

# Appendix

## Appendix A1 Extent of evidence

Intervention name	Staying in school			Progressing in school			Completing school		
	Number of studies	Sample size (schools/ students)	Extent of evidence <sup>1</sup>	Number of studies	Sample size (schools/ students)	Extent of evidence <sup>1</sup>	Number of studies	Sample size (schools/ students)	Extent of evidence <sup>1</sup>
Accelerated Middle Schools	3	14/848	Medium to large	3	14/848	Medium to large	0	0	na
ALAS (Achievement for Latinos through Academic Success)	1	1/94	Small	1	1/81	Small	0	0	na
Career Academies	1	9/345	Small	1	9/316	Small	1	9/360	Small
Check & Connect	2	nr/238	Small	1	nr/92	Small	1	nr/144	Small
Financial Incentives for Teen Parents to Stay in School	2	nr/1,819	Medium to large	1	nr/913	Small	2	nr/1,819	Medium to large
First Things First	1	16/nr	Small	0	0	na	0	0	na
High School Redirection	3	3/1,634	Medium to large	2	2/732	Medium to large	3	3/1,510	Medium to large
Job Corps	0	0	na	1	105/11,313	Small	1	105/8,597	Small
JOBSTART	0	0	na	0	0	na	1	13/1,941	Small
Middle College High School	1	1/394	Small	0	0	na	1	1/394	Small
New Chance	0	0	na	0	0	na	1	16/2,079	Small
Project GRAD	0	0	na	1	13/nr	Small	1	13/nr	Small
Quantum Opportunity Program	0	0	na	1	11/766	Small	1	11/915	Small
Talent Development High Schools	0	0	na	1	11/nr	Small	0	0	na
Talent Search	0	0	na	0	0	na	2	200+/9,854	Medium to large
Twelve Together	1	9/219	Small	1	9/219	Small	0	0	na

na = not applicable/not studied

nr = not reported

1. A rating of “medium to large” requires at least two studies and two schools across studies in one domain and a total sample size across studies of at least 350 students or 14 classrooms. Otherwise, the rating is “small.”

## Appendix A2 Targeted population

Intervention name	Students targeted by the intervention	Students in reviewed studies same as full target population?
<b>Accelerated Middle Schools</b>	Middle school students who are behind grade level	Yes
<b>ALAS (Achievement for Latinos through Academic Success)</b>	Middle school students deemed at risk of dropping out; served throughout their three years of middle or junior high school	Yes
<b>Career Academies</b>	High school students; intervention originally served only at-risk students; now serves a more general student population	No. Studies reviewed focused only on at-risk students.
<b>Check &amp; Connect</b>	Middle and high school students deemed at risk of dropping out; served throughout their time in middle or high school	No. Studies reviewed focused only on high school students.
<b>Financial Incentives for Teen Parents to Stay in School</b>	Teen parents receiving cash assistance	Yes
<b>First Things First</b>	Students in elementary, middle, and high schools serving significant proportions of economically disadvantaged students	No. Studies reviewed focused only on high school students.
<b>High School Redirection</b>	High school students who have dropped out or are considered at risk of dropping out	Yes
<b>Job Corps</b>	Economically disadvantaged youth, most of whom lack a high school diploma or GED certificate	Yes
<b>JOBSTART</b>	Young disadvantaged high school dropouts	Yes
<b>Middle College High School</b>	High school students who have dropped out or are considered at risk of dropping out	Yes
<b>New Chance</b>	Young welfare mothers without a high school diploma or GED certificate	Yes
<b>Project GRAD</b>	Serves all students in a participating high school, as well as its feeder elementary and middle schools	No. Studies reviewed focused only on high school students.
<b>Quantum Opportunity Program</b>	Students from high schools with high dropout rates; support provided for four to five years beginning in the ninth grade	Yes
<b>Talent Development High Schools</b>	School-wide reform serving all students in a participating high school	Yes
<b>Talent Search</b>	Low-income middle and high school students; middle and high school students whose parents did not earn high school degrees	No. Studies reviewed focused only on high school students.
<b>Twelve Together</b>	Middle and early high school students; serves a mix of those at high risk of academic failure as well as those at lower risk; services provided for one year	No. Studies reviewed focused only on middle school students.

