

## Abstract

At the beginning of this century only 6% of the American population even received a high school diploma. Now that diploma is so necessary that our society can no longer support or afford any undereducated citizens. Every year there is less and less room for them in the work force.

The states and school districts are reacting to this by trying to identify these at-risk children and to pose interventions to keep them in school. This is one account of an extended year program that was implemented for at-risk middle school children. The research focuses on the characteristics of these children, the type of school day interventions that are best suited to answer at least some of their needs, and the organization and implementation of an extended year program.