ERIC Dropout Programs

ERIC #: EJ640278
Title: How Can We Help? What We Have Learned from Recent Federal Dropout Prevention Evaluations.
Authors: Dynarski, Mark; Gleason, Philip
Publication Date: 2002-00-00
Pub Types: Journal Articles; Reports - Descriptive
Journal Name: Journal of Education for Students Placed at Risk (JESPAR)
Journal Citation: v7 n1 p43-69 2002

Abstract: Implementation and impact findings from a large evaluation of federally funded dropout prevention programs suggest that alternative middle schools for younger students and GED programs for older students are promising. Striving to understand the nature of academic, social, and personal problems affecting students and tailoring services to address these problems may be a useful systemic approach to dropout reduction. (SM)
Descriptors: Dropout Prevention; Dropout Programs; Federal Programs; High Risk Students; High School Equivalency Programs; High School Students; Middle School Students; Nontraditional Education; Program Effectiveness; Secondary Education

ERIC #: ED498298
Title: Public Secondary School Dropouts in Pennsylvania 2005-06: Report to the General Assembly
Authors: Bobek, Joanne R., Comp.
Publication Date: 2007-08-00
Pub Types: Numerical/Quantitative Data; Reports - Descriptive
Journal Name: Pennsylvania Department of Education, Division of Data Services
Journal Citation:

Abstract: Act 49 of 1987 requires the Secretary of Education to provide the General Assembly with an annual report on public school dropouts in Pennsylvania. The purpose of this report is to document the actual number of students who drop out each year and to provide various characteristics about these students. The type of data collected about each dropout consists of the reason for dropping out, race, gender, age, grade, academic program, post-dropout activity and whether the dropout was classified as any of the following: economically disadvantaged, migrant, English language learner or special education. The term "dropout," as used in this publication, refers to a student who, for any reason except death, leaves school before graduation without transferring to another school/institution. This report also details information about students who are enrolled in state-funded dropout prevention programs. Specific characteristics and data about these students and an evaluation of the overall success of these programs are also provided. The focus of Part 1 of this report is information on students who dropped out in the 2005-06 school year, specifically during the 12-month period from October 1, 2005, to September 30, 2006. Part 2 provides details about the Successful Students' Partnership (SSP) and the related Education Mentoring (EM) initiative for the 2005-06 school year. Appendix A contains a glossary. Appendix B contains a list of six sources. (Contains 14 tables.)
Descriptors: Economically Disadvantaged; Dropout Programs; Dropout Prevention; Dropouts; Dropout Research; Secondary School Students; Public Schools; State Legislation; Age

Differences; Racial Differences; Immigrants; English (Second Language); Special Education; Student Characteristics; Grants; Partnerships in Education; Special Needs Students
ERIC Full-Text:
http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED498298

ERIC #: ED497618
Title: Dropout Prevention. What Works Clearinghouse Topic Report
Authors:
Publication Date: 2007-07-30
Pub Types: Reports - Evaluative
Journal Name: What Works Clearinghouse
Journal Citation:
Abstract: Dropout prevention programs are school- and community-based initiatives that aim to keep students in school and encourage them to complete their high school education. To be included in the What Works Clearinghouse (WWC) review, programs have to operate within the United States and include dropout prevention as one of their primary objectives. Programs that aim primarily to address risky behaviors correlated with dropping out--such as delinquency, drug use, and teen pregnancy--are not included. The reviewed programs provide a mix of services, such as counseling, monitoring, school restructuring, curriculum redesign, financial incentives, and community services to mitigate factors impeding academic success. The review focused on three outcome domains: staying in school, progressing in school, and completing school. The WWC looked at 59 studies of 16 dropout prevention programs that qualified for its review. Of these, 16 studies of 11 programs met WWC evidence standards--7 without reservations and 9 with reservations. The five other programs did not have studies that met WWC evidence screens. In looking at the three outcome domains for the 11 programs: (1) ALAS (Achievement for Latinos through Academic Success) had potentially positive effects on staying in school and on progressing in school; (2) Career Academies had potentially positive effects on staying in school and on progressing in school; and (3) Check & Connect had positive effects on staying in school and potentially positive effects on progressing in school. Five other programs had potentially positive effects in one domain. Three had no discernible effects in any of the three domains. (Contains 3 figures and 2 tables.) [This publication was produced by the What Works Clearinghouse. Fifty-nine studies are reviewed in this intervention report.]
Descriptors: Intervention; Dropouts; School Restructuring; Incentives; Dropout Programs; Community Services; Career Academies; Academic Achievement; Dropout Prevention; School Counseling; Curriculum Design; Academic Persistence; School Holding Power; Hispanic American Students
ERIC Full-Text:
http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED497618

