGHT:	8th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) not motivated by present traditional system (C) needs individual attention (D) attendance problems
ENROLLMENT PROCESS:	(A) emergency/walk in (B) school referral (C) parent & student selection
ENROLLMENT PHONE:	(616) 683-0421
TITLE OF PROGRAM:	Neighborhood education centers
PROGRAM DESCRIPTION:	An education program in which the objective is to provide students who are unmotivated to acquire basic skills and job-related skills in a program of their interest and choosing.

PROGRAM NAME:	Orchard View Alternative Education
ADDRESS:	222 S. Sheridan Drive Muskegon, MI 49442
PRINCIPAL OR COORDINATOR:	Patrick Shafer
CONTACT PERSON:	Patrick Shafer
CONTACT TITLE:	Community Education Director
PHONE:	(616) 773-3231
YEAR ESTABLISHED:	1974
PROGRAM CAPACITY:	38 per semester
SOURCE OF FUNDS:	(A) public-state
ETHNIC GROUP:	(A) 96.8% Caucasian (White) (B) 3.2% American Indian
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) dropouts (C) not motivated by present traditional system (D) attendance problems
ENROLLMENT PROCESS:	(A) school referral (B) student selection, if 19 years of age
ENROLLMENT PHONE:	(616) 773-3231
TITLE OF PROGRAM:	Mini schools/Satellite schools/ Special needs/Open schools/Survival program

PROGRAM DESCRIPTION: (1) In a separate facility from the high school, but close enough to the high school that students can use other facilities and classes or extra-curricular activities. (2) students may be placed in this program by the three parent school districts (Orchard View, Oakridge, or Ravenna). When openings occur, other districts can place youngsters on a tuition basis. Because this program is operated by the Community Education Program, which also operates adult education, it becomes even more flexible.

PROGRAM NAME:	Park School
ADDRESS:	1215 E. Fulton Grand Rapids, MI 49503
PRINCIPAL OR COORDINATOR:	Ron Calsbeek
CONTACT PERSON:	Ron Calsbeek
CONTACT TITLE:	
PHONE:	(616) 458-1129
YEAR ESTABLISHED:	1968
PROGRAM CAPACITY:	120 per day
SOURCE OF FUNDS:	(A) public-state (B) public-county (C) public-city
ETHNIC GROUP:	(A) 45% Afro-American (Black) (B) 1% American Indian (C) 50% Caucasian (White) (D) 3% Spanish American (E) 1% Other
LOWEST GRADE TAUGHT:	7th
ELIGIBILITY CHARACTERISTICS:	(A) pregnant person
ENROLLMENT PROCESS:	(A) emergency/walk in (B) non-school referral (C) school referral
ENROLLMENT PHONE:	(616) 485-1129
TITLE OF PROGRAM:	Special needs (pregnant persons)
PROGRAM DESCRIPTION:	Prenatal education, post-natal education, personal and group counseling.

PROGRAM NAME:	Preparatory Academic Vocational Education
ADDRESS:	3900 Stabler Street Lansing, MI 48910
PRINCIPAL OR COORDINATOR:	Bob Wilson
CONTACT PERSON:	Russ Maples
CONTACT TITLE:	
PHONE:	(517) 374-4000
YEAR ESTABLISHED:	
PROGRAM CAPACITY:	35 per semester
SOURCE OF FUNDS:	(A) public-federal
ETHNIC GROUP:	(A) 25% Afro-American (Black) (B) 60% Caucasian (White) (C) 15% Spanish American
LOWEST GRADE TAUGHT:	10th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) dropouts (C) lack basic academic skills (D) needs individual attention
ENROLLMENT PROCESS:	(A) school referral (B) recruitment (C) written application
ENROLLMENT PHONE:	(517) 374-4556
TITLE OF PROGRAM:	
PROGRAM DESCRIPTION:	The general goal of the P.A.V.E. program is to provide a program that will effectively satisfy the needs of the disadvantaged students to become more productive and competitive in a multiplex society by developing occupational and strengthening basic education skills.

PROGRAM NAME: Project Mainstream/Alternative Juvenile Rehabilitation Program

ADDRESS: Clare-Gladwin Intermediate School Dist.

PRINCIPAL OR COORDINATOR:
CONTACT PERSON:
CONTACT TITLE:
PHONE:

YEAR ESTABLISHED: 1974
PROGRAM CAPACITY: 30 students
SOURCE OF FUNDS:
(A) public-federal
(B) public-county
(C) public-state

ETHNIC GROUP:
(A) 5% American Indian
(B) 90% Caucasian (White)
(C) 5% Spanish American

LOWEST GRADE TAUGHT: 7th
ELIGIBILITY CHARACTERISTICS:
(A) potential dropouts
(B) lack basic academic skills
(C) need individual attention
(D) court ward delinquency petition

ENROLLMENT PROCESS:
(A) non-school referral
(B) school referral

ENROLLMENT PHONE:

TITLE OF PROGRAM: Special needs--delinquents and pre-delinquents

PROGRAM DESCRIPTION: Teacher-tutor program, with the teacher working with the student on their regular class work where they need help. Designed to prevent further delinquency, improve self-concept measurably, and improve academic achievement.

PROGRAM NAME:	Project of Occupational Progress and Opportunity
ADDRESS:	4396 Underhill Drive Flint, MI 48506
PRINCIPAL OR COORDINATOR:	Ed Foster
CONTACT PERSON:	Dr. Chen Lieh Chang
CONTACT TITLE:	
PHONE:	(313) 736-8000
YEAR ESTABLISHED:	
PROGRAM CAPACITY:	200 students
SOURCE OF FUNDS:	(A) public-federal (B) public-state (C) local school district
ETHNIC GROUP:	(A) 1% American Indian (B) 99% Caucasian (White)
LOWEST GRADE TAUGHT:	10th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) lack basic academic skills (C) needs individual attention (D) attendance problems
ENROLLMENT PROCESS:	(A) recruitment (B) written application (C) parent & student selection
ENROLLMENT PHONE:	(313) 736-8000
TITLE OF PROGRAM:	Work study program/section 48/home environmental enrichment project/ project of occupational progress and opportunity
PROGRAM DESCRIPTION:	Offers a wide variety of programs for students; more specialized.