## Appendix A3 Characteristics of interventions

Intervention name	Academic approach	Support services
<b>Accelerated Middle Schools</b>	An additional year of curriculum is covered during a student's one to two years in the intervention	Small class sizes, tutoring, attendance monitoring, counseling, and family outreach
<b>ALAS (Achievement for Latinos through Academic Success)</b>	Regular school curriculum supplemented with special classes on problem-solving skills	Close monitoring of attendance, regular feedback to parents and students on performance, case management, and counseling
<b>Career Academies</b>	School-within-a-school approach operating within a regular high school; coursework organized around a career theme	Internships and mentors from local employers that reinforce the specific career theme of the academy
<b>Check &amp; Connect</b>	Regular school curriculum supplemented with tutoring as needed	Close monitoring of attendance, mentoring, case management, and family outreach
<b>Financial Incentives for Teen Parents to Stay in School</b>	Does not include an academic component	Bonuses and sanctions applied to the welfare grant to encourage school attendance and improved academic performance; case management
<b>First Things First</b>	Theme-based small learning communities, family and student advocate system, and instructional improvements	Students assigned an advocate, typically one of their teachers, who serves as a mentor and a liaison between the school and the student's family
<b>High School Redirection</b>	Alternative high school model focusing on basic skills acquisition, remedial reading instruction, and accelerated credit accumulation	Onsite child care, limited extracurricular activities
<b>Job Corps</b>	Remedial education, GED preparation, vocational training, job placement assistance	Residential living services, counseling, health services, social-skills training, and a biweekly living allowance
<b>JOBSTART</b>	Basic academic skills instruction, GED preparation, occupational skills training, job placement assistance	Training-related support services, such as transportation assistance and childcare
<b>Middle College High School</b>	Alternative high school operating on a college campus; college-preparatory curriculum emphasizing individualized attention and the development of critical thinking skills	Community service opportunities, internships, peer support, and specialized counseling
<b>New Chance</b>	GED preparation classes and a parenting and life skills curriculum, followed by occupational training and job placement assistance	Case management and child care
<b>Project GRAD</b>	Model uses regular school curriculum at the high school level; includes curriculum reforms at the elementary and middle school level focused on reading and math instruction	College scholarships for students performing well academically, six-week academic summer program on a college campus, counseling on college preparation and admissions
<b>Quantum Opportunity Program</b>	Regular school curriculum supplemented with tutoring, computer-assisted learning, and life skills instruction	Case management, mentoring, transportation assistance, child care, and financial incentives to promote participation
<b>Talent Development High Schools</b>	School restructured into small "learning communities," curriculum emphasizes college preparation and reading and math instruction	Ongoing technical assistance and professional development for school staff
<b>Talent Search</b>	Regular school curriculum supplemented with tutoring and study skills assistance	Career exploration, aptitude assessment, academic advising, college campus visits, college and financial aid application assistance, assistance with preparing for college entrance exams
<b>Twelve Together</b>	Regular school curriculum supplemented with homework assistance	Weekly peer support sessions led by trained adult facilitators, college campus visits, social events

