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ABSTRACT

This annotated bibliography on the education of secondary-school-aged migrant students or at-risk youth contains over 100 entries for books, journal articles, government reports, and audio-visual materials, organized alphabetically by personal authors' names and document titles in case of no personal author. The bibliography was compiled by a systematic search of ERIC database and a scrutiny of migrant education specialists' review of the literature. Each entry contains the author, title, publication date, publisher, and ERIC accession number where applicable. (ALL)

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# AT RISK YOUTH

## AN ANNOTATED BIBLIOGRAPHY FOR MIGRANT EDUCATORS



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AT RISK YOUTH:  
AN ANNOTATED BIBLIOGRAPHY FOR MIGRANT EDUCATORS

Authorized by  
The Migrant Education Secondary Assistance (MESA) Project  
under the United States Department of Education,  
Migrant Division  
with the Florida Department of Education

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## PREFACE

This bibliography as part of the Migrant Education Secondary Assistance (MESA) project was prepared by Ms. Mary Fink and Ms. Anne Salerno, Migrant Education Specialists with the BOCES Geneseo Migrant Center. Their meticulous attention to detail and hours of research contributed to the high quality of this document.

The interest in the education of secondary-aged migrant students has increased considerably during the past decade. A product such as this would have been much smaller a decade ago due to the dearth of information and services available at that time.

Each document has been personally read and reviewed by Mary or Anne. We have tried to include a comprehensive review of the literature addressing the characteristics of migrant secondary youth. The user may want to add other resources to this document as information is located. The document was prepared on an Apple Writer II program for the Apple IIe computer. If a user is interested in updating the bibliography, a copy of the disk would be available upon request.

Special appreciation is extended to Ms. Judy Bushnell, Associate Librarian, SUNY-Geneseo Milne Library, who made available the ERIC database system for use in researching the literature. Mr. Robert Levy of the Eastern Stream Center on Resources and Training provided the Center with copies of many of the materials included. Thanks also to Ms. Mary Beth Bimber and Ms. Karen McKinney for their patience in typing this document.

Robert Lynch, Director  
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Action Ideas: Student and Program Needs Assessment (S.A.P.N.A.) San Diego, CA: Interstate Migrant Secondary Team Project, Fall 1987.

This booklet helps migrant personnel and school administrators determine individual student needs, determine available resources within schools and otherwise, and additional Migrant Education resources. These individual assessments can be formed into collective data and be summarized by schools or school districts for program planning or policymaking decisions. Various types of needs assessments, dropout indicators, and grade advancement data forms are included.

Action Ideas: Summer Secondary Program Models. San Diego, CA: Interstate Migrant Secondary Team Project, 1987.

This 21-page report gives steps for establishing a summer program for secondary students and an overview of model programs that includes attractors and day, evening, residential programs, and a range of services and activities. This report also gives a P.A.S.S. migrant outreach teacher's role and responsibilities; the effectiveness of P.A.S.S. in summer programs for interstate migrant students; the use of Texas students' T.E.A.M.S. testing information by receiving states; and Colorado's 1987 summer school plan for junior and senior high migrant students.

America's Shame, America's Hope: Twelve Million Youth At Risk. Chapel Hill, NC: MDC, Inc. (Prepared for the Charles Stewart Mott Foundation), 1988.

The title of this 65-page book comes from the projected one million dropouts per year between 1988 and the year 2000. Poor children and minorities make up the largest proportion of the at-risk population but low basic skills test scores are the common characteristics of the group. The book cites the decline in federal money for education and lack of a federal strategy in meeting the needs of at-risk youth. The appendix includes summaries of states taking action, each state's federal program budget authorization, state contacts, and resources.

Apicella, Robert. Perceptions of Why Migrant Students Dropout of School and What Can be Done to Encourage Them to Graduate. Oneonta, NY: SUNY at Oneonta, January 1985.

This study is based on a survey conducted among migrant students in grades 7-12, migrant dropouts, parents of migrant secondary students, school administrators, and migrant tutors in New York State. The first three groups perceived uncaring teachers as the main reason students leave school while the latter two groups pointed to lack of parental support and to students' feelings that school is not important. The report makes the following recommendations to keep students in school: have caring staff; make dropout prevention a priority; provide work experience; improve reading levels and make math practical; provide counseling and career information for job placement; involve parents in their children's education; and make education relevant.

Attendance Improvement Dropout Prevention. Albany, NY: New York State School Boards Association, 1987.

This report is based on a telephone survey of 64 of 71 New York State school districts who are eligible for attendance improvement/dropout prevention funds. The strengths that were cited include improvements in attendance, retention, and home-school coordination, more individualized attention, high rates of coordination with agencies and community services, alternative education in nine of the districts, and improvements in school climate through consciousness-raising on behalf of the at-risk students. Only three of ten districts funded under this program aimed at dropout retrieval.

Avila, David, et al. Hispanic Youth Dropout: An Exploratory Study. N.p.: 1985.

This study surveyed rural and urban Hispanic high school students in Arizona. It examines such factors as self-concept, career and school expectations, family structures, and language that may affect the dropout rate. Urban students cited family problems, money, and employment as the most important factors while rural students listed language and illness as the prime reasons for dropping out. The study found that males and females were as likely to dropout and that the year in school was not a significant dropout risk factor.

A Blueprint for Success. Washington, DC: National Foundation for the Improvement of Education, 1986.

This 44-page booklet is a dropout prevention guide that stresses early intervention, student-centered programming, and collaboration between school staff, communities, and businesses in serving potential dropouts. There is a listing of national organizations and state programs that reach that goal.

Cameron, Ben. Comprehensive Summary of the ESEA Title I Migrant Education Program. Research Triangle Park, NC: Research Triangle Institute, March 1981.

This report illustrates migrant student characteristics, some of the problems associated with identification and recruitment, and the impact of the Migrant Education Program services. Most of the compensatory services provided by the program go to migrant students whose regular school year is not interrupted by moves while the truly migrant students are often not served. More funding needs to be diverted to identification, recruitment, enrollment, interstate and intrastate coordination to meet the needs of the more mobile students.

Carlin, Patrick, et al. Project AME: Achievement + Motivation = Excellence. Report prepared for Dropout Prevention Symposium, Weslaco Independent School District, Texas, March 28, 1987.

This dropout prevention project focuses on improving student achievement and motivation in the Mary Hoge Junior High School at Weslaco, Texas which has a predominantly Hispanic migrant student body. Project AME examines ways of improving school practices such as providing staff development, developing more effective teaching strategies, applying research findings in the classroom, using student team learning techniques, having teacher advisor programs, adult role models in the school, and parent involvement. It is the project's plan to address the problem of a 45% Hispanic dropout rate nationwide and to be used as a model for other schools.

Challenges for School Leaders. Arlington, VA: American Association of School Administrators, 1988.

This book draws on education reports and business texts to focus on the leadership roles that school administrators need to take in the school reform movement. Strategies are given for improving curriculum and the quality of teaching, attracting more minority teachers, developing partnerships between schools and business, encouraging more parent involvement, sharing decision making, and assisting at-risk students. There is a chapter dealing with the latter group that includes demography, major factors that put a student in the at-risk category, effects of new higher standards on this group, as well as some of the promising practices to help them.

Children at Risk: The Work of the States. Washington, DC: Council of Chief State School Officers, 1987.

This is an 11-page report based on two surveys that gives state activities, educational legislation and exemplary programs that serve at-risk students. The Council of Chief State School Officers Study Commission makes a list of recommendations to

change school practices and educational policies to meet the targeted population's needs.

Children in Need: Investment Strategies for the Educationally Disadvantaged. Washington, DC: Research and Policy Committee of the Committee for Economic Development, 1987.