PROGRAM NAME:	REENTRY
ADDRESS:	5815 Wise Road Lansing, MI 48910
PRINCIPAL OR COORDINATOR:	Norm Dunham
CONTACT PERSON:	Richard Covert
CONTACT TITLE:	Instructor
PHONE:	(517) 374-4150
YEAR ESTABLISHED:	1974
PROGRAM CAPACITY:	60 per semester
SOURCE OF FUNDS:	(A) public-city
ETHNIC GROUP:	(A) 20% Afro-American (Black) (B) 20% American Indian (C) 40% Caucasian (White) (D) 20% Spanish American
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	(A) dropouts (B) not motivated by present traditional system (C) needs individual attention (D) attendance problems
ENROLLMENT PROCESS:	(A) school referral (B) recruitment
ENROLLMENT PHONE:	(517) 374-4150
TITLE OF PROGRAM:	
PROGRAM DESCRIPTION:	Alternative re-entry use of library, counseling career centers to assist the students.

PROGRAM NAME:	REENTRY Program
ADDRESS:	500 W. Lenawee Street Lansing, MI 48933
PRINCIPAL OR COORDINATOR:	J. Rousseau
CONTACT PERSON:	Charles Phillips
CONTACT TITLE:	
PHONE:	(517) 374-4084
YEAR ESTABLISHED:	1967
PROGRAM CAPACITY:	30 per semester
SOURCE OF FUNDS:	(A) public-federal (B) public-state
ETHNIC GROUP:	(A) 40% Afro-American (Black) (B) 45% Caucasian (White) (C) 15% Spanish American
LOWEST GRADE TAUGHT:	Some reading levels fall lower than 6th grade
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) dropouts (C) suspension (D) lack basic academic skills
ENROLLMENT PROCESS:	(A) emergency/walk in (B) non-school referral (C) school referral
ENROLLMENT PHONE:	(517) 374-4384
TITLE OF PROGRAM:	Special needs/survival program
PROGRAM DESCRIPTION:	Youths that need help establishing basic skills. Also help students survive in today's society, i.e., checking, banking, and leases.

PROGRAM NAME:	Responsive Educational Alternative for the City of Holland
ADDRESS:	633 Apple Avenue Holland, MI 49423
PRINCIPAL OR COORDINATOR:	Gail Hibbard
CONTACT PERSON:	Gail Hibbard
CONTACT TITLE:	Title I Coordinator
PHONE:	(616) 392-7549
YEAR ESTABLISHED:	1976
PROGRAM CAPACITY:	20 per year
SOURCE OF FUNDS:	(A) public-federal (B) public-state (C) public-city
ETHNIC GROUP:	(A) 60% Caucasian (White) (B) 40% Spanish American
LOWEST GRADE TAUGHT:	8th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) lack basic academic skills (C) not motivated by present traditional system (D) attendance problems
ENROLLMENT PROCESS:	(A) school referral (B) appointment required (C) court referral
ENROLLMENT PHONE:	(616) 392-7549
TITLE OF PROGRAM:	Work study program

PROGRAM DESCRIPTION:

PROGRAM NAME:	Restructured Ed Achievement Career Help (REACH)
ADDRESS:	110 Everett Park Lansing, MI 48910
PRINCIPAL OR COORDINATOR:	Lillian D. McFadden
CONTACT PERSON:	Joe Rousseau Robert Lott
CONTACT TITLE:	
PHONE:	(517) 374-4085
YEAR ESTABLISHED:	1973
PROGRAM CAPACITY:	20-30 per semester
SOURCE OF FUNDS:	(A) public-federal (B) public-state
ETHNIC GROUP:	(A) 75% Caucasian (White) (B) 25% Spanish American
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	(A) not motivated by present traditional system (B) needs individual attention (C) have special interest (D) attendance problems
ENROLLMENT PROCESS:	(A) court referral (B) school referral (C) appointment required
ENROLLMENT PHONE:	(517) 372-4080
TITLE OF PROGRAM:	Work study/alternative high school/ mini school/learning center/survival program/neighborhood education center

PROGRAM DESCRIPTION:

PROGRAM NAME:	Roberto Clemente Student Devel. Center
ADDRESS:	4377 E. Textile Road Ypsilanti, MI 48197
PRINCIPAL OR COORDINATOR:	Joseph Dulin
CONTACT PERSON:	Harry Howard
CONTACT TITLE:	Superintendent of Schools
PHONE:	(313) 994-2230
YEAR ESTABLISHED:	1974
PROGRAM CAPACITY:	70 per semester
SOURCE OF FUNDS:	(A) public-city
ETHNIC GROUP:	(A) 80% Afro-American (Black) (B) 20% Caucasian (White)
LOWEST GRADE TAUGHT:	7th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) not motivated by present traditional system (C) attendance problems (D) suspension
ENROLLMENT PROCESS:	(A) school referral (B) parent and student selection (C) screening committee for all referrals
ENROLLMENT PHONE:	(313) 434-4611
TITLE OF PROGRAM:	Special needs
PROGRAM DESCRIPTION:	Environment is based on a closely knit family structure dealing with survival of problems, confronting them in their daily lives.

