Combating the School Dropout Problem: Proactive Strategies for School Counselors

Literature from the past three decades does not suggest a specific role for school counselors in combating the school dropout problem. A search of the Educational Resources Information Center (ERIC) database for the years 1984-1986 produced only 15 items indexed under terms related to school counseling or the school counselor's role. Ideally a database would specify "what works," but the literature reflects approaches and strategies used in particular school situations which are not necessarily adoptable by other schools. However, certain school activities, practices, and emphases have been positively associated with improvement in school retention and reduction in school dropouts. These strategies and the counselor's role in them include: (1) promotion of daily school attendance; (2) encouragement of parental participation in school learning activities; (3) strong and consistent school leadership; (4) clearly stated and widely disseminated classroom and school goals; (5) help for each student to establish and progress toward personally meaningful career goals; (6) placement of a high priority on school resources for the early elementary grades; (7) insurance that students stay at grade level; (8) interfacing school and community resources; (9) provision of a caring and mentoring environment for all students; (10) assistance for students to develop effective learning and study skills; (11) establishment of a school climate where achievement is respected and rewarded; and (12) recognizing and acting upon the interrelatedness of student self-esteem and successful school performance. This document is structured in two parts: (1) an overview, consisting of 12 pages of text; (2) the results of the computer search, consisting of 178 citations printed on 60 pages (from the DIALOG retrieval system). (ABL)
COMBATING THE SCHOOL DROPOUT PROBLEM:

PROACTIVE STRATEGIES FOR SCHOOL COUNSELORS

Garry R. Walz
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Proactive Strategies for School Counselors

by

Garry R. Walz
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PART I
OVERVIEW

Introduction

The voluminous literature about school dropouts which has accumulated in the past three decades suggests many solutions and approaches for reducing their numbers, but does not define the specific role for counselors. Certainly, counselors come to know their students' motivations, attitudes, and behaviors as well as anyone in the school environment and, by any logical deduction, should have something to offer to a program for reducing dropouts. Interestingly, however, the champions for the greater involvement of counselors in school dropout programs have come as much or more from people outside counseling as from the counseling ranks themselves. Whether counselors' reluctance to serve in school dropout programs is a consequence of lack of professional assertiveness or of wise insight into the limitations of their powers to be helpful is unclear. Perhaps the most reasonable explanation is that no dropout specialists exist within schools and other educational specialties are already experiencing heavy demands. Counselors have seemed a logical human resource to turn to because their presumably less well-defined roles and responsibilities allow for additional activities and responsibilities. While counselors have not expressed any great enthusiasm for undertaking this new or additional role, neither have they spoken out with alacrity or vigor against assuming some responsibility for school dropouts.

Research—What the Database Offers

A search of the ERIC database for the three years 1984-1986 produced 178 documents covering both Resources in Education and Current Index to Journals in Education. Of this number only fifteen were indexed under terms related to school counseling or the school counselor's role. In other words, only fifteen emphasized school counseling as a major component of a program for school dropouts.

Ideally, a database which specified "what works" would be most desirable. Particularly helpful would be descriptions of effective programs and practices that could be adopted and/or adapted to fit the school environment where a given counselor was working. For the adoption/adaptation to be effective, these program descriptions should
include discussion of what was done (the intervention applied), to whom (the actual students and their backgrounds and characteristics), and with what effect (what changes did or did not occur). Unfortunately, the literature rarely provides information that is as precise or comprehensive as would be required. Rarely are all three conditions discussed, and readers are, in fact, exceedingly fortunate if they are able, with any real clarity, to define even one of the three conditions—i.e., knowing what was done, to whom, and with what effect. Basic to the whole problem is the fact that the definition of "dropout" is itself extremely loose, so much so that Phi Delta Kappa has suggested that no clear or acceptable definition is presently available. What is known is that a great deal has been done and many changes have occurred, but the relationship of various approaches to either positive or negative change is not at all specific. Consequently, to speak of "solutions" from the research at this juncture is to be unduly sanguine.

If the reader senses some negativism or cynicism in these remarks, this is not surprising. In actual fact, many of the approaches that have been attempted are simply palliatives, and few of the models or strategies that have worked in one school situation can be adopted or adapted for use in another. Since it is basically unclear "what works," it is difficult to specify what a particular educational specialist (i.e., counselor) should do. If we grant there are no documentable or highly specifiable roles and activities for counselors in a school dropout program, we still may find hope in broadly synthesizing the best judgments, insights, and glimmers of effective strategies that have emerged from years of developmental activity.

What inquisitive and exploratory readers will find from a review of the contents of this search are ideas that may stimulate them into further development and trial. Over the years, great progress in education has resulted from the judgment of informed educators who have made insightful and intuitive decisions about what was needed based upon extensive observation and experience with a variety of educational activities and programs. This ERIC search can be of use to counselors and administrators who believe that the need demands our devising a strategy for the school counselor vis à vis school dropouts that utilizes the best of our thinking and experience, even though empirical, definitive research is lacking.
Strategies for Improving School Retention

Listed below are several school activities, policies, and emphases which, in the experience of numerous school systems, have seemed to be positively associated with improvement in school retention and a reduction in school dropouts. The exact mix and nature of the relationship between the different policies and activities is not clear. What does seem to be supportable is that those schools that have made use of a large number of the suggested policies/activities have had better student retention than comparable schools that have not.

1. Promote daily school attendance. Regular attendance on the part of the students is a very important aspect of improving retention. The positive consequences deal with such matters as keeping up with classroom learning and assignments, developing associations with other students, and acquiring a sense of "in-ness" with regard to the school in both formal and informal school activities. Negative consequences of irregular school attendance are associated with not learning the necessary skills to proceed from one activity to another, sensing oneself as an outsider, and being put in the position of finding it increasingly difficult to attend school because of what has been previously missed. Understandably, then, lack of regular school attendance is one of the best predictors of dropping out of school. A student's pattern of school attendance is symptomatic of many other factors which impinge on the student's staying in school. The reasons for not attending school daily are themselves highly variable, ranging from an active dislike of school to no real dislike, but a conflict with other commitments, such as needing to help other family members or having to respond to the demands of outside work. However variable the reasons that are supportive or non-supportive of attendance, the school that is able to keep even reluctant students attending school is, in fact, working positively to increase the overall proportion of school retention.

Counselor Role: Counselors can be in an excellent position to monitor and identify those students whose pattern of daily attendance starts to become erratic. While this is information generally available in the school, knowing who is not attending is not as important as how the school responds. A counselor who cares and who desires to understand what attitudes and behaviors are causing students to miss school can give students the opportunity to verbalize their thoughts and express the conflicts they are likely to be experiencing. By providing a climate which is non-punitive and encourages students to express feelings about school attendance, counselors can help students resolve conflicts
that prevent their attending school regularly. The very act of inquiring and expressing concern over the lack of steady school attendance may at least partially dispel the student's notion that the school is really not interested and does not care about their attendance. The lack of any real interest in their progress is clear evidence to students that what they believe to be true is, in fact, true—nobody cares. Short interventions which acknowledge the student's absence and demonstrate concern over it can help make the school seem warmer and less hostile. It is, at least, a good start!

2. Encourage parental participation in school learning activities. Parental involvement in school learning activities has many positive aspects. In fact, it has been suggested that a major advantage of some foreign school systems is the active role that parents play in student learning—not just in broadly supporting the school, but in being specifically aware of what their children are studying and being involved in helping them master their various school subjects. Parental involvement not only communicates their realization of the importance of the activity, but also helps to create a climate within the family that reinforces the home as a place where school-related activities are supported and encouraged. A frequent positive outcome from parental involvement is a new sense of respect and understanding between parent and child as they share their various knowledge and experience through school activities.

Counselor Role: The counselor-parent interview can be a very useful counselor tool for understanding the individual student's behavior, as well as for creating a favorable action plan for the student relating to his/her school studies and achievement. By conscientiously scheduling meetings with parents, the counselor can gain insight into the parents' dealings with their children and, at the same time, communicate to the parents the perspectives and feelings which teachers have shared with the counselor. Other aspects of improved school retention and performance can also be discussed with the parents in a proactive way that encourages their involvement in a positive learning program for their children, thus avoiding the difficulty in communication and planning that is associated with a crisis conference.

3. Support strong and consistent school leadership. An expanding body of research has identified the importance of school administrators and leaders who are committed to making learning and achievement the school's major focus. School leaders who are aware of what students and faculty are doing provide positive reinforcement to those activities which are clearly supportive of improved school learning and achievement and help mitigate factors that interfere with school learning, such as disruption and
inconsistent discipline. In effect, strong leadership translates into viable school leaders who want and are prepared to commit themselves to making the school a place of learning above all else. The school leaders need to be visible, active, strong and consistent in their commitment to seeing that the school promotes student learning.

Counselor Role: Counselors have a greater role in the leadership of the school than they realize. Leadership is not solely the prerogative of the school principal, but a shared responsibility of all school faculty. In particular, counselors are in a position to communicate information about student achievement and performance to others and to help devise policies and programs which are appropriate to facilitating student skill development. In their frequent and regular contact with teachers, counselors are also in a position to help underwrite and implement school policies that encourage school faculty to direct their efforts toward meeting major school goals and minimizing the school trivia which can frequently overwhelm the daily activities of both teachers and students. Needless to say, counselors can also demonstrate leadership in their own sphere by giving a clear learning and achievement focus to counseling, in contrast to an emphasis on personal problems.

4. Clearly state and widely disseminate classroom and school goals. Schools that have shown a superior record of school retention, to a large degree, have goals which are widely known by all students and staff and are acted upon when decisions need to be made, either within the classroom or in relation to broader school policy. It is not important that all these goals be popular, but rather that students and faculty alike are aware of the goals, that both groups understand the school is working toward them, and that they, the students and the faculty, are responsible for achieving them. Consistent and regular reinforcement of these goals avoids mixed messages about expectations for student behavior and achievement. As students better understand the goals and expectations, they have a firmer sense of direction and can behave in ways that help the school and themselves achieve their mutual goals.

Counselor Role: It is as important to have clear goals for the counseling and guidance program as it is for the classroom and the school in general. Many of the goals which relate to guidance are broadly based and involve other faculty. Some goals may be more unique to the guidance program and are the primary responsibility of counselors. But it is important that all who are involved—students, parents, teachers, and administrators—be aware of what the guidance goals are and the means by which those goals will be achieved. It is also critical that indicators be developed and made available to others that communicate the extent to which the goals have or have not been achieved for the guidance program in
general and for individual students. In particular, the counselor's role in contributing to improved school retention needs to be negotiated between counselors and administrators. High priority for such areas as learning skills and parental involvement should be carefully spelled out, both the desired objectives and the means to achieve them.

5. Help each student to establish and progress toward personally meaningful life career goals. For students who drop out, the school has clearly lost its meaning. They see little relationship between what the school offers them and the demands of their present lives and of the years ahead. They may very likely feel that their ability to influence or in any way determine what their life will be like is very small, and that what happens to them will be more a matter of external factors, i.e., the "breaks," than of personal decisions and actions on their part. This uncertainty about the future and lack of a real appreciation of what their schooling is doing to help them know and prepare for their future make the frustrations and problems with daily school attendance particularly difficult to bear. "What's the point of the daily hassle if it doesn't make any sense about who I am or what I do, now or in the future?" Those students who have a sense of what their future can be and can see the relationship between what they are doing in school and their preferred future life will find school more rewarding and the difficulties more bearable because they are leading to something which they desire. Clearly, it needs to be a major goal of all schools to help students see that their schooling is not something to be undergone and completed like an onerous task which has little reward in itself, but as part of a program of personal involvement which will lead to a more rewarding and satisfying life in the future.

Counselor Role: Perhaps more than in any other area the counselor can play a major role in helping students to explore life/career options, make thoughtful career plans, and identify benchmarks that show their progress toward longer term goals and aspirations. Through group experiences in classes and in individual and small group sessions, students can be helped to acquire the attitudes they need to take charge of their lives and shape their future.

6. Place a high priority on school resources for the early elementary grades. It is almost a truism that it is better to prevent students from dropping out than it is to provide remedial or crisis intervention just before or after dropout has occurred. The profile of a student who is "at risk" of becoming a dropout is clear. This is the student who in the elementary years falls behind in school achievement, feels that teachers do not really care, has few strong social contacts with other children in the school, and senses that his or
her parents do not attach importance to school tasks and activities. Because these are behaviors and attitudes which can be both observed and elicited in discussion with young students, it is possible in the early years to identify those who are moving toward becoming dropouts and to create the climate and culture within the elementary school that works against the developing prevalence of such attitudes and feelings. Perhaps one of the more easily observable and consistent patterns associated with highly "at risk" students is regular absenteeism and/or tardiness. This, in itself, may be a reliable barometer of how the child perceives the school and his/her role in it. If the school uses no other index of potential for dropping out, this measure alone can be very helpful.

Counselor Role: Schools that have elementary counselors have an enormous advantage over those that don't in providing personal assistance to elementary students who appear to be seriously "at risk." This is the point at which care and concern for those students who exhibit the behaviors previously described is extremely important. Aid at this time in a child's development is infinitely more useful and helpful than later assistance from secondary school counselors. In particular, elementary counselors can provide significant service by consulting closely with teachers to develop appropriate strategies for responding to dropout-prone children, as well as by working with these students individually and in small groups.

7. Insure that students stay at grade level. There is an ongoing controversy whether students should be passed on through special promotions, or whether all students should be required to meet designated levels of achievement and competency before they move to the next grade level. This question is not one that can be resolved through platitudes or general educational principles. It is, however, apparent that students who are held back become severely "at risk" regarding their continuance in school. The child who has been held back one grade level is 60 times more likely to become a dropout than a student who has not, and the child who has been held back two grade levels is 250 times more likely to become a dropout. Holding a student back seldom does anything for that child to help him/her acquire the competencies and skills needed to proceed. Just as the early elementary years are crucial in setting the stage for continued school attendance and achievement, so it is far better to try to insure that all students stay at grade level than to provide remediation later. The key here would seem to be ongoing diagnosis of each child's progress and the provision and use of appropriate resources to insure that each student does stay at grade level. A variety of methods such as the use of peer tutors, outside adult aides, and special teacher attention can all be helpful at this stage.
Counselor Role: Counselors can help sensitize teachers to the need to be aware of students who are falling behind, and can develop strategies with teachers for involving parents in helping their children to achieve at the appropriate grade level. Here, the counselor may be particularly contributive in determining the causes of a child's negative behavior and in working with others in a collaborative way to alleviate the problems that the particular child is experiencing. In fact, the counselor may well serve as the conscience of the school in helping all the staff become aware of the high probability that a particular student who has fallen behind in grade level is on the way to becoming another of the school's dropouts.

8. Interface school and community resources. Involving significant groups and individuals in the community as additional school resources is a very important initiative in helping to minimize school dropouts. In many areas, there are almost as many resources available to young people outside the schools as within them; for example, work-study programs, cooperative employment programs, and other forms of assistance. Typically, however, there is relatively little awareness of or communication between the different groups that are working to assist young people "at risk." This not only leads to a waste of valuable resources, but also can cause conflict and confusion for individual students. There clearly needs to be a means whereby in-school and out-of-school student services communicate with one another about their programs and goals.

Counselor Role: The breadth of knowledge and the mobility of counselors places them in an excellent position to provide leadership in coordinating the different sources of help, both in and out of school, into an organized effort. The counselor can frequently be the bridge between the different helping sources, targeting both the students who are to be helped and the strategies which will be used. This is seldom an easy or even visibly rewarding activity, but it can greatly expand the impact of both the school and community resources programs by insuring that they pool their resources and work together on common objectives.

9. Provide a caring and mentoring environment for all students. Many students, particularly male students, report that they found little in school to their liking, that they were essentially uncared for, and that they seldom experienced anything other than blame, disapproval, and negative comments. It is not surprising, therefore, that many students decide that life can be more rewarding and satisfying outside the school. So it is of extreme importance that the school provide an environment in which students believe that faculty and staff care about them and that the school communicate this caring and
mentoring in regular and visible ways. Even very limited efforts can make a big difference in the student's perception that he/she is seen as an individual and appreciated as such. However hard their exterior and however tough and resistant they appear, students need to have a sense that they matter and that they exist in an environment where they are responded to in a positive way.

Counselor Role: The counselor is in a particularly strategic position to provide attention to each student as an individual and to show respect for and interest in that individual. Thus, the counselor can contribute significantly to a rewarding and nurturing environment. Moreover, counselors can use the knowledge gained from individual and small group sessions with students as a way to communicate to other members on the school faculty the particular needs of individual students. This is a special role for the counselor, and the counselor's behavior can help to model for others what can be done to create an appropriate environment.

10. Assist students to develop effective learning and study skills that enhance their individual learning style. Students vary considerably in how they approach different learning tasks and the skills they bring to any intellectual challenge. The skill with which a student confronts a learning task is only partially determined by his/her basic ability. Even very bright and able students may be learning "with their brakes on," i.e., using methods to learn that are both inefficient and ineffective. Schools need to become aware of the differences in learning styles of their students and to provide learning experiences which are appropriate to the variety of these styles. The ERIC/CAPS monograph by Griggs entitled Counseling Students Through Their Individual Learning Styles provides very useful information for schools in this regard. Schools also need to be cognizant of the wide range of resources that are currently available to help students become more effective and more efficient in learning and study skills.

Counselor Role: There are few areas where counselors can be more contributive to the overall effort toward improving student performance than in learning and study skills. Effective learning involves not only motivation and attitude, but an array of learning skills which, when students combine them into an overall approach to learning, can be extremely useful, particularly as the subject matter becomes more challenging and complex. Counselors can earn the strong support of both faculty and students by helping not some but all students to move beyond their current status and acquire new, higher-level learning and study skills. The monograph by Bleuer, Counseling Underachievers: A Counselor's...
Guide to Helping Students Improve Their Academic Performance, can be a very useful resource to counselors in this regard.

11. Establish a school climate where achievement is respected and rewarded. Behavioral psychology would suggest that our behavior is determined by its consequences. That is to say, we do those things that bring us the rewards that are important to us. Schools have traditionally sent mixed messages about how important learning and achievement really are, frequently giving more visibility and rewards to less scholarly school activities such as sports and social events.

A school that is serious about increasing its retention, where that retention is based upon the improved learning performance of all its students, needs to communicate overtly and clearly to students that school achievement is a major school objective, that all students are expected to prioritize it, and that those who do will be consistently rewarded. On this issue above all others, it is essential that the school make it absolutely clear to all students that if they achieve well, they will be rewarded both in the present and in the future.

Counselor Role: Counselors, to the extent possible, should work with all students to establish individual learning plans. Whether these plans are the detailed and comprehensive plans associated with special education, or the less detailed plans that draw attention to the students' needs to organize their academic efforts and harness their potential for learning, they represent an area where counselors need to show school leadership. As students discuss their long-term goals and desires with the counselor, the counselor is in an excellent position to help them see how important their present behavior is to the achievement of longer term goals and objectives. Counselors can help individual students become aware of the rewards that are available for those who achieve a level that is consistent with their own abilities and needs. Students should be helped to realize that although all of them cannot become the class valedictorian, each of them can shine by achieving and performing at a level appropriate to his/her abilities. In this manner, all students can feel rewarded and reap the benefits that will accrue if they make regular and systematic efforts to be effective in their studies.

12. Recognize and act upon the interrelatedness of student self-esteem and successful school performance. Research suggests that students who drop out have had countless experiences that have depreciated their sense of self-esteem. To continue in school, for many students, is to validate the fact that they are unworthy. Schools, therefore, need to attempt to provide successful academic experiences for all students. One of the most valuable outcomes of school for many students is the high sense
of self-esteem that results from successfully meeting school tasks and challenges. It is extremely difficult for students to maintain positive self-esteem when their school performance is poor, and it is unlikely that students who leave school with lowered self-esteem will be able to rise to the challenges of the outside world. Achieving a positive sense of self is certainly one of the most valuable by-products of the school experience, and all schools should give this goal the highest priority in every program they devise.

Counselor Role: Counselors play a very important role in helping schools assess the self-esteem of their students and suggesting to teachers ways that students can enhance their self-esteem through school-related success experiences. Counselors can provide leadership in assisting schools to answer the question: "What can we do to foster positive experiences for our students as part of their school learning, experiences that will lead to an increased sense of worth?" In helping students develop personal life/career plans, counselors can be instrumental in promoting student self-esteem, as each objective met and task performed is further corroboration of the fact that they "can do," that they can be successful, and that their personal vision of their future can be achieved.

Conclusion

This discussion of strategies and suggested counselor roles/responses for combating the problem of school dropouts is a piecemeal way of responding to a challenge that is anything but piecemeal. Potential dropouts are people, with all of the concerns and needs of most of us, but with the additional problem of an inability to adjust positively to the school experience. How to reach such students, how to put the pieces together, how to make school a happy place, how to bring about desired outcomes in a particular school, must, until we have better data, remain up to the imagination and skill of each counselor. As formidable a task as that may seem, counselors can be buoyed by knowing that their spirited efforts can hardly go wrong—caring and trying to do something about dropouts will likely pay a handsome dividend, both for those who make the effort and for the recipient of that caring attention.
PART II

ERIC COMPUTER SEARCH

(An asterisk indicates documents that are indexed with counseling or guidance terms.)
Diagnostic Perspectives on the Family: Process, Structural and Historical Contextual Models.
Levant, Ronald F.
American Journal of Family Therapy, v11 n2 p3-10 Sum
Available from: UNI
Language: English
Document Type: GENERAL REPORT (140); CONFERENCE PAPER (150)
Describes diagnostic perspectives for viewing dysfunctional families. Presents three general types of models (process, structural, and historical) and organized them along a continuum from most descriptive to most inferential. Presented at the 38th Annual Conference of the American Association for Marriage and Family Therapy, October-November 1981, San Diego, CA. (MAS)
Descriptors: Classification; Clinical Diagnosis; Counseling Techniques; Counseling Theories; Family Counseling; Family Problems; Family Relationship; Models
Commitment: A Variable in Women's Response to Marital Therapy.

