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Dropout Prevention and Recovery Resources and Materials

Guides and Toolkits

The Alternative Pathways Project: A Framework for Dropout Reduction and Recovery; Bill and Melinda Gates Foundation, (2006).

This document by J. D. Hope (Keep the Change, Inc.) and Chris Sturgis (MetisNet) highlights policies and practices that push children out of school, suggests strategies for overcoming barriers to re-enrolling in school, and gives direction for expanding educational alternatives that are effective for vulnerable youth.
(*www.ytfg.org/documents/AltPathv.7.7Julyfin.pdf)*

Approaches to Dropout Prevention: Heeding Early Warning Signs with Appropriate Interviews; National High School Center, (2007).

A resource by Louise Kennelly and Maggie Monad that discusses building an early warning system to identify students on a pathway to dropping out and features descriptions of dropout prevention programs and best practices.
(www.betterhighschools.org/docs/NHSC_ApproachestoDropoutPrevention.pdf)

Dropout Prevention: A Practice Guide; Washington, DC, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, (NCEE 2008–4025).

This guide is intended to be useful to educators in high schools and middle schools, superintendents, school boards and state policymakers interested in planning and executing dropout prevention strategies. Retrieved from http://ies.ed.gov/ncee/wwc.

Grad Nation: A Guidebook to Help Communities Tackle the Dropout Crisis; America's Promise Alliance, (2008).

A tool for dropout prevention by R. Balfanz, J. Fox, J. Bridgeland, and M. McNaught. It includes four parts, which focus on community support to address the problem of high school dropout, ways to gain understanding of the nature of dropout, comprehensive solutions, and creating lasting change.
(www.americaspromise.org/uploadedFiles/AmericasPromiseAlliance/Dropout_Crisis/Graduation_Nation/GradNation_Guidebook_11-08.pdf)

Guide for Practice: Engaging and Re-engaging Students in Learning; Center for Mental Health in Schools. (2008)

This guide from the School Mental Health Project (Dept. of Psychology, UCLA) focuses on school disengagement and re-engagement. It examines social control, intrinsic motivation, components of motivation and re-engaging students.
http://www.smhp.psych.ucla.edu/pdfdocs/engagingandre-engagingstudents.pdf

Research and Reports

Family Involvement in Schools: Engaging Parents of At-Risk Youth; Colorado Department of Education/Prevention Initiatives, (2008).

This study by Heather MacGillivary and Gretchen Mann provides insight on how to increase family involvement and is based on focus groups and interviews with parents and educators involved in programs funded by the Expelled and At-Risk Student Services grant program administered by the Colorado Department of Education.
http://www.cde.state.co.us/cdeprevention/download/pdf/FamilyInvolvementReport_2008.pdf

Making Good on the Promise; Double the Numbers: A Jobs for the Future Initiative, (2006).

Report by Cheryl Almeida, Cassius Johnson, and Adria Steinberg that assesses how far our society is from "making good" on the promise of a second chance for dropouts and offers a starting point for improving the record. It takes a detailed look at who dropped out and how much education they completed by their early adulthood.
(www.jff.org/Documents/MkingGood_Sum.pdf)

Out-of-School Immigrant Youth; Public Policy Institute of California, (2007).

This report by Laura E. Hill and Joseph M. Hayes describes the population of out-of-school immigrant youth in California. Analysis of census data leads to suggestions on re-engaging out-of-school immigrant youth, such as ways to target services, improve future data collection, and enhance program organization. (www.ppic.org)

Profiles of Success: Eight Colorado Schools that are Closing the Achievement Gap; Donnell-Kay Foundation and Piton Foundation, (2008).

This study identifies Colorado schools that are beating the odds in terms of their ability to close the achievement gap for economically disadvantaged students. Practices found to be unique to individual schools are shared in brief case studies on each school are highlighted.
(http://www.dkfoundation.org/pdf/profilesofsuccess-3-4-2008.pdf)

The Silent Epidemic: Perspectives of High School Dropouts; Bill and Melinda Gates Foundation, (2006).

The purpose of the study was to gain a better understanding of the lives and circumstances of students who drop out of high school. The findings are based on a series of focus groups and a survey that were conducted with young people aged 16-25, who identified themselves

as high school dropouts in 25 different locations throughout the United States. These interviews took place in large cities, suburbs and small towns with high dropout rates. (http://www.gatesfoundation.org/united-states/Documents/TheSilentEpidemic3-06FINAL.pdf)

Whatever It Takes: How Twelve Communities Are Reconnecting Out-of-School Youth; American Youth Policy Forum, (2006).