This book examines strategies to serve disadvantaged youth through early intervention, restructuring the education system, and retention and re-entry. The dropout retrieval programs that are most successful combine work experience with basic skills instruction. To effectively serve the children in need there should be increased cooperation and interaction between schools, business, communities and parents.

Clinton, Bill; et al. Making America Work: Productive People, Productive Policies. Washington, DC: National Governors' Association, 1987. ED290350

This examines strategies that states can use to improve the American economy. In order to be competitive, the future workforce must be computer literate, proficient in languages and math, aware internationally, and versatile. Schools need to prepare students for a place in the workforce that is in a much more technology-based economy. There should also be more emphasis on science to meet the new demands.

Constancia's Choice. Owing's Mills, MD: Maryland Instructional Television, Maryland State Department of Education, 1985.

Constancia's Choice is a half-hour video drama focusing on the difficulties young migrant workers encounter combining field work, schooling and personal commitments. The video is designed for a high-school-aged audience.

Cox, J. Lamarr, et al. Study of High School Dropouts in Appalachia. Prepared for Appalachian Regional Commission, 1666 Connecticut Avenue N.W., Washington, DC 20235, May 22, 1985. Conducted by Research Triangle Institute, Report Number RTI/3182-01/01 FR.

The purpose of this study was to gauge the extent of the dropout rate in Appalachia, to examine the nature and extent of dropout programs in that region, and to identify exemplary program activities that can be recommended and replicated. The study listed characteristics of rural Appalachian dropouts and predictors for dropping out of school. Dropout statistics for each of the thirteen Appalachian states are provided along with dropout reduction/remediation programs, and an annotated bibliography.

Cranston-Gingras, A.M. and D. Anderson, "Reducing the Migrant Student Dropout Rate: The Role of School Counselors." The School Counselor, in press.

This paper gives counselors a background in some of the obstacles migrant students face that affect their high dropout rate. The authors emphasize the counselor's role in serving these students through awareness of their migrant status, lifestyle, and some interstate educational programs that can help them earn credits. Some recommendations include a need for more guidance service to help students set realistic career goals; use of MSRTS; the need for pre-scheduling migrant students to ensure enrollment in needed courses; the need for sensitizing staff to migrant issues; the need for an advocacy team within each school, parent advisory committees, home/school liaisons, and a student forum to address their concerns.

Cummins, Jim. "Empowering Minority Students: A Framework for Intervention." Harvard Educational Review 56 (February 1986): 18-36.

This article advances the idea that recent educational reforms designed to assist minority students, including bilingual and preschool compensatory programs, have been unsuccessful because relationships between minority students and teachers and between minority communities and schools have not been changed. Cummins argues that students from "dominated" groups of society are "empowered" or "disabled" by their relationships with teachers and schools. He proposes a theoretical framework for looking at the sorts of personal and institutional redefinitions needed to reverse minority students' pattern of failure. Minority students with positive views of themselves and the dominant culture who do not regard themselves as inferior to the dominant group do not experience widespread school failure.

Dougherty, Van. Youth at Risk: The First Step: Understanding the Data. Denver, CO: Education Commission of the States, November 1987.

This report is designed to help state policymakers interpret the magnitude of the dropout problem. Very often the data that is collected from many sources is difficult to assess largely because dropout definitions and school district counts of them differ. This report examines student and school indicators of risk and calls for better documentation and more qualitative information to further assist at-risk youth.

Dougherty, Van, et al. Youth at Risk: Communities Respond. Denver, CO: Education Commission of the States, July 1987.

This report is a series of articles that looks at the problems confronting at-risk youth and gives a sampling of programs nationwide that serves them. This 51-page book presents

first-hand accounts; and program descriptions that address teenage pregnancy, dropout prevention, work experience, early childhood education, and alternative education.

The Dropout Report. Brooklyn, NY: New York City Public Schools, October 16, 1979.

This report addresses the problems with the New York City's public school system's 45% dropout rate and the current programs and policies that reach out to the potential or actual dropouts. Recommendations are given to improve the dropout situation as well as goals for a three year plan to reduce the rate, return more dropouts to school, and to increase dropout prevention's impact on students.

Dropping Out, Losing Out: The High Cost for California. Sacramento, CA: Joint Publications Office, September 1985.

This report studies the scope of the high dropout rate in California and its implications on the long term economic growth of the state due to people's reduced earnings. The report notes that the greatest loss occurs in the 11th or 12th grade. Along with a list of factors leading to attrition, this study includes legislative action and school improvements that can help curb the increasingly high dropout rate.

Druian, Greg. Effective Schooling and At-Risk Youth: What the Research Shows. Washington, DC: Office of Educational Research and Improvement, September 1986. ED275926

This 24-page paper cites the positive characteristics of effective schools: strong school leadership; optimistic staff attitudes that students can and will learn; closely monitored progress of students; and clearly delineated, fair and impartial discipline. The most successful programs are small in size; have experiential curriculum which offers more challenging roles than vocational programs; have optimistic teachers, cooperative learning, and use constructive criticism of students.

Duerr, Mark. A Report on Dropout and Graduation Rates for the High School Class of 1985 in Region II Migrant Child Education. Chico, CA: Duerr Evaluation Resources, 1986. ED284708

This pamphlet describes a project undertaken to develop a research tool for finding graduation and dropout rates for California Region II Migrant Education students, using the Class of 1985 as the research base. The evaluation team determined that rates could most accurately be computed by tracking individual students through their high school careers. A survey form was mailed (a copy is attached to the report) to migrant education resource specialists, asking about students who had been enrolled in ninth grade in 1981 and could be

expected to have graduated with the class of 1985. Sixty-three percent of the students were found to have graduated with the Class of 1985; 26% were found to have dropped out; 4% were still enrolled in school, and for 7% no information was available.

Effective Compensatory Education Sourcebook (Volumes I-IV).  
Washington, DC: US Department of Education, 1985-88.

The first of the four volumes, A Review of Educational Practices, discusses thirteen elements found by researchers to be "essential features of successful schooling." Volumes II-IV present profiles of successful Chapter I Education Consolidation & Improvement Act (ECIA) programs as approved by the US Department of Education's Joint Dissemination Review Panel.

Eighth Annual Conference on Dropouts: Report and Resource Directory: Time for United Action. Denver, CO: Colorado Department of Education, March 1987.

The Colorado Department of Education's dropout conferences' report includes statements from speakers at the conferences on the background of the dropout problem from many viewpoints. It also includes profiles of dropout prevention and retrieval programs as well as "retention programs," programs designed to encourage remaining in school.

Elements of a Model State Statute to Provide Educational Entitlements for At-Risk Students. Washington, DC: Council of Chief State School Officers, 1987.

This is a 19-page report that gives model statutes that address the educational needs of at-risk students through five components. The first part sets forth educational and related services for a student's successful high school completion; Part II establishes a pre-school program; Part III defines "at-risk" factors and three types of school improvements; Part IV deals with the development of dropout programs; and Part V provides specific methods for implementation and enforcement.

Flores, Merced, et al. Secondary Committee Report (of Activities and Action Plan). Report prepared for the National Association of State Directors of Migrant Education, April 28, 1986. ED278515

This 45-page report defines the term "dropout," explores the problems unique to migrant secondary-aged students, lists programs and research projects concerned with migrant dropout youth. It also includes a dropout bibliography and a listing of predictors for dropping out of school and offers 14 recommendations for secondary program improvement.

Focus: Dropouts: An Interstate Forum on the Migrant Dropout. San Diego, CA: Interstate Migrant Secondary Team Project, December, 1986.

This is a summary report for the "Focus: Dropouts Forum" held by the Interstate Migrant Secondary Team Project on December 18-19, 1986 in San Diego, California. The report includes a discussion of the dropout problem, notes on Forum workshops, and a dropout bibliography.