Beach, Steven R. H.; Broderick, Joan E.
EDRS Price - MFOI/PCO1 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; New York
Journal Announcement: RIEJUN83

Past research suggests that commitment to one's marriage is a variable which should be a contributing factor to marital satisfaction and the process of marital therapy. To examine the predictive utility of commitment, the relationship between commitment to marriage at the onset of therapy and changes during therapy was examined for a sample of 42 couples. Results showed that, for women, pre-therapy commitment level was able to account for unique variances in marital satisfaction at intake and for changes in marital satisfaction occurring as a result of therapy. Communication ability was also predictive of marital satisfaction at intake. In addition, changes in communication ability from pre- to post-therapy were predictive of changes in marital satisfaction for women. Results for men were less significant. The findings demonstrate that commitment is an important variable in the prediction of marital satisfaction.

Descriptors: Adults; *Attitude Change; *Communication Skills; Counseling Effectiveness; *Marriage Counseling; *Predictor Variables; Psychological Patterns; Sex Differences; *Spouses
Identifiers: *Commitment; *Marital Satisfaction
DIALOG File 1: ERIC - 00-87/FEB

EJ343186 SP516325
The Crisis Problem of Dropouts.
PTA Today, v12 n1 p17 Oct 1986
Language: English
Document Type: JOURNAL ARTICLE (OBO); PROJECT DESCRIPTION
(141)
Journal Announcement: C1JFEB87
"A Blueprint for Success," a document containing principles that bring focus to issues, attitudes, and concerns essential for planning and implementing a successful dropout prevention program, lists principles for a dropout prevention program. Involved: (1) programs starting during early childhood or elementary education; (2) work education relationship; (3) teacher involvement; and (4) identification of at-risk students. (CB)
Descriptors: *Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; *Teacher Role

EJ342975 RC506310
Education of Native Adolescents in Inner-City Schools.
Lee, John D.
Canadian Journal of Native Education, v13 n2 p22-26 1986
Language: English
Document Type: JOURNAL ARTICLE (OBO); POSITION PAPER (120)
Journal Announcement: C1JFEB87
Cites the high dropout rates for native students in Saskatchewan urban centers and suggests that the inner-city native alternative school may be the best way to return students to some form of education leading to eventual employment. Lists 17 "do's" and "don'ts" for effective alternative schools. (JHZ)
Descriptors: *American Indian Education; *Canada Natives; *Dropout Prevention; Dropout Rate; Foreign Countries; Guidelines: Inner City; *Nontraditional Education; *School Readiness; Secondary Education: Urban; American Indians; *Urban Education
Identifiers: *Saskatchewan

EJ341189 EA5204410
Education Vital Signs: Curriculum.
American School Board Journal, v172 n10 p49-411 Oct 1986
For related articles, see EA 520 409-413 (this issue).
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); REVIEW LITERATURE (070)
Journal Announcement: C1JFEB87
Target Audience: Policymakers; Administrators; Teachers; Practitioners
Reports on nationwide school improvement trends shown by the following indicators: (1) S.A.T. and A.C.T. scores, (2) school dropout rates, (3) preschool enrollment rates, (4) increased numbers of required courses, and (5) the 1985 Gallup Poll of the Public's Attitude Toward the Public Schools. Six charts are included. (IW)
Descriptors: *Charts; *College Entrance Examinations; *Dropout Rate; *Educational Assessment; *Educational Improvement; *Educational Trends; Elementary Secondary Education: Enrollment Projections; *Enrollment Rate; Enrollment Trends; *Graduation Requirements; *Institutional Evaluation; Preschool Education; Public Opinion
Identifiers: American College Testing Program; Gallup Poll; Scholastic Aptitude Test; United States Department of Education

EJ340932 CG530814
Svec, Henry
Adolescence, v21 n82 p449-52 Sum 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); RESEARCH REPORT (143)
Journal Announcement: C1JFEB87
Hypothesized that schools may not want to take back students who had once dropped out of school. Investigated schools' response to droppers trying to return. Results indicated that schools were more likely to accept the child who is represented by the parent, and that schools reacted more favorably to the parent. (Author/ABB)
Descriptors: Adolescents; *Advocacy; *Dropouts; *High School Students; Parent School Relationship; *Reentry Students; Secondary Education: Student School Relationship

EJ339651 CEB17097
The High School Re-Entry Myth: A Follow-Up Study of Juveniles Released from Two Correctional High Schools in Wisconsin.
Haberman, Martin; Quinn, Lois M.
Journal of Correctional Education, v37 n3 p14-17 Sep 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); RESEARCH REPORT (143)
Journal Announcement: C1JFEB87
Reports on a three-year study of youth released from correctional high schools. Only 46 percent of those released eventually finished high school after release. Recommends that correctional schools therefore teach life and work competencies rather than offer traditional high school classes. (CH)
Descriptors: *Correctional Education; *Dropout Rate; Followup Studies; *High Schools; Nontraditional Education; *Secondary School Curriculum
Identifiers: Carnegie Unit
Ten Rules for Reducing Your Dropout Rate.
Conrath, Jerry
Executive Educator, v6 n7 p24-25 Jul 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); NON-CLASSROOM MATERIAL (OBO)
Journal Announcement: CIJNMay86
Outlines 10 rules for reducing the student dropout rate. An
important component is the establishment of a program that is
well-funded and staffed and has clearly defined goals that
will help in the reduction of student dropouts. (MD)
Descriptors: Academic Failure; Dropout Prevention; Dropout
Programs; *Dropouts; Elementary Secondary Education;
*Persistence

Educational Clinics: Recovering Dropout Youths.
Klimko, Ivan; And Others
Thrust for Educational Leadership, v15 n6 p22-24 May-Jun
1986
Available from: Association of California School
Administrators, 1575 Old Bayshore Highway, Burlingame, CA
94010 (single issue: $3.50).
Language: English
Document Type: JOURNAL ARTICLE (OBO); PROJECT DESCRIPTION
Journal Announcement: CIJNMay86
The dropout problem is growing at an alarming rate in
California. Educational clinics are being experimentally
developed for use with dropout students. Describes the
educational clinic planned for Grant Joint Union High School
District. (MD)
Descriptors: Academic Failure; Dropout Prevention; Dropout
Programs; Educational Development; Elementary Secondary
Education; Reentry Students
Identifiers: California; *Educational Clinics: Grant Joint
Union High School District CA

The Store Front School.
Forrest, Barbara
Guidance & Counselling, v1 n4 p21-24 Mar 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); PROJECT DESCRIPTION
Journal Announcement: CIJNMay86
Describes the Store Front School project, a program of
cooperative education aimed at rekindling students' interest
in school and helping them earn their diplomas. The school
conducts classes in an office in a shopping mall where the
students work. (ABB)
Descriptors: Community Support; Cooperative Education;
*Dropout Programs; Dropouts; *Nontraditional Education;
School Business Relationship; School Location; Secondary
Education; Student Attitudes; *Work Experience Programs
Identifiers: *Ontario

Drug Use in an Alternative High School.
Beaudus, Fred; Getting, E. R.
Language: English
Document Type: JOURNAL ARTICLE (OBO)
Journal Announcement: CIJOCT86
Reports the drug involvement of students in an alternative
high school. Students include those transferred for behavior
problems or dropouts returning to complete school. Drug use
rates are exceptionally high, with significantly higher
lifetime prevalence for nearly every drug. Current use of
drugs is also very high. (Author/ABB)
Descriptors: Adolescents; Behavior Development; *Behavior
Problems; *Dropouts; Drug Education; *Drug Use; *High School
Students; *Incidence; *Nontraditional Education; Secondary
Education; Student Adjustment

Dropout Prevention---Getting Serious about Programs that
Work.
Mann, Dale
NASSP Bulletin, v70 n489 p66-73 Apr 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); EVALUATIVE REPORT
Journal Announcement: CIJSEP86
Target Audience: Administrators; Practitioners
Discusses the high school dropout problem, focusing on young
people's reasons for leaving school and schools' efforts to
retain them. Recommends more effective primary education,
computer programs to identify youth at risk, and coalitions of
schools, businesses, and government agencies to pair learning
and work experience. Cites 15 references. (MLH)
Descriptors: Academic Failure; Computer Managed Instruction;
*Dropout Prevention; *Potential Dropouts; *School Holding Power
Secondary Education; Student Attrition

The Educational Status of Federally Recognized Indian
Students.
Latham, Glenn I.
1985
Available from: UMI
Language: English
(cont. next page)
EJ333821  U512084
Drug dropping out of High School: An Inside Look.
Fine, Michelle
Social Policy, v16 n2 p43-50 Fall 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (143)
Journal Announcement: CIJUL86
Presents a case study of a New York City high school with a high dropout rate. Focuses on teaching quality, students' attitudes, and stress, and school structure and practices. Argues that school reforms must be developed along with efforts to improve the overall life conditions of students.

EJ333021  EA518702
Effective Schools Must Focus on Potential Dropouts.
Conrath, Jerry
NASSP Bulletin, v70 n467 p46-50 Feb 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (120)
Journal Announcement: CIJUL86
Target Audience: Administrators; Practitioners
Although the national reports have not focused on the problem, effective schools must address the needs of potential school dropouts. The author rebuts some of the common arguments against dropout prevention programs, arguing that successful dropout prevention is one of the key indicators of overall school effectiveness. (Author/TE)

EJ332523  UDS12059
Potential of School dropping out of High School: Potential Consequences of Tougher School Standards for Student Dropouts.
McCullin, Edward L.; And Others
American Journal of Education, v94 n2 p135-81 Feb 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (140)
Journal Announcement: CIJUL86
Reviews findings on factors that predict dropping out and relates these to recent recommendations for raising school standards. Identifies the adverse effects these standards (cont. next page)
might have on potential dropouts and discusses some ways of circumventing the negative consequences. Proposes an agenda for simultaneously raising standards and addressing dropout problems. (EH) Descriptors: Analytic Standards; Dropout Prevention; Dropout; Dropout; Dropout Prevention; Educational Psychology; High Schools; Potential Dropouts; Student Needs.

Identifiers: Reform Reports.
EJ332410 SP515654
Standardizing Practice in the Analysis of School Dropouts.
Morrow, George
Teachers College Record, v87 n3 p342-55 Spr 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIIJUN86
The author suggests procedures to standardize the process of calculating dropout rates and to improve the validity and reliability of data on dropouts. (MT)
Descriptors: Cohort Analysis; Data Interpretation; Dropout Rate; Dropout Research; Elementary Secondary Education

EJ332411 SP515653
Hammack, Floyd Morgan
Teachers College Record, v87 n3 p324-41 Spr 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIIJUN86
The author examined school district reports on the dropout problem from several large urban school systems, looking specifically at the definition of dropout, information collection procedures, and the method used to determine the dropout rate. The need for greater consistency in such reports is discussed. (MT)
Descriptors: *Data Collection; *Dropout Rate; Dropout Research; Secondary Education; Statistical Analysis

EJ332410 SP515652
Can We Help Dropouts: Thinking about the Undoable.
Mann, Dale
Teachers College Record, v87 n3 p307-23 Spr 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIIJUN86
The author presents an overview of the dropout problem, pointing out that what is really a diverse set of problems requires multiple approaches. (MT)
Descriptors: Dropout Prevention; Dropout Research; *Dropouts; Secondary Education

EJ331963 RC506098
ARC Workshop Showcases Practical Programs for Dropout Prevention.
Appalachia, v18-19 n6-1 p1-20 Fall 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); CONFERENCE PROCEEDINGS

EJ330866 CES156548
Unemployment and School Motivation: The Case of Truancy.
Raffa, David
Educational Review, v38 n1 p11-19 Feb 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIIJUN86
In this study, the data suggest that rising unemployment in reases pupil motivation and thereby acts as an instrument of social control in schools as well as in the labor market; less equivocally, the data challenge current arguments alleging the demotivating and demoralizing effect of unemployment on school pupils. (Author/CT)
Descriptors: *Dropouts; Labor Market; Secondary Education; *Student Attitudes; *Student Behavior; *Student Motivation; *Truancy; *Unemployment
Identifiers: *Scotland

EJ330746 IMS10556
Raising Standards and Retaining Students: The Impact of the Reform Recommendations on Potential Dropouts.
McDill, Edward L.; And Others
Review of Educational Research, v55 n4 p415-33 Win 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIIJUN86
This paper examines the potential influence of school reform policies on the high school dropout rate, and it summarizes a diverse set of reports on American education that recommend increasing academic standards in schools as a means for improving secondary school performance. (Author/LMO)
Descriptors: *Academic Standards; *Back to Basics; *Dropouts; *Economic Factors; *Educational Change; *Educational Improvement; Educational Research; Family Influence; Racial Differences; Secondary Education; Sex Differences; Student School Relationship
(cont. next page)
Identifiers: National Commission on Excellence in Education; Task Force on Education for Economic Growth

In the Rush toward Excellence, Don't Let Your Schools' 'Holding Power' Slide.
Bateman, C. Fred
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJJAPR86
Target Audience: Administrators; Policymakers; Practitioners
It's up to school board members to communicate they want schools to improve academic scores and standards while increasing their holding power. Outlines ways superintendents can act to reinforce such policy. (MD)
Descriptors: Boards of Education; Dropout Programs; Dropout Rate; Educational Administration; Elementary Secondary Education; Public Relations; School Community Relationship; School Holding Power
Identifiers: Excellence in Education

Action on Dropouts.
Mann, Dale
Educational Leadership, v43 n1 p15-17 Sep 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PDISITION PAPER (120)
Journal Announcement: CIJJAN85
Our society cannot afford to wait for research results before acting to reduce the high school dropout rate. Schools should focus on those students who are most likely to drop out. (MD)
Descriptors: Academic Standards; Dropout Prevention; Dropouts; Educational Change; Educational Environment; Elementary Secondary Education; School Holding Power; Vocational Education

School Reform and Potential Dropouts.
Natriello, Gary; And Others
Educational Leadership, v43 n1 p10-14 Sep 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJJAN85
Target Audience: Administrators; Policymakers; Practitioners
The main reasons that students drop out of high school are poor grades, family problems, and financial problems. The school reform movement may compound marginal students' difficulties and cause more students to drop out (NI)
Descriptors: Academic Achievement; Academic Failure; Academic Standards; Curriculum Development; Dropout Characteristics; Dropout Prevention; Dropouts; Educational Change; Family Problems; Poverty; Secondary Education; Time on Task
Identifiers: National Commission on Excellence in Education; Reform Efforts

Here's Why Your Board Must Throw a Lifeline to Foundering Kids.
Schwebach, Deborah
American School Board Journal, v172 n8 p25,33 Aug 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PDISITION PAPER (120)
Journal Announcement: CIJJAN85
This Last-Ditch Plan Keeps Would-Be Dropouts in School.
Edwards, Marvin E.
American School Board Journal, v172 n8 p24 Aug 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJAN85
This Last-Ditch Plan Keeps Would-Be Dropouts in School.
Edwards, Marvin E.
American School Board Journal, v172 n8 p24 Aug 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJJAN85
Target Audience: Administrators; Policymakers; Practitioners
Describes a dropout prevention program used for eight years in Joliet Township, Illinois, high schools. (MD)
Descriptors: Dropout Prevention; Potential Dropouts; Secondary Education; Student Problems
Identifiers: Illinois

The School Dropout: Implications for Counselors.
Gadwa, Karol; Griggs, Shirley A.
School Counselor, v33 n1 p9-17 Sep 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
(cont. next page)
EJ319444 UD511641
Sexton, Porter W.
Journal of Educational Equity and Leadership, v5 n2 p92-106
Sum 1985
Language: English
Descriptor Type: JOURNAL ARTICLE (OBO). RESEARCH REPORT (143)
Journal Announcement: CIJSEP85
Dropout statistics for Portland, Oregon, high schools reveal that the schools themselves, and the assignment of students to specific schools, may be more important than previously thought in determining dropout rates. Thus, programs in the high schools and open transfer provisions may be cost-effective means of providing for needs of potential dropouts. (Author/OC)
Descriptors: *Dropout Prevention; Dropout Research; *High Schools; *Institutional Characteristics; Potential Dropouts; *Racial Differences; *Student Placement
Identifiers: *Oregon (Portland)
EJ317483 SD513900
"I'm Gonna Quit Band"—
Hagner, Elizabeth
Music Educators Journal, v71 n9 p33-36 May 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); POSITIONS PAPER (120)
Journal Announcement: CJAUG85
Target Audience: Teachers; Practitioners
What music teachers can do to prevent students from dropping out of band is discussed. Suggestions include tailoring the curriculum to meet the needs of students, working with other teachers, getting support from parents, and taking a good look at the music program itself.
Descriptors: *Bands (Music); *Dropout Prevention; Dropouts; *Elementary Secondary Education; Motivation Techniques; *Music Education; *Music Teachers; Parent Responsibility; Parent Role; *Teacher Role
EJ317300 JC503865
The Dropout: A New Challenge to Catholic Education.
Gallagher, Vera
Momentum, v16 n2 p40-41 May 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); POSITIONS PAPER (120)
Journal Announcement: CJAUG85
Target Audience: Practitioners
Describes educational models developed by Good Shepard Sisters for youths with records of school failure and chronic truancy. Highlights community schools for chronic truants; the CDRA-Neumann program in Philadelphia; off-campus teenage (cont. next page)
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); RESEARCH REPORT (143)
Journal Announcement: CIJUN85
Study showed that levels of repetition and dropping out in the primary schools of 121 countries in Africa, Asia and Oceania, Latin America and the Caribbean, and Europe and the USSR from 1970 to 1980 remain very high. This educational wastage is costing a great deal of money. (RN)
Descriptors: Academic Failure; Comparative Analysis; Comparative Education; Developed Nations; Developing Nations; Dropout Rate; Dropouts; Educational Research; Educational Trends; Elementary Education; Foreign Countries; Grade Repetition; Student Promotion
Identifiers: Africa; Asia; Caribbean; Europe; Latin America; Oceania; USSR

EU312978 SP514616
Project SCAN: Counseling Teen-Age Parents in a School Setting.
Delatte, Joseph G.; And Others
Journal of School Health, v55 n1 p24-26 Jan 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMA85
An interdisciplinary intervention program for adolescent parents and expectant parents combined educational and counseling efforts within a regular school setting to provide information, support, and opportunity for personal growth. Program organization and implementation and implications for health professionals are discussed. (Author/DF)
Descriptors: *Dropout Prevention; *High Schools; *Intervention; *Parent Education; *Program Development; *Program Effectiveness; *Unwed Mothers
Identifiers: Schools Combatting Abuse and Neglect (Project SCAN)

EU312653 RC505752
The School Leaver and the World Outside.
Phillips, D. John
Education Canada, v24 n3 p26-31 Fall 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); PROJECT DESCRIPTION (141)
Journal Announcement: CIJNAY85
Target Audience: Practitioners
(cont. next page)
EJ309910  SP514418
Snatching Victory from the Jaws of Learning Defeat: How One School Fought the Dropout Blitz.
Cronath, Jerry
Contemporary Education. v56 n1 p36-38 Fall 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); PROJECT DESCRIPTION
Descriptors: *Counseling Techniques; *Dropout Prevention; *Dropout Programs; High Schools; *Potential Dropouts; *Program Design; *Program Effectiveness
Identifiers: Oregon (Portland)

EJ306926  NES18610
Factors Influencing Retentivity and Satisfaction with Secondary Schooling.
Powers, Colin
Australian Journal of Education. v28 n2 p115-125 Aug 1984
Language: English
Document Type: JOURNAL ARTICLE (OBO); GENERAL REPORT (140)
Journal Announcement: CJJAPR18
Descriptors: *Dropout Research; *Dropout Program Design; *Dropout Programs; *High Schools; *Potential Dropouts; Secondary Education; *Student Attitudes; *Student Characteristics
Identifiers: Australia

EJ309911  CO572458
The Effect of a Twelve-Week Dropout Intervention Program.
Calisto, E. R.
Adolescence. v19 n75 p649-57 Fall 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); RESEARCH REPORT (143)
Journal Announcement: CJJAPR18
Descriptors: *Dropout Prevention; *Dropout Programs; High Schools; *School Project; Retention
Identifiers: *New York (New York)

EJ305993  SP514290
Preserving the Autonomy of Another Person: The Difficult Case of the High School Dropout.
Hedman, Carl G.
Educational Theory. v34 n4 p355-65 Fall 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (OBO); POSITIONS PAPER (120)
Journal Announcement: CJJAPR18
Descriptors: *Dropout Students; *Dropout Program Design; *Dropout Programs; High Schools; *High School Students; *Potential Dropouts; *Program Effectiveness; *School Holding Power; *Self Concept; *Student Attitudes
Identifiers: *New York (New York)

Comparisons and describes school leavers in Ontario, Canada, and Somerset, England. Notes functional illiteracy is common among school leavers. Describes that the best approach is a concentrated effort on grades three and four. Describes such a program to be instituted in York, Ontario, in September, 1984. (BRR)
Descriptors: *Dropout Characteristics; *Dropout Prevention; *Dropout Programs; *Dropouts; Elementary Secondary Education; Foreign Countries; *Functional Literacy; Reading Skills; Work Experience Programs; *Youth Employment
Identifiers: Canada; England (Somerset); *Ontario (York)
decision or trying to change the decision. A nontraditional program is described that offers dropouts alternative ways to learn while promoting self-autonomy. A case study of a potential high school dropout is described. (DF)

Descriptors: Case Studies; Counseling Techniques; Dropout Characteristics; Educational Strategies; Nontraditional Education; Personal Autonomy; Relevance (Education); Secondary Education

EJ303778 CES14781
Survey of Attitudes of Incarcerated Felons on Dropping Out of Public School.
Porter, Robert F.; Gilberg-Porter, Jody
Journal of Correctional Education, v35 n3 p80-82 Sep 1984
Available from: UMI
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CJJDEC84
A survey of 133 inmates without high school diplomas in Texas prisons ascertained their reasons for dropping out of public schools. The desire or necessity to work were most commonly cited. Only 12 percent felt that dropping out contributed to their incarceration, although over 75 percent said they should have stayed in school. (SK)
Descriptors: Dropout Attitudes; Dropouts; High Schools; Males; Prisoners; Public Schools; Student Motivation