ERIC #: ED463365
Title: Alternative Schools: Providing a Safety Net in Our High Schools To Cope with the At-Risk Student Challenge.
Authors: Munoz, Marco A.
Publication Date: 2002-00-00
Pub Types: Reports - Research
Journal Name:

Journal Citation:

Abstract: This study analyzes the non-academic impact of a program for at-risk students within an urban alternative high school. The Jefferson County Public Schools, Kentucky, work on the premise that prevention is a key part of safety net strategies for at-risk students. Liberty High School is an alternative safety net high school intended to develop a community of learners who demonstrate acceptance, leadership, and academic success through a caring, collaborative, and engaging learning environment. Liberty includes such features as a program for 9th graders at risk of dropping out, a high school prep program for 8th graders, and a life skills/learning habits program. This study evaluated the characteristics and numbers of student participants, characteristics of the scope of service in the program, and differences in participating students' attendance and suspension. Data were collected on attendance and discipline from a district database and program activity logs. Results indicate that the program was able to help high school students who exhibited attendance, behavioral, and social problems that limited their ability to succeed in the regular school environment. The program improved attendance in participating students and helped decrease behavioral problems. (Contains 17 references.) (SM)
Descriptors: Attendance Patterns; Behavior Problems; Cost Effectiveness; Dropout Prevention; Dropout Programs; Educational Environment; High Risk Students; High School Students; High Schools; Nontraditional Education; Program Effectiveness; Urban Schools
ERIC Full-Text:
http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED463365

ERIC #: ED498643
Title: Curriculum Leadership: Curriculum For the at Risk Students
Authors: Berkins, Cynthia Lawry; Kritsonis, William Allan
Publication Date: 2007-00-00
Pub Types: Journal Articles; Reports - Evaluative
Journal Name: Online Submission
Journal Citation: The Lamar University Electronic Journal of Student Research Fall 2007
Abstract: Over the last decade, between 347,000 and 544,000 10th- through 12th-grade students left school each year without successfully completing a high school program Status dropout rates represent the proportion of young people ages 16 through 24 who are out of school and who have not earned a high school credential. Status rates are higher than event rates because they include all dropouts in this age range, regardless of when they last attended school. (NCES, 2002). The purpose of this article is to examine the reasons why students drop out and possible solutions. Findings suggest that students from career academies have higher academic achievement upon leaving high school, less need for remediation in English at the university, and a 4 percentage-point increase in graduation from the university than students who are not from academies (Naylor, 2004).
Descriptors: Instructional Leadership; Curriculum Evaluation; Dropout Research; Dropout Programs; Dropout Rate; Dropout Prevention; High Risk Students; Career Academies; Statistical Surveys; Data Analysis; Continuation Students
ERIC Full-Text:
http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED498643

ERIC #: ED491182

Title: Making Good on a Promise: What Policymakers Can Do to Support the Educational Persistence of Dropouts. Double the Numbers: A Jobs for the Future Initiative
Authors: Almeida, Cheryl; Johnson, Cassius; Steinberg, Adria
Publication Date: 2006-04-00
Pub Types: Reports - Evaluative
Journal Name: Jobs for the Future
Journal Citation:

Abstract: One of the major barriers to making good on this promise is the broad set of misconceptions framing most discussions of the dropout issue. Too often, both public perception and public policy seem based on the notion that dropping out is confined to a small--and particularly unmotivated--group of young people. A related assumption, although rarely voiced, is that dropping out is primarily a problem of disaffected black and Hispanic central city youth who have rejected mainstream values, including the importance of education. Such views have reinforced a third widespread misconception: that there is little anyone can do to get most young people who leave school back on track--earning a high school degree and advancing to higher education. Making Good on a Promise challenges those beliefs. It paints a new, more accurate picture of the dropout problem facing the nation today, with a detailed look at who dropped out and how much education they had completed by their early adulthood. It analyzes data from the first major national study to follow a representative group of young people over time: the National Educational Longitudinal Study, which tracked the educational progress of approximately 25,000 eighth-graders in 1988 over 12 years, to 2000. Methodology is appended. (Contains 14 figures and 11 endnotes.)
Descriptors: Dropouts; Young Adults; Educational Policy; Dropout Characteristics; Public Policy; Misconceptions; High School Equivalency Programs; Postsecondary Education; High Risk Students; Dropout Programs; Academic Persistence; Low Income Groups; Policy Formation
ERIC Full-Text:
http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED491182

ERIC #: ED478949
Title: Youth in Adult Basic and Literacy Education Programs. ERIC Digest.
Authors: Imel, Susan
Publication Date: 2003-00-00
Pub Types: ERIC Publications; ERIC Digests in Full Text
Journal Name:
Journal Citation:

Abstract: The increase in the number of youth under age 18 enrolling in federally funded adult basic and literacy education programs is a trend that is putting increasing pressures on programs designed to serve an adult population. Documenting the extent of the trend is difficult due to the way in which federal statistics on age of program participants have been compiled and variations in state policies. These multiple factors contribute to the increase: the educational reform movement that increases high school graduation requirements but is often not supported by services needed for youth at risk of dropping out; the Adult Education and Family Literacy Act, whose definition of "adult" opens the door for programs in some states to be viable alternatives for youth; and alternative programs that do not meet high school dropout needs. Challenges and questions facing programs include serving youth and adults in the same classes and the

appropriateness of instructional materials and teaching methods. Two federally funded adult education programs that are working with youth and have research components offer insight on their impact on young participants. FutureWorks provides an example of how one program can initiate change, and the Metropolitan Alliance for Adult Learning has published information that demonstrates how changes can be incorporated throughout a system. (Contains 13 references.) (YLB)

Descriptors: Adult Basic Education; Adults; Basic Skills; Continuation Students; Dropout Programs; Dropouts; Educational Change; Educational Trends; Enrollment Influences; Enrollment Trends; Federal Aid; High School Equivalency Programs; Intergenerational Programs; Literacy Education; Organizational Change; Program Development; State Programs; Teaching Methods; Youth; Youth Programs

ERIC Full-Text:
http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED478949

ERIC #: ED462517
Title: School Dropouts: Education Could Play a Stronger Role in Identifying and Disseminating Promising Prevention Strategies. Report to the Honorable Jim Gibbons, House of Representatives.
Authors: Shaul, Marnie S.
Publication Date: 2002-02-00
Pub Types: Reports - Descriptive
Journal Name:
Journal Citation:
Abstract: This report examines national and regional dropout rate trends; factors associated with dropping out; efforts these factors; and federal efforts to reduce dropout rates. Information came from interviews with National Center for Education Statistics (NCES) officials; review of NCES data and reports by dropout prevention experts; site visits at dropout prevention programs; evaluations of federally-funded programs; and interviews with state at-risk coordinators and officials from possible federal funding sources. National dropout rates changed little from 1990-2000, varying considerably between regions and ethnic groups. Factors influencing dropping out included family related factors and school experience factors. Many state, local, and private programs are available to help at-risk youth. States' support of dropout prevention activities vary considerably. The federal Dropout Prevention Demonstration Program specifically targets dropouts. Other federal programs have dropout prevention as one of many objectives. Recommendations include evaluating the quality of existing dropout prevention research and determining the most effective means of disseminating research results. Appendices include: data on the study; dropout and completion measures; federal programs that can be used for dropout prevention; high school completion rates, October 1998-2000; comments from the Department of Education; and General Accounting Office contacts and acknowledgements. (SM)

Descriptors: Dropout Prevention; Dropout Programs; Dropouts; Graduation; Minority Group Children; Racial Differences; Secondary Education

ERIC Full-Text:
http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED462517