The Forgotten Half: Non-College Youth in America. Washington, DC: The William T. Grant Foundation Commission on Work, Family and Citizenship, January, 1988.

This 100-page report focuses on the problems faced by the 20 million 16-24 year olds who are not college bound but who need to make a successful transition from school to work. With a sharp decrease over the past few years in the number of high-paying jobs that don't need advanced training, many of the youth are grappling for part-time, unsteady, low-income positions. The gap in income levels between those with a higher education and those without is widening especially for dropouts and minorities. The report emphasizes ways that schools can improve services to non-college bound youth through more "hands-on" learning activities, expanding the successful existing programs, increasing home-school involvement and focusing on dropout prevention. The Commission stresses a mix of action programs such as monitored work experience, community and neighborhood service, redirected vocational education, incentives, career information and counseling and school volunteers to bridge the gap between school and work. The report recommends investing heavily in existing programs for our youth such as Head Start, Job Corps, JTPA and Chapter 1. Through this investment and a public policy where employment and earning level improve for all workers, there will be a more successful economic future for all citizens.

The Forgotten Half: Pathways to Success for America's Youth and Young Families. Washington, DC: The William T. Grant Foundation Commission on Work, Family and Citizenship, November 1988.

This final report on the non-college bound youth makes recommendations to improve the situations of the increasing numbers of young families and youth who live at or close to the poverty level. The main strategies for improving their situation includes enhancing youth-adult relationships; expanding community support, especially youth service and leadership activities; providing more and better employment opportunities; and aiming towards more equitable training and education through legislation entitled "Fair Chance: Youth Opportunities Demonstration Act". The Commission recommends not only a major federal investment of an annual five billion dollars additionally for the next ten years but it also

recognizes education and training as the surest ways to success for the Forgotten Half.

Gadwa, Karol, et al. School Dropout Study--A Final Report. Lynnwood, WA: Edmonds School District, Student Services Department, June 1983.

This study was conducted during 1982 and 1983 to examine the increase in the dropout rate, to design prevention methods, and to identify program changes for dropout retrieval in the Edmonds School District in Washington. The research includes characteristics of dropouts in general; national, state, and local rates and trends; reasons for dropping out; and the project findings, and recommendations. In this district, a dropout profile showed school difficulties at an early age, with the most difficulty appearing at the junior high level. Failure and low achievement were coupled with frustration, boredom, rejection and/or personal problems which led to absenteeism. Ultimately the student fell further behind and dropped out.

Gallegos, Guillermo E., and Marvin W. Kahn. Factors Predicting Success of Underprivileged Youths in Job Corps Training. Paper presented at the 64th Annual Meeting of the Western Psychological Association, Los Angeles, CA: April 5-8, 1984. ED246359

This 16-page study is based on biographic information from a questionnaire of 125 youths enrolled in a Southwestern Job Corps. The findings are that there are more successful completion rates for those born outside of the area of the study, particularly for the Vietnamese refugees. Students who were working or in school prior to Job Corps also had a greater success rate than those who did not. Ethnic background as correlated with success showed that Orientals had the highest rate, followed by Caucasians, Blacks, Mexican-Americans, and Native Americans. Other findings include: older members are more successful than younger; those with more schooling are more likely to succeed as are members from larger families; and the more homesick the student, the less likely he or she will be to complete the program.

Garay, Olga M., Magaly Rodriguez Mossman, and James Dowis. Anatomy of Migrant Education Isolation. Miami, FL: Florida International University, n.d.

This study traces the poverty cycle of farmworkers who migrate because of their low incomes and thus feel a lack of community, political power or influence, and who also receive ineffective education which may lead to misplacement within the schools and no marketable job skills training. Since so many migrant students eventually dropout and are left with few other career

options, they are trapped in poverty. This cycle often goes on for many generations.

Garcia, Frank Jr. and Melva Ybarra-Garcia. Strategies for Counseling Hispanics: Effects of Racial and Cultural Stereotypes. Olympia, WA: Superintendent of Public Instruction, August 1985 (revised January 1988).

This 21-page book is designed to show educators and counselors how to use non-traditional approaches in working with Hispanics and other minorities. The authors examine common stereotypes that perpetuate negative views of the culture. They also call for counseling based on an individual's total environment instead of blaming the victim for the cause of the problems. An extensive list of counseling strategies is included to provide cultural awareness.

Gayeff, Yvonne M. A Harvest of Equity. Paper presented at the Business, Industry, Counseling, and Education Conference, Miami, FL: March 26, 1986. ED272342

This paper gives a background on the poor living conditions, low wages, and low educational achievements of migrant farmworkers. Realizing the high number of migrant dropouts, the National Association of State Directors of Migrant Education created a model program, Migrant Dropout Youth Program based in Geneseo, NY. This paper calls for continued vocational training and educational programs to help migrant students set and achieve goals for a productive future.

Gilchrist, Carol. Addressing the Vocational/Employment Needs of Migrant Youth: Needs Assessment Report. A Pilot Survey of Secondary Migrant Youth and Vocational Programs in Connecticut and Nationwide. Rocky Hill, CT: Connecticut Migratory Children's Program, 1983. ED237262

This report focuses on a pilot effort to assess the vocational/employment needs of migrant youth in Connecticut and to develop a program to meet their needs. Data were gathered on 719 migrant students in four districts with the state's largest numbers of migrant families. Some 150 youth were studied in more depth. School records were analyzed and youth were interviewed. The study discovered that the youth typically were reading more than three years below grade level, taking minimal advantage of vocational programs, were likely to drop out of school and had goals for careers, requiring special training or advanced degrees. Both statewide and nationwide programs for at-risk students are discussed.

Goals for Youth Program Guide. Albany, NY: Bureau of Migrant Education, 1981.

This program is a cooperative project of the New York State

Migrant Tutorial Outreach Program and the National Football League Office of the Commissioner. Since many migrant youth lack goal-setting skills, this program was designed to provide positive role models who are professional football players as counselors. The students met with the players/counselors over the twelve week period of the program to identify goals and achieve them through a goal-setting process.

Goertz, Margaret. State Educational Standards: A 50-State Survey. Princeton, NJ: Education Testing Service, January, 1986.

This report gives each state's standards for teachers, students, schools, and school districts that were in effect during the 1984-85 school year. These state profiles include student testing, high school requirements, and attendance; teacher preparation, certification, and relicensing, and staff development; school and school district minimum lengths of school day and year, curriculum, and other pertinent information. These new educational standards are the result of the reform movement's recommendations.

Gonzales, Jim L. Key Issues in Achievement of Educational Continuity for Migrant Students. Denver, CO: Education Commission of the States, August 1981. (Prepared for E.C.S. Interstate Migrant Education Task Force Meeting in Seattle, WA, Aug. 17-18, 1981)  
ED261850

This 10-page paper addresses problems of mobility on students' education and makes recommendations for uniform interstate curriculum and graduation requirements among others. Issues that cause a lack of continuity are included as well as recommendations for federal research on migrancy and migrants' educational needs; comprehensive programs for all migrant students; and a policy for national, interstate migrant education.

Goodlad, John I. A Place Called School. New York, NY: McGraw-Hill Book Company, 1984. ED236137.

Based on "A Study of Schooling," which involved extensive interviewing of teachers, parents and students, A Place Called School "seeks to assist the reader in acquiring...understanding of some representative schools, an awareness of the problems they have, and a sense of priorities for school reform." The book begins with eight chapters serving as an investigation of current education and ends with two chapters forming an agenda for both improving the schools we have and a restructuring "beyond the schools we have."

Grade Retention and Placement Evaluation Final Report. Oneonta, NY:  
Grade Retention and Placement Evaluation (GRAPE) Project, Migrant Programs, SUNY-Oneonta, December 1987.