EJ303762 CES14735
Vocational Preparation for Out-of-School Youth in Saudi Arabia.
Campbell, Clifton P.
Canadian Vocational Journal, v20 n2 p29-34 Aug 1984
Language: English
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: CJJDEC84
Describes the Saudi system of prevocational centers, designed to retrieve young male dropouts, prepare them for reentering general education, orient them to job skills, and prepare them for more extensive training at vocational training centers. The curriculum, emphasizing clerical and industrial skills, is also discussed. (SK)
Descriptors: Adolescents; Dropouts; Job Skills; Job Training; Males; Out of School Youth; Prevocational Education; Secondary Education; Vocational Training Centers; Identifiers: Saudi Arabia

EJ303597 SP514154
Grade Level Attainment among Migrant Farm Workers in South Texas.
Hinojosa, David; Miller, Louise
Language: English
Document Type: RESEARCH REPORT (143)

EJ298893 UDS10715
The School-to-Work Transition for High School Dropouts.
Weidman, John C.; Friedmann, Robert R.
Urban Review, v16 n1 p25-42 1984
Available from: UMI
Language: English
Document Type: REVIEW LITERATURE (170); GENERAL REPORT (140)
Journal Announcement: CJJNOV84
Describes the conceptual framework for understanding problems encountered by dropouts in school-to-work transition; underlying assumption is that dropouts are likely to face strains in homes, jobs, and other community settings similar to those that led to their dropping out. Also discusses exemplary school and work programs for dropouts. (CMG)
Descriptors: Dropout Rate; Dropout Research; Educational Work Relationship; Secondary Education; Transition; Vocational Training; Males; Parent Attitudes; Personal Autonomy; Secondary Education; Self Concept; Self Determination; Identifiers: Ohio (Columbus)

EJ298982 UDS10704
Educational Achievement and Locus of Control among Black Adolescent Fathers.
Hendricks, Leo E.; And Others
Journal of Negro Education, v53 n2 p182-88 Spring 1984
Available from: UMI
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CJJAMM84
Interview data from 98 Black adolescent males in Columbus, Ohio, indicate that those who are fathers or who do not believe they have control of their destiny (an attitude more prevalent among fathers than nonfathers) are more likely to be school dropouts than others. Educational implications are discussed. (CMG)
Descriptors: Adolescents; Black Youth; Dropouts; Educational Attainment; Educational Planning; Fathers; Locus of Control; Males; Parent Attitudes; Personal Autonomy; Secondary Education; Identifiers: Ohio (Columbus)
that addresses everyone's need for success, approval, challenge, and meaning. (PS)

Descriptors: Academic Persistence; Attitude Measures; Continuation Students; Dropout Attitudes; Dropout Characteristics; Dropout Research; High Schools; Nontraditional Education; Potential Dropouts; School Holding Power; Secondary Schools; Student Attrition

Identifiers: San Diego Unified School District CA

ED274756 UD025171


Report No.: GAO-HRD-86-106BR. EDRS Price - MF01/PN02 Plus Postage. Language: English

Document Type: REVIEW LITERATURE (070); GENERAL REPORT (140)

Geographic Source: U.S.: District of Columbia

Journal Announcement: RIEEB87

Target Audience: Policymakers

The study provides an overview of what national surveys and the literature say about school dropouts, defined as persons who are neither enrolled in school nor high school graduates. For the last decade, the dropout rate for youth age 16-24 has remained roughly the same, about 13-14 percent, Hispanics, Blacks, and economically and educationally disadvantaged youth have a much higher dropout rate, as do those who are (1) pregnant, (2) two or more years behind grade level, and (3) from homes where the fathers dropped out. Within the first several years after dropping out, about 50 percent return to school or enroll in General Education Development programs. Labor market opportunities are poor for youth who have not completed high school and are worse for Blacks than for Whites. Due to limitations on available data and research, it is generally known "what works" to prevent youth from dropping out of school or to encourage their return. This is the first of a two-phase study, the second part of which examines the problem in more detail at the local level and considers the techniques used to address it. (PS)

Descriptors: Academic Persistence; Continuation Students; Dropout Characteristics; Dropout Programs; Dropout Rate; Dropout Research; Dropouts; High Schools; High School Attrition; Potential Dropouts; Student Attrition; Withdrawal (see)

Identifiers: Current Population Survey; High School and Beyond (NCES); National Longitudinal Study Labor Market Ex...
This paper provides descriptive information on high school students who have dropped out, graduated, or left the Seattle Public Schools for other reasons since the 1981-82 school year. First, the number and percentage of leaving students for each of five reasons (exemption, termination, suspension/expulsion, no-show) are indicated. Additional tables show the distribution of dropouts by grade and gender; ethnicity and gender; ethnicity and free lunch status; family status, ethnicity, and gender. Dropout rates for each high school in the Seattle school district are presented, as are data on the distribution of graduates by school, gender, and ethnicity. Finally, the use and definition of the word "dropout" is explained, and the significance and limitations of the data reported in the paper are briefly discussed (GC).

Descriptors: *Dropout Characteristics;*Dropout Rate; *Ethnic Groups; Family Characteristics; Males; High Schools; Socioeconomic Status

Identifiers: *Seattle Public Schools WA
Dropout Prevention/Reduction Programs and Activities.
Dade County Public Schools, Miami, Fla.
Dec 1985
22p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: DIRECTORY (132) PROJECT DESCRIPTION (141)
Geographic Source: U.S. Florida
Journal Announcement: RIEFEB87

Activities or programs conducted in the Dade County (Florida) public secondary schools in order to reduce or prevent dropout are described in this resource guide. The programs activities include: (1) workshops to develop school-based dropout prevention programs; (2) "students working intelligently to combat high educational deficiencies" program; (3) the "Operation Rebound" program to improve attendance and academic achievement; (4) "Operation Turnaround," which aims to improve the learning environment and academic performance of inner city elementary students; (5) the "Cuban National Planning Council," a service program; (6) the "Urban Studies Institute," a basic skills class for elementary students who have failed to meet promotion standards; (7) "Project Jump Ahead," a basic skills program; (8) the "Elementary Alternative Strategy," which reduces class size of selected students; and (9) the "Student at Risk Program," designed to provide intensive instruction, supervision, and counseling services to high risk students.

Descriptors: Basic Skills; "compensatory education; counseling services; delinquency prevention; dropout prevention; elementary secondary education; "enrichment activities; "high risk students; nontraditional education; "remedial programs; vocational education
Identifiers: *Dade County Public Schools FL

Los Angeles Unified School District, Calif.
22 May 1985
73p.: For related documents, see UD 025 101-102.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S. California
Journal Announcement: RIEFEB87

This report presents results of an extensive study undertaken to determine the causes contributing to the dropout rate in the Los Angeles Unified School District. The study included interviews with students, parents, teachers, and administrators. The report concludes that the major factors contributing to the dropout rate are: poor academic performance, lack of motivation, and personal problems. Recommendations for addressing the problem include: increasing support for at-risk students, improving school climate, and providing additional counseling services. The report also suggests the implementation of a new dropout prevention program, "Operation Stay-in-School," which aims to provide additional support and resources to at-risk students.

Descriptors: Dropout prevention; "Compensatory education; Counseling services; Delinquency prevention; Dropout prevention; Elementary secondary education; "Enrichment activities; "High risk students; Nontraditional education; Remedial programs; Vocational education
Identifiers: *Los Angeles Unified School District CA

ED274728 U0025102
A Study of Student Dropout in the Los Angeles Unified School District.
Los Angeles Unified School District, Calif.
4 Feb 1985
50p.: For related documents, see UD 025 101-103.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S. California
Journal Announcement: RIEFEB87

This report presents results of an extensive study undertaken to determine the factors contributing to the high dropout rate in the Los Angeles Unified School District. The study included interviews with students, parents, teachers, and administrators. The report concludes that the major factors contributing to the dropout rate are: poor academic performance, lack of motivation, and personal problems. Recommendations for addressing the problem include: increasing support for at-risk students, improving school climate, and providing additional counseling services. The report also suggests the implementation of a new dropout prevention program, "Operation Stay-in-School," which aims to provide additional support and resources to at-risk students.

Descriptors: Dropout prevention; "Compensatory education; Counseling services; Delinquency prevention; Dropout prevention; Elementary secondary education; "Enrichment activities; "High risk students; Nontraditional education; Remedial programs; Vocational education
Identifiers: *Los Angeles Unified School District CA

ED274729 UC025103
Los Angeles Unified School District, Calif.
22 May 1985
73p.: For related documents, see UD 025 101-102.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S. California
Journal Announcement: RIEFEB87

Following up on the work of a task force that studied the dropout problem in the Los Angeles Unified School District and developed recommendations for addressing that problem, this report describes current dropout prevention efforts and proposals for expansion and presents recommendations for new approaches. Six major categories of programs are identified: (1) elementary and secondary instructional intervention strategies; (2) educational options and intervention programs; (3) program that focus on improving attendance; (4) state legislation for reducing California's dropout problem; (5) a community awareness program in the Los Angeles Unified School District; and (6) business and community support. A senior high school pilot program is also briefly described, and a summary chart of representative programs and their funding implications is provided. Extensive appendices include: "Effective Schools Program," a conceptual paper; a description of model cooperative programs designed to expand educational options for high school students; a memorandum regarding responsibilities of secondary schools for implementing and operating a tutorial program; an outline of the Operation Stay-in-School Program; and a memo regarding proposed legislation (1985) for high risk youth.

Descriptors: Attendance; Dropout prevention; Dropout prevention; Elementary secondary education; High schools; Intervention; program implementation; State legislation; Tropical Programs
Identifiers: *Los Angeles Unified School District CA

This report presents results of an extensive study undertaken to determine the causes contributing to the high dropout rate in the Los Angeles Unified School District. The study included interviews with students, parents, teachers, and administrators. The report concludes that the major factors contributing to the dropout rate are: poor academic performance, lack of motivation, and personal problems. Recommendations for addressing the problem include: increasing support for at-risk students, improving school climate, and providing additional counseling services. The report also suggests the implementation of a new dropout prevention program, "Operation Stay-in-School," which aims to provide additional support and resources to at-risk students.

Descriptors: Dropout prevention; "Compensatory education; Counseling services; Delinquency prevention; Dropout prevention; Elementary secondary education; "Enrichment activities; "High risk students; Nontraditional education; Remedial programs; Vocational education
Identifiers: *Dade County Public Schools FL
period 1979-1984 from 50 senior high schools and from students, staff, parents and administrators, are outlined. The body of the report is divided into seven sections covering the following information: (1) definitions of the terms "dropout" and "early school leavers"; (2) reasons for dropping out; (3) characteristics of potential dropouts, as described in the literature; (4) descriptions of approximately a dozen current efforts in the Los Angeles school district directed toward the dropout problem; (5) specific findings of the dropout study (highlighting such issues as ethnic, gender and geographic differences in dropout rates); (6) recommendations regarding data collection needs as well as programmatic changes that would help remedy the dropout problem in the district; and (7) budgets for implementing the recommended programs. Finally, tables ranking the districts, schools by dropout rate are attached to the report, as is a bibliography. (GC)

Descriptors: Dropout Characteristics; Dropout Prevention; Dropout Programs; Dropouts; High Schools; School Holding Power; Surveys

Identifiers: Los Angeles Unified School District CA

ED274446 P0516070
Towards Universalization of Primary Education in Asia and the Pacific: Regional Overview. United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand) Regional Office for Education in Asia and the Pacific, 1985
In: "Towards Universalization of Primary Education in Asia and the Pacific: Country Studies"; see PS 016 069
Available from: UNIPUB, 10033/F, Martin Luther King Jr. Highway, Lanham, MD 20706-4391 (Complete volume $52 50 in U.S. funds)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: Thailand
Journal Announcement: RIEFEB87
Government: International

Noting that more than 60 million eligible school-aged Asian children are not enrolled in elementary school, this overview of educational provision in the Asian and Pacific region briefly discusses 10 topics. These are (1) the number of children not being educated in the region; (2) universalization of primary education; (3) three dimensions of universal primary education; (4) target populations, such as girls, tribes, and other disadvantaged groups, special language groups, and handicapped children; (5) retention in school; (6) school achievement; (7) curriculum renewal; (8) new approaches to teacher preparation; (9) new structures for planning and management; and (10) forms of education designed to complement the conventional elementary school (RII).

Descriptors: Dropouts; Educational Change; Educational Innovation; Elementary Education; Equall Education; Foreign Countries; School Administration; Teacher Education

Identifiers: Asia; Pacific Region

ED274093 EA0188G7

(cont. next page)
A set of principles that focus on issues concerning implementation of a successful dropout prevention program is presented by a consortium of national educational organizations. The key elements of this "blueprint" consider local adaptations and effective results among various programs. The booklet discusses seven principles for dropout prevention, applies the blueprint for building a program, gives a scenario of a restructured school, presents letters from national organizations collaborating for dropout prevention, and lists local school collaborators and programs for information exchange. The seven principles for dropout prevention are the following: (1) "Believing the impossible possible" refers to the need for a clear vision about goals; (2) "Restoring a human-centered base" suggests that close and workable relationships be formed with students, parents, and community; (3) "Interactive intersections" refers to collaborative mechanisms, planning, and provision of collaborative services; (4) "The only axis" means that education should be student-centered, including personalized programs and instruction; (5) "Local traffic only" recommends that decision making should occur closest to the action at the school building level; (6) "Empowering all to help" suggests that training should be implemented for both school and community; and (7) "Mine and ours" demonstrates that empowerment of collaborators and students results in a sense of ownership of their dropout prevention program. (CUI)

This paper provides information on dropouts and dropout prevention in Cleveland public schools. It is divided into five sections, which provide, respectively: (1) brief descriptions of nine prevention programs; (2) an operational definition of dropouts; (3) 1984-85 dropout data (by cohort survival in Grades 9, 10, 11, and 12, at the city level with a district summary; (4) program evaluation abstracts of the Upward Reach project and the Internal Suspension Room Project; and (5) names and addresses of two contact persons. (KH)

The Association of Dropout Rates with Student Attributes. Schulz, E. Matthew; And Others
Apr 1986
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEF887
ED273737 UD025136
Newark's Dropouts: Who Are They?
Azumi, Jann; Gourley, Annette
Newark Board of Education, N.J.
April 1985
EDRS Price - MF/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141): STATISTICAL MATERIAL (110)
Geographic Source: U.S.: New Jersey
Journal Announcement: RIEJAN87
This paper provides information about Newark (New Jersey) high school students who have officially dropped out of school. The report is divided into four sections. The first section is an overview of the dropout rate of two cohorts of students: freshmen in 1979-80, and freshmen in 1980-81. The second section includes 1984-85 data, based on monthly reports submitted by high school guidance departments, or dropout students' age, sex, ethnicity, reason for leaving school, and current status. The third section analyzes patterns and reasons for dropping out in a small sample of 1984-85 dropouts. It draws on findings from an in-depth study of the dropouts' cumulative records and focuses on achieving, absenteeism, retention, and teachers' comments. Finally, the fourth section presents 1984 comprehensive tests of basic skills (CTBS) scores of those students scoring in the bottom quartile, the population considered most likely to drop out. In summary, it is said that dropouts usually show problems at a relatively early age. Thus, intervention efforts such as remedial assistance should be offered early, before students find it too difficult to catch up. An appendix describes four model dropout intervention programs.

ED2737720 UD025041
Dec 1985
Sponsoring Agency: New York Alliance for the Public Schools.
New York, NY.
EDRS Price - MF/PC07 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143): EVALUATIVE REPORT (142)
Geographic Source: U.S.: New York
Journal Announcement: RIEJAN87
This study evaluates the process and procedures of the New York City Board of Education in the definition, identification, tracking, and monitoring of student dropouts in selected New York City high schools. The full report is organized in three parts. Part One provides a summary of data obtained (through observations and interviews) from visits to 11 comprehensive high schools in the five boroughs. Part Two examines comparative studies of schools with high and low dropout rates in three boroughs. Part Three compares dropout definitions and the procedures for monitoring dropout rates in New York City and five other large metropolitan school districts. An addendum summarizes the findings of a comprehensive survey of all of the public high schools in the New York City system. Recommendations are grouped into the following categories: (1) attendance procedures; (2) admissions and discharges; (3) absences, truancy and suspensions; (4) automated or manual student accounting system; (5) identification of at-risk students; (6) comparisons across six city school districts; and general. Recommendations include: (1) implementing a uniform computerized attendance system; (2) improving communication between high schools and the office of student information services to minimize errors in students enrollment, absence, and dropout data; (3) providing extra support to schools with high dropout rates; and (4) standardizing the method of identifying dropouts (ETS).
Descriptors: Attendance Records; Automation: Dropouts; Enrollment: High Schools; High School Students; Nontraditional Education: Public Schools; Recordkeeping: School Administration; Student Records; Truancy Identifiers: New York (New York)
black, from families with low socioeconomic status or where the father is absent, and often from families who have frequently moved from one school to another. High school dropouts are far less likely than graduates to attend postsecondary school or to be employed. The third section describes several programs offered by California school districts which have some expectation of influencing the decisions of students to stay in school. These include continuation high schools, work experience programs, and independent study programs. The fourth section analyzes survey data to assess the effects of retention programs in students' decisions. The final section summarizes conclusions and offers recommendations which emphasize giving students a choice of commitments that demand active involvement and effort. A five-page reference list concludes the document. (KH)

Descriptors: Academic Achievement; Dropout Characteristics; Dropout Prevention; Dropout Programs; Dropout Rate; Employment Opportunities; High Schools; Program Effectiveness; School Holding Power; Student Attitudes; Student School Relationship

Identifiers: California

ED273709 UDO25078
Kyle, Charles L.; And Others
De Paul Univ., Chicago, IL, Center for Research on Hispanics.
Mar 1986
150p.
Available from: Chicago Area Studies Center, De Paul University, 2323 N. Seminary Ave., Chicago, IL 60614 ($15.00).
EDRS Price - MFO1/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST. QUESTIONNAIRE (160)
Geographic Source: U.S.;Illinois
Journal Announcement: RIEJAN87

This report presents findings from a study of dropouts and students at risk in Chicago public schools. It is divided into five major chapters. Chapter 1 describes the study's grouping of Chicago high schools into four "types": selective academic; selective vocational; non-selective integrated; and non-selective segregated. A racial-ethnic breakdown of enrollment in each of the four types of schools is given for the high school classes of 1978, 1979, and 1980. This chapter presents dropout statistics for those classes, broken down by type of school and a variety of different characteristics, including race/ethnicity; gender; race/gender; age; performance on minimum competency tests; reading and mathematics achievement in Grade 6 and as entering freshmen and grade level at time of dropping out. Chapter 3 provides results of a survey of all public high school principals which contained twenty questions ranging from asking principals to identify the major forces that contribute to student dropping out to seeking their advice about how to solve the dropout problem. Chapter 4 examines Chicago's dropout rates and socioeconomic factors in comparison with other major cities. Finally, Chapter 5 presents an annotated bibliography of dropout-related research. An appendix presents responses from the high school principals. (KH)

Descriptors: Academic Achievement; Dropout Characteristics; Dropout Prevention; Dropout Programs; Dropout Rate; Economic Factors; Educational Environment; Ethnicity; Family Characteristics; High Schools; Race; Urban Education

Identifiers: Chicago Public Schools, IL; Portland Public Schools.