PROGRAM NAME:	Sault Ste. Marie Neighborhood Ed Center
ADDRESS:	115 E. Ashmun Sault Ste. Marie, MI 49783
PRINCIPAL OR COORDINATOR:	Al Tipton
CONTACT PERSON:	Al Tipton
CONTACT TITLE:	Director
PHONE:	(906) 632-6632
YEAR ESTABLISHED:	1974
PROGRAM CAPACITY:	80 per semester
SOURCE OF FUNDS:	(A) public-state (B) public-county
ETHNIC GROUP:	(A) 47% American Indian (B) 53% Caucasian (White)
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) lack basic academic skills (C) not motivated by present traditional system (D) attendance problems
ENROLLMENT PROCESS:	(A) non-school referral (B) school referral (C) recruitment
ENROLLMENT PHONE:	(906) 632-6632
TITLE OF PROGRAM:	Sault Alternative High School
PROGRAM DESCRIPTION:	1. Individual attention (instruction) 2. 10-1 student-teacher ratio 3. Half-days 4. Part-time work opportunities 5. Hand-picked staff 6. Community involvement 7. Basic skill and relevant curriculum 8. Empathy for students being served

PROGRAM NAME:	St. Joseph Alternative Education
ADDRESS:	915 N. 7th Street Saginaw, MI 48601
PRINCIPAL OR COORDINATOR:	Sr. Ardeth Platte
CONTACT PERSON:	Caesar Paul King
CONTACT TITLE:	Director
PHONE:	(517) 755-3051
YEAR ESTABLISHED:	1967
PROGRAM CAPACITY:	500 per year
SOURCE OF FUNDS:	(A) public-state (B) public-city (C) donation
ETHNIC GROUP:	(A) 90% Afro-American (Black) (B) 10% Spanish American
LOWEST GRADE TAUGHT:	7th
ELIGIBILITY CHARACTERISTICS:	(A) dropouts (B) lack basic academic skills (C) attendance problems (D) suspension
ENROLLMENT PROCESS:	(A) emergency/walk in (B) school referral (C) recruitment
ENROLLMENT PHONE:	(517) 755-7561
TITLE OF PROGRAM:	Neighborhood Education Centers
PROGRAM DESCRIPTION:	Curriculum is designed for needs and development of all students. College programming is used for highly motivated and developed students. Individual and small-group sessions are designed for struggling students.

PROGRAM NAME:	Student Development Center
ADDRESS:	24600 Greenfield Road Oak Park, MI 48237
PRINCIPAL OR COORDINATOR:	Ronald Payor
CONTACT PERSON:	R. Richard Kyro
CONTACT TITLE:	Director, Pupil Persons
PHONE:	(313) 548-4667
YEAR ESTABLISHED:	1970
PROGRAM CAPACITY:	25 per semester
SOURCE OF FUNDS:	(A) public-state (B) local school district
ETHNIC GROUP:	(A) 25% Afro-American (Black) (B) 75% Caucasian (White)
LOWEST GRADE TAUGHT:	7th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) lack basic academic skills (C) attendance problems (D) suspension
ENROLLMENT PROCESS:	(A) emergency/walk in (B) school referral (C) court referral
ENROLLMENT PHONE:	(313) 967-3633
TITLE OF PROGRAM:	Special Needs--behavior problem youth
PROGRAM DESCRIPTION:	A voluntary program designed to assist behavior problem youth in an effort to change destructive behavior to constructive.

PROGRAM NAME:	The Flint Academy
ADDRESS:	401 E. McClellan Flint, MI 48503
PRINCIPAL OR COORDINATOR:	Charles M. Whiteley
CONTACT PERSON:	Charles M. Whiteley
CONTACT TITLE:	Dean
PHONE:	(313) 762-1770
YEAR ESTABLISHED:	1977
PROGRAM CAPACITY:	1000 per term
SOURCE OF FUNDS:	(A) public-federal (B) public-state (C) public-city
ETHNIC GROUP:	(A) 57% Afro-American (Black) (B) 42% Caucasian (White) (C) 1% Spanish American
LOWEST GRADE TAUGHT:	7th
ELIGIBILITY CHARACTERISTICS:	(A) desire for this structured program
ENROLLMENT PROCESS:	(A) written application (B) parent & student selection
ENROLLMENT PHONE:	(313) 762-1766
TITLE OF PROGRAM:	Fundamental program
PROGRAM DESCRIPTION:	Geared for that student who wants a sound basic education with a teacher-centered structured program, where rules are not overused, but enforced. Program is voluntary; a student who does not find this program conducive may be dropped.

PROGRAM NAME:	Walbridge Academy
ADDRESS:	1024 Ionia NW Grand Rapids, MI 49502
PRINCIPAL OR COORDINATOR:	Russel J. Harmelink
CONTACT PERSON:	
CONTACT TITLE:	
PHONE:	(616) 456-4801
YEAR ESTABLISHED:	1967
PROGRAM CAPACITY:	250 a year--any given time
SOURCE OF FUNDS:	(A) public-federal (B) public-state (C) public-city
ETHNIC GROUP:	(A) 40% Afro-American (Black) (B) 8% American Indian (C) 50% Caucasian (White) (D) 2% Spanish American
LOWEST GRADE TAUGHT:	7th
ELIGIBILITY CHARACTERISTICS:	(A) dropouts (B) lack basic academic skills (C) not motivated by present traditional system (D) needs individual attention
ENROLLMENT PROCESS:	(A) school referral (B) parent and student selection (C) appointment required
ENROLLMENT PHONE:	(616) 456-4922
TITLE OF PROGRAM:	Alternative high school program within the public system/special needs/neighborhood education center/schools of choice
PROGRAM DESCRIPTION:	Self-paced--individualized, short goals, small classes, heavy on basic skills, systematic reinforcement and time out discipline system.