ERIC #: EJ760944
Title: Dropout Policies and Trends for Students with and without Disabilities

Authors: Kemp, Suzanne E.
Publication Date: 2006-00-00
Pub Types: Journal Articles; Reports - Research
Journal Name: Adolescence (San Diego): an international quarterly devoted to the physiological, psychological, psychiatric, sociological, and educational aspects of the second decade of human life
Journal Citation: v41 n162 p235-250 Sum 2006

Abstract: Students with and without disabilities are dropping out of school at an alarming rate. However, the precise extent of the problem remains elusive because individual schools, school districts, and state departments of education often use different definitional criteria and calculation methods. In addition, specific reasons why students drop out continues to be speculative and minimal research exists validating current dropout prevention programs for students with and without disabilities. This study examined methods secondary school principals used to calculate dropout rates, reasons they believed students dropped out of school, and what prevention programs were being used for students with and without disabilities. Results indicated that school districts used calculation methods that minimized dropout rates, students with and without disabilities dropped out for similar reasons, and few empirically validated prevention programs were being implemented. Implications for practice and directions for future research are discussed. (Contains 2 tables.)

Descriptors: Dropouts; Disabilities; Secondary School Students; Public Schools; Secondary Schools; Principals; Dropout Programs; Dropout Rate; Computation; Dropout Prevention; Surveys

ERIC #: ED496184
Title: Public Secondary School Dropouts in Pennsylvania, 2004-05. Report to the General Assembly
Authors: Hruska, Richard A., Comp.
Publication Date: 2006-05-00
Pub Types: Numerical/Quantitative Data; Reports - Evaluative
Journal Name: Pennsylvania Department of Education, Division of Data Services
Journal Citation:

Abstract: Act 49 of 1987 requires the Secretary of Education to provide the General Assembly with an annual report on public school dropouts in Pennsylvania. The purpose of this report is to document the actual number of students who drop out each year and to provide various characteristics about these students. The type of data collected about each dropout consists of the reason for dropping out, race, gender, age, grade, academic program, post-dropout activity and whether the dropout was classified as any of the following: economically disadvantaged, migrant, English language learner or special education. The term "dropout," as used in this publication, refers to a student who, for any reason except death, leaves school before graduation without transferring to another school/institution. This report also details information about students who are enrolled in state-funded dropout prevention programs. Specific characteristics and data about these students and an evaluation of the overall success of these programs are also provided.The focus of this report is school year 2004-05. Specifically, it includes information on all students who dropped out during the 12-month period from October 1, 2004, to September 30, 2005. This report also provides details about the Successful Students' Partnership and the related Education Mentoring Initiative for the 2004-05 school year. (Contains 5 figures and 13

tables.) [This document was produced by the Pennsylvania Department of Education, Division of Data Services. For the 2003-04 edition of this report, see ED489238.]
Descriptors: Public Schools; Dropouts; Secondary Schools; Student Characteristics; Dropout Prevention; Dropout Programs; Partnerships in Education; Mentors; Program Descriptions; Program Effectiveness
ERIC Full-Text:
http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED496184

ERIC #: EJ650979
Title: Rethinking Student Retention in Community Colleges.
Authors: Wild, Linda; Ebbers, Larry
Publication Date: 2002-00-00
Pub Types: Information Analyses; Journal Articles; Reports - Descriptive
Journal Name: Community College Journal of Research and Practice
Journal Citation: v26 n6 p503-519 Jul 2002
Abstract: States that student retention is significant for measuring institutional effectiveness in the prevailing environment of accountability and budgetary constraints. Presents recommendations for increasing retention, including training staff on retention issues, reviewing admission and advising strategies affecting minority populations, and piloting supplemental instruction programs. (Contains 30 references.) (NB)
Descriptors: Academic Persistence; Community Colleges; Dropout Prevention; Dropout Programs; Dropout Research; Dropouts; School Holding Power; Student Attrition; Two Year Colleges