Yegi, Kan
Portland Public Schools, Dr. Research and Evaluation Dept.
Mar 1985
53p.; For the 1985-86 report, see UD 025 078; for the
1982-83 report, see ED 236 801.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Oregon
Journal Announcement: RIEJAN87

This report evaluates four off-campus private alternative schools in Portland, Oregon, serving students mainly of high school age and supported by the Portland Public Schools. Students are largely dropouts or on the verge of dropping out; many are referred from other schools and law enforcement agencies. Since 1966, the Albina Youth Opportunity School (AYOS) basic educational program has remained relatively unchanged. Nearly all instruction is individualized—much of it is remedial. AYOS continues to serve potential dropouts and students who have been expelled or suspended. The Lents Education Center (LEC), begun in 1974, has raised its expectations of student responsibility and increased efforts to impact non-academic problems affecting student success in school. A lack of resources (including staff), however, limits LEC's ability to respond more effectively to non-school-related problems. Open Meadow Learning Center (OMLC), established in 1974, has evolved into a more experiential rather than highly academic learning center. It appears to be successful in extending the education of nearly all who enroll there. The Portland Opportunities Industrialization Center (POIC), begun in 1988, has been serving a population of adults, predominantly in their early twenties, since 1968. It began serving younger, high school age students as well as in January 1983. The Center appears to have brought good success with students in obtaining General Educational Development certificates and re-entering high school. (EIS)

Descriptors: Adult Students; Attendance Patterns; Dropout Prevention; Dropouts; High Schools; High School Students; Nontraditional Education; Private Schools; School Holding Power; Student Needs; Student Placement; Teaching Methods
Identifiers: Portland School District OR

ED273708 TM860534
Ninth Grade Course Enrollment and Dropping Out.
Doss, David A.
Austin Independent School District, Texas; Office of Research and Evaluation.
Apr 1986
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (142)
Geographic Source: U.S.; Texas
Journal Announcement: RIEJAN87

This report examined the enrollment and dropping out of ninth grade students in the Austin (Texas) Independent School District, from 1978-79 to 1982-83. The courses selected by high-risk students in ninth grade, including extracurricular activities such as band and sports, were examined for a relationship to dropping out. Discriminant analysis was used, classifying students according to grade point average, sex, ethnicity, and involvement in serious disciplinary incidents. Those with the greatest risk of dropping out were identified. Courses were divided into three categories: above average, average, or below average in holding power. Classes with above average holding power included Spanish, Introductory Algebra, World History, Dance, Photography, Biology, Drawing and Painting, and Varsity Sports. Courses with below average holding power included Drama, Spanish for Native Speakers, Fundamentals of Mathematics, Field Sports, and Electronics. It was noted that high-risk students enrolling for band remained at higher risk than those who participated in Varsity Sports. Due to the informal nature of this study, it is suggested that conclusions should be drawn cautiously. (GDC)

Descriptors: Athletics; Discriminant Analysis; Dropout Characteristics; Dropouts; Extracurricular Activities; Grade 9; High Risk Students; High Schools; Longitudinal Studies; Potential Dropouts; Predictor Variables; School Holding Power
Identifiers: Austin Independent School District TX; Course Selection (Students)

ED273633 SP028050
An Investigative Analysis of High Dropout Rates in Louisiana Schools.
Duhon, Rose M.; Moutan, Alfred
McNeese State Coll., Lake Charles, La [1985]
23p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST; QUESTIONNAIRE (160)
Geographic Source: U.S.; Louisiana
Journal Announcement: RIEJAN87

This research project was conducted by McNeese State University College of Education in the fall of 1985 to analyze the problem of high school dropouts in Louisiana. Supervisors of the 64 school parishes in the state's educational system received a questionnaire and were asked to make copies and randomly select at least ten high school dropout students in each parish for in-depth interviews. Interviews were then conducted with the students. The purpose of the study was to determine what factors influenced students to drop out. (EIS)

Descriptors: Dropout Prevention; Dropout Rate; High School Students; High Schools; Louisiana; Longitudinal Studies; School Holding Power
Identifiers: Louisiana; School Dropout Students; Dropout Prevention; High Schools; Longitudinal Studies
their respective parishes to complete the survey. Fifty-three parishes participated, with a return of 261 questionnaires. The results of the study indicate an overwhelming need for teachers to develop an improved level of sensitivity toward students' emotional needs as well as academic needs. There is a need for the educational system to prepare future teachers with strategies to deal effectively with the dropout problem by providing information on the characteristics of high-risk students. A copy of the questionnaire appended and an item-by-item analyses of responses is presented. (JD)

Descriptors: Dropout Characteristics; Dropout Prevention; High Risk Students; High School Students; Psychological Needs; Student Motivation; Teacher Education

Identifiers: *Louisiana

ED273570 SP026407

Hamilton, Stephen F.
Nov 1984
Washington, DC.
Grant No.: NIE-G-84-0004
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; New York
Journal Announcement: RIE/JAN87

Charges that might reduce dropout rates as high school graduation standards are raised are discussed. A review of research on successful dropout prevention programs reveals four common characteristics: (1) they separate potential dropouts from other students; (2) they have strong vocational components; (3) they utilize out-of-class learning; and (4) they are intensive in the sense of providing small group or individualized instruction, having low student/teacher ratios, and offering more counseling than ordinary schools. A brief examination of West German secondary schools, which emphasize the "dual system" of apprenticeship combined with part-time vocational schooling, helps identify and elaborate upon issues related to the first three characteristics. While differentiation among students may be a troubling practice because it can harm the achievements and self-evaluations of students identified as slower than average, the probable consequences of assignment to a lower group can be favorable. The practical, real-life quality of vocational education is more comfortable and effective for marginal students than abstract academic education. Vocational education training can serve as a vehicle for teaching academic and general skills rather than specific competence for employment. The assumption found in recent secondary education reform proposals that the classroom is always the best environment for learning is not supported by research. Marginal students who have not been successful in classrooms need planned opportunities to learn in other settings. (JD)

Descriptors: Academic Ability; *Academic Standards; Dropout Prevention; *Dropout Programs; High Risk Students; Individualized Instruction; Nontraditional Education; Secondary Education; Vocational Education

ED273566 SP026402

Kaplan, George R.
Apr 1965
34p.; For commissioned papers summarized by this document, see ED 257 032, SP 026 402-404, and SP 026 406-411.
Washington, DC.
Grant No.: NIE-G-84-0004
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIE/JAN87
Target Audience: Policymakers

The critical issue discussed in this document is the extent to which changes now occurring in the field of education—in state laws, administrative actions, and educational practice—are informed by valid research and experiences. Questions are raised about the adequacy of the informational base of the main reports on excellence and reform, and the role of research in assisting policymakers and educators as they carry out legislative mandates to improve the schools. To examine these issues, papers were commissioned from authorities in three fields: (1) improving teacher incentives and the quality of teaching; (2) the case of dropouts as a possible mismatch between excellence and equity; and (3) teaching and learning higher-order thinking skills in the schools. This report summarizes the nine authors' assessments of the applicability of research in their specialities to the reports on reform and relevant actions around the country. In varying degrees this paper demonstrates that the links between research, policy, and action in the reform movement have been less than ideal. (JD)

Descriptors: Dropout Prevention; Educational Change; Educational Legislation; Educational Policy; Elementary Schooling; *Equity; Education; Equal Education; *Intellectual Development; Potential Dropouts; Teacher Effectiveness; Teaching (Occupation)

Identifiers: *Excellence in Education
Increasing Student Attendance. NSC Resource Paper.
National School Safety Center, Sacramento, CA.
February 1986
26p.
Sponsoring Agency: Department of Justice, Washington, D.C.
Office of Juvenile Justice and Delinquency Prevention.
Grant No.: 85-JU-CX-0003
EDRS Price: MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; California
Journal Announcement: RIEJAN87
Target Audience: Practitioners; Administrators; Teachers
Strategies for preventing or responding to truancy and dropping out of school are offered in this resource paper. The document's first few pages draw on statistics from around the United States to illustrate the magnitude of the problem in terms of both its scope and its consequences. The paper then turns to its major focus, strategies to increase attendance. Addressing first the problem of truancy, actions to prevent the development of truant behavior are suggested. Strategies for intervening to prevent truancy from becoming habitual are presented next, and then methods for coping with chronic truancy are offered. Four currently operating programs for responding to truancy are described and contact persons named. The paper next considers strategies related to dropping out, beginning with strategies for prevention. Intervention strategies are presented next, followed by methods for dealing with chronic or permanent dropouts. Four dropout programs are described and addresses for further information provided. The strategies suggested involve the schools, the community, and legal and judicial authorities. The activities include organizing a truancy prevention committee, having a clearly stated truancy policy, improving communication, providing student counseling, offering special training for teachers and staff, setting up alternative educational programs, and cooperating with juvenile authorities. Useful publications and helpful organizations are listed and reprints of recent articles about the truancy problem are provided. (PGD)

Lower the Risk for "At Risk" Students.
Greene, Brenda Z.
National School Boards Association, Alexandria, VA.
Educational Policies Service.
Updating School Board Policies, v17 n8 pl-3 Sep 1986
2p.
EDRS Price: MF01/PC01 Plu Postage.
Language: English
Document Type: REVIEW LITERATURE (070); PROJECT DESCRIPTION (441); SERIAL (022)

This report presents the findings and recommendations of an in-depth study of the Hispanic youth and the dropout syndrome in Michigan. Following an executive summary, the report is divided into three major sections. The first section describes the procedures, instruments, resources, findings, and conclusions of a statewide survey of Hispanic school dropouts, graduates, and parents, which occurred during the 1981-82 school year. The second section describes procedures and findings of an analysis of Hispanic performance on Michigan Educational Assessment Program (MEAP) tests. The third section synthesizes the conclusions of the first two sections, combines them with the principal findings extracted in a review of over 100 related research studies, and recommends a series of preventive strategies. Major findings of the study are that...
students may be led to drop out by a combination of factors involving school environment, home-school relations, and social settings. statewide, a majority of Hispanic students achieved minimum acceptable levels of performance on the MEAP. appended are a list of participating schools, questionnaires, and procedures. the student questionnaire, parent questionnaire and cover letters from the Michigan State Department of Education are provided in Spanish as well as English. (KH)

Descriptors: *Academic Achievement; *Achievement Tests; *Cooperative Education; *Dropout Characteristics; *Dropout Prevention; *High Schools; *Hispanic Americans; *Limited English Speaking; *Student School Relationship

Identifiers: *Michigan

ED272343 RCO15856
High School Dropout in Appalachia: Problems and Palliatives. Cox, J. LaMar; Spivey, Rita
Research Triangle Inst., Research Triangle Park, N.C.
Apr 1986
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEDEC86
Target Audience: Researchers

This report describes methodology and results of a study to determine the nature and extent of the high school dropout problem in the Appalachian region and to explore characteristics of existing programs dealing with dropout problems in the region. Data aggregation complicated by lack of standardization in reporting numbers of dropouts and dropout rates prompted the alternate approach of computing a "leavers" rate-the difference between number of pupils enrolled at the beginning of grade 7 in 1977-78 and the numbers completing grade 12 in 1983-84. Dropout rates for 39% of Appalachian counties were found to be more than 1.5 times the national average. Low economic status was found for 60% of dropouts; poor academic achievement was the main reason for dropping out. No significant differences were found between rural and urban dropouts. Public school programs for dropout prevention were found in 241 school districts and 11 Local Development Districts. Program descriptions identified seven types of remediation: counseling, alternative, attitudinal, work-related programs, tutorials, parental involvement, and attendance incentives. Detailed descriptions are provided of nine dropout prevention projects and five technical assistance programs funded by the Appalachian Regional Commission. A table compares dropout rates by state as computed by various methods. (LFL)

Descriptors: *Counseling Services; *Dropout Characteristics; *Dropout Prevention; *Dropout Programs; *Dropout Rate; *Dropouts; *High Schools; *High School Students; Parent Participation; *Program Descriptions; Regional Programs; *Rural Areas; Rural Education; School Business Relationship; School Community Programs; Statistical Analysis; Technical Assistance

Identifiers: *Appalachia; Appalachian Regional Commission DC

ED272342 RCO15855
A Harvest of Equity. Gayeff, Yvonne M.
28 Mar 1986
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: GENERAL REPORT (140); CONFERENCE PAPER (150)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEDEC86

Educational equality for migrant youth has not been realized in American society. By grade 10, 80-90% of migrant youth drop out of school. When migrants drop out, they are academically 1 to 2 years behind other students their age. They have limited English skills, poor self-concepts, few job skills, and no career plans. The National Association of State Directors of Migrant Education made dropout prevention and retrieval top priorities in the late 1970s and developed the Migrant Dropout Youth Program (MDYP) with the goal of increasing the number of migrant youth who resume school or vocational education and/or pursue education beyond the secondary level. MDYP services include counseling, career education, a newsletter, and a toll-free telephone number. Once migrant youth have made career decisions, they are linked with the most appropriate educational or training program. Even with the expanding efforts of the MDYP, the needs of migrant youth remain largely unmet. Educational and vocational training opportunities must be developed for them to provide the assistance they need to set and achieve career goals to become fully functioning contributors to society. (KH2)

Descriptors: Access to Education; *Career Guidance; *Disadvantaged; *Dropout Prevention; *Dropout Programs; *Educational Opportunities; *Equal Education; *Futures (of Society); *Migrant Education; *Migrant Programs; *Migrant Youth; *Outreach Programs; *Postsecondary Education; *Program Descriptions; *Secondary Education; *Vocational Education

Identifiers: *Migrant Dropout Youth Program

ED271968 FLO15828
Assessment of Readiness for Primary French Immersion. Grades Four and Five Follow-Up Assessment. Trutes, Ronald L.; Moretti, Patricia
Ontario Dept. of Education, Toronto. 1986
190p.; For grade one follow-up assessment, see ED 218 980
(cont. next page)
This paper updates available evidence on the costs to society associated with noncompletion of school by substantial numbers of American youth. The only comparable study, this topic was published in 1972 by Henry W. Levin. The findings of this earlier study are recast to account for current earnings projections and price levels, and for current patterns of dropping out both nationally and in urban centers. The analysis includes women in the labor force. Several important qualifications regarding the cost perspectives chosen are discussed, and their possibilities for cost assessments are explored. A conclusion of this analysis is that a conservative appraisal of costs of dropping out yields estimates far in excess of the resources devoted to dropout prevention. A discussion of why this imbalance persists is presented, focusing on inadequate action by schools and communities and lack of consensus on the issues. Four tables and 14 endnotes are appended. (CJH)

Descriptors: Academic Ability; Cost Effectiveness; Dropout Research; Economic Opportunities; Educational Change; Employed Women; Employment Projections; Expenditure per Student; Futures (of Society); Human Resources; Labor Market; Labor Utilization; Prediction; School Community Relationship; School Holding Power; Secondary Education; Social Indicators

ED021677 CG019216
Extended School Day Program Guide.
North Carolina State Dept. of Public Instruction, Raleigh.
Div. of Support Programs.
May 1986
43p.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055): PROJECT
DESCRIPTION (141)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEDEC86
Government: State
Target Audience: Administrators; Practitioners

This is a guide for the North Carolina Extended School Day Program, an alternative education program which provides youth with the opportunity to complete high school in an environment conducive to meeting their needs. The extended school day program is an extension of the regular public school and is an integral part of the comprehensive high school program, serving students who have dropped out and those who need additional credit while still attending regular day school. Late afternoon and evening classes are provided to accommodate the working student. The administration section of the guide discusses management of curriculum, budget, staff, support service programs, and facilities. Program offerings, instructional strategies, assessment, and resources are discussed in the instructional program section. The section on support programs discusses outreach, in-school services, and

(continues on next page)
community services. The appendices, which comprise one-half of the document, include suggestions of effective practices currently in use by some of the state's local extended school day programs. (ABL)

Descriptors: Dropout Programs; Dropouts; Evening Schooling; Extended School Day; High Schools; High School Students; Nontraditional Education
Identifiers: North Carolina

ED271656 CG019195
Promising Practices for High-Risk Youth in the Northwest Region: Initial Search.
Green, Karen Reed; Baker, Andrea
Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
1 Jun 1986
52p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, D.C.
EDRS Price - MF01/PC03 Plus Postage
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.: Oregon
Journal Announcement: RIEDEC86
Target Audience: Policymakers; Community
This document is the result of an Institute for Educational Leadership conference convened to brief Congressional staff on dropout, dropout programs, and what information about dropout merits consideration by policymakers. This report is intended to be a readable account of the dropout problem appropriate for the general public as well as for policymakers. An executive summary outlines the scope of the dropout problem and lists school-based initiatives that address the dropout problem. This report explores the issue of school dropouts and prevention, reviews the research, examines model programs, studies ways schools can develop links with job training programs, and considers other policy matters.
Section 1 provides descriptive data about which students are likely to be at risk. Section 2 examines problems in collecting accurate data on dropouts. Section 3 considers the roles played by the student's in-school experience, family conditions, and work/economic factors in the student's decision to drop out. Section 4 discusses major demographic changes that may make the dropout issue a more significant problem in the future. Section 5 examines the connection between schooling and a dropout's decision to leave. Section 6 looks at successful programs in dropout prevention and dropout vocational guidance. Section 7 suggests policy ideas for federal, state, and local agencies, and for higher education. Lists of resource materials and conference speakers are appended. (NB)

Descriptors: Dropout Characteristics; Dropout Prevention; Dropout Programs; Educational Environment; Educational Policy; High Risk Students; Potential Dropouts; Program Effectiveness; School Activities; Secondary Education

ED271529 UD024979
New York City Board of Education, Brooklyn. Office of Educational Assessment.
1986
60p.

(continuation on next page)
The New Directions in Bilingualism project completed the final year of a three-year basic program at Morris High School, the Bronx, in June 1985. Major goals were enhancing students' self-images, developing native language skills, and improving English language proficiency to allow assimilation mainstreaming. The program served 227 recently immigrated, low income, Hispanic, ninth through twelfth graders with limited English proficiency (LEP). Most were from rural areas of their countries of origin and their education in their native language tended to be limited. The program offered English as a second language (ESL), native language, and content-area instruction, and nontraditional courses, such as the New Environmental Workshop. Support services included the counseling and guidance department and staff development activities. Program objectives were assessed in English and native language proficiency, achievement in mathematics, science, and social studies, and attendance and dropout rates. Objectives were met for English and native language proficiency, attendance and dropout rates and passing rate for the New Environmental Workshop. Recommendations include: (1) continuation of work to increase parental involvement; (2) involvement of paraprofessionals in professional meetings and conferences; (3) dissemination of the student group workshop model to other bilingual programs; (4) dissemination of the New Environmental Workshop curriculum to other schools serving LEP students, and allowing students to contribute to the development of the workshop curriculum. (MCH) 

Descriptors: Academic Achievement; Bilingual Education Program; Dropout Prevention; Economically Disadvantaged; English (Second Language); High Schools; High School Students; Hispanic Americans; Immigrants; Multicultural Education; Native Language Instruction; Secondary School Curriculum

Identifiers: New York (Bronx)
Instructional programs, student characteristics, and the education process which admits students from junior high school or high school. Rates of retention and absenteeism of MCHS students are contrasted with those of students from other alternative schools and public high schools, and MCHS's career education component, which features trimester-long non-paying internships once a year, is described. Next, the report describes policies regarding college credit, outlines placement procedures and the positive features of the program, provides comparisons of the competency test scores of MCHS students and those of other alternative school and public school students, offers a profile of MCHS faculty, describes the financial base for the program, and lists articulation benefits. The final sections present research data on the progress of the Class of 1984 from its admission in 1981. 5-year statistics on graduation rates, percent of students accepted by postsecondary institutions and Regents Scholarships awarded, end student responses to a 1985 follow-up survey. (Ed) Report No.: PACE-85-5-2A Available from: Policy Analysis for California Education (PACE), 3659 Tolman Hall, School of Education, Berkeley, CA 94720 ($2.00/copy; 10% discount for 10 or more copies). EDRS Price - MF01/PC04 Plus Postage. Language: English Document Type: PROGRESS REPORT (142); RESEARCH REPORT (143); DISSERTATION (040) Journal Announcement: - RIENCE (RINEO) 86 Students have needs for counseling assistance in the areas of understanding themselves, relating to others, getting through school, and planning for college or work. Guidance programs need to student development rather than prevent them. California Senate Bill 813 provided $20 per tenth grade student to assure that each student would receive a review of academic progress and counseling related to educational options in the hope that students would be better prepared for the next step after high school. Typically, each student and his or her parent had 30 minutes of counseling. Counseling priority was given to students at risk of dropping out. Students with college potential but who were not college bound were often identified and were in need of concerted guidance efforts. Although tenth grade is a valid check point to find out who will graduate and who will not, dropout-prone youth could be identified as early as sixth grade. Counseling measures need to be reinforced to maximize student potential. Schools did an admirable job of seeing the majority of students and available parents. Follow-up interviews of students may yield data supporting the effectiveness of the program. Appendices include a statistical report on a survey of the results of the counseling services provided by SB 813 and the text of the bill itself. (Abl) Descriptors: Counseling Services; Dropout Prevention; Dropouts; Grade 10; High Schools; High School Students; School Counseling; School Counselors; School Guidance; State Legislation; Student Needs Identifiers: California appendices include students' training tests, statistical results of the study, and program descriptions. (Abl) Descriptors: Dropout Prevention; Dropout Programs; Dropout Research; High Schools; High School Students; Intervention; Job Training; Program Effectiveness Identifiers: Job Training Partnership Act 1982
ED270551  UDO24957
Seward Park High School Project CABES 1984-1985. OER
Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educa-
tional Assessment.
1986
66p.; For 1983-84 OER Report, see ED 269 543.
Grant No.: G00-B-0-2143
Available from: Office of Educational Assessment, New York
City Board of Education, 110 Livingston St., Brooklyn, NY
11201.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.: New York
Journal Announcement: RIECED86
Career Advancement through Bilingual Educational Skills
(Project CABES) completed the second year of a 3-year funding
cycle at Seward Park High School on Manhattan's Lower East
Side. Project CABES serves 233 recently immigrated,
predominantly low-income, ninth through twelfth grade,
Hispanic students of limited English proficiency (LEP).
Included in the career-oriented curriculum are courses in
employability skills, typing and word processing, and
bilingual career workshops. Content-area courses, taught in
the students' native language (Spanish) and intensive English
as a second language (ESL) courses comprise the other
curriculum components. Support services included counseling,
tutoring, referrals to outside agencies, cultural and
extracurricular programs, staff development and parental
involvement activities.
Primary objectives are increased achievement in English and Spanish proficiency, mathematics, sciences, social studies, and career advancement subjects;
Improved attendance; and lower dropout rates. Quantitative
analysis indicates objectives were fully met for ESL, Spanish
reading, career advancement courses, attendance and dropout
rates, but not for content-area courses. Secondary objectives
were partially met for staff development and parental
involvement.
Recommendations ask the school administration to
increase space allocation and project administrators to
consider alternatives to the current simultaneous translation
model of bilingual instruction. (MCK)
Descriptors: *Academic Achievement; *Bilingual Education
Programs; *Career Education; *Dropout Prevention; Economically
Disadvantaged; English (Second Language); High Schools; High
School Students; Hispanic Americans; Native Language
Instruction; *Secondary School Curriculum; *Vocational
Education
Identifiers: New York (Manhattan)

ED270534  UDO24934
Drugs and Dropouts. A Report of the Select Committee on
Narcotics Abuse and Control, Ninety-Ninth Congress, Second
Session.
Congress of the U.S., Washington, DC. House Select Committee
on Narcotics Abuse and Control.
1986
43p.
Report No.: SNAC-99-2-2
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.: District of Columbia
Journal Announcement: RIECT86
Federal Action to support and facilitate Federal action to support and facili-
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ED270521  UDO24918
A Working Document on the Dropout Problem in Boston Public
Schools, May 1986.
Boston Public Schools, Mass.
May 1986
112p.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.: Massachusetts
Journal Announcement: RIECT86
This study concerns school dropouts in the Boston Public
(cont. next page)
School system. It is divided into three sections which deal with: (1) a review of research studies on the causes of school dropout; (2) statistical analysis of the Boston situation by race and ethnic origin, gender, grade, and location; and (3) a review of prevention/intervention programs, such as social support programs, remedial education programs, alternative programs, and work-study programs. The final section provides suggestions for additional readings. Reasons why students drop out were identified as follows: (1) poverty and lower socio-economic status; (2) school failure; (3) early pregnancy, lateness and truancy, delinquency, probation, and suspensions; and (4) alienation from school. The data is presented in the form of graphs and charts with analyses accompanying each exhibit. A bibliography is included. 