PROGRAM NAME:	Whitney M. Young, Jr. Street Academy
ADDRESS:	3319 North Street Flint, MI 48505
PRINCIPAL OR COORDINATOR:	Patricia D. Redds
CONTACT PERSON:	Patricia D. Redds
CONTACT TITLE:	
PHONE:	(313) 235-1046
YEAR ESTABLISHED:	1971
PROGRAM CAPACITY:	125 per semester
SOURCE OF FUNDS:	(A) public-state
ETHNIC GROUP:	(A) 96% Afro-American (Black) (B) 3% Caucasian (White) (C) 1% Spanish American
LOWEST GRADE TAUGHT:	9th
ELIGIBILITY CHARACTERISTICS:	(A) potential dropouts (B) dropouts (C) attendance problems (D) suspension
ENROLLMENT PROCESS:	(A) school referral (B) non-school referral (C) emergency/walk in
ENROLLMENT PHONE:	(313) 785-3479
TITLE OF PROGRAM:	GED/Neighborhood education center/ Street academy and transitional
PROGRAM DESCRIPTION:	Individualized instruction; personalized support counseling small groups; remedial education classes for those students who are special education students

PROGRAM NAME:	Youth Opportunities Unlimited-- Neighborhood Education Center
ADDRESS:	422 South Street Kalamazoo, MI 49006
PRINCIPAL OR COORDINATOR:	Ronald Williams
CONTACT PERSON:	Ronald Williams
CONTACT TITLE:	
PHONE:	(616) 349-9676
YEAR ESTABLISHED:	1974
PROGRAM CAPACITY:	75 to 85 students
SOURCE OF FUNDS:	(A) public-state (B) local school districts
ETHNIC GROUP:	(A) 25-34% Afro-American (Black) (B) 66-74% Caucasian (White) (C) 1% Spanish American
LOWEST GRADE TAUGHT:	Ungraded
ELIGIBILITY CHARACTERISTICS:	(A) dropouts (B) lack basic academic skills (C) not motivated by present traditional system (D) handicapped
ENROLLMENT PROCESS:	(A) non-school referral (B) school referral (C) appointment required
ENROLLMENT PHONE:	(616) 349-9676
TITLE OF PROGRAM:	Neighborhood education centers/ special needs/GED/survival programs
PROGRAM DESCRIPTION:	Y.O.U. is an action-demonstration program with emphasis on assisting high school dropouts who are unemployed, potential dropouts, and saveable delinquents who are in this category.

Rationale for Nonreturn of Questionnaires

Based upon the phone survey used to identify those districts operating secondary alternative programs, 96 programs were identified. After the initial mailing, a follow-up phone call, a second mailing, and another follow-up phone call, there were still 40 questionnaires not returned. However, the initial mailing list which identified the name of the director, name of program, program address, phone number, and city could be used to identify county and the school district class size.

The researcher attributes the nonreturn of questionnaires primarily to the lateness in which the questionnaires were sent out in the school year. Other factors such as the complexity of administrative procedures for approving responses to questionnaires concerning programs, and the busy schedules of program directors who were in the process of preparing for summer recess also affected the return of questionnaires.

Alternative Schools on Which Detailed Data Were Not Received

		County	Class
1.	George Dexter High School Principal Alcona Community Schools Lincoln, MI 48742	Alcona	1
2.	Larry Dunning, Principal Brandywine Public Schools 1700 Bell Road Niles, MI 49120	Berrien	3
3.	Edward Foster, Principal Kearlsey Community Schools 4396 Underhill Drive Flint, MI 48506	Genesee	5
4.	Edward Thorn, Principal Flint Schools of Choice St. Michael's School 471 E. Fifth Avenue Flint, MI 48503	Genesee	5
5.	Dr. Robert Towns Administrative Principal Beecher Community Schools 1020 West Coldwater Road Flint, MI 48505	Genesee	2
6.	Barbara Heck, Consultant Counseling Services & Coordinator of Special Programs Flint Community Schools 923 East Kearsley Street Flint, MI 48502	Genesee	5
7.	Scott McCallom, Principal Linden Community School 325 Hyatt Lane Linden, MI 48451	Genesee	1
8.	Waldo Keating, Acting Principal Grand Traverse I.S.D. 2325 Garfield Road Traverse City, MI 48684	Grand Traverse	3

		County	Class
9.	JoAnn Panter Supervisor of Special Projects Traverse City Public Schools 412 Webster Street Traverse City, MI 49684	Grand Traverse	3
10.	Tom Tox, Director Reo-Ballard Re-Entry Center 3025 Reo Road Lansing, MI 48910	Ingham	5
11.	William Haug, Coordinator Lakewood Public Schools 834 Third Avenue Lake Odessa, MI 48849	Ionia	2
12.	Dr. Timothy G. Quinn, Principal Napoleon Schools 201 West Avenue Napoleon, MI 49261		
13.	James Farmer, Ass't. Supt. Community Education 143 Bostwick, N.E. Grand Rapids, MI 49503	Kent	5
14.	Linda Powell, Director City High School 226 Bostwick, N.E. Grand Rapids, MI 49503	Kent	5
15.	Jeanette Fleury, Principal Brighton Area Schools 7775 Don Leith Drive Brighton, MI 48116	Livingston	1
16.	Hank Deluca, Director/Counselor Roseville Community Schools 18175 Eleven Mile Road Roseville, MI 48066	Macomb	4
17.	Clarence E. Burns Director of Adult Education Lakeview Public Schools 25901 East Jefferson St. Clair Shores, MI 48081	Macomb	1

		County	Class
18.	Ronald Wable, Assistant Compensatory Education Muskegon Public Schools 349 West Webster Avenue Muskegon, MI 49440	Muskegon	3
19.	Thomas R. Barry Community Education Director Reeths-Puffer Public Schools 1881 West Giles Rd. North Muskegon, MI 49445	Muskegon	2
20.	John F. Molloy, Director Alternative Education 4175 Andover Rd. Bloomfield Hills, MI 48013	Oakland	4
21.	Gary Marx, Director School Within A School 13701 Oak Park Blvd. Oak Park, MI 48237	Oakland	3
22.	Andrew Terry Adult Continuing Educ. Director Pontiac School District 350 Wide Track Drive, E. Pontiac, MI 48058	Oakland	5
23.	Edwin Crandell, Superintendent Rochester Community Schools Fourth & Wilcox Rochester, MI 48063	Oakland	3
24.	Marily Vance Special Projects Director Troy School District 400 Livernois Troy, MI 48084	Oakland	2
25.	Gerald Beers Regional Coordinator Walled Lake Consolidated Schools 695 North Pontiac Trail Walled Lake, MI 48088	Oakland	4
26.	James L. Slasinski, Principal Fairview Schools Fairview, MI 48621	Oscoda	1