The report of the Grade Retention and Placement Evaluation (GRAPE) project, funded through Section 143 of ECIA, shows the effects on migrant children of entering school older than classmates and being retained. By second grade 50% of migrant students in the United States are below modal grade, as compared to 19% of the general student body. Both entering school late and being retained have negative effects on children and enhance their chances of dropping out. "Children should start school as soon as they are eligible. Retention should be avoided whenever possible." This report also includes Florida's and New York's policies on student admission, placement, promotion, and retention. There is also an extensive annotated bibliography on grade retention.

Graham, DeDe Thorp, and John J. Seaberg, Jr. An Analysis of Selected Characteristics of Secondary Migrant Students Which Influence School Achievement. University of Oklahoma, n.d.

This study, using a pool of 210 migrant seventh, ninth and eleventh graders in Oklahoma and Texas, investigated the differences in selected characteristics between high and low-achieving students. The students were selected on the basis of their having scored at or above or below the fiftieth percentile on the composite of the California Achievement Test. It was found that achievement was influenced by the father's occupational status, the mother's occupational status, number of counselor visits, mobility, favorite subject, importance of graduation, future plans, job aspirations, and job reality. The paper concludes that low-achieving over-age migrant students in the grades studied may be at high risk for dropping out of school. The age difference between high and low achievers is greatest in grade nine, making it appear that many of these students at high risk do not make the transition to senior high school.

Guide for Parents about Retention and Promotion. Oneonta, NY:  
Migrant Programs, n.d.

An 8-page guide for migrant parents (both English and Spanish versions available) gives the facts about school retention, suggests the steps parents can take when their child enrolls in a new school or when the school recommends retention to maintain proper age/grade placement, and lists questions parents can ask school administrators.

Gutmann, Babette, Allison Henderson, and Julie Daft. A Summary of State Chapter I Migrant Education Program Participation and Achievement Information for 1985-86. Washington, DC: Office of Planning, Budget and Evaluation, US Department of Education, March 1988.

This 2-volume work summarizes migrant education program information for the 1985-86 year. The first volume, "Participation," offers demographics of migrant education students and programs offered on a national basis. The second volume, "Achievement," gives state-by-state descriptions of the types and results of the achievement information submitted by State Education Agencies.

Hahn, Andrew. Dropouts in America: Enough Is Known for Action. Washington, DC: Institute for Educational Leadership, 1987. ED282948.

This report identifies risk factors associated with students' decisions to drop out of school. Early dropout prevention practices and intervention tactics are advocated. Alternative education systems are discussed for youth who have already dropped out as well as ways of reaching these dropout youth. The report appeals for a comprehensive strategy for combatting the dropout problem, involving individualized educational approaches, remediation, social services, skills development and employment.

The High School Dropout Problem: Strategies for Reduction. Detroit, MI: The High School Dropout Prevention Network of Southeast Michigan, June 1985.

This report which focuses on the dropout problem in Southeast Michigan, suggests that the dropout problem needs to be more clearly recognized by the total community, that more precise information on dropouts must be collected and that alternative educational systems must be examined and improved to be more responsive to the dropout's needs. The network found that both local businesses and community agencies could help with responses to the dropout problem. Budgeting priorities must be adjusted to make a commitment to the reduction of dropouts possible.

Hintz, Joy. Poverty, Prejudice, Power, Politics: Migrants Speak About Their Lives. Columbus, OH: Avonelle Associates Publishers, 1981.

This book gives an in-depth look at some of the economic, social, political, health, and educational issues affecting migrant farmworkers. The author follows the lives of workers from the Rio Grande Valley to their destination in Ohio and documents their hardships. She examines the effects of being a colonized people has had on Mexican-Americans' social and

political situation. The author also gives insight into the power and control a few major corporate conglomerates exert over agribusiness and the food-processing industry.

Hispanic School Dropouts and Hispanic Student Performance on the MEAP Tests. N.p.: Michigan State Board of Education, January 1986.

A study was done in six Michigan schools to find causes for the high Hispanic dropout rate which has been three to four times higher than that of white students in the state. Dropout factors and retention factors were sought from ERIC document searches. Interviews and questionnaires were given to dropouts and their parents to examine attitudes toward school, and to provide academic and demographic information. The study found that parental encouragement, involvement in school activities, positive relationships with teachers, positive self-concept and self-perception of academic ability were most important in dropout prevention.

Hodgkinson, Harold L. All One System: Demographics of Education - Kindergarten through Graduate School. Institute for Educational Leadership. n.d.

This 18-page report discusses the major demographic trends in the United States, the increasing problem of retaining youth to high school graduation, the possibility of access to college, and trends in retention to college graduation. The report emphasizes the need to view the American educational system, not as a series of levels, such as nursery school, kindergarten, etc., but from the viewpoint of the people who move through it, as a continuum. Hodgkinson believes that in order to educate the increasingly minority population student body, more effort must be made. "...If they do not succeed, all of us will have diminished futures."

H.O.L.D.: Help Overcome Learner Dropouts. Watsonville, CA: Pajaro Valley Unified School District, u.d.

The H.O.L.D. project is described in two manuals. H.O.L.D is a secondary guidance project designed to maintain enrollment of potential dropouts by increasing attendance, self-esteem and academic success for grades 7 - 12. Strategies include peer counseling, attendance monitoring, parent information, effectiveness training and guidance. Volume I provides 16 units on developing and using peer counseling skills. Materials are provided for implementation including handouts, worksheets, model letters, and training materials. The "Classroom Guidance Manual," a sourcebook for teachers and counselors, offers implementation materials for classroom guidance in the areas of self-awareness and learning skills as well as materials for an attendance monitoring program and additional materials for use of community agencies, parent counseling groups and self-esteem activities.

Illinois State Task Force on Hispanic Dropouts: A Generation Too Precious to Lose. Springfield, IL: Illinois State General Assembly, 1985.

This report on the dropout problem among Hispanic school children in Illinois identifies 12 problems, then offers recommendations for legislative and administrative action in these problem areas. Areas identified are: 1) inadequate definitions of a dropout and inaccurate collection and reporting of data, 2) inadequate numbers of Hispanic guidance counselors and unrelated job responsibilities, 3) need for Hispanic role models, 4) parental participation: rights and responsibilities, 5) need for staff development and training, 6) specialized programs and special education: misclassification and misplacement, 7) inadequate utilization of the Migrant Student Record Transfer System, 8) need for employment and training programs, 9) need for extracurricular activities and remedial programs, 10) truancy and crime, 11) unenforced school discipline policies, 12) inappropriate use of existing school resources and lack of teacher accountability.

Impact of Migrant Education Programs on Migrant Students. Falls Church, VA: Exotech Systems, Inc., 1974.

This study is based on a sample of ten base and receiving states that provide migrant education programs. The study analyzes test results, grade levels and ages, reasons for dropping out, students' attitudes toward school, needs assessments, services provided by states, staffing, and parent involvement.

Improving Achievement Levels of Migrant Students: A Framework for Texas Schools. Austin, TX: Texas Education Agency, 1988. ED295774.

This 26-page publication of the Texas Education Agency concentrates on one of five prime goals of the Chapter I Migrant Program in Texas, that of improving migrant students' achievement levels in basic skills. To achieve this goal, a basic skills growth plan is proposed including five components: curriculum, instruction, parental involvement, measurement and staff development. Texas Education Agency data showing migrant students lagging the general student population in math, reading and writing skills and a high percentage of migrant students overage for their classes are noted in the rationale. In the area of curriculum, suggestions are made for modifications including saving slots in required courses for migrant students arriving late and providing night courses for secondary students who need to catch up.