ERIC #: ED497057
Title: Dropout Risk Factors and Exemplary Programs: A Technical Report
Authors: Hammond, Cathy; Linton, Dan; Smink, Jay; Drew, Sam
Publication Date: 2007-05-00
Pub Types: Reports - Evaluative
Journal Name: National Dropout Prevention Center/Network (NDPC/N)
Journal Citation:
Abstract: Communities In Schools (CIS) is the nation's fifth-largest youth-serving organization and the leading dropout prevention organization, delivering resources to nearly one million students in 3,250 schools across the country. To further their network-wide commitment to evidence-based practice, CIS collaborated with the National Dropout Prevention Center/Network at Clemson University (NDPC/N) to conduct a comprehensive study of the dropout crisis in the United States. Specifically, the intent of the study was to: (1) Identify the risk factors or conditions that significantly increase the likelihood of students dropping out of school; and (2) Identify exemplary, evidence-based programs that address the identified risk factors and conditions. A number of lessons can be gleaned from the research on risk factors and evidence-based programs for practitioners implementing either existing programs or developing new ones. First, multiple risk factors across several domains should be addressed wherever possible to increase the likelihood that the program will produce positive results. Second, multiple strategies should be used to help assure program impact. Effective programs often used some combination of personal assets and skill building, academic support, family outreach, and environmental/organizational change (Catalano et al., 1999; Gottfredson, 1998; Lehr et al.,

2004). Third, when adopting an existing exemplary program, research points to the need for these programs to be fully implemented and to be implemented as they were designed (Midwest Regional Center for Drug-Free Schools and Communities [MRC], 1994A; National Institute on Drug Abuse [NIDA], 2004). Fourth, program planners who develop their own strategies need to use evidence-based strategies proven to impact the risk factors they are addressing and develop strategies based on best practice. Finally, whether adopting an existing program or developing a new one, practitioners need to use evidence-based strategies to evaluate programs to assure effectiveness. The following are appended: (1) Review and Identification Steps and Criteria; (2) Risk Factor Domains and Categories; (3) Additional Risk Factor Charts and Information; (4) Individual and Family Domain Risk Factor Descriptions; (5) The Matrix of Prevention Programs; (6) Exemplary Program Charts and Additional Information; and (7) Descriptions of Exemplary Programs. (Contains 10 charts and 10 tables.)

Descriptors: Dropouts; Risk; Dropout Programs; Dropout Prevention; Program Effectiveness; Family Influence; Individual Characteristics; Program Descriptions; Dropout Research; Instructional Program Divisions

ERIC Full-Text:

http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED497057

ERIC #: ED468582
Title: Students with Disabilities Who Drop Out of School: Implications for Policy and Practice. Issue Brief: Examining Current Challenges in Secondary Education and Transition.
Authors: Thurlow, Martha L.; Sinclair, Mary F.; Johnson, David R.
Publication Date: 2002-07-00
Pub Types: Information Analyses
Journal Name:
Journal Citation:
Abstract: This brief explores the challenges of documenting dropout rates and ways to support students with disabilities so that they meet academic standards and graduate. It begins by discussing the high dropout rate for students with disabilities and the rise of standards-based reform and high-stakes tests. Characteristics of high-risk students are identified and include living in the southern and western regions of the country or large urban center, having a disability, coming from low-income families and communities, and having a non-European American or non-Asian, single parent background. The difficulties of measuring and defining dropout rates are explored, and sources of variation in reported dropout rates are identified. Findings from three projects that investigated successfully implemented interventions for preventing student dropouts are then discussed. Intervention strategies included: (1) persistence, continuity, and consistency; (2) monitoring the occurrence of risk behaviors and the effects of interventions; (3) a caring relationship between an adult connected to the school and the student; (4) a sense of belonging to school that was encouraged through participation in school-related activities; and (5) problem-solving skills were taught and supported so students were able to survive in challenging environments. The brief closes with a discussion of research needs. (Contains 17 references.) (CR)

Descriptors: Academic Standards; Disabilities; Dropout Characteristics; Dropout Prevention; Dropout Programs; Dropout Rate; Educational Policy; High Risk Students; Incidence; Intervention; Predictor Variables; Research Needs; Secondary Education; Student School Relationship