Report by Nancy Martin and Samuel Halperin that documents what committed educators, policymakers, and community leaders across the country are doing to reconnect out-of-school youth to the social and economic mainstream. It provides background on the serious high school dropout problem and describes in-depth what twelve communities are doing to reconnect dropouts to education and employment training. It also includes descriptions of major national program models serving out-of-school youth. (www.aypf.org/publications/WhateverItTakes.htm)

Saving Money, Saving Youth; National Center for School Engagement, (2003).

This report analyzes three truancy reduction programs in Colorado. Tables illustrate the costs of the programs, versus the long term saving and benefits when students remain in and complete high school. (www.schoolengagement.org)

The Costs and Benefits of an Excellent Education for All of America's Children; Teachers College, Columbia University, (2007).

Authors Henry Levin, Clive Belfield, Peter Muennig and Cecilia Rouse identify five leading interventions that have been shown to raise high school graduation rates; and calculate their costs and their effectiveness. Document also features the lifetime public benefits of high school graduation, such as higher tax revenues as well as lower government spending on health, crime, and welfare. (http://www.cbcse.org/media/download_gallery/Leeds_Report_Final_Jan2007.pdf)

The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools; Alliance for Excellent Education Issue Brief, (Updated June 2008).

If all of the U.S. high school dropouts from the Class of 2008 had instead earned diplomas along with their classmates, the U.S. economy could have benefited from an additional $319 billion in wages over these students' lifetimes. This brief examines the benefits of increasing the graduation rates. (http://www.all4ed.org/files/HighCost.pdf)

Organizations/Institutions

The following groups provide material and information on dropout prevention and recovery and related topics:

- Achieve Inc. (www.achieve.org/)
- Alliance for Excellent Education (http://www.all4ed.org/)
- America's Promise (www.americaspromise.org)
- American Youth Forum (www.aypf.org/projects)
- Center on Research on Education, Diversity and Excellence (http://crede.berkeley.edu/)
- Center for Mental Health in Schools at UCLA (http://smhp.psych.ucla.edu/)
- Children's Defense Fund – State of America's Children (www.childrensdefense.org/)
- Colorado Department of Education – Education Reform in Colorado (www.cde.state.co.us/scripts/reforms/index.asp)
- Colorado Department of Education – Benefits of Coordinated School Health (www.cde.state.co.us/cdeprevention/results.htm)
- Colorado Department of Education – Parent/School Partnerships (http://www.cde.state.co.us/cdeprevention/pi_parent_school_partnerships.htm)
- Colorado Children's Campaign (www.coloradokids.org)
- Colorado Youth for a Change (www.cycinfo.com/site)
- Communities in Schools (www.cisnet.org)
- Culturally Responsive Urban Education Center (CRUE) at University of Colorado, Denver (http://www.cruecenter.org/index.php)
- Donnell Kay Foundation (http://www.dkfoundation.org/reports.asp)
- Education Trust (www2.edtrust.org/edtrust/)
- Everyone Graduates Center/Center for Social Organization of Schools at Johns Hopkins University (www.every1graduates.org)
- IES: The What Works Clearinghouse *(http://www.whatworks.ed.gov/)*
- Jobs for the Future (http://www.jff.org/)
- MRDC (www.mdrc.org)
- National Assessment of Educational Progress (NAEP) (http://nces.ed.gov/NATIONSREPORTCARD/)
- National Center for Education Statistics (http://nces.ed.gov)
- National Center for School Engagement (www.schoolengagement.org)
- National Dropout Prevention Centers (www.dropoutprevention.org)
- National Dropout Prevention Center For Students With Disabilities (www.ndpc-sd.org/)
- National Governor's Association Center for Best Practices - Education (http://www.nga.org
- National Institute on the Education of At Risk Students (www.ed.gov/offices/OERI/At-Risk/index.html)
- RAND – Education research (www.rand.org/research_areas/education/)
- SERVE Center at University of North Carolina at Greensboro (www.serve.org)
- Talent Development High Schools and Talent Development Middle Schools/Center for Social Organization of Schools at Johns Hopkins University (www.csos.jhu.edu)
- U.S. Department of Education (www.ed.gov)
- WestEd (www.wested.org)
- Youth in Transitions Funder's Group (http://www.ytfg.org/)