Descriptors: *Acculturation; *American Indian Culture; *American Indian Education; *American Indians; Cultural Context; *Cultural Differences; *Cultural Influences; *Culture Conflict; *Dropout Research; *Dropouts; *High Schools; *High School Students; *Qualitative Research; *Student Attitudes; *Student Characteristics; *Values; *Wisconsin (Milwaukee)
most students and that black youth suffer more from dropping out of school. The fourth study examines effects of curriculum track (academic versus nonacademic) on all 10 outcomes, and finds that effects of tracking on all outcomes except work values are strong, although less so when endogenous variables are controlled. Recommendations based on the studies are presented. (KC)

Descriptors: Academic Achievement; Academic Aspiration;
Dropouts; Educational Improvement; Educational Practices;
High Schools; High School Students; Institutional
Characteristics; Models; Occupational Aspiration; Outcomes of
Education; Research Methodology; Research Utilization; School
Effectiveness; Socioeconomic Background; Student
Characteristics; Track System (Education); Values; Vocational
Education
Identifiers: High School and Beyond (NCES)

ED269538 UD24894
Educational Triage and Dropout Rates.
Hess, G. Alfred, Jr.; Greer, James L.
Apr 1986
38p.: Paper based on a Study of Dropouts from The Chicago
Public School System, funded by the Lloyd A. Fry Foundation.
Prepared for the American Educational Research Association
(San Francisco, CA, April 1986).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Illinois
Journal Announcement: RIESEP86

This paper traces the inordinately high dropout rate in the
Chicago public school system to a policy of educational triage
in which the better prepared students are sent to more
selective high schools while less prepared students are
congregated into schools with a much lower dropout rate. Also
examined are the effects of pre-high school grade retention.
All newly enrolled ninth graders from the classes of
1982, 1983, and 1984 were tracked by computer through a total
of over 100,000 student records. These records were
longitudinally from the students' entrance to school to their
leaving or students were placed in various leaving
categories. Since the Chicago Public Schools have used nearly
30 different "leave codes," the study included a
reorganization of files to standardize leaving categories. It
was found that the schools with the lowest dropout rates are
never inner city, general purpose schools, while those with
higher rates have less challenging programs, fewer successful peer
role models, and function as holding pens until students reach
an age where they can legally drop out. The body of the report
includes extensive charts showing dropout rates and rank order
by school. (CG)

Descriptors: Dropout Rate; Dropout Research; Dropouts;
High Schools; Inner City; Racial Factors; School
Holding Power; Urban Schools
Identifiers: Illinois (Chicago)
Dropouts: Remedial Programs; Socioeconomic Influences; State Competency

Efforts helped to keep summer achievement generally focused on basic skills remediation. Tenth graders did English. Among students at risk, 11,751 eligible eleventh graders did not take the October tests. Prevention programs generally focused on basic skills remediation. Tenth graders, identified by previous test scores, were given individual achievement profiles and encouraged to attend a six-week summer program. Community programs, media coverage and tutorial classes prepared students for the TEAMs. District-wide efforts helped to keep a low failure rate. Future studies will identify remediation effects. (PN)

Descriptors: Academic Failure; Basic Skills; Criterion Referenced Tests; Dropout Prevention; Dropout Research; Dropouts; Elementary Secondary Education; +Graduation Requirements; High School Graduates; Intervention; +Minimum Competency Testing; Minority Group Influences; Potential Dropouts; Remedial Programs; Socioeconomic Influences; +State Programs; +Test Results; Withdrawal (Education)

Identifiers: +Texas Educational Assessment of Minimum Skills

ED268444 CG019003

From "Youth in Transition" to "Monitoring the Future": A Tale of Two Longitudinal Studies of Youth in the United States.

Bachman, Jerald G.

17 Apr 1986

[Paper presented at the Annual Meeting of the American Educational Research Association (70th. San Francisco, CA, April 6-20, 1986). Figures may be marginally reproducible due to small print.]

EDRS Price - MF01/PC01 Plus Postage

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Michigan

Journal Announcement: RIESEP86

Target Audience: Researchers

This paper uses a case history approach to present the evolution of two longitudinal studies, Youth in Transition, which involved 8 years of data collection (1966-1974) and for which data collection began in 1975 and continues in the present. The Youth in Transition project is described as a study of the causes and consequences of dropping out of high school. Five key decisions about research design, made during the program planning phase are discussed. Expansion of the project over an 8-year period are explained.
It is noted that the Youth in Transition study laid the groundwork for the Monitoring the Future project and that the studies share similarities in content and methodology. Lessons which were learned from the Youth in Transition study and which affected plans for the Monitoring the Future project are listed. The Monitoring the Future project is described as an attempt to extend many of the trend analyses from the first study. Funding, initial data collection from 16,000 seniors in 125 high schools, and follow-up data collections are briefly presented. It is noted that one important product of this project has been extensive descriptive reporting of drug use levels and trends among high school seniors. A continuation of the collection, analysis, and reporting of these data is recommended, especially since the lengthening span of time makes the analyses richer with each new year of data collection. (NB)

Descriptors: Adolescents; Dropout Research; Drug Use; Follow-Up Studies; High Schools; High School Seniors; Longitudinal Studies; Research Design; Research Methodology; Trend Analysis; Young Adults

ED267317 CG18897
How Many are Gone? A Study of the Freshman Class of 1979 at San Juan High School. Revised.
Galant, Steve; Housden, Theressa
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (113)
Geographic Source: U.S.; California
Journal Announcement: RIEAUG86
The large number of dropouts estimated by the California State Department of Education has caused concern for educators, lawmakers, and the general public. A 1985 investigation of the graduation rate of the 1979 freshman class of San Juan High School was conducted which also sought to identify logistical problems with the collection of data needed for determining the graduation rate. Dropout research has been complicated by lack of a uniform definition of dropouts and a uniform method of estimating the dropout rate. Attrition rates overlook details about where, when, and why students dropout. San Juan High School was chosen because its student body composition resembled that of the general population and educational programs. Records were checked to determine which students who had entered as freshman did not graduate with their class. Efforts were made to locate these students and to determine their status. Logistical problems in tracking the students included the lack of uniformity in keeping and transferring, student name changes, undocumented address changes, and legal constraints on the release of student information. The overall graduation rate was found to be 78.9 percent although only 59.1 percent graduated from San Juan High in January or June of 1983. Sixty-nine students who had dropped out earned their diplomas or passed a proficiency test at a later time. The actual dropout rate was 22.6 percent. The freshman grade point averages of those who later dropped out were lower than those who subsequently graduated. (ABL)

Descriptors: Dropout Rate; Dropout Research; Grade Point Average; High Schools; High School Students; Research Problems; Student Attrition
Identifiers: San Juan High School CA
ED267316 CG018586
Boosting Teachers' Self-Esteem: A Dropout Prevention Strategy.

Ruben, Ann Moliver
[7th, November 1986]
Language: English
Document Type: PROJECT DESCRIPTION (141): CONFERENCE PAPER (150)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG86
The papers focus on school-business partnerships, school programs, and community projects. Their titles (and authors) are: (1) "Investing in Our Children: Business and the Public Schools" (Sol Hurwitz); (2) "From School to Work: Transition or Chaos?" (Gordon Berlin); (3) "Corporate Role in Public Education" (Peter Goldberg); (4) "World of Work: Youth Orientation" (James N. Heston); (5) "Bridges and Partnerships: School-to-Work Transition" (William J. Cirone); (6) "Public/Private Collaboration in School-to-Work Programs" (Peggy Dulyan); (7) "School-to-Work Transition: A Solution to the Dropout Problem" (Nathan Quinones and Victor Herbert); (8) "Preparation for Police Work: An Academic Model" (Mary DePiano Rothlein); (9) "School-to-Work Transition: The Hidden Agenda" (R. C. Smith); (10) "School-to-Work: Lessons Learned in Baltimore" (Marion W. Pines); (11) "School-to-Work Programs: Response and Non-response" (Frank J. Stobig) Opening remarks, by William J. Bennett, and closing remarks, by Edward J. Meade, Jr., are also included. A preface to this collection observes that virtually all of the papers express concern for the effectiveness of school-to-work programs and stress the relevance of basic skills and the inculcation of qualities vital to productive employment. (K).

Descriptors: Basic Skills; Career Education; Dropout Rates; Educational Improvement; Education Work Relationship; High Schools; School Business Relationship; School Role; Urban Schools; Vocational Education; Work Attitudes; Youth Employment; School-to-Work Transition
Identifiers: *Corporate Support; Maryland (Baltimore).

ED266005 RC015629
The Educational Disadvantages of Junior High and High School Migrant Students in Wisconsin. Part One of a Supplementary Secondary School Program for the Children of Migrant Agricultural Workers in Wisconsin.

Phillips, Kathleen R.
[8th, May 1985]
Language: English
Document Type: POSITION PAPER (120): CONFERENCE PAPER (150)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIEJUN86
Wisconsin junior and senior high schools enroll approximately 500 children of migrant agricultural workers each year, but performance data shows that in 1982-83 the 9th grade service to migrant students was only 17% of the first grade figure. Problems which contribute to the high dropout rate of junior and senior migrant students in Wisconsin include lack of opportunity to participate in extracurricular activities, low attendance, limited English proficiency, lack (cont. next page)
of parental involvement, lack of home environment conducive to study, feelings of insecurity, responsibilities for sibling care, teenage pregnancies, early marriage, limited vocational guidance and academic counseling, and lack of coordination of class schedules, course content, textbooks, and recordkeeping between Wisconsin and homebase schools. A map of the major migrant streams is appended. (LFL)

Descriptors: Dropout Characteristics; Dropout Research; Dropout; Educationally Disadvantaged; Educational Needs; Migrant Education; Migrant Problems; Migrant Youth; Secondary Education; Secondary School Students; Student Mobility; Student Needs; Student Problems

Identifiers: *Wisconsin

*Ed265291 CEO403074
Creation of an Alternative High School in the West Fargo School District--An Analysis.
Hagen, Gerald W. (1985)
36p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; North Dakota
Journal Announcement: RIEJUN86

West Fargo Community High School (North Dakota) was established in 1982 to provide alternative secondary education to high school dropouts and students who would be unable to function successfully in the traditional high school setting. The school was set up to be a self-supporting institution staffed by three part-time instructors and one part-time paraprofessional; its approach was a hybrid of traditional classroom-based instruction and individualized instruction. Upon entering the program, students develop an educational program consisting of eight 1/2-credit courses that are completed in a 4-week time block system. Time extensions are granted for students who have been working at their full capacity; students judged not to have been working at capacity must pay a $2 fee for a time extension. Despite school board disagreements resulting in separate diplomas for graduates of the district's traditional and alternative high schools and delays in instruction caused by the fact that the alternative school was set up as a correspondence program, the West Fargo Community High School is filling a definite need and has been successful. The main problems still facing the school are inadequate funding and continued resistance to placing the alternative high school program on an equal footing. (MN)

Descriptors: Accreditation (Institutions); Correspondence Study; Dropout Programs; Educational Needs; Financial Support; High Schools; Needs Assessment; Nontraditional Education; Outcomes of Education; Program Development; Program Effectiveness; School Holding Power

Identifiers: West Fargo School District ND

Ed265+92 RC015557
Study of High School Dropouts in Appalachia.
Cox, J. Lawrence, and Others
Research Triangle Inst., Triangle Park, NC. Center for Educational Studies.
22 May 1985
55p.; Tables may not reproduce well due to small print.
Sponsoring Agency: Appalachian Regional Commission
(cont. next page)
This directory on Iowa alternative programs for potential and actual dropouts begins with a brief summary of the state's dropout problem, accompanied by nine references. Descriptions of some of the special programs and schools precede the full text of state legislation for funding and administering dropout programs. The next section, in outline form, presents the advantages and disadvantages of the following dropout prevention and alternative program approaches: tutoring, counseling/advising, advising, work-related activities, and alternative classes. Important questions that need to be asked throughout the needs assessment and program planning process are listed. A series of statements called "Ideas for Success and Failure," based on input from 20 national leaders in the field, offers further advice about dropout programs. Three reprinted education journal articles address the following topics: (1) a summary of research on school program effectiveness; (2) a study of 13 schools in 4 states that shows alternative schools come closer to satisfying student needs than do conventional schools; and (3) predictions for alternative schools in this decade. Thirty pages of the directory are devoted to a reprint of "The Current Status of Schools of Choice in Public Secondary Education," by Mary Ann Raywid (1982). This study analyzes the responses to a 31-question survey from 1,200 of the 2,500 identified public alternative secondary schools. The questionnaire is reproduced with replies entered as percentages. The directory concludes by listing 33 Iowa alternative schools followed by operational information for each program. (MLF)

Descriptors: Adult Education; Dropout Prevention; Dropout Programs; Dropout Research; Dropouts; Elementary Secondary Education; Nontraditional Education; Questionnaires; State Legislation; State School District Relationship; Student Needs

In an effort to identify the kinds of vocational experiences that appear to be the most promising in reducing the dropout rate, two distinct research strategies were used. The first strategy involved analysis of data available from the High

ED264444 CE043529
The Role of Vocational Education in Decreasing the Dropout Rate
Weber, James M.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
1986

Sponsoring Agency: Office of Vocational and Adult Education
(ED). Washington, DC.
Contract No.: 300-83-0016
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.: Ohio
Journal Announcement: RIEMAY86

In an effort to identify the kinds of vocational experiences that appear to be the most promising in reducing the dropout rate, two distinct research strategies were used. The first strategy involved analysis of data available from the High
School and Beyond Project, a nationally representative sample of students and schools surveyed in 1980 (when the students were eighth graders) and resurveyed in 1983. The second strategy involved contacting a sample of nine exemplary dropout prevention programs and securing descriptive data from them regarding their orientation, organization, and operations. In general, project results confirm that participation in vocational education is positively related to high school retention. Rather than participate in the mainstream of the vocational program, however, dropouts tend to participate more in exploratory and consumer/homemaker or industrial arts courses than in job-skill training courses. Also, they tend to be involved in work-study experiences that do not appear to be directly related to their overall high school programs. Public school student project recommendations are the following: more systematic efforts to identify dropout-prone students; programmatic activities to reduce absenteeism, theft, and drug abuse; activities to enhance parents' involvement; more extensive career exploration and career education experiences; and review of dropout-prone students' work-study experiences.

Descriptors: Demonstration Programs; Dropout Prevention; Dropout Rate; Dropout Research; High School Students; Job Skills; Outcomes of Education; Program Effectiveness; School Holding Power; Secondary Education; Vocational Education; Work Study Programs

Identifiers: High School and Beyond (NCES)

ED264361 UDO24669

The Hispanic Policy Development Project (HPDP) and the National Coalition for Advocates for Students (NCAS) launched separate inquiries into how American public education could be improved without excluding poor, minority, female, and handicapped youngsters. HPDP reported on the performance of Hispanic students in inner-city high schools in "Make Something Happen: Hispanics and Urban School Reform," while NCAS investigated the circumstances of all disadvantaged public school students in its report, "Barriers to Excellence: Our Children at Risk." Both reports claim that dropout rates and low achievement levels of a staggering number of minority and poor children not only subvert the nation's deepest values of fairness, they threaten its economic social fabric. One general conclusion is drawn by both reports; there are two systems of public education in the United States, one rich with resources and talent that serves middle-class and affluent whites, the other, a "poor's system" that seems headed for a decline. Many analysts quoted in the reports believe that without reform, to benefit poor and minority children, must redefine the scale and scope of the problem, including a redefinition of what constitutes a high-risk student. Above all, they say, students must be given the feeling that adults care about them, and are interested in their progress. In general, the reports emphasize, stronger links must be constructed between teachers, parents, communities, and businesses, and all must actively cooperate for without reform, schools will continue to perpetuate the inequalities in the larger society. (KH)

Descriptors: Black Students; Disadvantaged Youth; Dropouts; Educational Change; Educational Quality; Elementary Secondary Education; Equal Opportunity in Education; Hispanic Americans; Minority Group Children; Parent School Relationship; Public Education; School Community Relationship; Student Needs; Urban Education Identifiers: Barriers to Excellence; Excellence in Education; Making Something Happen; Our Children at Risk

ED264072 RCO15550
Language: English Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150) Geographic Source: U.S.; Utah Journal Announcement: RIEAPR68

Educational status of Indian students was found to be inferior to status of non-Indian students when measured by enrollment, attendance, dropout rate, and nonenrollment. The study found that Indian student enrollment had increased 2.3% from 1983 to 1984; average daily attendance was 4% less than for non-Indian students; dropout rates for Indian students in grades 9-12 was 33.2% in Bureau of Indian Affairs schools and 24.4% in public schools receiving Johnson-O'Malley funds; and an estimated 4.0% of Indian children were not enrolled in an educational program. Data for the study were gathered primarily from questionnaires returned by BIA Bureau of Indian Affairs or contract schools and 13 offices or agencies in states with schools receiving Johnson-O'Malley funds. Other data sources included on-site visits and telephone interviews with officials in agencies concerned with Indian education. The difficulties encountered in obtaining exact data about the Indian student population were described, including no
New Mexico Dropout Study: 1983-1984 School Year.
Covatta, Jerry C.; Gomez, Albert S.
New Mexico State Dept. of Education, Santa Fe. Evaluation, Assessment, and Testing Unit.
1984
23p.; For the 1981-1982 study, see ED 227 992. Dual color graphs will not reproduce clearly.
EDRS Price - MF01/PC01 Plus Postage:
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New Mexico
Journal Announcement: RIEAPR86
Government: State
Audience: Practitioners; Researchers
Each public school that had students enrolled in grades 9-12 was surveyed to gather data on the extent and nature of the school dropout problem in New Mexico during the 1983-84 school year. Data on grade, sex, ethnicity, and reason for dropping out were collected. Information was obtained from all 88 public school districts and from 99% of the schools surveyed. Data indicated that 5,866 ninth grade students dropped out of school, resulting in a dropout rate of 7.3%, up slightly from the 1982-83 7.2% level. This represents an interruption of a downward trend in the dropout rate. The highest dropout rate for both male and female students occurred at grade 11 and the lowest at grade 9. Males tended to drop out of school proportionally more than females at all grade levels. Native American students (12.3%) and Hispanic students (7.9%) had the highest dropout rates. Only Native American students experienced their highest dropout rate at grade 9. The highest portion (39.1%) dropped out for reasons related to "motivation or interest", while 17.6% cited "home and related" reasons. The remaining 15.0%, 11.2%, 9.9%, and 7.2% dropped out for reasons related to "other," "enrollment," "discipline," and "pregnancy or marriage" respectively. (NEC)
Descriptors: *American Indian Education; *American Indians; Attendance Patterns; Average Daily Attendance; Data Collection; *Dropout Rate; Elementary Secondary Education; *Enrollment; *Public Schools; Identifiers: *Bureau of Indian Affairs Schools; Johnson O'Malley Act; *Nonstudents

ED263743 FLO15261
Some Relationships between Appalachian Language and Culture and High School Drop-Out Rates as Found in Two West Virginia Counties.
Mclaughlin, Diana Chlarky
ED 1984
EDRS Price - MF01/PC07 Plus Postage:
Language: English
Document Type: THESIS (042); RESEARCH REPORT (143)
Geographic Source: U.S.; Texas
Journal Announcement: RIEAPR86
This study examines the possible relationship between elementary and secondary students' use of a nonstandard form of English and the high school dropout rate in the Southern Appalachian region. The investigation began in two counties with interviews of teachers who appeared not to see that their students' speech variety differed from their own. Further investigation revealed a larger set of problems in educating this group of children, involving linguistic variance, a poor fit between the school system and the culture, and aspects of the mountain culture such as strong traditional views, geographic isolation, suspicion of non-mountain culture, little value attached to education, and lack of parental education or support. Suggestions for change include language programs based on the English-as-a-second-language concept; curriculum geared to the mountain child; reassessment of standardized examinations; a supplementary reading program; following the model of the Foxfire program; teacher education in relevant culture and language, educator workshops; community action projects; and adult education classes. (MSE)
Descriptors: *Academic Achievement; *Cultural Context; Curriculum Development; *Dropout Characteristics; Elementary Education; High Schools; *Interference (Language); Language Usage; *Nonstandard Dialects; *Regional Dialects; Teacher Role
Identifiers: *Appalachia (South); *English (Appalachian); West Virginia

ED263682 EA018078
The School Psychologist: Advocate for Children at Risk.
Jensen, Mary Clnak
Oregon School Study Council, Eugene.
40p.
Available from: Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; quantity discounts; $1.50 for shipping and handling will be added to billed orders).
EDRS Price - MF01/PC02 Plus Postage:
Language: English
Document Type: SERIAL (022); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Oregon
Journal Announcement: RIEAPR86
New Study Looks at High School Absenteeism.

DeJung, John; Duckworth, Kenneth
Oregon Univ., Eugene. Center for Educational Policy and Management.
R&D Perspectives. Sum-Fall 1985 1985 yp.

This monograph characterizes the profession of school psychology and the roles of school psychologists in the Eugene (Oregon) Public Schools, and profiles Patricia Glasgow, recently named School Psychologist of the Year by the Oregon School Psychologists Association. Among those interviewed were the school superintendent, the director of the school psychology program at the University of Oregon, several principals, and a parent. The interviews provided the background for this examination of the profession of school psychologist and the population served in this district. The nine psychologists in this district form an internal support structure in which individual strengths can be shared to meet the demands of sometimes complex cases. Their job descriptions emphasize three major roles: diagnostician, consultant, and case manager. Increasingly, school psychologists see themselves speaking in the interest of students to teachers, administrators, and parents. Names of those interviewed and a nine-item bibliography follow the text. (MLF)


Identifiers: Eugene Public Schools OR; Glasgow (Patricia)

ED263343 E044821
Strategies for Recruitment and Retention of Minority Students in Michigan Vocational Education Programs.

This manual provides step-by-step strategies and materials for recruiting and retaining minority students in secondary and postsecondary vocational education programs. Particular emphasis is placed on recruiting for training, education, and placement in high-growth, emerging occupations and on providing equal access to all vocational and technical programs. Addressed in the individual chapters are the following topics: assessment of Michigan minority student vocational education enrollments, a model for independent local school assessments, procedures for devising recruitment and retention plans, strategies for addressing usage problems and interfacing with minority communities, and statewide policy recommendations. Appendices to the guide include a bibliography, forms for independent school assessment (student, counselor, teacher, staff, and parent and community surveys), and various minority perspectives on educational attitudes (Arabic speakers, Blacks, Mexican Americans, Native Americans, and Vietnamese persons). (NN)

Descriptors: Dropout Prevention; Educational Attitudes; Educational Policy; Educational Strategies; Emerging Occupations; Enrollment: Enrollment Trends; Equal Education: Minority Groups; Outreach Programs; Policy Formation (cont. next page)
Students drop out of school for a wide variety of reasons. Programs to encourage dropping out must therefore accommodate the actual needs of individual students rather than aim at the assumed needs of the "typical dropout." This document reviews school policies and programs that could affect dropout tendencies positively. Among these innovative methods are providing alternatives to traditional student promotion policies, offering early childhood education programs, structuring education in nontraditional ways, coordinating social services for student support, operating high school equivalency programs, creating alternative learning environments suited to the specific needs of dropouts, adopting in-school suspension policies, and involving parents in dropout prevention. Examples are drawn from successful programs in New York State.