Increasing High School Completion Rates: A Framework for State and Local Action. Albany, NY: The State Education Department, July 1987.

This 109-page book examines early dropout prevention, assessment of at-risk youth, outreach for dropouts, quality services that meet the needs of all students, community education programs, different learning styles, and effective teaching techniques and school characteristics that promote high school completion. This report lists and describes local programs and activities in New York State that address these areas. This book also includes a needs assessment chart for local administrators and an annotated bibliography on dropout characteristics, school factors that affect dropping out, and effective schools.

Increasing High School Completions: A Statewide Conference. Albany, NY: New York State Education Department, May 4-6, 1987.

This conference was held in Albany, N.Y. as a joint effort of the New York State Education Department, Office of District Superintendents, School District Organization and Development, and Effective Schools Programs. The conference produced articles on at-risk characteristics; screening methods to identify those students; LEA data assessment; meaningful alternatives for at-risk students; cooperative partnerships with business, social services, communities and schools; successful program models of intervention; and improving high school completion and retention.

Interstate P.A.S.S. Course Descriptions. San Diego, CA: Interstate Migrant Secondary Team Project, June 1987.

This book gives a national overview of P.A.S.S., its purpose, uses, and flexibility in assisting migrant students gain, complete and make-up high school credits. It lists the states that are presently using the P.A.S.S. program, course descriptions, and availability in each of those states. P.A.S.S. contacts are also included.

Isenhart, Lucie, and Sue Bechard. The ECS Survey of State Initiatives for Youth at Risk Dropout Prevention. Denver, CO: Education Commission of the States, 1987.

This is a 12-page paper on various states' strategies toward dealing with the dropout rate which ranged between 11% and 44% for individual states in 1985. The paper addresses prevention and intervention strategies, incentive and rewards, counseling, school policy changes, alternative schools, restructuring and comprehensive state plans. The Education Commission of the States survey noted the three major issues as the need for multi-faceted solutions, the holistic approach, and dropout prevention programs.

Johnson, Cliff, and Andrew Sum. Declining Earnings of Young Men: Their Relation to Poverty, Teen Pregnancy, and Family Formation. Washington, DC: Children's Defense Fund, 1987.

This report shows the trend in the last decade for sharp declines in earnings of men between ages 20-24, declines in marriage rates, and increases in the cut-of-wedlock births and family poverty rate. This study also indicates that many of these young parents are dropouts which further reduces income potential. The report supplies strategies for improving teen and young adult self-sufficiency.

Johnson, Frederic C., et al. Migrant Students at the Secondary Level: Issues and Opportunities for Change. Las Cruces, NM: ERIC/CRESS, 1986. ED270242

This book offers a brief overview of migrant education, before focusing on migrant secondary education. The dropout problem and reasons for migrant students' dropping out are considered. The affective, cognitive and technical needs of the students are discussed. The book then offers suggestions for working within the system to create change, and fourteen recommendations for secondary program improvement.

Junior High Migrant Student Services: A Compendium. Oneonta, NY: Interstate Migrant Secondary Services Program, SUNY-Oneonta, May 1985. ED260862

This report from the Interstate Migrant Secondary Services Program gives the results of an analysis made of MSRTS data to show the age and grade at which migrant students most frequently leave school; results of discussion sessions with junior high students, their parents and educators concerning causes of being "turned off" and considering leaving school; and results of workshops on dropout prevention. The report also includes a section on dropout prevention strategies, dividing them into the categories of school-oriented programs and student-oriented programs. The discussion questions used in the sessions are included as an appendix. MSRTS data showed that migrant student enrollment drops steadily in grades six through nine, dropping abruptly before 10th grade; a corresponding decline in enrollment by age appears with an abrupt drop after age 15. School and family problems were found to dominate the reasons expressed for migrant students leaving school with teacher apathy and negativism and inability of students to catch up most frequently mentioned among school-related causes and financial pressure cited among non-school.

Kellogg, John B. "Forces of Change." Phi Delta Kappan November 1988: 199-204.

This article examines the immigration patterns of the U.S. with particular attention to the third wave which started in the late 1960s and goes to the present. This latest influx from Third World countries has its ramifications for our educational system since many of these children are least prepared for our western English-language school system. There are presently 2.7 million school-age immigrant children in this country with very diverse life experiences, skills, and languages who present new challenges for our educators and policymakers.

Kelly, Sylvia and Donna Nye. Youth Opportunities and Umpteen Reasons for School. Geneseo, NY: BOCES Geneseo Migrant Center, 1982. ED227994

This 23-page guidebook provides migrant dropouts and their parents with information on the G.E.D. test, High School Equivalency Programs, vocational/educational alternative programs, post-secondary programs, and financial aid.

Laughlin, Margaret A. An Invisible Minority: An Examination of Migrant Education. Paper presented at the 8th Annual Conference on Ethnic and Minority Studies, La Crosse, WI, April 23-26, 1980. ED191611

This paper identifies some of the many hindrances migrant students must confront in order to receive an education. These students who are among the poorest in the country are also placed at an educational disadvantage due to high mobility and a limited English language ability among the high percentage of Hispanic migrants. Once in the schools, these students often face segregation from resident students, insensitive staff, learning difficulties resulting from culturally and linguistically irrelevant materials or from sequential materials that assume a student has already mastered the prerequisite skills. The author calls for comprehensive changes in education that will enable migrant students to break out of illiteracy and poverty.

Lawless, Ken. Dream into Reality: Career Education in a Changing Economy. Harvesting the Harvesters. Book 9. Potsdam, NY: State University of New York, 1986. ED279474

The ninth of ten components of the MENTOR (Migrant Educators' National Training Outreach) Section 143 project, this correspondence course unit is designed to sensitize those who work with migrant youth to the problems facing the youth in successfully completing school and entering the American workforce. The 12-page booklet discusses the reasons migrant students drop out; most of the reasons given by youth for leaving school are school-related. Nearly two-thirds of

dropouts questioned felt that they received little or no encouragement from teachers. Among the suggestions offered to combat the high dropout rate are appropriate age/grade placement; Dale Mann's formula of 4 C's: Cash, Caring, Computers and Coalitions; work experience programs, emphasis on reading improvement and practical applications of math, career information leading to job placement, and parent and community involvement.

Levin, Henry M. The Educationally Disadvantaged: A National Crisis (The State Youth Initiatives Project, Working Paper #6). Philadelphia, PA: Public/Private Ventures, July 1985.

Author Levin describes the population of disadvantaged students in the United States in terms of composition, growth and educational performance, reviews the consequences of ignoring this group and discusses the applicability of proposed educational reforms. He concludes that current reforms in most cases do not address this population's needs and then outlines an agenda. A bibliography is included.

Levy, Robert, David Randall, and Jesus Vela, Jr. Secondary Committee Final Report. Report prepared for the National Association of State Directors of Migrant Education, April 29-30, 1984.

This report examines strategies for effectively serving the needs of secondary migrant students. It calls for coordinating states' research; coordination between states to provide academic and support services; coordination with MSRTS on credit accrual; strengthening national linkages that serve the secondary population; supporting current and developing new secondary programs; and addressing the needs of junior high migrant students.

Lindner, Barbara. Youth at Risk: Family Diversity and School Policy. Denver, CO: Education Commission of the States, December 1987.

This book explores changing family trends in American society and dispels the myths of family independence and parental determinism. Schools need to consider the wide range of family diversity when developing policies and programs in order to effectively meet student needs. This report makes recommendations for schools and businesses to become more attuned to the schedules of working parents and the implications this has on providing adequate education for all students.

Lynch, Robert E. Motivating Migrant Secondary Students: "No One Can Stop You But Yourself." Las Cruces, NM: ERIC/CRESS, 1980. ED186177

This book provides information on reasons why migrant youth drop out of school and suggests possible alternatives for

keeping migrant secondary students in school.