ERIC Full-Text:

http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED468582

ERIC #: ED501047
Title: New Hampshire's Multi-Tiered Approach to Dropout Prevention. Snapshot: New Hampshire
Authors:
Publication Date: 2007-03-00
Pub Types: Reports - Descriptive
Journal Name: National High School Center
Journal Citation:
Abstract: Many states and districts across the country struggle with designing and implementing coherent dropout prevention initiatives that promote academic advancement, especially for special needs students, who drop out at much higher rates than the general student population. This "snapshot" describes New Hampshire's innovative use of data collection and analysis as the key to unlocking the dropout problem. As a function of the New Hampshire State Department of Education's implementation of a dropout prevention program model titled "Achievement in dropout Prevention and Excellence" (APEX II) which is made possible by a grant from the U.S. Department of Education, participating high schools are developing dynamic data collection systems at the school level. A list of additional resources is provided. [This publication was produced by the National High School Center.]
Descriptors: Dropout Prevention; Dropouts; Special Needs Students; Dropout Programs; Data Collection; Data Analysis; Dropout Rate; High Schools; Intervention
ERIC Full-Text:

http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED501047

ERIC #: EJ766421
Title: Why Students Drop Out
Authors: Azzam, Amy M.
Publication Date: 2007-04-00
Pub Types: Journal Articles; Reports - Descriptive
Journal Name: Educational Leadership
Journal Citation: v64 n7 p91-93 Apr 2007
Abstract: A recent study by Civic Enterprises for the Bill and Melinda Gates Foundation examined the views of diverse youth, ages 16-25, who had failed to complete high school. "The Silent Epidemic: Perspectives of High School Dropouts" lists students' reasons for leaving school and suggests actions that schools, states, and the federal government can take. The dropouts in the study identified five major reasons for leaving school. They were bored with school (47 percent); had missed too many days and could not catch up (43 percent); spent time with people who were not interested in school (42 percent); had too much freedom and not enough rules in their lives (38 percent); and were failing (35 percent). Most dropouts blamed themselves--rather than their schools or teachers--for dropping out. Nevertheless, they suggested five actions that schools could take to improve students' chances of completing school: (1) Make school more engaging through real-world, experiential learning; (2) Improve instruction and supports for struggling learners; (3) Improve school climate; (4) Ensure that students have a relationship with at least one adult in the school; and (5) Improve communication between parents and schools.

The report suggests a multipronged approach to dealing with the dropout epidemic. Schools and communities should promote experiential learning, smaller learning communities, and alternative schools. States should raise the legal dropout age to 18 and develop data systems that accurately reflect graduation and dropout rates. The federal government should review the Current Population Survey and other data it collects to ensure its accuracy. Finally, the government needs to evaluate dropout prevention programs and help disseminate best practices. (Contains 2 endnotes.)
Descriptors: Federal Government; Experiential Learning; Dropout Prevention; Dropout Programs; Dropout Rate; Dropouts; Dropout Research; Attitude Measures; Student Attitudes; Psychological Patterns; Peer Influence; Academic Failure; Student Motivation; Relevance (Education); Educational Improvement; High Risk Students; Educational Environment; Teacher Student Relationship; Parent School Relationship; Small Classes; Nontraditional Education; State Government

ERIC #: EJ657234
Title: Second Chance.
Authors: Hardy, Lawrence
Publication Date: 2002-00-00
Pub Types: Journal Articles; Reports - Descriptive
Journal Name: American School Board Journal
Journal Citation: v189 n12 p14-20 Dec 2002
Abstract: Discusses high school dropout rate, the reasons students give for dropping out, and the economic value of the General Educational Development (GED) certificate. Describes efforts to prevent dropouts among at-risk students or to offer dropouts another chance to succeed in school such as the Champion Charter School in Brockton, Massachusetts. (PKP)
Descriptors: At Risk Persons; Dropout Programs; Dropout Rate; Dropouts; Elementary Secondary Education