## Appendix A4 Summary of statistically significant<sup>1</sup> or substantively important<sup>2</sup> positive findings

Intervention name	Staying in school		Progressing in school		Completing school	
	Positive findings	Findings across outcomes	Positive findings	Findings across outcomes	Positive findings	Findings across outcomes
<b>Accelerated Middle Schools</b>						
Dynarski, Gleason, Rangarajan, & Wood, 1998—Georgia study (randomized controlled trial with differential attrition)	Dropped out of school	ns, Substantively important	Highest grade completed after two years	Statistically significant, Substantively important	na	na
Dynarski, Gleason, Rangarajan, & Wood, 1998—New Jersey study (randomized controlled trial)	None	ns, nsi	Highest grade completed after two years	Statistically significant, Substantively important	na	na
Dynarski, Gleason, Rangarajan, & Wood, 1998—Michigan study (randomized controlled trial with differential attrition)	Dropped out of school	Statistically significant, Substantively important	Highest grade completed after two years	Statistically significant, Substantively important	na	na
<b>ALAS (Achievement for Latinos through Academic Success)</b>						
Larson & Rumberger, 2005 (randomized controlled trial)	Enrollment: end of grade 9	Statistically significant, Substantively important	On track to graduate on time: end of 9th grade	Statistically significant, Substantively important	na	na
<b>Career Academies</b>						
Kemple, 2004 (randomized controlled trial)	Dropped out of school	Statistically significant, Substantively important	Total credits earned Credits earned met graduation requirements	Statistically significant, Substantively important	None	ns, nsi
<b>Check &amp; Connect</b>						
Sinclair, Christenson, Evelo, & Hurley, 1998 (randomized controlled trial)	Dropped out of school	Statistically significant, Substantively important	Credits earned	Statistically significant, Substantively important	None	ns, nsi
Sinclair, Christenson, & Thurlow, 2005 (randomized controlled trial with attrition problems)	Dropped out of school	Statistically significant, Substantively important	na	na	None	ns, nsi
<b>Financial Incentives for Teen Parents to Stay in School</b>						
Long, Gueron, Wood, Fisher, & Fellerath, 1996 (randomized controlled trial)	None	ns, nsi	None	ns, nsi	None	ns, nsi
Mauldon, Malvin, Stiles, Nicosia, & Seto, 2000 (randomized controlled trial with attrition problems)	Dropped out of school	Statistically significant, nsi	na	na	None	ns, nsi
<b>First Things First</b>						
Quint, Bloom, Black, & Stephens, 2005—Houston study (quasi-experimental design)	None	ns, nsi	na	na	na	na
<b>High School Redirection</b>						
Dynarski & Wood, 1997—Stockton study (randomized controlled trial with control group crossover)	Number of days enrolled: year 1 Number of days enrolled: year 2	Statistically significant, Substantively important	Total credits earned: end of year 4	Statistically significant, Substantively important	None	ns, nsi
Dynarski & Wood, 1997—Wichita study (randomized controlled trial)	None	ns, nsi	None	ns, nsi	None	ns, nsi
Dynarski & Wood, 1997—Cincinnati study (randomized controlled trial)	None	ns, nsi	na	na	None	ns, nsi

(continued)

## Appendix A4 Summary of statistically significant<sup>1</sup> or substantively important<sup>2</sup> positive findings (continued)

Intervention name	Staying in school		Progressing in school		Completing school	
	Positive findings	Findings across outcomes	Positive findings	Findings across outcomes	Positive findings	Findings across outcomes
<b>Job Corps</b> Schochet, Burghardt, & Glazerman, 2001 (randomized controlled trial)	na	na	None	ns, nsi	Earned a high school diploma/GED	Statistically significant, Substantively important
<b>JOBSTART</b> Cave, Bos, Doolittle, & Toussaint, 1993 (randomized controlled trial)	na	na	na	na	Earned a high school diploma/GED	Statistically significant, Substantively important
<b>Middle College High School</b> Dynarski, Gleason, Rangarajan, & Wood, 1998 (randomized controlled trial)	None	ns, nsi	na	na	None	ns, nsi
<b>New Chance</b> Quint, Bos, & Polit, 1997 (randomized controlled trial)	na	na	na	na	Earned a high school diploma/GED	Statistically significant, nsi
<b>Project GRAD</b> Snipes, Holton, Doolittle, & Szejnberg, 2006 (quasi-experimental design)	na	na	None	ns, nsi	None	ns, nsi
<b>Quantum Opportunity Program</b> Schirm, Stuart & McKie, 2006 (randomized controlled trial with differential attrition)	na	na	None	ns, nsi	None	ns, nsi
<b>Talent Development High Schools</b> Kemple, Herlihy, & Smith, 2005 (quasi-experimental design)	na	na	Total credits earned: end of year 2 Enrolled in 10th grade: end of year 2	Statistically significant, nsi	na	na
<b>Talent Search</b> Constantine, Seftor, Martin, Silva, & Myers, 2006—Texas study (quasi-experimental design)	na	na	na	na	Earned high school diploma/GED	Statistically significant, Substantively important
Constantine, Seftor, Martin, Silva, & Myers, 2006—Florida study (quasi-experimental design)	na	na	na	na	Earned high school diploma/GED	Statistically significant, Substantively important
<b>Twelve Together</b> Dynarski, Gleason, Rangarajan, & Wood, 1998 (randomized controlled trial with differential attrition)	Dropped out of school	ns, Substantively important	None	ns, nsi	na	na

ns = not statistically significant    nsi = not substantively important    na = not studied