Mann, Dale. "Can We Help Dropouts: Thinking about the Undoable." Teachers College Record 87.3 (Spring 1986): 307-323.

This paper discusses the complex problems of dropping out and being "pushed out" of school and their implications in the lost earning power in the labor market. The report examines better school practices that can alleviate the dropout situation, namely, programs with "the 4 C's: cash, care, computers, and coalitions."

Mattera, Gloria. Models of Effective Migrant Education Programs. Las Cruces, NM: ERIC/CRESS, 1988.

This book discusses successful migrant education programs including Joint Dissemination Review Panel and Chapter I National Identification programs as well as an update on 1974 Exemplary Programs. The book offers a brief background on government assistance to migrant farmworkers before giving information on each program, including a narrative on the background of the program, and a listing of the program's effects for groups involved: migrant students, parents, teachers, administrators. Implementation concerns for each program are listed as well as the name and address of a contact person.

McConnell, Beverly B. Bilingual Education: Will the Benefits Last? Los Angeles, CA: California State University Evaluation, Dissemination, and Assessment Center, March 1982. ED257318

This is a comparative study of preschool through third grade Hispanic migrant children in south Texas who received "Individualized Bilingual Instruction" and a similar group from a nearby school who did not. The children in an IBI program learned English faster, improved their Spanish, had higher achievement scores in reading English and math. These results showed even after several years beyond the program. The implications of this early bilingual education are that a student will be successfully promoted and thus avoid the overage factor that eventually leads to dropping out.

McDill, Edward L., Gary Natriello, and Aaron Pallas. Raising Standards and Retaining Students: The Impact of the Reform Recommendations on Potential Dropouts. Baltimore, MD: Center for Social Organization of Schools, April 1985.

This study examines the issues of equity and excellence in raising school standards and its effects on at-risk students. The new core requirements and increased demands on these students' time may leave them with no academic choices, fewer extra-curricular activities and higher failure rates. Although the higher achievement levels may heighten some students'

motivation and performance, many will be placed at the bottom of an increasingly stratified academic system.

McQuaid, Patrick, et al. Youth at Risk: Community of Purpose: Promoting Collaboration Through State Action. Denver, CO: Education Commission of the States, February 1988.

This report points out the many benefits that can be derived from collaboration between schools and communities that provide services to at-risk youth. Since a holistic approach is most effective in dealing with multi-dimensional youth problems, collaborative efforts between state agencies and schools make sense. Included in this report is an appendix of state programs, councils, task forces, and agencies that address academic, comprehensive, foster care, dropout, early childhood, employment, health, juvenile justice, substance abuse, and teen pregnancy issues.

Migrant Counselor's Handbook. Pharr, TX: Texas Migrant Interstate Program, June, 1985.

This handbook is designed to help the migrant counselor, describing what procedures he/she may follow and what functional aids may be employed.

Migrant Education: A Consolidated View. Denver, CO: Education Commission of the States, 1987. ED285701.

This report of the Interstate Migrant Education Council considers the demographics of the migrant student population, concluding that the "educational system is much more likely to fail migrant students than their more geographically stable peers." The report reviews migrant education legislation and funding and notes a number of interstate efforts such as the Migrant Student Record Transfer System and the Portable Assisted Study Sequence which have proved helpful. The report concludes that federal support is essential for migrant students, recommending a commitment to equal access to education for migrant farmworkers.

Morales, Jeanette. Educational Options for Migrant Secondary Students. Oneonta, NY: Interstate Migrant Secondary Services Program, 1984.

This report presents profiles of successful migrant secondary education projects, organizing them in the categories of advocacy, work experience, academic assistance, and other alternatives.

Morse, Susan C. Project Upgrade: Appropriate Age/Grade Placement for Migrant Children. Paper presented at the National Migrant Education Conference, Portland, Oregon, May 5, 1985. ED255344

This 12-page report presents the thesis that inappropriate grade placement of a migrant child may result in the child's dropping out. Statistics show that few migrants graduate at age 20, and almost none who are 21 or older. Therefore if a child is placed two or more grades below his peers, the child is nearly certain to drop out. The paper lists seven reasons for a school's mis-placement of migrant students, lists ways for promoting proper placement of children when they enter school, gives rationales to offer the school to encourage appropriate placement, lists forms and papers to have on hand when the child is being assessed or placed and cures for improper placement, and, finally, last resorts for those students who have lost hope.

Morse, Susan and Marian Prokop. Action Ideas: Grade Retention: An Overview. San Diego, CA: Interstate Migrant Secondary Team Project, n.d.

This paper includes an introduction to the problem of grade retention; a discussion of the Section 143 Grade Retention and Placement Evaluation (GRAPE) project; a discussion of Project Upgrade, a guide to upgrading misplaced students; and a reprint of a Phi Delta Kappa article by Mary Lee Smith and Lorrie A. Shepard, "What Doesn't Work: Explaining Policies of Retention in the Early Grades." The paper promotes the idea that grade retention is harmful to students and particularly harmful to migrant students.

National Policy Workshop on Education for Migrant Secondary Students: Proceedings Handbook. August 18-20, 1981. Seattle, WA: National Association of State Directors of Migrant Education and Education Commission of the States Interstate Migrant Education Task Force, 1981.

This handbook from the National Policy Workshop held in Seattle, Washington in August of 1981 includes an executive summary of the workshop, the resolutions formulated at that workshop as well as a copy of the participant's workbook for the conference, a schedule and listing of participants.

Nelken, Ira, and Kathleen Gallo. Factors Influencing Migrant High School Students to Drop Out or Graduate from High School. Chico, CA: Ira Nelken and Associates, Inc., 1978. ED164245

This study conducted in California's Migrant Education Region II is based on interviews with 24 migrant dropouts and potential dropouts and 22 graduates. The dropouts and potential dropouts were found more often to have a poor relationship with teachers, English language difficulties,

difficulties in moving and making new friends, to lack family encouragement to complete school, to participate seldom in extra-curricular activities, and to have a family need or crisis. Their experiences contrast with those of the graduates who had a more stable family life, families that valued education, more positive relationships with teachers, fewer negative feelings about moving, and were more often involved in extra-curricular activities. The study offers suggestions as to how educators can help migrant youth to complete high school.

Newman, J. What Should We Do About the Highly Mobile Student? Mount Vernon, WA: The Research Center, Educational Service District 189, May 1988.

Mobility alone isn't the cause for poor achievement but is a complicating factor for at-risk students. This research brief lists suggestions to counter the negative effects of frequent moves and ways to make schools welcoming places for new students. Some of the suggested practices include small, focused programs; fair discipline; correct assessment and frequent monitoring; counseling; teacher inservices; committed staff; and peer teaching and cooperative learning.

Orr, Margaret Terry. Keeping Students in School. San Francisco, CA: Jossey-Bass Inc., 1987.

This 237-page book focuses on the causes and consequences that arise from dropping out. The author gives an in-depth report of the history, curriculum, staffing, administration, funding, and the students served for each of fourteen programs that aid dropouts and potential ones. She recognizes the importance of collaboration between schools, businesses, and communities in providing job-training skills and the often inadequate financial means of accomplishing that.

---. What to do About Youth Dropouts? A Summary of Solutions. New York, NY: SEEDCO (Structured Employment/Economic Development Corporation), July 1987. ED290807

This is a 31-page booklet that shows dropout statistics, current approaches to dropout prevention, and strategies for successful programs. It includes fourteen programs that are models for serving at-risk students through collaboration with schools, service organizations, and businesses.

Orum, Lori S. The Education of Hispanics: Selected Statistics. Washington, DC: National Council of La Raza, July 1985.