		County	Class
27.	Joe Miller Alternative Education Instructor Coopersville Area Public Schools 198 East Street Coopersville, MI 49404	Ottawa	2
28.	Robert Jamison, Director Pupil Personnel and Project Stay Saginaw Public Schools 550 Millard Street Saginaw, MI 48607	Saginaw	5
29.	Dennis O'Connor Education Counselor Sanilac Intermediate School District 46 North Jackson Street Sandusky, MI 48471	Sanilac	1
30.	Forest Fisch, Teacher Three Rivers Community Schools 207 East Michigan Avenue Three Rivers, MI 49090	St. Joseph	2
31.	Michael Rocca, Principal South Haven Public Schools 600 Elkenburg Street South Haven, MI 49090	Van Buren	2
32.	Connie Craft, Director Community High School 401 North Division Ann Arbor, MI 48103	Washtenaw	4
33.	Paul Helber Special Education Supervisor Washtenaw I.S.D. 1819 South Wagner Road Ann Arbor, MI 48106	Washtenaw	4
34.	Aretha Marshall, Director Alternative Education 316 School Center Building 5057 Woodward Avenue Detroit, MI 48202	Wayne	6
35.	Clyde L. Jack, Assistant Director Livonia Public Schools 15125 Farmington Road Livonia, MI 48154	Wayne	5

		County	Class
36.	Michael W. Burley Curriculum Coordinator Northville Public Schools 303 West Main Street Northville, MI 48167	Wayne	5
37.	Samuel D. Ulsaker Administrative Assistant Plymouth Community Schools 454 South Harvey Street Plymouth, MI 48170	Wayne	3
38.	Dr. Frederic A. Revkin Director of Federal Projects River Rouge School District 1411 Coolidge Highway River Rouge, MI 48212	Wayne	2
30.	Dr. Gary Ford Director of Community Education Taylor Public Schools 23033 Northline Road Taylor, MI 48180	Wayne	4
40.	James Linderman, Director State & Federal Programs Wayne-Westland Community Schools 3712 Williams Street Wayne, MI 48184	Wayne	4

APPENDIX B

HUMAN SERVICES NETWORK

APPENDIX B

HUMAN SERVICES NETWORK

What is the Michigan Human Services Network?

Every day Michigan citizens in all walks of life experience problems that require assistance or services from others. Such needed services can vary from special education to emergency shelter. Each year substantial private and public funds support thousands of organizations which provide a wide array of human services to meet such needs. In spite of such funding, many people in need of these services do not receive them because they simply cannot locate accurate and timely information on such services.

The objective of the Michigan Human Services Network is to directly address this information problem. As a result of over three years of working with a wide variety of local public and private human service agencies, the Michigan Department of Social Services has developed a unique computer system that can respond to this information problem. The heart of this new system is a comprehensive file on local public and private service agencies. The information on each agency will include such things as the application process, hours of operation, services, client eligibility criteria, and many other matters. Qualified local information and referral (I & R) programs such as social service agencies, courts, libraries, employment offices, senior centers, and others will use the system. Such agencies will directly use the system through the visual data terminals located at their agency (similar to the way airline reservation systems operate) to provide the information to the person requesting it.

The NETWORK system is a great deal more than a computerized directory. The computer can geographically search for specific providers to meet specific needs in specific locations. The worker simply indicates the services needed and specifies the area. The computer responds with a list of agencies that meets the particular needs of the individual within the distance specified. Further, the system provides immediate responses to requests. Similarly, any agency's record can be changed as rapidly as their situation requires. Now people will be able to know not only if an agency is the right agency, but also if it is really available when the individual needs it.

Once fully operational statewide, NETWORK should be handling between 4-5 million requests a year. The operating budget for NETWORK, at that time, is expected to be $4 million per year. At that rate, when compared to current national studies, NETWORK will be one of the most economical I & R systems in the country. In addition, NETWORK will

result in a number of cost savings to the state. For instance, there should be a substantial reduction in the over $4.5 million that is spent each year on publishing various agency directories that are out of date before they are printed.

Because the NETWORK computer system can produce statistics on its own operations, the system will be a rich source of data for program planners. More specifically, NETWORK will be able to report on the kinds of services people are asking for, in what particular area are services needed, where are the services located, what rate are agencies being used, and many other factors. This kind of information is needed to meet state and federal planning guidelines. In spite of the importance of this data to careful planning for the spending of private and public funds, it is now rarely available and costly to obtain.

APPENDIX C

COVER LETTER AND QUESTIONNAIRE

APPENDIX C

COVER LETTER AND QUESTIONNAIRE

Dear Provider:

I would like to introduce you--the secondary school Alternative Education provider--to a new and unique system, the Michigan Human Services Network. By completing the enclosed survey you are participating in an exciting joint effort between the Michigan Departments of Education and Social Services.

Let us explain what we are trying to do and how you can help. The Neighborhood Education Authority and Human Services Network are cooperating to gather information about the availability of secondary alternative education programs in Michigan. Our purpose is two-fold. First, the information in the survey will become part of the NETWORK Resource File. The Resource File is a computerized directory which works like an airline reservation system. In other words the computer is used to search for service providers that can assist anyone in need. Using the NETWORK system a school counselor or parent can identify the alternative education programs in their area that meet a variety of student needs and learning styles. We realize that you are inundated with surveys, most of which do very little to actually help you--the attached is an exception to the rule. By filling it out, you will be sharing information about the programs with those in need.