1. According to WWC criteria, if an intervention finds a statistically significant effect, there is less than a 5% chance that this difference is due to chance. The level of statistical significance was calculated by the WWC and, where necessary, corrects for clustering within classrooms or schools and for multiple comparisons. For an explanation about the clustering comparison, see the [WWC Tutorial on Mismatch](#). For the formulas the WWC used to calculate statistical significance, see the [Technical Details of WWC-Conducted Computations](#).
2. For rating purposes, the WWC considered the statistical significance of the findings and the magnitude of the effect, also called the effect size. An average effect size is the sum of all the effect sizes of the student outcomes in a study in a single domain divided by the number of those outcomes. The WWC considers an average effect size across all student outcomes in one study in a given domain to be substantively important if it is equal to or greater than 0.25.

## Appendix A5 Methodology

Eighty-four studies on 22 dropout prevention interventions were classified for the strength of their design. To be fully reviewed, a study had to be a randomized controlled trial or a quasi-experimental design with evidence of equating between the treatment and comparison groups.

### Eligibility Screens and Evidence Standards

Quasi-experiments eligible for review include those equating through matching or statistical adjustment, regression discontinuity designs, and single case designs. No studies based on the latter two types of designs were identified for the dropout prevention review. The WWC is currently developing evidence standards for regression discontinuity designs and single case designs.

The review considered the properties of measurement instruments, the percentage of students, classrooms, or schools in the study sample that were not included in the reported results, and any sample characteristics or events that might serve as alternative explanations for the observed effect. For details please see the [WWC Evidence Standards](#). Long-term outcomes were preferred over short-term outcomes in the WWC's analysis of intervention effects.

The research evidence for interventions that have at least one study meeting WWC evidence standards with or without reservations is summarized in individual intervention reports posted on the WWC website. See <http://ies.ed.gov/ncee/wwc/>. So far, 23 studies of 16 dropout prevention interventions meet evidence standards with or without reservations. The lack of evidence for the remaining interventions does not mean that those interventions are ineffective; some interventions have not yet been studied using a study design that permits the WWC to draw any conclusions about their effectiveness. And for some studies, not enough data were reported (such as descriptive statistics of the findings) to enable the WWC to confirm statistical findings.

### Rating of effectiveness

Each dropout prevention intervention that had at least one study meeting WWC standards with or without reservations received

a rating of effectiveness in at least one outcome domain. The rating of effectiveness aims to characterize the existing evidence base in a given domain. The intervention effects based on the research evidence can be rated as positive, potentially positive, mixed, no discernible effects, potentially negative, or negative.

The rating of effectiveness takes into account four factors: the quality of the research design, the statistical significance of the findings, the size of the difference between participants in the intervention and the comparison conditions, and the consistency in findings across studies (see the [WWC Intervention Rating Scheme](#)).

The level of statistical significance was reported by the study authors or, where necessary, calculated by the WWC to correct for clustering within classrooms or schools and for multiple comparisons. Because of these corrections, the level of statistical significance as calculated by the WWC may differ from the one originally reported by the study authors. For an explanation, see the [WWC Tutorial on Mismatch](#). For the formulas that the WWC used to calculate statistical significance, see [Technical Details of WWC-Conducted Computations](#). If the average effect size across all outcomes in one study in a single domain is at least 0.25, it is considered substantively important, contributing toward the rating of effectiveness. See the technical appendices of the dropout prevention intervention reports for further details.

### Extent of evidence

The evidence base rating represents the size and number of independent samples that were assessed for the purposes of analysis of the intervention effects. A “medium to large” evidence base requires at least two studies and two schools across studies within one domain, and a total sample size across studies of at least 350 students or 14 classrooms. Otherwise, the evidence is considered to be “small.” The WWC is currently working to define a “large” evidence base. This term should not be confused with external validity, as other facets of external validity—such as variations in settings, important subgroups of

**Appendix A5**  
**Methodology**  
*(continued)*

students, implementation, and outcomes measures—were not taken into account for the purposes of this rating.