This report gives demographics, educational conditions, enrollment statistics, student expectations, segregation data, and post-secondary overviews of the Hispanic student body. Overall, Hispanic students are the most undereducated group and

the most segregated in the American population. Limited English proficiency, enrollment two or more years below the expected grade, and high dropout rates are factors that place Hispanics at a severe educational disadvantage.

---. The Education of Hispanics: Status and Implications.  
Washington, DC: National Council of La Raza, August 1985.

The undereducation of the Hispanic population is documented in this report. Hispanic students are tracked into programs that make higher education an improbability. The report provides implications for policymakers in improving better educational services that target this group.

Paiz, Ray and Alfonso Anaya. "Dropouts." California Migrant Education, Region II, Yuba City: Unpublished paper presented at the National Migrant Education Conference in New Orleans, 1984.

This paper stresses the need to look for the positive aspects in a student's background instead of relying on the internalized assumptions that are based on the negative. Low teacher expectations and a tendency to blame the student's environment instead of the educational system result in failure for many Hispanic migrant children. The authors call for expecting the unexpected from students fighting against the odds who can and will succeed if encouraged to do so.

P.A.S.S. Program Procedural Guide: Scope & Sequence. Fresno, CA: Fresno County Department of Education, 1983.

This 37-page booklet gives six curriculum areas of the P.A.S.S. Program, scope of the courses offered and sequence of skills.

Peng, Samuel S. High School Dropouts: A National Concern. N.p.: Education Commission of the States, March 1985.

This study examines the high dropout rate nationwide especially for minority groups. It looks at the statistics on employment, student grades, geographic region, ethnicity, high school program, community type, kinds of work, and reasons for dropping out. From the study, it is apparent how the dropout rate affects students' potential for economic success.

Portable Assisted Study Sequence P.A.S.S. 1987-88 Interstate Report.  
Fresno, CA: Office of Research and Evaluation, March 1989.

Data show that there has been an increase in the effectiveness of the P.A.S.S. program according to the number of courses completed and credits granted. Many of the states participating in the P.A.S.S./MINI P.A.S.S. Program submitted usage reports that indicate continued inter- and intrastate collaboration in serving migrant students.

Promising Practices. Oroville, CA: Region II, Migrant Child Education, Office of Butte County Superintendent of Schools, 1982. ED238599.

This manual describes practices and strategies used to reduce the dropout rate and provide supplementary services to migrant students and their families in Migrant Education, Region II, Northern California. The manual describes programs that focus on secondary youth and reach out into the communities. Staffing models, the secondary school advisor and the migrant services aide, language development programs, whole family services and special projects such as the challenge leadership 4-H Club and the "Have A Healthy Heart" project for junior high and high school youth are also described.

Putka, Gary. "Getting Tough: Schools Start Flunking Many More Students in Drive on Mediocrity." Wall Street Journal, 30 November 1988: A1

In 1986, 27% of our 7th graders were behind by one or more years. This trend for grade retention, fueled by pressure to improve standard test scores in schools, has taken on the "punitive mind-set" in many districts. Retention is more commonly used against minority students than whites; hurts any child's social and emotional state; and may lead to higher dropout rates in the long-run. In 1980, a study showed the cost of retention to be \$5 billion nationally. The price of remedial education at \$500 per student is a far better bargain than the several thousand dollars per year spent on each student that is retained.

Rasmussen, Linda. Migrant Students at the Secondary Level: Issues and Opportunities for Change. Las Cruces, NM: ERIC Clearinghouse on Rural Education and Small Schools, 1988. ED296814.

This 4-page ERIC publication presents a brief overview of migrant secondary concerns. Written in a question/answer form, the paper gives information about dropout rates, special needs of migrant students, and suggests direct services that secondary schools can offer. To meet student needs, changes in a local school system as well as at the interstate and national level are suggested.

Reconnecting Youth: The Next Stage of Reform. Denver, CO: A report from the Business Advisory Commission of the Education Commission of the States, October 1985.

The 48-page book focuses on the many obstacles facing 16-24 year old youth in making a transition from school to productive adulthood. Recommendations are given for education leaders, business leaders, and policymakers toward helping the increasing numbers of disconnected youth achieve success.

Redmond, Michael. JOBSTART--A New Demonstration for High School Dropouts - The Pilot Phase: A Case Study of Five Youth Training Programs. N.p.: Manpower Demonstration Research Corporation, March 1985.

This study examined five programs that served hard-to-employ youth in various parts of the country. Some of the key success factors in serving dropouts include providing support services as necessary means of motivation and assuring progress; using individualized competency-based programs; providing income support; providing skills training; and supplementing JTPA training funds with other resources.

Riley, Gary L. HEP/CAMP National Evaluation Project Research Report No. 2 Overview of Student Characteristics and Program Outcomes. Fresno, CA: California State University, September 1985. ED265004

This report is based on questionnaires given to students who participated in HEP/CAMP programs between 1980 and 1985 in order to assess the impact the programs had on their educational and career achievements. This sampling from fifteen HEP and four CAMP programs nationwide showed that of those surveyed 84.9% of HEP participants passed the G.E.D. test while 92.4% of CAMP students finished their first year of college. The survey also gives data on personal and family background characteristics, employment, income status, and participants' ratings of personal support, career support, and development services of HEP and CAMP.

Rock, Donald A., et al. Determinants of Achievement Gain in High School. Princeton, NJ: Educational Testing Service, March 1985.

This study was based on a two year national survey "High School and Beyond", of students and dropouts from the sophomore to senior year in 1980-1982. It examines student and family background characteristics; changes in student attitude, values, behaviors, future plans and achievement test scores; the positive school characteristics and processes that increased achievement test scores; and the inequities to access of those processes for many minorities. The implications of the study are to equalize educational opportunities for all students by providing remedial and basic skills for the disadvantaged; increasing schools' expectations for students' educational performance; involving families in their children's education; requiring general and vocational curricula students to take more courses that are non-remedial and beyond the functional level; increasing course offerings in low socioeconomic status schools; and making resources equal to all schools.

Rowls, Michael D. and George H. Lackey, Jr. At-Risk in South Carolina: The High School Dropout. Columbia, SC: Wil Lou Gray Opportunity School Research and Training Center, August 1988.

This report focuses on South Carolina's school dropout problem which is among the ten highest in the country. A list of recommendations including residential programs and the development of programs that fit student characteristics is summarized. The report includes a checklist for identifying potential dropouts.

School Dropouts: The Extent and Nature of the Problem. Washington, DC: U.S. General Accounting Office, June 1986.

This report examines the factors affecting the dropout rate of youth between age 16-24. It also looks at the number of dropouts who enroll in G.E.D. programs; employment opportunities and incomes based on the number of years of education; the consequences in the labor market as a result of high dropout rates; and dropout programs.

Secondary Credit Accrual Manual. Pharr, TX: Texas Education Agency, 1985.

This manual serves as a reference for junior and senior high personnel in carrying out the intra- and interstate coordination of secondary services for migrant students. It also assists TEA, ESC, and LEA personnel responsible for the provision of technical assistance in secondary migrant services.

Seminar on the Improvement of Secondary Schools Programs for Migrant Students. Washington, DC: Education Commission of the States, April, 1980.

This report reviews the discussions and outcomes of a seminar held in April of 1980 in Washington, DC on secondary programs for migrant students.