To identify behavioral and attitudinal differences between students who become high school dropouts and students who remain in school, sophomores from Illinois who participated in the National High School and Beyond Study (N=1,950) were interviewed and tested. Their responses were weighted to represent the total sophomore enrollment for Illinois and a profile of student behavioral and attitudinal characteristics was compiled. In 1982, participants from the 1980 study completed follow-up questionnaires. A portion of their responses (N=1668) were weighted to represent an estimated number of respondents who would drop out of school by the spring of 1982. Comparison of dropout profiles with profiles of students who continued high school showed that dropouts were more likely to report failing academically, being absent or tardy, lack of interest in school, and being subject to disciplinary actions. Of the Hispanic and Black Illinois sophomores, 25 percent eventually dropped out, exceeding the...
rates of other racial-ethnic groups and the national rates for these groups. Although male students proportionally were more likely to drop out than females, over one-half the dropouts were females. Of these, over one-third reported having one or more children. The findings indicate that poor academic performance, absence from school for 3 or more days, lack of high school completion by one or both parents, and pregnancy for females were warning signals for students at-risk for dropping out. (Fifteen data tables presenting the profile comparisons are included.)

Descriptors: Academic Failure; Black Students; Comparative Analysis; Dropout Characteristics; Dropout Research; Early Parenthood; High Risk Students; High School Students; Hispanic Americans; Pregnancy; Racial Differences; Sex Differences; Student Attitudes; Student Characteristics; Identifiers: High School and Beyond (NCES); Illinois

ED0262229 CE042641
The Impact of Day-Care Services on the Education of Secondary and Adult Students in Ohio.
Hill, Ann Marie; Bragg, Debra D.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
1985
This publication was prepared pursuant to a contract with the Gallia-Jackson-Vinton County Joint Vocational School on a grant from the Home Economics Section of the Ohio Department of Education.
Sponsoring Agency: Ohio State Dept. of Education, Columbus. EDRS Price - MF01/PC00 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEMAR85
The incidence of pregnancy among young teenagers has increased dramatically in the past several decades. Young single mothers are much more likely than others to leave school before graduation and to be unemployed and poor. This study was conducted to identify differences in completion, school attendance rates, and grades for secondary and adult students who received day-care services for their children compared to those who did not. Data were gathered from four day-care sites in Akron, Cleveland, Cincinnati, and Dayton. (Data from two other sites were not usable.) A total of 148 secondary and adult students were provided with day care for their children and 148 were not. The study found that attendance rates and grade point averages (GPAs) for students using day care were similar to the attendance rates and GPAs of those who did not. In general, attendance was higher for high school students than for adults. Nearly three-fourths of secondary students who had children in day care completed courses or graduated, compared to only two-fifths of secondary students whose children were not in day care. While one-third of adults with children in day care completed courses or high school equivalency degrees, only approximately one-tenth of the adult comparison group did so. Recommendations were made to the Home Economics Section staff of the Ohio Division of Vocational Education and to local coordinators of day-care programs for program improvement.
Descriptors: Academic Persistence; Adult Education; Adult Students; Attendance; Day Care; Dropout Prevention; Early Parenthood; Females; Grade Point Average; High School Equivalency Programs; High School Students; Program Effectiveness; Secondary Education; State Programs; Statewide Planning; Youth Problems; Ohio

ED0262213 CE042616
Batsche, Catherine
Illinois State Univ., Normal.
Jun 1985
15p.
EDRS Price - MF01/PC01 Plus Postage
Language: English
Document Type: NON-COMMUNITY MATERIAL (055)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEMAR85
Government: State
Target Audience: Practitioners
This pamphlet offers information on high school dropouts and the role of vocational education in dropout prevention. References are provided for each section. Characteristics of dropouts, reasons for dropping out, and factors that contribute to retention in high school are listed. Indicators from research are cited that show that vocational education does have retentive ability. Advantages to altering the traditional school environment are then highlighted. Effective teaching techniques, as shown by recent research, are listed. Characteristics of effective programs according to directors of exemplary programs are identified. Programmatic considerations that have been found to be effective in reducing dropout rates are then described. The pamphlet concludes by listing vocational education practices in Illinois that respond to the needs identified by dropouts.
Descriptors: Demonstration Programs; Dropout Characteristics; Dropout Prevention; Dropout Data; Program Design; Role of Education; School Holding Power; Secondary Education; Teaching Methods; Vocational Education; Illinois

ED0262167 CE042500
(cont. next page)
To address the issues of student recruitment and retention in Florida, a three-year research study was conducted. The three phases of the study sought the following: (1) to describe barriers to recruitment and retention of disadvantaged, unemployed, underemployed, out-of-school youth as perceived by students, teachers, counselors, and administrators; (2) to develop a means for implementing proven recruitment strategies to attract and retain students in postsecondary vocational programs; and (3) to identify factors that influenced students who were currently enrolled in a postsecondary vocational program to enroll and also the factors that influenced them to continue enrollment. Data were gathered through interviews and by mail surveys of students, teachers, counselors, and administrators. Results of data analysis showed that administrators, teachers, and counselors relied too often on recruitment strategies that were less successful, such as booths at fairs, and that students and professional personnel perceived different strategies as most effective. For example, school officials thought that "personal contact with students enrolled in the program or program graduates" was the most effective strategy, while students rated it fairly low. The study produced a recruitment manual that school personnel could use to enhance their chances of successful recruitment and retention of disadvantaged students. (KC)

Descriptors: Academic Persistence; Administrator Attitudes; Disadvantaged Youth; Dropout Prevention; Dropout Rate; Program Attitudes; Program Effectiveness; Program Improvement; School Attitudes; Secondary Education; State Programs; Student Attendance; Student Recruitment; Teacher Attitudes; Vocational Education

Identifiers: Florida

Available from: Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.: New York

Journal Announcement: RIEFEB86

Project SPEED, which is housed at Fort Hamilton High School in Brooklyn, New York, provides instruction in English as a second language (ESL) and in the student's native language, as well as bilingual instruction in social studies, computers, and typing to 366 students of limited English proficiency (LEP) in Grades 9-12. In 1983-84, all of the program's students were born outside the United States. Almost half of them were Hispanics, and the remainder were Asian and Middle Eastern in origin. To achieve the school's central goal of dropout prevention, its bilingual instructional approach was transitional in nature. Individualized programs were planned for each student and classes were taught by both mainstream and resource teachers to heterogeneous groupings. In addition to instructional services, the program activities included student support services, curriculum development, staff development, parent involvement, and an advisory committee which addressed areas of program improvement. Student achievement data indicates that most students progressed in all subjects except mathematics at rates which matched the program's proposed criteria, and the attendance rate of program students was significantly greater than the schoolwide rate. Moreover, the program's dropout rate was significantly lower than the schoolwide rate. To improve the program's overall effectiveness, it is recommended that the program: (1) introduce more individualized approaches, such as grouping, to instruction in certain areas; (2) continue curriculum development and, if possible, bind materials rather than distribute them singly or in packets; (3) hold more formal staff meetings and planning sessions; and (4) strengthen the program's counseling component in the area of preventive group counseling. (KH)

Descriptors: Academic Achievement; Attendance: Bilingual Education Programs; Curriculum Development; Dropout Prevention; English (Second Language); High Schools; Hispanic Americans; Limited English Speaking; Program Effectiveness; School Holding Power

Identifiers: Elementary Secondary Education Act Title VII; New York City Board of Education; Project SPEED NY

ED261532 FLO15100

How We Educate Non-English Speaking Students Successfully. The High Intensity Language Training Program Description. Apodaca, Rosita

31 Mar 1985

21p.: Paper presented at the Annual Convention of the National School Boards Association (Anaheim, CA, March 31. (cont. next page)
Impact in Kansas City and in the Nation, Teacher Attitudes: Transitional Programs Secondary Education: Language classes. (MSE) academic achievement program has proven teachers courses, 15.20 In Intermediate courses, and regular class size curriculum plans, one for students who had attended school students with Hispanics, developed a high-intensity language training (HILT) in (beginning, limited-English-speaking) reduce instruction, as English (VLEB) and promote academic success among Advanced and transitional courses. Sheltered subject-area or education are identified. Section (cont, next page) characteristics of vocational dropouts are identified. Section (beginning, intermediate, advanced, and transitional) and two curriculum plans, one for students who had attended school for six or more years in their native countries, and one for students with less than six years of schooling. Each program level represents one semester in grades 9-12 and one school year in grades 7-8. Enrollment is 8-12 students in beginning courses. 15-22 in intermediate courses, and regular class size in advanced and transitional courses. Sheltered subject-area courses are included in the program at each level. Inservice teacher education workshops for both ESL and subject-area teachers has become an integral part of the program. The program has proven successful in raising the HILT students' academic achievement and ability to function in content classes. (MSE) Descriptors: Academic Achievement; Administrator Attitudes; Dropout Prevention; English (Second Language); Inservice Teacher Education; Instructional Development; Intensive Language Courses; Limited English Speaking; Outcomes of Education; Program Descriptions; Program Effectiveness; Secondary Education; Spanish Speaking; Student Placement; Teacher Attitudes: Transitional Programs Identifiers: El Paso Independent School District TX

ED261262 CED42525 Withers Vocational Education: The Dropout Problem and Its Impact in Kansas City and in the Nation, Aquila, Frank O. Cleveland State Univ., Ohio. Coll. of Education 1985 42p. Sponsoring Agency: Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit. EDRS Price - MFO1/PC02 Plus Postage. Language: English Document Type: EVALUATIVE REPORT (142) Geographic Source: U.S.; Missouri Journal Announcement: RIEFE86 This report identifies the nature and extent of the dropout problem nationally and its extent and cause at the Kansas City, Missouri, Vocational-Technical (Vo-Tech) Center. Section One, an examination of the national dropout problem, is an extensive literature review. Deficiencies in secondary vocational programs are investigated. Suggestions to improve the structure and operation of vocational and adult education are given. The key issues in vocational education from the perspective of the business community are discussed. The values and functions of vocational education are detailed. Characteristics of vocational dropouts are identified. Section Two presents findings of a year-long review of student records; interviews with teachers, counselors, administrators, and staff; and student and dropout interviews to determine the extent and cause of the Vo-Tech Center dropout problem. Findings are grouped into these major categories: recordkeeping problems, building problems, reasons for extending the Center, and problems with the Center. Suggestions for improvement include the following: improve counselor contacts, coordinate school and transportation schedules, provide alternatives, develop building policies, improve public relations, coordinate in-house programs, hire a social worker/counselor, and better use job placement. Appendices include a change agenda for vocational education, actions to facilitate business/industrial cooperation with vocational education, and references. (YLB) Descriptors: Academic Persistence; Adult Vocational Education; Dropout Prevention; Dropout Research; Dropouts; Educational Improvement; Literature Reviews; Role of Education: School Business Relationship; Secondary Education; Student Attrition; Vocational Education Identifiers: Missouri (Kansas City)

ED261119 UD024417 A Study of the Longitudinal Dropout Rate: 1980 Eighth-Grade Cohort Followed from June 1980 through February 1985, Stephenson, Robert S. Mar 1985 17p. EDRS Price - MFO1/PC01 Plus Postage. Language: English Document Type: RESEARCH REPORT (143) Geographic Source: U.S.; Florida Journal Announcement: RIEJAN86 Target Audience: Researchers; Practitioners Almost 19,000 Dade County Public School students—all the members of the 8th grade cohort in June 1980—were followed across four and a half years in a study of dropouts. Major findings include the following: (1) at the end of the follow-up period, 29.5% of the cohort had dropped out (19% of Asians, 26% of Whites, 29.9% of Hispanics, and 33.9% of Blacks; 26.6% of females and 32.1% of males); (2) 70% of the dropping out took place in the first two years of the follow-up; (3) compared to Whites and Hispanics, Blacks were more likely to drop out late in the follow-up period; (4) the dropout rate for Cuban-born Hispanics was 30% versus 28.8% for all other Hispanic students (the rate for pre-Mariel Cubans was 29.9%, for post-Mariel Cubans 33%); (5) the dropout rate (cont. next page)
for Haitian-born students was 38.8%, the highest of any group; (6) the dropout rate for exceptional (but not including gifted) students was higher than the regular student rate; and (7) students who were not out of phase (i.e., had not been kept back) by 8th grade were equally likely to drop out regardless of ethnic group, and were less than half as likely to drop out as students who were out of phase by that time. (The longitudinal method of calculating dropout rate used in this study is described and contrasted with the cross-sectional method in an appendix.) (CMG)

Descriptors: Asian Americans; Blacks; Cohort Analysis; Dropout Rate; Dropout Research; Ethnic Groups; Hispanic Americans; Longitudinal Studies; Racial Differences; Secondary Education; Whites
Identifiers: Florida (Dade County)

ED260351 12001444
Junior High Migrant Student Services: A Compendium.
Johnson, Frederic C.
State Univ. of New York, Oneonta. Coll. at Oneonta.
May 1985
27p.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New York
Journal Announcement: REJAN86
Target Audience: Practitioners

Migrant student enrollment declines steadily in junior high school as a result of low achievement, poor self-esteem, social isolation, late enrollment/early withdrawal policies, and school attitude toward migrant students. Parents, educators, and 237 junior high school migrant students from Arizona, Michigan, New York, Wisconsin, Texas, and Florida were surveyed during 1984-85 to explore reasons for dropping out of school. Most frequently mentioned were inability to catch up, teacher negativity and apathy, and family financial dependence on migrant teenagers. Students who believed they would graduate listed a set of goals, willingness to study, and parental expectations and support as reasons for remaining in school. Those who did not expect to graduate listed as reasons the inevitability of falling behind, negative school factors, language and family problems, and substance abuse. Suggestions for improving school holding power included numerous social activities, employment opportunities, flexible scheduling, career awareness counseling, fostering of positive self-image, respect for cultural heritage, honest and sincere teachers, and emphasis on English language.

Educators attending three migrant education workshops emphasized the importance of school-parent communication and parental involvement. Existing school- and student-oriented programs to curb dropout behavior are summarized. Enrollment data, survey questionnaire, and sample student transfer form are included.

Descriptors: Dropout Characteristics; Dropout Prevention; Dropout Research; Enrollment; High Risk Students; Junior High Schools; Junior High School Students; Migrant Education; Migrant Youth; Parent Attitudes; Questionnaires; School Holding Power; Student Attitudes; Student Problems; Teacher Attitudes

ED260351 12001844
Arkansas' High School Dropouts: Voluntary and Involuntary.
Snowden, Max; Peel, Evelyn
Arkansas Advocates for Children and Families, Little Rock.
1 Apr 1985
89p.
Sponsoring Agency: Arkansas State Office of Alcohol and Drug Abuse Prevention. Little Rock
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143): TEST. QUESTIONNAIRE
Geographic Source: U.S.; Arkansas
Journal Announcement: REJAN86
Target Audience: Policymakers; Administrators; Community Practitioners

This report is concerned with students who either dropped out or were dismissed from grades 9 through 12 during 1983-84 in Arkansas. It is intended for use by state government, the State Department of Education, state and local policymakers, school administrators and staffs, parents, and young people. The data presented in this report were obtained from questionnaires completed by schools for each student who dropped out, was suspended, or was expelled during 1983-84 and from interviews with over 200 of these students.

In Part I of the report, the magnitude of the dropout problem is considered, demographic characteristics of the dropouts and selected characteristics of their families are examined, and reasons for withdrawals and exclusions are discussed. The two types of school departures, dropouts and dismissals, are compared. Findings are summarized and recommendations are suggested. Part II of the report deals with the role of alcohol and drugs in the dropout problem and is based on personal interviews with the students. Survey results are presented according to beliefs about community drug and alcohol problems, patterns of drug use, reasons for using drugs, drug information sources, and other related information. The relationship between the use of controlled substances and school dropouts and dismissals is discussed. Findings are summarized and recommendations are made. The appendices contain the Personal Interview Questionnaire and a sample of detailed suspension, expulsion, and attendance policies.

Descriptors: Adolescents; Alcoholic Beverages; Drinking; Dropout Characteristics; Dropout Research; Dropouts; Expulsion; High Schools; Illegal Drug Use; Student Attrition; Suspension; Withdrawal (Education)
Identifiers: Arkansas
This publication is designed to accompany the "Dropout Prevention" manual (1984) and to serve as a guide for the staff development training of administrators, faculty, and staff in the initiation of a dropout prevention program. The staff development program contains materials to assist staff in becoming aware of the scope of the dropout problem in Mississippi, acquaint staff with the characteristics of potential dropouts, instruct staff in how to use instruments designed to identify potential dropouts, and recommend programs for staff to help keep students in school. This manual is divided into three sections. The first section contains an overview of the proposed Performance Based Accreditation Standards related to the dropout prevention programs, a definition of a dropout, and a discussion of dropout problems in Mississippi. The second section focuses on the elementary school potential dropouts. Nonattendance in elementary school, identification of the poorly adjusted child, and a recommended program for elementary school children are considered. The final section is designed for secondary school staff and includes discussions of characteristics of potential dropouts, recommendations for changing the behavior of potential dropouts, an alternative classroom for dropouts with discipline problems, a dropout prevention program, and assistance for those who drop out. Transparencies, suggestion lists, and handouts are included in the appendices. (NREL)

Descriptors: Administrators; Dropout Characteristics; Dropout Prevention; Dropouts; Elementary Secondary Education; High Risk Students; Potential Dropouts; Program Implementation; School Holding Power; School Personnel; Staff Development; Student Attrition; Truancy

Identifiers: Mississippi

ED260307 CG018399


EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Louisiana
Journal Announcement: RIEJAN86

33p.; For the Dropout Prevention Staff Development Program, see CG 018 415.

Sponsoring Agency: Mississippi State Dept. of Education.
This report reviews the research literature from 1975-1983 on potential secondary school dropouts and strategies for effective dropout prevention programs. The information presented is intended to help communities in modifying and/or constructing treatment programs for potential dropouts. The report is divided into three sections. In the first section, Characteristics of Potential Dropouts, research from eleven sources is reviewed. A profile of a potential high school dropout is suggested, in which the dropout’s characteristics are: low academic and reading ability, a dislike of school, little participation in extracurricular activities, poorly educated parents, high grade retention, discipline problems, lower socio-economic status, a broken home, poor self-concept, low aspirations, and high absenteeism. In the second section, Reasons for Dropping Out, literature from eight sources is reviewed and ten reasons for dropping out are suggested: lack of interest, academic failure, poor reading ability, discipline problems, poor student-teacher relationships, employment, marriage, pregnancy, dangerous school grounds, and high absenteeism. In the third section, Dropout Prevention Programs, programs from 15 sources are reviewed and categorized as alternative school programs, vocational education programs, school modification programs, or counseling programs. Intervention strategies are suggested, including individualized instruction, teaching basic academic skills and vocational education, improving teacher-student relationships, counseling, getting students involved in extracurricular activities, and helping students develop a positive attitude toward school. A chart and a list summarizing the preceding material is provided for each section.

Descriptors: Academic Failure; Dropout Characteristics; Dropout Prevention; High Risk Students; High School Students; Potential Dropouts; School Holding Power; Secondary Education; Student Attrition; Student Problems; Teacher Student Relationship; Truancy

ED286016 U024378
Replicating Exemplary Holding Power Programs 1983-84.
New York City Board of Education. Brooklyn, N.Y. Office of Educational Evaluation. [1984]
53p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.: New York
Journal Announcement: RIEDECE85

As part of an effort to reduce the dropout rate in New York City public schools, a new project called Replicating Exemplary Holding Power Programs was created in 1983. Five schools participated as "demonstrators" because they were judged to have noteworthy holding power programs. Five additional "buddy" schools were chosen by the principals of the demonstrator schools. Each of the ten schools was allocated $100,000 to expand and improve holding power strategies aimed at incoming students. Spending was at the principals' discretion; in general, the trend was to use the funds for additional staff and staff time. The schools did not use uniform criteria in selecting program participants: though each school targeted ninth graders, two schools targeted some tenth graders as well. Attendance monitoring was an important facet of the holding power program at all ten schools. In addition, all but one school placed primary focus on one or more of the following: high-interest classes, counseling, and concentrated staff time for small groups of students. Student outcomes showed that the most successful schools were generally those which served only special groups of ninth graders and had a large number of holding power program components. As a whole, targeted students showed higher attendance, participation, and achievement rates than their comparison groups. (KH)

Descriptors: Academic Achievement; Attendance; Drop Out Prevention; Enrichment Activities; High Schools; Program Effectiveness; School Holding Power; Student Promotion

Identifiers: New York (New York); New York City Board of Education

ED286016 U024378
were treated as individuals, both academically and personally; the extended role of the teacher allowed students and teachers to get to know each other as people. Although all of the programs had a strong leader, decisions were frequently made as a group. And finally, the teachers, who maintained collegial relationships among themselves, were relatively independent of administrative constraints. A five-page bibliography concludes the document.