**Improvement index**

The WWC computes an improvement index for each individual finding. In addition, within each outcome domain, the WWC computes an average improvement index for each domain and each study and a domain average improvement index across studies of the same intervention (see the [Technical Details](#)

[of WWC-Conducted Computations](#)). The improvement index represents the difference between the percentile rank of the average student in the intervention condition and the percentile rank of the average student in the comparison condition. The improvement index can take on values between –50 and +50, with positive numbers denoting results favorable to the intervention group. Unlike the rating of effectiveness, the improvement index is based only on the size of the difference between the intervention and the comparison conditions.

## Appendix A6 Meets WWC standards

### References

#### **Accelerated Middle Schools**

Dynarski, M., Gleason, P., Rangarajan, A., & Wood, R. (1998). *Impacts of dropout prevention programs: Final report. A research report from the School Dropout Demonstration Assistance Program evaluation*. Princeton, NJ: Mathematica Policy Research, Inc. **(New Jersey study)**

#### **ALAS (Achievement for Latinos through Academic Success)**

Larson, K. A., & Rumberger, R. W. (1995). ALAS: Achievement for Latinos through Academic Success. In H. Thornton (Ed.), *Staying in school. A technical report of three dropout prevention projects for junior high school students with learning and emotional disabilities*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

##### **Additional sources:**

Gándara, P., Larson, K. A., Mehan, H., & Rumberger, R. W. (1998). *Capturing Latino students in the academic pipeline*. Berkeley, CA: Chicano/Latino Policy Project.

Larson, K. A. (1989). Task-related and interpersonal problem-solving training for increasing school success in high-risk young adolescents. *Remedial and Special Education, 10*(5), 32–42.

Larson, K. A., & Rumberger, R. W. (1995). Doubling school success in highest-risk Latino youth: Results from a middle school intervention study. In R. F. Macías and R. G. García Ramos (Eds.), *Changing Schools for Changing Students*. Santa Barbara: University of California Linguistic Minority Research Institute.

Rumberger, R. W., & Larson, K. A. (1994). Keeping high-risk Chicano students in school: Lessons from a Los Angeles junior high school dropout prevention intervention. In R. J. Rossi (Ed.), *Educational Reforms for At-Risk Students* (pp. 141–162). New York: Teachers College Press.

#### **Career Academies**

Kemple, J. J. (2004). *Career Academies: Impacts on labor market outcomes and educational attainment*. New York: MDRC.

#### **Additional sources:**

Kemple, J. J., & Snipes, J. C. (2000). *Career Academies: Impacts on students' engagement and performance in high school*. New York: MDRC.

Kemple, J. J., & Rock, J. L. (1996). *Career Academies: Early implementation lessons from a 10-site evaluation*. New York: MDRC.

#### **Check & Connect**

Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. *Exceptional Children, 65*(1), 7–21.

##### **Additional sources:**

Christenson, S. L., Sinclair, M. F., Thurlow, M. L., & Evelo, D. (1999). Promoting student engagement with school using the Check & Connect model. *Australian Journal of Guidance & Counseling, 9*(1), 169–184.

Sinclair, M. F., Christenson, S. L., Lehr, C. A., & Anderson, A. R. (2003). Facilitating student engagement: Lessons learned from Check & Connect longitudinal studies. *The California School Psychologist, 8*(1), 29–42.

#### **Financial Incentives for Teen Parents to Stay in School**

Long, D., Gueron, J. M., Wood, R. G., Fisher, R., & Fellerath, V. (1996). *LEAP: Three-year impacts of Ohio's welfare initiative to improve school attendance among teenage parents*. New York: MDRC.

##### **Additional sources:**

Bloom, D., Kopp, H., Long, D., & Polit, D. (1991). *LEAP: Implementing a welfare initiative to improve school attendance among teenage parents*. New York: MDRC.

Bos, J. M., & Fellerath, V. (1997). *LEAP: Final report on Ohio's welfare initiative to improve school attendance among teenage parents*. New York: MDRC.



**Appendix A6**  
**References**  
(continued)

**High School Redirection**

Dynarski, M., & Wood, R. (1997). *Helping high-risk youth: Results from the Alternative Schools Demonstration Program*. Princeton, NJ: Mathematica Policy Research, Inc. **(Wichita study)**

**Additional sources:**

Rubenstein, M. (1995). *Giving students a second chance: The evolution of the Alternative Schools Demonstration Program*. Washington, DC: Policy Studies Associates.