ERIC #: ED480840
Title: Out-of-School Youth. Proceedings Report: Seminar on Migrant Out-of-School Youth (Portland, Oregon, June 6-8, 2002).
Authors: Ward, Patricia A.
Publication Date: 2002-06-00
Pub Types: Collected Works - Proceedings
Journal Name:
Journal Citation:
Abstract: A seminar on migrant out-of-school youth was organized based on a survey of migrant education practitioners. Seminar participants heard speakers discuss questions raised by the survey, then met in strategy groups to develop recommendations. This report summarizes questions and recommendations in the four major areas discussed: (1) identification and recruitment of out-of-school youth (best recruiting models for dropouts and youth here to work, roles and responsibilities of various agencies, language differences, recruiter safety and wages, locating hard-to-find youth, working with uncooperative employers, building trust, and working with school districts); (2) providing English instruction, basic skills instruction, health services, advocacy, and instruction in consumer skills (sustaining youth engagement with services, training and retaining staff, building partnerships with employers, determining the skill levels

and needs of youth, reconnecting dropouts with the school system, dealing with distance and time constraints, and overcoming problems with local education agencies); (3) collaborating at the state and local levels; and (4) policy issues related to states' active recruitment of out-of-school youth, priority of service for out-of-school youth versus more traditional migrant students, whether out-of-school youth should be included in the high school graduation goal for migrant students, and expenditure of funds. Appendices describe successful programs for out-of-school migrant youth in six states and list seminar participants and members of the Interstate Migrant Education Council. (SV)
Descriptors: Adult Basic Education; Agency Cooperation; Delivery Systems; Dropout Programs; Dropouts; Educational Policy; English (Second Language); High School Equivalency Programs; Identification; Migrant Education; Migrant Youth; Student Recruitment
ERIC Full-Text:
http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED480840

ERIC #: EJ741182
Title: New Ways, More Reasons to Fight Truancy
Authors: Stover, Del
Publication Date: 2005-01-00
Pub Types: Journal Articles; Reports - Descriptive
Journal Name: Education Digest: Essential Readings Condensed for Quick Review
Journal Citation: v70 n5 p48-51 Jan 2005
Abstract: Anti-truancy efforts are not new, but there are powerful new incentives which are now spurring school officials' interest in keeping students in class and their school. Not only does the "No Child Left Behind" Act require schools to boost student attendance and lower dropout rates, schools will never be able to succeed in meeting the law's Annual Yearly Progress goals if students are not in class learning. In this article, the author discusses some examples of those school districts across the nation that have launched more rigorous programs to crack down on students who are missing valuable information time and are at increasing risk of dropping out of school altogether. Moreover, the author elaborates on the new ways and some reasons to fight truancy.
Descriptors: School Districts; Truancy; High Risk Students; Educational Administration; Dropout Programs; Dropout Prevention; Attendance; High School Students

ERIC #: ED500785
Title: Piloting a Searchable Database of Dropout Prevention Programs in Nine Low-Income Urban School Districts in the Northeast and Islands Region. Issues & Answers. REL 2008-No. 046
Authors: Myint-U, Athi; O'Donnell, Lydia; Osher, David; Petrosino, Anthony; Stueve, Ann
Publication Date: 2008-03-00
Pub Types: Reports - Evaluative; Tests/Questionnaires
Journal Name: Regional Educational Laboratory Northeast & Islands
Journal Citation:
Abstract: Despite evidence that some dropout prevention programs have positive effects, whether districts in the region are using such evidence-based programs has not been documented. To generate and share knowledge on dropout programs and policies, this report details a project to create a searchable database with information on target audiences, prevention strategies, age

ranges, in-school and out-of-school staff involvement, and whether programs were reviewed by the What Works Clearinghouse. Based on the dropout prevention literature, the database identifies nine service goals (such as increase school attachment and decrease truancy) and 17 core strategies (such as community learning curricula and tutoring/extra classes) and maps these across schools, districts, and programs and policies. The report makes three recommendations for better documenting progress toward evidence-based practices for keeping students in school. The following are appended: (1) Methodology for collecting data and creating the database; (2) Sample introductory letter; (3) Interview instructions and sample questions; and (4) Functional requirements table for database. (Contains 14 tables, 1 box, and 6 notes.) [This report was prepared for the National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences (IES) by Regional Educational Laboratory Northeast and Islands administered by Education Development Center, Inc.]
Descriptors: Databases; Pilot Projects; Dropout Programs; Dropout Prevention; School Districts; Urban Schools; Low Income; Program Evaluation; Clearinghouses
ERIC Full-Text:
http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED500785