The findings of a task force study of New York City's implementation of Education Law 3602(28) Relating to Attendance Improvement and Dropout Prevention, Foley, Eileen; Warren, Constancia Public Education Association, New York, N.Y., 1985 45p. EDT42343 Sponsored by: Sponsoring Agency: Foundation for Child Development, New York, N.Y.; Morgan Guaranty Trust Co., N.Y.; New York Community Trust, N.Y. EDRS Price - MF01/PC02 Plus Postage. Language: English. Document Type: PROJECT DESCRIPTION (141) Geographic Source: U.S.; New York Journal Announcement: RIENOV58 The findings of a task force study of New York City's implementation of a State dropout prevention program are provided in this report. An introduction describes briefly the historical background of the legislation, called the Attendance Improvement-Dropout Prevention program, which provided $20 million in supplemental funds to school districts with poor attendance rates. The introduction also outlines the study's purpose and organization. Five chapters follow, each addressing a different aspect of the legislation's implementation in New York City, which received 80% of the available funds. Chapter 1 discusses the political context in which the legislation emerged. An analysis of the explicit provisions of the legislation is presented in Chapter 2. Chapter 3 presents a chronology of the various intergovernmental actions which were required to bring the policy to the doorstep of implementation. Chapter 4 details the efforts of five community school districts to plan and implement programs. It pays special attention to the political and organizational characteristics of those districts, as well as the attitudes of the school personnel which circumscribed program selection and implementation. In Chapter 5 the findings of the various parts of the study are summarized and the conclusions of the earlier sections are related to each other. An appendix contains a description of the methodology used in the study. (KH) Descriptors: Dropout Prevention; Dropout Programs; Educational Finance; High Schools; Program Evaluation; Program Implementation; State Aid; State Programs; State School District Relationship Identifiers: New York; New York (New York)


EDR5 Price - MF01/PC02 Plus Postage. Language: English Document Type: GENERAL REPORT (140) Geographic Source: U.S.; Kentucky Journal Announcement: RIENOV58 Government: State Target Audience: Practitioners The Kentucky Dropout Prevention Advisory Commission, appointed in 1984, found enough evidence to conclude that Kentucky's dropout problem is large enough to merit the development of statewide dropout prevention efforts. Any such effort, the Commission states, will require a commitment from all Kentucky officials, educators, and citizens to educate all children. Furthermore, change at all levels of the education system will be needed, along with adequate State funding of local efforts. And because dropping out is a process, not a single action, prevention programs must be aimed at all levels of education, from kindergarten to twelfth grade, and should include the child's home. Finally, the goal of any prevention effort should not merely to keep students in school for 12 years, but to provide a quality education to all students. The Commission's specific recommendations to the State Department of Education include the following: (1) define the "dropout": (2) count the number of dropouts, by district and school; (3) assume a major leadership role; (4) provide funding for local educational authorities to maintain adequate support services for student; (5) expand the current remediation program to grades 3 and 4 and develop methods of reducing the need for remediation; (6) address the special needs of middle and junior high school students and of senior high school students with technical assistance and special funding; and (7) eventually raise the compulsory attendance age to 18 or graduation. (KH)

Descriptors: Dropout Characteristics; Dropout Prevention; Dropout Programs; Educational Policy: Elementary Secondary Education; Potential Dropouts; State Aid; State School District Relationship; Statewide Planning Identifiers: Kentucky
Higher Education Students from Rural Communities: A Report on Dropping Out.

Brown, Dennis E.
Apr 1985
2op.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REPORT
Geographic Source: U.S.; New Mexico
Journal Announcement: R1EN085

In order that college and university educators and administrators could design a strategy for dealing with rural student dropouts, this study reviewed existing research on rural students who drop out of higher education. Although some research challenges the relationship between persistence in college and rural/urban background, corroborated findings indicated that students from small high schools were more likely to drop out than students from large schools. Some social factors affecting the rural dropout rate are low economic status, low family expectations, and geographic isolation. Little research has been done on rural women students but that which has suggests that rural females may have greater needs than rural male students. Research on rural students' academic ability in higher education presents conflicting views. Non-academic factors, such as the transition from a rural community to a college community, may impact the rural student dropout rate. Although there is abundant research regarding dropout intervention techniques, little is available regarding rural student attrition. Providing specialized campus services for rural and small town students might be one answer. Results of this study strongly suggest the need for research validating causes of the high dropout rate of rural students and the need for research on intervention techniques.

Descriptors: Academic Achievement; Academic Aspiration; Academic Persistence; Dropout Prevention; Dropout Research; Dropout Rates; Higher Education; Literature Reviews; Rural Schools; Rural Urban Differences; Secondary Education; Services; Socioeconomic Influences

A Practical Partnership.

Lieberman, Janet E.
La Guardia Community Coll., Long Island City, N.Y.
Jul 1985
24p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REPORT
Geographic Source: U.S.; New York
Journal Announcement: R1EN085

Target Audience: Practitioners

A college, a high school program on the LaGuardia Community College campus, was designed to reduce the urban dropout rate, to prepare students more effectively for work or college, and to attract more students to higher education. As a public alternative high school on a college campus, the program creates a continuum between high school and college, featuring flexible pacing, broad curriculum options, service-oriented career education with required internships for all students, and a college environment. The school opened in 1974, with 125 students in the 10th grade. Each year, 125 more students were added after local junior high schools identified them as probable dropouts. This report on Middle College focuses on: (1) background information on the establishment of the program; (2) Middle College's service to the joint missions of the community college and the high school; (3) the Cooperative Education Program; (4) the organization of high school and college course options; (5) problems that have been encountered and the way these problems were resolved; and (6) keys to the success of the Middle College program (e.g., the assumption of adulthood and respect for personal decisions of students, emphasis on awareness of personal options and control, and the power of the college environment). Finally, suggestions for the development of similar programs are offered, including early admission of the academically able student, cooperation between college and high school faculties, and institutional restructuring.

Descriptors: *College School Cooperation; Community Colleges; Cooperative Education; Dropout Prevention; High Risk Students; High School Students; Program Descriptions; *Urban Education
Identifiers *City University of New York La Guardia Coll

Hess, G. Alfred, Jr.; Lauber, Diana
Chicago Panel on Public School Finances, IL
24 Apr 1985
113p.; Support for this research was provided by Lloyd A. Frey Foundation. Tables may not reproduce well due to small print.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: REPORT
Geographic Source: U.S.; Illinois
Journal Announcement: R1EN085

Many studies of high school dropout rates have compared the number of graduates with the number of enrolled freshmen. An adequate representation of the dropout rate, however, must combine all categories of leaving school before graduation, and a longitudinal approach must be employed. A joint venture between the Chicago Panel on Public School Finances and the Department of Research and Evaluation of the Chicago Board of Education was designed to track all entering freshmen who entered a Chicago public school as part of the graduating class.
classes of 1982-1984. Each student's entry was tracked along with information on whether or not he transferred, graduated, was retained, or dropped out. The results indicated that the dropout rate for the class of 1982 was 20 percent, with similar figures estimated for 1983 and 1984. Hispanics and Blacks were the most likely to dropout, with average male students with low reading scores most at risk. Dropout rates at the city's 33 high schools varied considerably, with the lowest rates at the schools with the best reading scores and the highest overall student population. It is the conclusion of this study that the Chicago Public School System operates a two-tiered high school system which concentrates dropout prone students in inner city Black and Hispanic high schools. The report includes a comprehensive summary of findings, a systemwide analysis of the class of 1982 by dropout rate, age, reading score, gender, and race; a school level analysis of outcomes; three year comparisons of the classes of 1982, 1983, 1984; an assessment of the financial impact of dropouts; a description of the study methodology; and various tables and appendices. (NM)

Descriptors: Adolescents; Age Differences; Black Students; Dropout Rate; Dropout Research; High Risk Students; High Schools; Hispanic Americans; Males; Student Attrition
Identifiers: Chicago Public Schools IL

ED 257964 CE041613
Oregon High School Follow-up Study. Statewide Findings.
Brown, Thomas R.
Northwest Regional Educational Lab., Portland, Oreg.
Oct 1984
6 p.
Div. of Vocational Education: Washington County Education Service District, Portland, OR.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.: Oregon
Journal Announcement: RIENOV85

A follow-up study collected data from and concerning 1981 high school graduates and early leavers from 19 schools throughout Oregon. In order to determine the effects of vocational training on employment and further education beyond high school, data from 1,355 students were analyzed along with the responses of 85 vocational education teachers to a vocational education program features survey. Approximately half of the former vocational education students were working full-time, 19 percent were employed part-time and 30 percent were enrolled in school. Among the former vocational students, 41 percent were employed on a full-time basis, 21 percent had part-time jobs, and 1 percent were unemployed. Wages did not differ between former vocational and nonvocational students; however, females in both groups earned significantly less than their male counterparts. Less than 10 percent of respondents in each group were dissatisfied with their current job. Fifty-nine percent of the vocational graduates and 40 percent of the nonvocational graduates judged their educational courses to be closely or somewhat related to their current job, with approximately half of the respondents in each group wishing they had taken more vocational courses while in high school. (This paper includes 31 tables and a copy of the student survey instrument.) (MN)

Descriptors: Academic Achievement; Comparative Analysis; Dropout Research; Educational Attitudes; Educational Benefits; Employment Patterns; Females; Followup Studies; Graduate Surveys; High School Graduates; Influences; Job Satisfaction; Outcomes of Education; Postsecondary Education; Program Content; Questionnaires; Salary Wage Differentials; School Role; Secondary Education; State Surveys; Tables (Data); Teacher Attitudes; Vocational Education; Vocational Education Teachers
Identifiers: Impact Studies; Oregon

*ED 257963 CE041612
Retention of Students in Vocational Programs. A Sourcebook of Strategies for High School Educators.
New Hampshire State Dept. of Education, Concord Div. of Instructional Services.
1985
56 p.; For related document, see CE 041 611.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); BIBLIOGRAPHY (121)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIENOV85

Target Audience: Practitioners
This handbook contains materials to assist high school teachers in increasing enrollment and completion rates in vocational programs preparing students for entry into nontraditional occupations. The first part of the manual outlines practices and activities addressing the following areas: guidance and counseling, special events for students, public relations, direct instruction, communication and the news media, extracurricular activities, use of instructional materials, curriculum, assessment, parent and community involvement, administration and management, and staff development and training. Included in the second section are abstracts of 26 different documents dealing with vocational educators' workshops, parent workshops, bibliographies, simulations, sourcebooks, and research reports covering strategies for promoting nontraditional enrollments. An annotated list of recommended curriculum materials is provided in the third section. (MN)

Descriptors: Abstracts; Classroom Techniques; Community Involvement; Counseling Techniques; Curriculum Development; Dropout Prevention; Educational Media; Educational Practices; (cont. next page)
Needs; Potential Dropouts; Program Improvement; Public Policy; Programs; Dropout Research; High Risk students; Information

Edward L. McD111, Gary Natriello, and Aaron M. Pallas, is also dropouts.

The first appendix lists the guests at the conference, while a conferencees' second provides the agenda, Appendix 3 plots program variables...high school dropout and system-wide dropout rates are articulated; the structure of the school system is outlined; and procedures for dropout accounting are described. Part III lays out the findings in terms of: (1) the annual dropout percentage and projected four-year dropout rates; (2) a comparison of 1983-1984 and 1982-1983 dropout rates; (3) reasons for discharge; (4) a further examination of day high school dropouts; (5) all discharges from New York City schools; and (6) supplementary analyses on dropout rates among older students, the success of a retrieval plan for dropouts, figures for dropouts who re-enroll, and data on adult and continuing education students. Part IV draws together the conclusions. Three appendices present admission and discharge data on adult and alternative high schools; and a history of dropout accounting in New York City. (RDN)

Descriptors: Adult Education; *Dropout Characteristics; *Dropout Prevention; *Dropout Program; *Dropout Rate; Dropout Research; High Schools; Nontraditional Education; *Recordkeeping; Research Methodology; *Student Attitudes; Vocational Education

Identifiers: *New York (New York)

ED257926 UDO24289 The 1983-84 Dropout Report. New York City Board of Education, Brooklyn, N.Y. May 1985 60p.; Prepared by the Analytic Studies Unit. EDRS Price - MF01/PC03 Plus Postage. Language: English Document Type: STATISTICAL MATERIAL (110); PROJECT DESCRIPTION (141)

Geographic Source: U.S.: New York Journal Announcement: RIE0C185 Data on dropout patterns in New York City Public Schools are provided and analyzed in order to identify issues to be addressed and contribute to the establishment of standards and criteria for program development. Part I introduces the key questions to be asked. In Part II, the term dropout is defined according to State Education guidelines; the criteria for gauging high school and system-wide dropout rates are articulated; the structure of the school system is outlined; and procedures for dropout accounting are described. Part III lays out the findings in terms of: (1) the annual dropout percentage and projected four-year dropout rates; (2) a comparison of 1983-1984 and 1982-1983 dropout rates; (3) reasons for discharge; (4) a further examination of day high school dropouts; (5) all discharges from New York City schools; and (6) supplementary analyses on dropout rates among older students, the success of a retrieval plan for dropouts, figures for dropouts who re-enroll, and data on adult and continuing education students. Part IV draws together the conclusions. Three appendices present admission and discharge data on adult and alternative high schools; and a history of dropout accounting in New York City. (RDN)

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Identifiers: *New York (New York)

This evaluation studies three student cohorts (CVAE classes of 1980-81, 1981-82, and 1982-83) to assess CVAE impact on survival rate (students remaining in school) and attendance, academic achievement, citizenship, and market demand for skills developed. Findings indicate that the CVAE students on the whole show positive changes in grade point averages, Iowa Tests of Basic Skills (ITBS) scores, and citizenship marks during the program year. A large percentage of students in classes from 1980 to 1983 have enrolled for the 1983-84 school year. There was no improvement in attendance. Saliability of skills is adequate. Some impact may be lost due to lack of ninth grade follow-up programs. Appendices contain six tables showing average percent attendance; grade point averages for math, English, science, and social studies; and principal comments on the CVAE program. (85)

Descriptors: Achievement Gains; Attendance Patterns; Cohort Analysis; Disadvantaged Youth; Dropout Prevention; Dropout Programs; Grade 8; Low Achievement; Middle Schools; Problem Children; Program Evaluation; School Counseling; School Districts; Secondary Education; State Programs; Student Behavior; Student Motivation; Vocational Education

Identifiers: Coordinated Vocational Academic Education; Fort Worth Independent School District TX

ED257032 CG018302

Raising Standards and Retaining Students: The Impact of the Reform Recommendations on Potential Dropouts

McDill, Edward L.; And Others
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Apr 1985
56p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Grant No.: NIE-G-83-0002
Report No.: CSOS-58
EDRS Price - MF01/PC03 Plus Postage.
Language: English

Document Type: REVIEW LITERATURE (07D); POSITION PAPER (120)
Geographic Source: U.S.; Maryland

Journal Announcement: RIECT85

This paper examines the potential influence of school reform policies on the high school dropout rate. We summarize a diverse set of reports on American education which recommend increasing academic standards in schools as a means for improving secondary school performance. We also describe our understanding of the processes by which youngsters drop out of school. In light of these diverse literatures, we show that raising standards may have both positive and negative consequences for potential dropouts. On the positive side, raising standards may encourage greater student effort and time on schoolwork and thus lead to higher levels of achievement. On the negative side, raising the standards may increase academic stratification within schools and cause more school failure, with no apparent remedies. Because of these
potential negative consequences of raising standards, we assess the literature on intervention programs designed to reduce delinquent behavior and school dropout. We suggest that alterable organizational characteristics of schools can help buffer the potentially negative consequences of raising academic standards for students at risk of dropping out. We conclude by calling for rigorous evaluations of the implementation and measurable effects of school reform efforts, in the context of a "full enrollment model" of program effectiveness. (An 18-page bibliography concludes the paper.) (Authors)

Descriptors: Academic Aspiration; Academic Standards; Dropout Prevention; Dropouts; Educational Change; Educational Quality; High Risk Students; Institutional Characteristics; Literature Reviews; School Effectiveness; Secondary Education; Student Improvement

Identifiers: National Commission on Excellence in Education

ED25664G SC001629

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

The ways in which six developing countries in Asia are dealing with the problem of children dropping out of elementary school are discussed in these essays. One of the persistent problems that has deterred universalization of primary education is the early dropping out of children from schools. Case studies describing the magnitude and causes of dropout and actions being undertaken to prevent dropout are provided for the countries of China, India, Peninsular Malaysia, the Socialist Republic of Viet Nam, Sri Lanka, and Thailand. There is much variation concerning the dropout problem both between and within Asian countries. In general it can be said, however, that countries with high dropout rates also have high repetition rates, inadequate school provision, and problems in the schools. There is an emphasis on the need for the countries to develop and implement policies to deal with the problem. The essays also discuss the extent to which preschool education is available and how it is related to school education. The essays conclude with a discussion of the current situation in the countries and the need for future research.

Descriptors: Case Studies; Comparative Education; Developing Nations; Dropout Characteristics; Dropout Prevention; Dropouts; Educational Development; Educational Needs; Educational Opportunities; Elementary Education; Equal Education; Foreign Countries

ED256902 C0041421
15p.
EDRS Price - MF01/PC01 Plus Postage.

Language: English
Document Type: POSITION PAPER (120)
Geographic Source: United Kingdom; England
Journal Announcement: RIESEP85

The Further Education Unit (FEU) believes that young school leavers should be able to check their achievements against a core of entitlement. Therefore, the FEU is proposing a core curriculum to support the successful transition of the school leaver aged 16 or older to adult life. The core, which is intended to serve as a diagnostic and planning checklist from which individual programs can be constructed, addresses the following areas: adaptability, role transition, physical skills, interpersonal skills; values, communication and numeracy, problem solving, information technology, society, learning skills, health education, creativity, environment, science and technology, and coping. Teachers should incorporate such pupil learning strategies as experiential learning, participation and negotiation, and community involvement into transition programs based on core objectives to encourage pupils to internalize and apply their learning, take responsibility for it, and recognize a variety of experiences as a part of it. Preservice and inservice training that reflect the broadening of the role of teachers to become managers of learning should be reappraised to support the achievement of core aims. Extensive publicity will also be necessary so that practitioners, parents, and industry will accept the new core. (MH)

Descriptors: Articulation (Education); Basic Skills; Behavioral Objectives; Classroom Techniques; College Preparation; Coping; Core Curriculum; Daily Living Skills; Delivery Systems; Developmental Studies Programs; Dropout Programs; Educational Needs; Educational Policy; Foreign Countries; Position Papers; Program Implementation; Publicity; Secondary Education; Transitional Programs

Identifiers: Great Britain

ED256902 C0041421
15p.
EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Language: English
Document Type: POSITION PAPER (120); BOOK (010)
Geographic Source: Thailand
Journal Announcement: RIESEP85

Government: International

The ways in which six developing countries in Asia are dealing with the problem of children dropping out of elementary school are discussed in these essays. One of the persistent problems that has deterred universalization of primary education is the early dropping out of children from schools. Case studies describing the magnitude and causes of dropout and actions being undertaken to prevent dropout are provided for the countries of China, India, Peninsular Malaysia, the Socialist Republic of Viet Nam, Sri Lanka, and Thailand. There is much variation concerning the dropout problem both between and within Asian countries. In general it can be said, however, that countries with high dropout rates also have high repetition rates, inadequate school provision, and problems in the schools. There is an emphasis on the need for the countries to develop and implement policies to deal with the problem. The essays also discuss the extent to which preschool education is available and how it is related to school education. The essays conclude with a discussion of the current situation in the countries and the need for future research.

Descriptors: Case Studies; Comparative Education; Developing Nations; Dropout Characteristics; Dropout Prevention; Dropouts; Educational Development; Educational Needs; Educational Opportunities; Elementary Education; Equal Education; Foreign Countries
The report presents Redlands Christian Migrant Association's (RCMA's) position on Florida's Migrant Education Program. The program, enforced by RCMA, responds both to educational and social needs. The report emphasizes the importance of early intervention and the need for comprehensive support systems to address the needs of migrant children. It highlights the significance of community involvement and the role of policymakers in ensuring effective implementation of the program. The report also discusses the implications of program changes and the need for continuous evaluation to improve educational outcomes for migrant children.
existing student support programs by directing needy students into these programs at an early stage. Administrators, counselors, and aides identify sophomore students who during their junior high school careers were known to have academic, attendance, economic, family, and other problems. Both team teaching and the buddy system approach are employed in assisting these students. Major program components are the Student Identification, Incentive Activities, Orientation, Instructional Core, and Tutoring Projects. Program activities are enhanced by such existing school programs as the Attendance Motivation Program, Chapter 1 teacher and student assistance services, student orientation and government programs, youth services programs, and other v-groing projects sponsored by the Coca-Cola Company. Program evaluation will involve analyses of individual and group attendance patterns and student progress; observations of program procedures and activities by teachers, students, parents, and administrators; review of periodic reports; and feedback from a Program Advisory Council comprised of school system, civic, political, and business representatives. (NQA)

Descriptors: Dropout Prevention; Hispanic Americans; Private Financial Support; Program Evaluation; School Business Relationship; School Community Relationship; Secondary Education; Student Motivation

Identifiers: California (Los Angeles); Coca-Cola Hispanic Education Fund

ED253842 CC018107


Alexander, Karl L.; And Others

Johns Hopkins Univ., Baltimore, Md.; Center for Social Organization of Schools.

Jan 1985

42p.

Grant No.: NIE-0-83-0002

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.: Maryland

Journal Announcement: RIEJUL85

Target Audience: Researchers

Although much has been written about the ineffectiveness of schools in imparting cognitive skills, there is little reliable knowledge by which to judge such claims. While the typical school effectiveness study focuses on variation in educational outcomes between organizational units, there have been few studies which compared "school" and "non-school" populations. The purpose of this paper is to assess the contribution of formal schooling to cognitive development. Using data from the sophomore cohort of the High School and Beyond Project, patterns of cognitive development for graduates and dropouts over a 2-year interval were compared. With the effects of social background, sophomore test performance, and prior academic adjustment controlled, the average difference in cognitive test performance that may be attributable to the effect of staying in school is about one-tenth of a standard deviation. Moreover, dropping out of school has its most severe negative effects upon disadvantaged students. (Author)

Descriptors: Cognitive Development; Comparative Analysis; Dropout Research; High School Students; Outcomes of Education; Performance Factors; school Role; Secondary Education

Identifiers: Impact Studies

ED253744 CE040757

Job Corps Amendments of 1984. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, Second Session on S. 211, to Amend Part II of Title IV of the Job Training Partnership Act, to Strengthen the Job Corps Program.

Congress of the U.S., Washington, D.C.; Senate Committee on Labor and Human Resources.