Weinbaum, A. T., & Baker, A. M. (1991). *Final implementation report: High School Redirection replication project*. New York: Academy for Educational Development.

Dynarski, M., & Wood, R. (1997). *Helping high-risk youth: Results from the Alternative Schools Demonstration Program*. Princeton, NJ: Mathematica Policy Research, Inc. **(Cincinnati study)**

**Additional sources:**

Rubenstein, M. (1995). *Giving students a second chance: The evolution of the Alternative Schools Demonstration Program*. Washington, DC: Policy Studies Associates.

Weinbaum, A. T., & Baker, A. M. (1991). *Final implementation report: High School Redirection replication project*. New York: Academy for Educational Development.

**Job Corps**

Schochet, P. Z., Burghardt, J., & Glazerman, S. (2001). *National Job Corps Study: The impacts of Job Corps on participants' employment and related outcomes*. Princeton, NJ: Mathematica Policy Research, Inc.

**Additional sources:**

Burghardt, J., McConnell, S., Meckstroth A., Schochet, P. Z., Johnson T., & Homrighausen J. (1999). *National Job Corps Study: Report on study implementation*. Princeton, NJ: Mathematica Policy Research, Inc.

McConnell, S., & Glazerman, S. (2001). *National Job Corps Study: The benefits and costs of Job Corps*. Princeton, NJ: Mathematica Policy Research, Inc.

**JOBSTART**

Cave, G., Bos, H., Doolittle, F., & Toussaint, C. (1993). *JOBSTART: Final report on a program for school dropouts*. New York, NY: MDRC.

**Additional sources:**

Auspos, P., Cave, G., Doolittle, F., & Hoerz, G. (1989). *Implementing JOBSTART: A demonstration for school dropouts in the JTPA system*. New York, NY: MDRC.

Cave, G., & Doolittle, F. (1991). *Assessing JOBSTART: Interim impacts of a program for school dropouts*. New York, NY: MDRC.

**Middle College High School**

Dynarski, M., Gleason, P., Rangarajan, A., & Wood, R. (1998). *Impacts of dropout prevention programs: Final report. A research report from the School Dropout Demonstration Assistance Program evaluation*. Princeton, NJ: Mathematica Policy Research, Inc.

**Additional sources:**

Dynarski, M., & Gleason, P. (1998). *How can we help? What we have learned from evaluations of federal dropout-prevention programs*. Princeton, NJ: Mathematica Policy Research, Inc.

Hershey, A., Adelman, N., & Murray, S. (1995). *Helping kids succeed: Implementation of the School Dropout Demonstration Assistance Program*. Princeton, NJ: Mathematica Policy Research, Inc.

Rosenberg, L., & Hershey, A. (1995). *The cost of dropout prevention programs*. Princeton, NJ: Mathematica Policy Research, Inc.

**New Chance**

Quint, J. C., Bos, H. M., & Polit, D. F. (1997). *New Chance: Final report on a comprehensive program for young mothers in poverty and their children*. New York, NY: MDRC.

**Additional sources:**

Quint, J. C., Fink, B. L., & Rowser, S. L. (1991). *New Chance: Implementing a comprehensive program for disadvantaged young mothers and their children*. New York, NY: MDRC.

## Appendix A6 References (continued)

Quint, J., Polit, D., Bos, H., & Cave, G. (1994). *New Chance: Interim findings on a comprehensive program for disadvantaged young mothers and their children*. New York, NY: MDRC.

### Meets WWC standards with reservations

#### Accelerated Middle Schools

Dynarski, M., Gleason, P., Rangarajan, A., & Wood, R. (1998). *Impacts of dropout prevention programs: Final report. A research report from the School Dropout Demonstration Assistance Program evaluation*. Princeton, NJ: Mathematica Policy Research, Inc. **(Georgia study)**

Dynarski, M., Gleason, P., Rangarajan, A., & Wood, R. (1998). *Impacts of dropout prevention programs: Final report. A research report from the School Dropout Demonstration Assistance Program evaluation*. Princeton, NJ: Mathematica Policy Research, Inc. **(Michigan study)**

#### Additional sources:

Dynarski, M., & Gleason, P. (1998). *How can we help? What we have learned from evaluations of federal dropout prevention programs*. Princeton, NJ: Mathematica Policy Research, Inc.