Our second objective is to provide documentation to administrators and potential funding agencies of the strength and diversity of alternative education programs in Michigan. The information on the survey will be used to compile and categorize a comprehensive listing of alternatives at the secondary level. The listing will aid you and others in identifying and contacting programs of similar philosophy, size, and location in order to share information and resources.

We hope you agree that this survey is important and complete it as promptly as possible. A few minutes taken to fill it out will be greatly appreciated. If you have any questions feel free to contact Delbert Gray at (517) 373-7644.

On behalf of the many people that will benefit due to your assistance, we would like to thank you in advance for your cooperation.

Sincerely,

E. Delbert Gray, Executive Director
Neighborhood Education Authority
Department of Education

Henry L. Mayers, Director
Michigan Human Services Network
Department of Social Services

vm

NETWORK COMMUNITY RESOURCE SURVEY

for

ALTERNATIVE EDUCATION SCHOOLS/PROGRAMS

Michigan Human Services Network
Department of Social Services
300 S. Capitol Avenue
Lansing, Michigan 48926

Introduction

The Community Resource Survey is designed to gather certain basic information about your alternative education program/school. Most of the questions are self-explanatory, while some are accompanied by specific instructions or explanations (Please read all questions and instructions carefully).

We request that each question be answered carefully and completely. If a question does not apply, simply write "N/A" in the margin. Some of the questions indicate a limit on the number of allowable choices (e.g., choose only one); please do not go over this limit. Some of the items require you to write your response in a series of boxes. Please print one letter per box and abbreviate all responses to fit in the number of boxes available.

The final section of the survey contains a number of titles and definitions for alternative programs. Please write the title(s) that applies to your program on page 5. If your program has not been adequately defined, please define it in question 33.

PLEASE COMPLETE A SEPARATE SURVEY FOR EACH ALTERNATIVE PROGRAM/SCHOOL. IF YOU HAVE ANY QUESTIONS CONTACT Delbert Gray at (517) 373-7644.

COUNTY CODE SHEET

1. Alcona
2. Alger
3. Allegan
4. Alpena
5. Antrim
6. Arenac
7. Baraga
8. Barry
9. Bay
10. Benzie
11. Berrien
12. Branch
13. Calhoun
14. Cass
15. Charlevoix
16. Cheboygan
17. Chippewa
18. Clare
19. Clinton
20. Crawford
21. Delta
22. Dickinson
23. Eaton
24. Emmet
25. Genesee
26. Gladwin
27. Gogebic
28. Grand Traverse
29. Gratiot
30. Hillsdale
31. Houghton
32. Huron
33. Ingham
34. Ionia
35. Iosco
36. Iron
37. Isabella
38. Jackson
39. Kalamazoo
40. Kalkaska
41. Kent
42. Keweenaw
43. Lake
44. Lapeer
45. Leelanau
46. Lenawee
47. Livingston
48. Luce
49. Mackinac
50. Macomb
51. Manistee
52. Marquette
53. Mason
54. Mecosta
55. Menominee
56. Midland
57. Missaukee
58. Monroe
59. Montcalm
60. Montmorency
61. Muskegon
62. Newaygo
63. Oakland
64. Oceano
65. Ogemaw
66. Ontonagon
67. Osceola
68. Oscoda
69. Otsego
70. Ottawa
71. Presque Isle
72. Roscommon
73. Saginaw
74. St. Clair
75. St. Joseph
76. Sanilac
77. Schoolcraft
78. Shiawassee
79. Tuscola
80. Van Buren
81. Washtenaw
82. Wayne
83. Wexford

NETWORK COMMUNITY RESOURCE SURVEY
FOR SECONDARY ALTERNATIVE EDUCATION SCHOOLS/PROGRAMS

1. Today's Date |_|_|_|_|_|_|

2. Legal Name of Alternative Education Program
(If longer than 40 letters abbreviate and write full name in the space directly below the boxes.)

|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|

_____

3. Common Names (Nickname, local name, abbreviation--see instructions for #2)

|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|

_____

|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|

_____

|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|

_____

4. Address (The physical location of the program/school)

EG. |_|2|0|0|_| |R|O|S|E|_|_|_|_|_|_|_| |A|V|E|_| |N|_|_|_|
Street No. Street Name St. Type Direction

|_|_|_|_|_|_| |_|_|_|_|_|_|_|_|_|_|_|_|_| |_|_|_|_|_| |_|_|_|_|_|
Street No. Street Name St. Type Direction

|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_| |_|_|_|_| |_|_|_| |_|_|_|_|_|_|_|
City/Township County State Zip Code

(Use County Codes from Instructions)

5. Nearest Intersection (Closest large cross street)

|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|
(Name of Street)

6. Office Phone of Program (for enrollment procedures)

|_|_|_|_|_| |_|_|_|_|_|_|_|_|_|_|
Area Code Number

7. Principal or Coordinator's Name

8. School Contact Person (Name and title of person who can verify program changes)

9. Phone Number of Administrative Office (No. of school contact person and/or principal)

Area Code Number

10. Area Code Number School District (The district exercising immediate control, not just the funding district)

11. Is this program certified by the North Central Association of Colleges & Schools)? 1. ☐ Yes 2. ☐ No

12. Date this program was established ____________

13. Source of Funds (Check the major sources up to three)

1. ☐ Public-Federal
2. ☐ Public-State
3. ☐ Public-County
4. ☐ Public-City
5. ☐ Other-Please Specify ____________

14. Enrollment Process (Check the major processes up to three)

1. ☐ Emergency/Walk in
2. ☐ Non-school Referral
3. ☐ School Referral
4. ☐ Recruitment
5. ☐ Written Application
6. ☐ Parent & Student Selection
7. ☐ Appointment Required
8. ☐ Other-Please Specify ____________