Serrano, Vicente Z. Mobility and Continuity: New Ways of Lowering Dropout Rates for Migrant Students through Credit Accrual and Exchange. Denver, CO: Education Commission of the States, 1983.  
ED261851

This 28-page paper explores the reasons for migrant students' dropping out, reviews developments that have improved the possibilities for continuity of education for migrant secondary students and points to the necessary next steps. The study noted five barriers to the students' completion of high school: economic necessity to work, schools' negative attitudes toward migrant students, the complexity of curricula and course requirements, impediments sometimes caused by specific state or local proficiency or competency tests, and lack of access to

special types of educational services because of mobility. The paper reports on the roles of the Migrant Student Record Transfer System and the 1981 National Policy Workshop on Education for Migrant Secondary Students. A chart listing eight problems: lack of credit reciprocity, lack of partial credit transfer, lack of course continuity, language barriers, inconsistent grade placement, inaccessible vocational and special programs, inaccessibility of mandated competency tests, and absence of alternative education, offers solutions indicating migrant program initiatives to be taken.

Sherman, Joel D. Youth at Risk: Strategies for Financing State Dropout Programs. Denver, CO: Education Commission of the States, 1987.

This 31-page resource guide for state policymakers offers possibilities for financing dropout prevention and recovery programs. It calls for coordinating existing resources so as not to duplicate services or cut into programs that serve at-risk youth. The report examines current programs and activities in the states that have used various financing strategies such as formula and categorical funding.

Sherraden, Michael W. School Dropouts in Perspective. Business Advisory Commission Education of the States, March 1985.

This report shows how high school education seems far removed for many students facing an uncertain labor market that has shifted away from youth. Many youth problems are linked to this disengagement from education. The recommendation of this report is to create a voluntary national service that will allow service-learning for credits as an alternative but not as a replacement for traditional schooling. This national service could reduce the dropout rate by providing a constructive educational achievement program with financial incentives.

Springstead, Emelda; et al. Migrant Drop-Out Study, 1980-1981. Final Evaluation. Corpus Christi, TX: Education Service Center Region 2, 1981. ED247039

This study was based on a dropout questionnaire that 1228 Texas migrant students answered. The three main indicators were lack of school participation, financial worries, and poor school performance but not a dislike of school or family problems. 120 migrant students who were potential dropouts received guidance counseling. Though counseling is an effective dropout prevention method, there was limited funding available to serve all migrant students. Of those counseled in this study, most received academic counseling with some time devoted to student and teacher relations.

A Study of Student Dropout in the Los Angeles Unified School District: A Summary Presented to Dr. Harry Handler, Superintendent, and Board of Education, Los Angeles, CA: Los Angeles Unified School District, February 4, 1985.

This 47-page report presented by the Dropout Prevention/Recovery Committee to the Los Angeles Superintendent and Board of Education, analyzes the dropout problem in the Los Angeles Unified School District in particular, while giving a brief background on the dropout problem nationally. A definition of a dropout, reasons for dropping out, characteristics of potential dropouts and a listing of dropout programs in the Los Angeles area, as well as a bibliography are included.

Summary of Proceedings: Seminar on Vocational Education for Migrant Students. March 12-13, 1981. Washington, DC: Education Commission of the States' Task Force on Migrant Education, 1981.

This report from the seminar on vocational education for migrant students held in Washington, DC, March 12-13, 1981, presents the problems conference members noted that migrant students face in taking vocational education courses and promising opportunities they had found. They found that the problems of providing vocational education for migrant students fell into the same four categories existing for other areas of service to migrants: access, availability, appropriateness, and continuity. For successful programs it is necessary that: 1) local administrations support the programs, 2) complete information be maintained and updated on the programs for a sustained effort, 3) programs extend beyond ordinary school hours and space to recruit and serve students, 4) mobility be anticipated and appropriate links made with other programs for students who are moving. It was also noted that migrant students must receive appropriate counseling about vocational education programs, taking into consideration graduation requirements of the home school.

Summary Report Focus: Language An Interstate Forum. San Diego, CA: Interstate Migrant Secondary Team Project, 1987.

This is a 43-page summary report of the "Focus: Language Forum" held on May 20-21, 1987 in San Diego. It includes strategies for meeting the needs of 50% of the migrant secondary students who do not speak English as their dominant language, speaker synopses, notes from group problem solving sessions, and a language bibliography.

Summary Report of Migrant Dropout Prevention Program Advocates/Counselors Training Workshop March 4-6, 1987. Tallahassee, FL: Department of Education, 1987.

This workshop focused on migrant secondary students and the

role advocates and counselors play in providing services to them. Issues of concern were addressed and a cooperative service working agreement, a migrant student services checklist, and advocates' duties were drawn up. Participants also received training for securing services and they discussed district problems that need technical assistance.

Survey Analysis: Responses of 1070 Students in High School Equivalency Programs, 1984-1985. SUNY at Oneonta, NY: Interstate Migrant Secondary Services Program, December 1985. ED264070

A questionnaire was given to 1070 HEP students from thirteen programs in ten states to determine the factors that led to their dropping out. School-related reasons are the main ones although women gave more family-related reasons than men. Overage as the primary dropout risk factor was seen in the survey results where less than 6% of those students were at or above grade level when they dropped out. The family is the primary influence on a student's decision to go back to school. From the survey, the many factors students mentioned can be addressed by migrant educators in predicting dropout behavior and improving educational services.

Thomas, Terry. The Oakland County Attendance/Dropout Task Force Summary of Activities 1984-85. Pontiac, MI: Pupil Personnel Services, May 30, 1985.

This project in Michigan takes a county-wide approach to the dropout problem by involving community resources such as mental health and substance abuse agencies, and adult education programs. The focus of the task force is to provide early intervention in dropout prevention; reduce absenteeism; improve student achievement and morale; and to determine why dropouts return to adult education programs to finish their high school requirements.

Toch, Thomas. "The Dark Side of the Excellence Movement." Phi Delta Kappan November 1984: 173-176.

This article looks at the recent reform movement's aim toward academic rather than social promotion and its effects on students who do not meet the higher standards. Remedial programs will be necessary but they may present such problems as being non-standardized, expensive, not clearly defined in their goals, and taught by teachers who are unprepared for remedial coursework. Unless all students receive an equal opportunity to meet the new standards, the educational gap will widen.

Underwood, Rita E. Summary of Migrant Education Program Reviews October 1984-August 1985. Washington, DC: Office of Migrant Education, December 1985.

This report summarizes findings related to staffing and organization, financial management, identification and recruitment, certificates of eligibility, MSRTS, local applications, Parent Advisory Councils, secondary school programs, equipment, monitoring, and evaluation in nineteen states that were reviewed. The report gives commendations, recommendations, and corrective actions.

Vela, Jesus, Jr., Victor Benavides, and Tomas Yanez. Model Tutorial Programs. Pharr, TX: Texas Migrant Interstate Program, July 1986.

This booklet illustrates how migrant tutorials provide the means for secondary students to complete work they missed when they entered school late or withdrew early and how they provide the opportunity to get credit for meeting course requirements. This booklet shows various types of tutorials; tutorial recruiting strategies, qualifications, and training; and tutorial evaluation.

Who Cares? Who Counts? Austin, TX: Teacher Corps Project, 1979.

Who Cares? Who Counts? is the final report on a national study of migrant students' educational needs conducted by Saint Edward's University, Austin, Texas, and Ben-Bolt Blanco Independent School District, Ben Bolt, Texas, under a contract with Teacher Corps.

With Consequences for All. Alexandria, VA: Association for Supervision and Curriculum Development Task Force on Increased High School Graduation Requirements, 1985.

This 30-page report identifies some of the major drawbacks to the new requirements and higher standards that the reform movement in education will have for students and teachers alike. The focus on the "New Basics" at the expense of electives, particularly the arts and humanities, leads away from a holistic approach to knowledge. The educationally disadvantaged may not be able to meet the higher standards and may fail or dropout in greater numbers. Teachers will feel the stress of dealing with the rigid requirements and become frustrated at their limited power to adjust course content to accommodate students' differences. The report concludes that the complexity of schools and students must be considered in order not to favor the high-achievers over all other students.