Hershey, A., Adelman, N., & Murray, S. (1995). *Helping kids succeed: Implementation of the School Dropout Demonstration Assistance Program*. Princeton, NJ: Mathematica Policy Research, Inc.

Rosenberg, L., & Hershey, A. (1995). *The cost of dropout prevention programs*. Princeton, NJ: Mathematica Policy Research, Inc.

#### Check & Connect

Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. *Exceptional Children*, 71(4), 465–482.

#### Additional source:

Sinclair, M. F., Christenson, S. L., Evelo, D. L., Hurley, C. M., Kau, M. Y., Logan, D. T., Thurlow, M. L., & Westberry, D. (2001). *Persistence Plus: Using Check & Connect procedures to improve service delivery and positive post-school*

*outcomes for secondary students with serious emotional disturbance*. (CDFR No. 84.237H). Minneapolis, MN: University of Minnesota, Institute on Community Integration.

#### Financial Incentives for Teen Parents to Stay in School

Mauldon, J., Malvin, J., Stiles, J., Nicosia, N., & Seto, E. (2000). *Impact of California's Cal-Learn Demonstration Project: Final report*. Berkeley, CA: University of California, UC DATA.

#### First Things First

Quint, J., Bloom, H. S., Black, A. R., & Stephens, L. (2005). *Scaling up First Things First: The challenge of scaling up educational reform*. New York, NY: MDRC. **(Houston study)**

#### Additional Sources:

Quint, J. C., Byndloss, D. C., and Melamud, B. (2003). *Scaling up First Things First: Findings from the first implementation year*. New York, NY: MDRC.

#### High School Redirection

Dynarski, M., & Wood, R. (1997). *Helping high-risk youth: Results from the Alternative Schools Demonstration Program*. Princeton, NJ: Mathematica Policy Research, Inc. **(Stockton study)**

#### Additional sources:

Rubenstein, M. (1995). *Giving students a second chance: The evolution of the Alternative Schools Demonstration Program*. Washington, DC: Policy Studies Associates.

Weinbaum, A. T., & Baker, A. M. (1991). *Final implementation report: High School Redirection replication project*. New York: Academy for Educational Development.

#### Project GRAD

Snipes, J. C., Holton, G. I., Doolittle, F., & Szejnberg, L. (2006). *Striving for student success: The effect of Project GRAD on high school student outcomes in three urban school districts*. New York, NY: MDRC. **(Houston study)**

## Appendix A6 References (continued)

### **Quantum Opportunity Program**

Schirm, A., Stuart, E., & McKie, A. (2006). *The Quantum Opportunity Program demonstration: Final impacts*. Washington, DC: Mathematica Policy Research, Inc.

#### **Additional sources:**

Maxfield, M., Castner, L., Maralani, V., & Vencill, M. (2003). *The Quantum Opportunity Program demonstration: Implementation findings*. Washington, DC: Mathematica Policy Research, Inc.

Maxfield, M., Schirm, A., & Rodriguez-Planas, N. (2003). *The Quantum Opportunity Program demonstration: Implementation and short-term impacts*. Washington, DC: Mathematica Policy Research, Inc.

Schirm, A., & Rodriguez-Planas, N. (2004). *The Quantum Opportunity Program demonstration: Initial post-intervention impacts*. Washington, DC: Mathematica Policy Research, Inc.

Schirm, A., Rodriguez-Planas, N., Maxfield, M., & Tuttle, C. (2003). *The Quantum Opportunity Program demonstration: Short-term impacts*. Washington, DC: Mathematica Policy Research, Inc.

### **Talent Development High Schools**

Kemple, J., Herlihy, C., & Smith, T. (2005). *Making progress toward graduation: Evidence from the talent development high school model*. New York: MDRC.

#### **Additional source:**

Kemple, J., & Herlihy, C. (2004). *The Talent Development High School Model: Context, components, and initial impacts on ninth-grade students' engagement and performance*. New York: MDRC.

### **Talent Search**

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