8 Feb 1984

175p.; Document contains small type, government publication

Report No.: S-Hrg-98-1153

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: LEGAL MATERIAL (050)

Geographic Source: U.S.: District of Columbia

Journal Announcement: RIEJUL85

Government: Federal

This Congressional report contains testimony pertaining to strengthening the Job Corps Program. The primary focus of the hearing was on the adequacy and future potential of the Job Corps' programs, facilities, and equipment, as well as the adequacy of the Department of Labor's budget and personnel resources to achieve the Job Corps' goals. Included among the persons providing testimony at the hearing were representatives of the following agencies and organizations: Teledyne Economic Development Company; Management and Training Corporation; the National Football League Players Association; Minact, Inc., and the Singer Company. A Job Corps vocational review and a memorandum from Peter E. Reil, the director of the Office of the Job Corps, concerning establishment of performance standards for the Job Corps are also provided in the text of the hearings. Statements were also presented by Patrick J. O'Keefe, of the U.S. Department of Labor, and by Jennings Randolph, a U.S. Senator from West Virginia. (WH)

Descriptors: Cooperative Planning; Cooperative Programs; Disenfranchised Youth; Dropout Program; Economically Disadvantaged; Educational Cooperation; Educational Equipment; Educational Facilities; Educational Legislation; Educational Needs; Educational Objectives; Evaluation Criteria; Federal Legislation; Financial Needs; Financial Support; Job Training (cont. next page)
ED253595 CED40555
World of Work--Education and Jobs. Kit No. WW-705.
W. O. Miller, L. Killingsworth, Linda
South Carolina State Dept. of Education, Columbia Office of
Vocational Education.
1984
17p.; For an earlier version of this document, see ED 169 328. For other related documents, see CE D40 551-566.
Grant No.: SC-505B-76-1-211-0330
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; South Carolina
Journal Announcement: RIEJUL85
Government: State
Target Audience: Teachers; Practitioners
This instructor's manual contains activities for teaching students about the benefits derived from completing high school, sources of training for occupations, and information on finding job openings and on working part-time and full-time. It is designed for use in five periods in classes in prevocational education in South Carolina. The guide describes the activities, sets goals for student attainment, provides instructional objectives to meet the goals, and then gives directions for implementing the activities (including materials and resources required, class preparation, and class presentation). The guide also contains a student worksheet and eight transparency masters for duplication. (KC)
Descriptors: Behavioral Objectives; Career Choice; Classroom Techniques; Decision Making Skills; *Dropout Prevention; Education Work Relationship; Employment; *Job Search Methods; Job Training; *Learning Activities; Occupational Information; Part Time Employment; *Prevocational Education; Secondary Education; State Curriculum Guides; Teaching Methods; Transparencies; Vocational Education
Identifiers: South Carolina

ED251577 UDD2357D
New York City Board of Education, N.Y.
[1984]
28p.; Parts of tables may not reproduce well due to small and light print; For a related document, see UD D23 971.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: STATISTICAL MATERIAL (11D); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New York
Journal Announcement: RIEAPP85
Seventeen tables of statistical data on students in New York City Public Schools are provided for the years 1970-81. The data are briefly discussed under seven categories. (1) Enrollment: from 1971-72 to 1981-82, enrollment in the public school system declined by 19.5%, most of the decline being in elementary school enrollments. A considerable decline in intermediate/junior high and high schools began in the mid-1970's, however. (2) Pupil ethnicity: Whites, the largest... (cont. next page)
group of students in 1970, were the third largest by 1981. Blacks became the largest group in 1972. Hispanics became the second largest group in 1972. As a result of this trend, the national average, and the problem of job-hunting skills and encourages them to explore new interests; and

(2) the Stay-in-School Program would offer training, support services, and work opportunities to economically disadvantaged youths who are still in high school or have dropped out. Chapter IV briefly outlines the general principles upon which this model's delivery system options were based. The document ends with a short discussion of principles for a national community service and youth employment policy, and with a list of organizational and individual endorsements.

Descriptors: Career Education; Community Development; Community Services; Disadvantaged Youth; Dropouts: Education Work Relationship; Employment Programs; Government Role; High Schools; High School Students; Models; Public Policy; School Business Relationship: Work Experience Programs; Young Adults; Youth Employment.


The final report of a Florida Grand Jury investigation of the school dropout situation in Dade County is presented in this document. Information contained in the report was drawn from a questionnaire administered to 264 dropouts and potential dropouts, and the testimony of 20 expert witnesses. In Sections I and II, introductory and background material are presented. In Section III, the following topics are discussed: the dropout rate, overall and for Hispanic, Black, and nonHispanic white students; dropout characteristics; and what happens to dropouts after they leave school. In Sections IV through VI, the question of why dropouts leave is addressed in terms of the school, the neighborhood, and the home. The relationship between academic performance and delinquency is explored briefly in Section VII. The schools in Dade County that are successful, the issue of school effectiveness, and some of Dade County's past and present efforts to bring about improvement are examined. A summary of findings and a list of recommendations are presented in the concluding section. (CMG) Descriptors: Dropout Prevention; Dropout Rate; High Schools; Hispanic Americans; Influence; School Effectiveness; White Students.

Identifiers: Florida (Dade County)
The goal of the Indian Education Act Project (IEAP) is to increase and extend the education of American Indian youths so they can better cope with a highly technological society. Statistics have indicated drop-out rates of 40 to 50 percent among American Indians, a primary factor giving rise to the urgent need for supplemental educational services to American Indian students attending public school systems. The project designed an implemented a comprehensive program to reduce attrition and to increase student attendance and achievement. The project provided a variety of activities and services (e.g., tutoring, student and parent counseling, economic support, cultural and career education) for American Indian students. The project staff also involved the American Indian community. District statistical data compiled over the last five years continue to be encouraging, showing a decline in attrition while also showing increases in attendance and achievement among American Indian students. While the educational circumstances of the American Indian students in Portland appear to be improving, federal support for this effort appears to be decreasing at a more rapid rate than the problems IEAP is trying to solve. Sufficient funding is a concern that must be reconciled in the near future.

Descriptors: *Academic Achievement; *American Indian Education; *Attendance Patterns; *Basic Skills; *Cultural Education; *Dropout Prevention; *Dropout Rate; *Elementary Secondary Education; *Parent Participation; *Program Evaluation; *Urban American Indians; *Indian Education Act 1972 Title IV; *Portland School District OR

ED294903 EA017153
Participation and Equity in Australian Schools. The Goal of Full Secondary Education.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: POSITION PAPER (120): PROJECT DESCRIPTION

Geographic Source: Australia; Australian Capital Territory
Journal Announcement: RIEAR85
Target Audience: Policymakers
This report analyzes the Participation and Equity Program's two objectives of reducing significantly the number of
Australian students prematurely leaving full-time education and of fostering more equal education, and discusses strategies for achieving these objectives. Following a statement by the Minister of Education and Youth Affairs and an introduction, chapters are devoted to the following: state and commonwealth initiatives, selected statistics on participation and retention and participation and equity, basic principles and objectives of the Participation and Equity Program, proposed areas for action, operation of the program, administrative arrangements, and recommendations. A directory of School Commission offices in each state capital concludes the report. (Author/DCS)

Descriptors: Academic Persistence; Access to Education; Dropout Prevention; Dropout Rate; Educational Opportunities; Equal Education; Nondiscriminatory Education; Objectives; Program Administration; Program Content; Program Development; Programs; School Holding Power; School Statistics; Secondary Education

Identifiers: *Australia; Commonwealth Schools Commission; Participation and Equity Program

ED249444 CG017764


Sponsoring Agency: Carrier Foundation, Belle Mead, N.J.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEMAR85

Target Audience: Researchers

Treatment attrition is a major problem for programs treating adolescent substance abusers. To isolate and cross-validate factors which are predictive of addiction treatment attrition among adolescent substance abusers, screening interview and diagnostic variables from 119 adolescent in-patients were submitted to a discriminant equation analysis. The results showed that the equation was able to successfully predict program completion/non-completion for 82 percent of the derivation sample. The variables which distinguished the two groups were a diagnosis of affective disorder, two or more previous psychiatric treatments, a history of family pathology, and minimal (or no) family involvement in the patient's treatment. Use of this formula on a second cross-validation sample (N=45) yielded a hit rate of 76 percent. These findings support the use of the discriminant equation analysis model, and suggest that treatment dropouts can be identified even among high risk groups such as adolescents in substance abuse treatment. (BL)

Descriptors: *Adolescents; *Dropout Characteristics; Dropout Rate; Dropout Research; *Drug Rehabilitation; Institutionalized Persons; *Prediction; *Predictor Variables; Secondary Education

ED248607 EA017145

Addressing Teenage Pregnancy and Parenthood. Greene, Brenda Z.

National School Boards Association, Washington, DC.

Educational Policies Service.


EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: SERIAL (022); PROJECT DESCRIPTION (141);

LEGAL MATERIAL (090)

Geographic Source: U.S.; District of Columbia

Journal Announcement: S3EFE85

(cont. next page)
Target Audience: Policymakers

The theme article of this issue, "Addressing Teenage Pregnancy and Parenthood" by Brenda Greene, explains that parents recognize the same parent and those who are already parents have the same legal rights to public education as do all other students. To meet this responsibility and to lower dropout rates, schools need to make educational changes in schools available to these students. Characteristics of successful programs are presented. Janet Horton in "A Dilemma for School Boards: Employees Who Are Unwed Parents," summarizes court decisions holding that school systems cannot dismiss an unwed parent based on the assumption of immorality because the individual is seen as an unfit role model for students. The first of the remaining two short articles informs school systems that legally, pregnancy and childbirth are considered medically related problems and qualify for sick and disability leave. However, parenting does not, and the option to take unpaid child care leave must be available to men if it is available to women. The last article advises that the authorization of all televised school events and the approval of program content, commercials, and commentators can give school systems control over what and how school events are televised. (MLF) Descriptors: Board of Education Policy; *Dismissal (Personnel); *Dropout Prevention: Dropout Programs; Family Life Education; *Leaves of Absence: Parenthood Education; Parenting Skills; *Pregnant Students; *Program Development; Secondary Education: Student Rights; *Unwed Mothers.

ED247455 CEG039553
Youth Studies: Abstracts. Vol. 3, No. 3, Part 2. Australian National Univ., Canberra. National Clearinghouse for Youth Studies. 70p.; For related documents, see ED 240 306-307, ED 244 079-080, AND CE 039 552-554. Document contains small print. EDRS Price - MF01 Plus Postage. PC Not Available from EDRS. Language: English Document Type: SERIAL (022): BIBLIOGRAPHY (131): RESEARCH REPORT (143) Geographic Source: Australia; Australian Capital Territory Journal Announcement: RIESANS The compilation of 47 abstracts of materials--papers, studies, reports, reviews--and citations to 46 periodicals is the second of two parts. This part contains abstracts in one category: programs (proposals, reports, evaluations). Abstracts are arranged in clusters according to prime subject matter. The topics covered, listed at the front of the booklet, are as follows: aborigines, apprenticeship bibliography, disabilities, education, employment/labor markets, evaluation, family, girls/women, migrants, programs, rural schools/schooling, school students, school leavers, social change, social welfare, TAFE, technological change, unemployment, youth, and youth workers. Each citation provides some or all of the following: author(s); classification number; place, institution, and date; pagination; and abstract. The section on periodicals lists them by state, territory, or foreign country (arranged alphabetically) with some or all of this information: title, source, volume and/or number, date, pagination, and articles of interest or an annotation. (YLB) Descriptors: Abstracts; Dropout Research; *Dropouts; Educational Research; Education Work Relationship; Family (Sociocultural); *Females; Foreign Countries; Job Training: Labor Market; Migrants; Part Time Employment; *Predictive; Postsecondary Education; Research; Research Projects; Research Reports; Secondary Education; *Unemployment; *Vocational Education; Work Attitudes; *Youth Employment Identifiers: *Australia
The Lasting Impact of the Direct Instruction Follow Through Program: Preliminary Findings of a Longitudinal Study of 1500 Students

Gersten, Russell; And Others

Apri 1984


EDRS Price - MFDI/PCD2 Plus Postage.
Language: English

003751
likely to drop out if they were impacted only. Anglo/Others dropped out least when reassigned. When the gross percentages were controlled for grade point average, grade and discipline results were different for some of the groups. Either way, however, the results indicate clearly that desegregation had a negative effect on the holding power of the school district for non-Anglos (AHG). Descriptors: Black Students; Comparative Analysis; Desegregation Effects; Dropout Rate; High Schools; Hispanic Americans; Racial Differences; School Holding Power; Sex Differences; White Students

Identifiers: Austin Independent School District TX

ED246235 CE03254

Indicators of Effective Programming for School to Work Transition Skills among Dropouts.

Batsche, Catherine; And Others

Illinois State Univ., Normal.

Jun 1984

20p.


EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEDEC84

This study examines characteristics of programs in which students were enrolled to determine which activities were most effective in dealing with dropouts. The study attempted to use program components that have previously been associated with retentive capacity. Seventy-six exemplary programs for dropouts were selected to participate in the study. Directors of the 76 programs were mailed a survey that included a list of 18 program descriptors that they were asked to rank in order of importance for dropout prevention program success. Surveys were returned from 44 of the 76 programs, and represented 26,052 dropout students. The four program descriptors that were ranked as the most effective in working with dropouts were self-concept development, work attitudes/habits, interpersonal/life skills, and motivation. The four program descriptors that were ranked as the least necessary were interagency cooperation, job development, staff upgrading, and community service. The teaching factors considered to be extremely important to retaining dropouts reflected those skills that are part of fundamental classroom management: strategies are established and clearly communicated, and performance standards are clearly communicated. Respondents also indicated that it was extremely important that the teacher was considered approachable. In addition, respondents rated counseling services as important. Based on the results of this survey, recommendations were made for improving dropout prevention programs. (KC)

Descriptors: Demonstration Programs; Dropout Prevention; Dropout Programs; Dropout Research; Dropouts; Outcomes of

Education; Program Attitudes; Program Effectiveness; Program Implementation; Program Improvement; Secondary Education

ED246077 TMS10248

Behavioral Outcomes of an Alternative Program for Junior High School Students at Risk of Dropping Out.

Griffin, Edward; And Others

Louisiana State Dept of Education, Baton Rouge.

27 Apr 1984


EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Louisiana

Journal Announcement: RIENOV84

Government: State

Target Audience: Researchers

The study examines the relationship between success upon leaving an alternative school program and immediate measures of program effect. The strength of the relationship was used to determine the degree to which the program affects its long term goals of preparing students for future academic or vocational success. Student success was defined as behavior reflecting adequate academic skills and attitudes toward education. the study was measured by ranking three outcomes in descending order: return to formal education; securing employment or a general educational development (GED) diploma; not returning to school, not working, or not pursuing the GED. The immediate measures of program effect were reading achievement, mathematics achievement, absenteeism rate, disciplinary referral rate, change in absenteeism of disciplinary referral rates, and attitude toward school. Students assessed were between the ages of 13 and 20 who had participated in an alternative school program stressing small group instruction and vocational/prevocational training. The regression model accounted for 25 percent of the variance in student outcomes. Age, mathematics achievement, and absenteeism rate were the only variables which had a probability level of less than .05. The relationship was positive for mathematics achievement and negative for age and absenteeism. (Author/OWH)

Descriptors: Basic Skills; Behavior Modification; Dropout Prevention; Dropout Programs; Dropouts; Junior High Schools; Mathematics Achievement; Nontraditional Education; Program Evaluation; School Attitudes; Student Attitudes

Identifiers: Acadiana Consortium: Louisiana
Washington Office of the State Superintendent of Public Instruction, Olympia, 1984
24p.; For related document, see RC 014 825.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New York
Document Type: EVALUATIVE REPORT (142)
Language: English
Questionnaire responses from 55 of 72 Washington school districts with significant Indian populations provided quantitative data about 13,522 American Indian students in grades K-12 in 1981-82. Results showed that 11.3% transferred to or from the districts during the year. Results also showed that American Indian students were at the expected grade level for their age and had not been retained scholastically. No attendance patterns emerged for specific grades, but attendance levels in high school were significantly lower than for earlier years. Results showed a downward trend in reading and mathematics achievement scores, which fell from above average in grade 1 to well below average in grade 12, with a large drop after grade 9. American Indian students used personal counselors increasingly throughout their school years, with an elementary school peak in grade 2 and another around grade 7. However, they decreased their use of tutoring over the years, with a high in grades 7 and 8. American Indian students dropped out of school for various reasons, including withdrawal by parents, expulsion, legal detention, and illness. The reasons for 51% of the dropouts was unknown. American Indian children had a lower dropout rate than the general population. Results should be interpreted carefully.

Descriptors: Academic Achievement; American Indian Education; Attendance Patterns; Dropout Research; Dropouts; Elementary Secondary Education; School Counseling; School Holding Power; State Surveys; Student Placement; Tutoring
Identifiers: Washington

Frieden, Grace Ibanez; Schulman, Robert
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Mar 1984
75p.; Published by the O.E.E. Bilingual Education Evaluation Unit; For related documents, see ED 215 069 and ED 234 126.
Sponsoring Agency: Department of Education, Washington, DC.
Grant No.: G008006387
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; New York

ED2450047
UD023636
Frieden, Grace Ibanez; Schulman, Robert
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Mar 1984
75p.; Published by the O.E.E. Bilingual Education Evaluation Unit; For related documents, see ED 215 069 and ED 234 126.
Sponsoring Agency: Department of Education, Washington, DC.
Grant No.: G008006387
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; New York

Journal Announcement: RIEDCT84
Project RESCATE, in its third and final year of funding, provided instruction in English as a Second Language (ESL) and native language skills, as well as bilingual instruction in science, mathematics, and social studies, to 185 Spanish-speaking students of limited English proficiency (LEP) at John Jay High School in Brooklyn, New York. In addition, ESL instruction was provided to 20 Haitian, 20 East Asian, 3 Middle Eastern and 2 Italian LEP students. The overall program goal was dropout prevention. To this end, staff worked with students and their parents, offering a variety of supportive services including individual and group guidance, career orientation, home visits to reduce truancy, tutoring, and an alternative school for students unable to function in the mainstream. The program was supported by a combination of Title VII, Chapter I, and tax-levy funds. Students were assessed in English language development, native language mastery, and in mathematics, social studies, science, and business and vocational studies. Quantitative analysis of achievement data indicated generally significant academic gains; in addition, the attendance rate among program students was significantly higher than that of the general school population. The following changes were identified as having occurred in the three-year funding period: (1) the return of monolingual English speakers to mainstream classes; (2) extension of ESL instruction; (3) incorporation of a remedial mathematics course; (4) strengthening of local business ties to locate employment for program students; and (5) maintenance of a family language program. The evaluation also identified areas where efforts were less successful: (1) documenting non-Hispanic participation; (2) increasing staff development in policy planning; (3) expanding tutorial services; (4) assessing curriculum needs; and (5) identifying materials available from outside sources. (Author/GC)

Descriptors: Achievement Gains; Asian Americans; Bilingual Education Programs; Dropout Prevention; English (Second Language); Haitian; High Schools; Limited English Speaking; Native Language Instruction; Program Effectiveness; Spanish Speaking
Identifiers: New York (Brooklyn); Project RESCATE NY

ED245007
UD023636
Nicolaids, Mary; Sica, Michael
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Feb 1984
75p.; Published by the O.E.E. Bilingual Education Evaluation Unit; Parts of the appendices are marginally legible.
Sponsoring Agency: Department of Education, Washington, DC.
Grant No.: G008202691
EDRS Price - MF01/PC04 Plus Postage.
Language: English

(cont. next page)
The major goal of Project SPEED (at Fort Hamilton High School, Brooklyn, New York) was dropout prevention. In its first year of operation, 1982-83, the project provided English as a Second Language (ESL) instruction, bilingual instruction in basic skills required for graduation, and guidance services to approximately 300 limited English proficient (LEP) students in grades 9-12 who were regarded as high risks for dropping out. The students, mostly recent immigrants, were 65 percent Spanish speaking, 20 percent Chinese speaking, and 15 percent Arabic speaking. 20 percent Chinese speaking, and 15 percent Arabic speaking. The project's individualized approach was based on three models, each having a specific goal and curricular emphasis: Model I aimed at dropout prevention, particularly for 9th and 10th graders; Model II aimed at truants whose likelihood of staying in school is minimal; and Model III aimed at retaining LEP students older than 18.

Evaluation of the project, however, showed that it was impossible to examine these models as such because the counseling, educational, and vocational guidance components that were to differentiate them had not been formally implemented. In terms of student achievement, quantitative analysis indicated the following: (1) attainment of English language objectives was mixed; (2) objectives in content area courses were attained overall; (3) 75 percent of students taking the High School Equivalency Exam passed; and (4) the program attendance rate was significantly greater than the general attendance rate. In addition, curricular materials were being developed and adapted in the three native languages, and staff participated in meetings, workshops, and university courses. Finally, parent participation was minimal.

Descriptors: Achievement Gains; Arabs; Attendance; Bilingual Education Programs; Chinese Americans; Curriculum Development; Dropout Prevention; English (Second Language); High Risk Persons; High Schools; Hispanic Americans; Limited English Speaking; Parent Participation; Program Effectiveness; Program Evaluation; School Holding Power; Staff Development

Identifiers: New York (Brooklyn); Project SPEED NY

ED340278 CE030308
EDRS Price: MF01/PC03 Plus Postage
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; West Virginia
Journal Announcement: RIEJUL84

This guide presents methods for evaluating the success of dropout prevention programs, while the fifth section consists of the results of a survey of low-cost dropout prevention activities. The fourth section presents methods of also including other dropout prevention programs.

Dropout rates, their characteristics, and ways to retain potential dropouts in high school. A pretest and answer key precede the text of the report. The first section presents an overview of the dropout problem and its consequences, such as the dropout's greater level of unemployment and lower earnings. In the second section, factors affecting attendance and enrollment are listed, and teachers are given methods for identifying potential dropouts. Checklists of characteristics and worksheets are provided for teachers to identify high-risk students. There is a report summary on dropouts in West Virginia, 1981-1982. The third section contains suggestions for preventing students from dropping out, such as tutoring, counseling, work-related schemes, alternative education, parent involvement, student-centered approaches, and other low-cost dropout prevention activities.