ERIC #: ED484287
Title: Increasing School Completion: Learning from Research-Based Practices That Work. Research to Practice Brief. Improving Secondary Education and Transition Services through Research. Volume 3, Issue 3.
Authors: Lehr, Camilla A.
Publication Date: 2004-08-00
Pub Types: Information Analyses
Journal Name: National Center on Secondary Education and Transition, University of Minnesota (NCSET)
Journal Citation:
Abstract: Raising graduation rates for students attending schools in the United States is a national priority. As part of the No Child Left Behind Act, schools are required to track and report the percentage of students who graduate with a regular diploma in four years. The magnitude of the problem for student subgroups (including students of Hispanic and Native-American descent) points to the need for concerted efforts to design and implement programs and strategies that will keep youth in school and facilitate successful completion. Additionally, the cost to students who drop out in terms of lower wages and higher unemployment rates and the costs to society in terms of lost revenue and increased dependence on social programs necessitate effective solutions to the problem of dropout. This brief will highlight findings from a recent review of 45 prevention and intervention studies addressing dropout or school completion described in professional journals. Results can be used to inform practice for those working with youth (with and without disabilities) who are disengaging from school.
Descriptors: Dropout Prevention; Graduation Rate; Student Diversity; High Risk Students; Program Effectiveness; Dropout Programs; Dropout Research; School Holding Power
ERIC Full-Text:
http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED484287

ERIC #: ED478991

Title: Analysis of Subsequent Educational Decisions of High School Dropouts and Their Life Outcomes.
Authors: Chan, Chi-Keung; Kato, Kentaro; Davenport, Ernest C., Jr.; Guven, Kamil
Publication Date: 2003-04-00
Pub Types: Reports - Research; Speeches/Meeting Papers
Journal Name:
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Abstract: This study used data for a representative sample of 8th graders from the National Educational Longitudinal Study of 1988. The intent was to (1) compare student's dropout status with variables such as demographics, academic and economic factors, limited English proficiency status, and other risk factors of dropping out, (2) distinguish factors associated with four different levels of dropout status (returned to high school, received GED, continued postsecondary studies without high school degree, no further schooling), (3) examine the relationship between subsequent education decisions of dropouts and postsecondary school attainment, and (4) contrast the economic and life satisfaction outcomes of different types of dropouts. Socioeconomic status, academic aspirations and achievement, and family parent interactions were found to be the best determining factors between one-time dropouts who finished education and those who did not. A weak correlation was found between ethnicity and return to high school versus receipt of a GED. Students who completely quit school were found to be unlikely to receive postsecondary education. There were no significant differences in life satisfaction between former dropouts who received a diploma and those who received a GED, but there were significant differences between those who completed their education and those who did not. (Contains five data tables and 26 references.) (SLR)

Descriptors: Academic Aptitude; Comparative Analysis; Dropout Prevention; Dropout Programs; Dropout Research; Dropouts; Educational Status Comparison; Ethnic Groups; Graduate Surveys; High Risk Students; High School Equivalency Programs; High School Graduates; High Schools; Life Satisfaction; Longitudinal Studies; Outcomes of Education; Racial Differences; Reentry Students; Salary Wage Differentials; Tables (Data)
ERIC Full-Text:
http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED478991

ERIC #: EJ727310
Title: Dropout-Prevention Programs: Right Intent, Wrong Focus, and Some Suggestions on Where to Go from Here
Authors: Montecel, Maria Robledo; Cortez, Josie D.; Cortez, Albert
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Abstract: The factors that contribute to student dropouts have been the focus of extensive deliberation during the last decade. Despite expanded attention, the number of dropouts remains unacceptably high. Drawing on the authors' 17-year history of dropout research in Texas, Arizona, and across the country, this article describes the alarming dropout rates, especially among Hispanic students; assesses efforts that have been undertaken to address the dropout issue, including proven dropout prevention programs; and provides a new paradigm for preventing dropouts.

Descriptors: Dropout Research; Dropout Programs; Dropout Rate; Dropout Prevention; Dropouts; Hispanic American Students; School Holding Power; Academic Persistence