15. Does your program normally have a waiting list? 1. ☐ Yes 2. ☐ No

Estimated number on the waiting list ____________

16. Location to Apply (The school/facility where students go to apply for enrollment)

|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|
Name

|_|_|_|_|_|_| |_|_|_|_|_|_|_|_|_|_|_|_| |_|_|_|_|_| |_|_|_|_|
Street No. Street Name St. Type Direction

|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_| |_|_|_|_| |_|_|_| |_|_|_|_|_|
City/Township County State Zip Code
(Use County Codes from Instructions)

17. Should a student and/or parent bring any of the following documents when they apply? (Check up to five)

1. ☐ Birth Certificate
2. ☐ Mortgate Statement
3. ☐ Rent Receipts
4. ☐ Proof of Residence (e.g., drivers license)
5. ☐ None
6. ☐ Other-Please Specify

_____

18. Selected Working Hours (for both classes & after-school activities)

EG. 8-5 Monday thru Friday should be indicated in the following way:

Hours		Hours	S M T W T F S
|0|8|0|0|A|	to	|0|5|0|0|P|	|_|x|x|x|x|x|_|
|_|_|_|_|_|_|	to	|_|_|_|_|_|_|	|_|_|_|_|_|_|_|
|_|_|_|_|_|_|	to	|_|_|_|_|_|_|	|_|_|_|_|_|_|_|
|_|_|_|_|_|_|	to	|_|_|_|_|_|_|	|_|_|_|_|_|_|_|
|_|_|_|_|_|_|	to	|_|_|_|_|_|_|	|_|_|_|_|_|_|_|

19. Office hours (If different than working hours--see instructions for #18)

Hours		Hours	S M T W T F S
|_|_|_|_|_|_|	to	|_|_|_|_|_|_|	|_|_|_|_|_|_|_|
|_|_|_|_|_|_|	to	|_|_|_|_|_|_|	|_|_|_|_|_|_|_|
|_|_|_|_|_|_|	to	|_|_|_|_|_|_|	|_|_|_|_|_|_|_|
|_|_|_|_|_|_|	to	|_|_|_|_|_|_|	|_|_|_|_|_|_|_|

20. Are there free parking facilities within one block of your school?

1. ☐ Yes 2. ☐ No

21. Does a bus line stop within 3 blocks of your school? (This does not include school buses) 1. ☐ Yes 2. ☐ No

22. Is your school barrier free? 1. ☐ Yes 2. ☐ No
(i.e., Is it accessible to the physically handicapped via entrance ramps, elevators, etc.?)

23. Bilingual Capacity (Check those languages which any of your staff members can speak--other than English)

1. ☐ Spanish
2. ☐ Polish
3. ☐ Arabic
4. ☐ Greek
5. ☐ Finnish
6. ☐ French
7. ☐ None
8. ☐ Other-Please Specify

_____

24. What is the maximum number of students your program can serve? (Please specify per semester, quarter or term)

_____

25. Required Grade Level of Student (Check the lowest grade taught in your program)

1. ☐ Grade 6
2. ☐ Grade 7
3. ☐ Grade 8
4. ☐ Grade 9
5. ☐ Grade 10
6. ☐ Grade 11
7. ☐ Grade 12
8. ☐ Other-Please Specify

_____

26. Parental/Student Permission Required (Check only one)

1. ☐ Parent/Legal Guardian
2. ☐ Student
3. ☐ Both
4. ☐ Neither

27. District boundaries (Where student must live to attend your program)

_____

_____

28. Age eligibility (Check the lowest & highest ages accepted in your program)

☐ 11
☐ 12
☐ 13
☐ 14
☐ 15
☐ 16
☐ 17
☐ 18
☐ 19
☐ 20
☐ 21
☐ 22
☐ 23
☐ 24
☐ Older than 24

ON THE NEXT TWO ITEMS PLEASE INDICATE THE APPROXIMATE PERCENTAGE OF EACH TYPE OF STUDENT IN YOUR SCHOOL/PROGRAM.

29. Race/Ethnic Group Percentage in your School/Program

1. Afro-American (Black) _____%
2. American Indian _____%
3. Caucasian (White) _____%
4. Spanish American _____%
5. Other--Please Specify _____%

30. Percentage of Each Sex in your School/Program

1. Female _____%
2. Male _____%

31. Required Characteristics of Students (Check up to four)

1. ☐ Academically Talented
2. ☐ Potential Dropouts
3. ☐ Dropouts
4. ☐ Psychological Dropouts
5. ☐ Lack Basic Academic Skills
6. ☐ Not Motivated by Present Traditional System
7. ☐ Needs Individual Attention
8. ☐ Are Very Independent
9. ☐ Have Special Interests
10. ☐ Attendance Problems
11. ☐ Suspension
12. ☐ Pregnant Person
13. ☐ Other--Please Specify

_____

32. What type of alternative school/program are you operating? (A number of alternative/optional schools & programs are listed and defined on the following pages. We ask that you choose the alternative(s) that most closely resembles your school/program. Please write the titles in the space below)

Title of Program:

33. From your perspective, please identify the uniqueness and outstanding characteristics of your school, with special reference to students' needs.

34. In this space please indicate additional titles and definitions that apply to your school/program.

35. In this space add any additional comments/information that you feel would aid in providing information about your school to other administrators, educators, and concerned individuals.

ALTERNATIVE EDUCATION TITLES & DEFINITIONS

1. Work Study Program--Designed to provide part-time employment for youth who need the earnings from such employment to continue their vocational education programs on a full-time basis. It is a student-assistance program in which only public agencies are eligible to participate as employers.

2. G.E.D.--The General Education Development tests appraise the educational development of adults, including civilians and military personnel, who have not completed their high school education. Through satisfactory achievement, testees may earn high school equivalency certificates and qualify for admission to college or other advanced educational opportunities.

3. Secondary Level Examination Program (SLEP)--A series of examinations which would permit students to receive high school credits for courses before they actually entered secondary school courses.

4. College Level Examination Program (CLEP)--A series of examinations introduced in 1965 by the College Entrance Examination Board which grants credits for college courses to secondary students before they actually attend college.

5. Alternative High School Programs Within the Public System--Arise many times when students succeed in expressing their desire for programs relevant to their interests and life styles to a sympathetic listener, often a teacher with similar ideas. Together they develop a program which can be sold to the school administrators and school board.

6. Radio and Television--A proposed alternative to raising achievement levels of students which advocates allowing high school credit for the acquisition of knowledge obtained in the environment through exposure to educational and commercial television and radio.

7. Academically Talented Student--This population includes any student who is defined by a school system on the basic of comparison, of his past performance with past performance of peers, as being above average in achievement.

8. Mini Schools--Designed to provide students with smaller and more intimate opportunities to pursue a more personally satisfying program. Mini schools are often a part of a larger school. There may be several program variations within the same building that offer students inter-program mobility. They may focus on special areas of interest or styles of learning.

9. Satellite Schools--"Spin-off" educational programs which maintain a relationship with the home school and often use the resources and courses available at the parent school or schools. At the satellite school different approaches in providing educational and personal courses and services may be available in conjunction with a program of conventional study at the larger school.

10. Learning Centers or Educational Parks--Specialized and more sophisticated courses and resources are centralized to provide students with opportunities to pursue areas of special interest or individualized advanced study. These course offerings can be integrated with a part-time course of study at the regular high school or utilized for full-time study.

11. Community Schools, or Schools Without Walls--These schools set up a managerial system in which youngsters and often parents share policy-making prerogatives with professionals. The extent of student-parent power varies considerably from school to school--along with academic programs and other program aspects. Utilization of community resources as prime sources for information and as the basis for most instruction generally constitutes the central thrust of the community-oriented school.

12. Special Needs (e.g. Pregnant Persons)--Programs are designed for students needing specific and often specialized services. Examples include programs for pregnant persons, behavior problem youth, students requiring English as a second language concentration, and so on--in essence, schools designed to fit the special needs of a target population.

13. Open Schools--These schools pattern themselves after the British infant school. The design is distinctive: space divided into subject areas, each one richly supplied with learning resources. Open schools utilize a nongraded approach and allow children and youth of different ages to work together. Accenting informality, independence and creativity, they encourage students to find their own pace and interest level.[1]

14. Multi-Cultural Programs--Some districts have created alternatives with a racial or multicultural emphasis. Emphasis may be on gaining appreciation for racial and ethnic differences. These programs may offer supplemental programs to the main high school.[2]

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[1]"All About Alternatives," Nation's Schools 90 (November 1972): 36.

[2]Ibid.

15. Survival Programs--Emphasis is on gaining experience with an exposure to those skills necessary to meet the challenge of natural environments. Such skills acquisition can focus on meeting the challenge of nature, or learning how to get along with one another, or how to brave the elements, or surviving in the midst of densely populated areas, and so on.

16. Auxiliary Services[1]--City-wide network of centers dedicated exclusively to those who have dropped out or been helped out of every other school or program. Such programs usually feature a carefully structured independent study approach that permits students virtually to set their own hours and their own pace. Auxiliary services, which turns away almost no one because of past record, provides a straightforward drilling in the fundamentals. Students are prepared for the high school equivalency examination or for the job market, if that is their desire.

17. Bilingual Bi-cultural Education--This format focuses on instruction using the native language and culture as a basis for learning subjects until second language skills have been developed sufficiently, using two languages as a means of instruction.

18. Voluntarism--Provides students with opportunities to become productively involved in activities that have value for themselves and for other people. Through such programs, the secondary school can bring back that "best of teachers--experience" by providing action, service and experimental learning options for its students.

19. Neighborhood Education Centers--"The purposes of Neighborhood Education Centers are to provide public high school students or dropouts educational, cultural and social programs and services similar to programs and services made available as part of a public high school course of instruction; to increase student performance in terms of high school equivalency; and to develop skills necessary for achieving successful educational experiences beyond high school level" (R 388.601, 388.602, Michigan School Code). Neighborhood Education Centers stress the acquisition of the basic skills while offering an array of supportive services designed to assist the student in reaching his academic goals. Community participation and the utilization of community resources are both elements in the Neighborhood Education Centers' programs.

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[1]This term, which is used in New York City, should not be confused with the same term, "Auxiliary Services," as currently used in Michigan to describe an array of services which local districts are obliged to provide to nonpublic school children.

20. Street Academy--A street academy program is usually divided into three stages--street academy, academy of transition, and prep school. (Please indicate the stage(s) that applies.)

    Stage 1--Street Academy: Usually a store-front school, conveniently located, dedicated to motivating and stimulating the drop out to revive his interest and need for education. Individualized study program permits the student to stay until he reaches the 8th grade reading level. This prepares him/her for Stage 2.

    Stage 2--Academy of Transition: The bridge between the Street Academy and Stage 3. The student begins to work with the traditional courses, with emphasis placed on basic subjects that were covered in Stage 1, and depending on his/her ability to handle these subjects, prepares for entry to Stage 3.

    Stage 3--Prep School: The springboard to college entry. Students are assisted in developing new and more effective work and study habits. Self-discipline, enhancement of skills and talents are stressed through special techniques that include group inquiry. Self-determination and pride in achievement is the key to the success of this program and no effort is too great to keep that motivation at its highest peak.[1]

21. Schools of Choice--Schools of Choice (SOC) philosophy presents a definite contrast to the conventional program of public education. The program provides high schools from which a student, with his parents' consent, may choose one of the options which offers him an educational environment that most accurately reflects his individual learning style.

    The SOC are not new models for all schools. Rather, their intent is to offer students, parents, teachers and other educational personnel an alternative within the school system.

    Most see education in the broadest sense--as the full development of a human being, as a way for man to reach his potential. The Schools of Choice are designed for students who feel that they might better fulfill their potential for intellectual, creative and social growth in a school which provides broader educational opportunities and greater flexibility.

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[1]National Urban League, Brief on the Street Academy Program, October 1968.

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