

**Dropout Prevention Update**  
**July 1, 2001- Volume 1- No.1**  
**National Dropout Prevention Center/Network**

Welcome to our first issue of the Dropout Prevention Update! This forum provides you with useful information in a concise and simple format. You'll find current issues regarding policy, effective strategies, resources, tools and more. The Update augments the other ways our National Dropout Prevention Center/Network provides information and facilitates networking. Just click on any item in the table of contents to access the information of greatest interest to you or scroll through...the Update is short and loaded with hotlinks to all the details. Since this is our first issue, we ask that you notify us at [ndpc@clermson.edu](mailto:ndpc@clermson.edu) if you have any problems viewing the document, or if you have any suggestions for how we can improve the format for future issues.

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**Top Stories**

According to an Education Week article, The Dropout Dilemma, Dropout numbers are notoriously unreliable. States, school districts, and federal researchers may all use different methods and different definitions to tally up how many students have dropped out of school.

<http://www.edweek.com/ew/ewstory.cfm?slug=21dropout.h20&keywords=Dropout>

The 13th Annual National Dropout Prevention Network Conference, "Discover the Magic", is now accepting registrations. Orlando will host this exciting event scheduled for October 28-31, 2001.

<http://www.dropoutprevention.org/2levelpages/ProfessionalDevelopment/4lvlConference/13thnetconf.htm>

Lynn Olson has written the second in a series for Education Week, "A Quiet Crisis" about the nationwide drive for more rigorous academic standards and tests. The crisis? A large proportion of students who are already in high school are not yet doing high-school-level work.

<http://www.edweek.org/ew/ewstory.cfm?slug=31catchup.h20>

**Funding Sources**

U.S. Department of Education: Dropout Prevention Demonstration Program, (Federal Register: May 22, 2001, [CFDA #84.215W]). Ten to 15 awards ranging from \$200,000 to \$500,000. To strengthen and expand dropout prevention demonstration projects that combine, in a coherent fashion, strategies that have been demonstrated to be effective in (1) assisting students at risk of dropping out to remain in and graduate from high school and (2) raising standards and expectations for these students. Eligible applicants are state

education agencies and local education agencies.

<http://www.ed.gov/legislation/FedRegister/announcements/>

Title X of the Elementary and Secondary Education Act (ESEA). The U.S. Department of Education will award \$2 million in grants for the development of school-community partnerships designed to improve educational performance. Ten grants under the Cultural Partnerships for At-Risk Children and Youth Program will be awarded to educational agencies or schools in which 75 percent or more students are from low-income families. The maximum grant amount is \$250,000. The deadline for applications is July 27. For complete details, contact Madeline E. Baggett at 202-260-2502.

<http://ed.gov/GrantApps/#84.351-B>

Office of Elementary and Secondary Education; Reading Excellence Program; Notice Inviting Applications for new awards for fiscal year (FY) 2001, CFDA No. 84.338

[OESE] <http://www.ed.gov/legislation/FedRegister/announcements/2001-1/032901h.html>

Indian Education Formula Grants to Local Educational Agencies, Notice inviting applications for new and continuation awards for fiscal year (FY) 2001, CFDA 84.060A [OESE] <http://www.ed.gov/legislation/FedRegister/announcements/2001-1/032301b.html>

The Office of Educational Research and Improvement (OERI) is funding proposals to eligible telecommunications partnerships to encourage improved instruction in mathematics, science, foreign language, literacy skills, vocational education, and other subjects, and to serve underserved populations through the development, construction, and acquisition of telecommunications facilities, equipment, and instructional programming.

<http://web99.ed.gov/GTEP/Program2.nsf/a5b8d6c38fdd4ca08525644400514f2c/f2a53c82c7d299f9852563bc00540492?OpenDocument>

### **Policy Updates**

The National Student Dropout Prevention and Recovery Act known as H.R. 620 has recently been introduced in the House of Representatives by Rep. Shelley Berkley (D-NV) {To read the act just click on this link and type in H. R. 620}.

<http://thomas.loc.gov/home/thomas.html>

Georgia Governor Calls for End To 'Social Promotion' of Students

<http://www.edweek.com/ew/ewstory.cfm?slug=22sos.h20&keywords=Dropout>

Governor Ridge Wants 'Supervouchers' in Pennsylvania

<http://www.edweek.com/ew/1999/28pa.h18>

For a good look at the differences between the Clinton administration and the Bush administration and how these educational initiatives will effect policy read "Continuity and Change in Federal Policy" by Anne C. Lewis published in Kappan.

<http://www.pdkintl.org/kappan/klew0102.htm>

## **Effective Strategies**

High School, With a College Twist

<http://www.edweek.com/ew/ewstory.cfm?slug=26middle.h20&keywords=Dropout>

Read noted author David Elkind's caveats for early childhood education in "Much Too Early." <http://www.edmatters.org/20012/8elkind.html>

Find out why service learning is good dropout prevention. Read this interview from GuidanceChannel.com. <http://www.guidancechannel.com/detail.asp?index=433&cat=2>

## **Resources & Tools**

Strategies to Help Solve Our School Dropout Problem by Franklin Schargel and Jay Smink. Research conducted by The National Dropout Prevention Center based at Clemson University has identified 15 strategies that schools can adopt to reduce the number of dropouts. Published by Eye on Education.

[http://raq1.savvycommerce.com/Merchant2/merchant.mv?Screen=PROD&Store\\_Code=t104&Product\\_Code=1-930556-14-4](http://raq1.savvycommerce.com/Merchant2/merchant.mv?Screen=PROD&Store_Code=t104&Product_Code=1-930556-14-4)

Why Students Drop Out of School and What Can be Done by Russell W. Rumberger, University of California, Santa Barbara, December 2000. This paper reviews the theoretical and empirical research that attempts to explain why students drop out of school based on two different conceptual frameworks that are both useful and necessary to understand this complex phenomenon.

<http://www.law.harvard.edu/civilrights/publications/dropout/rumberger.html>

Are you one of the tens of thousands of educators utilizing block scheduling? With *Improving Teaching in the High School Block Period*, you can learn how to adjust and improve your teaching skills in the block period. The book contains help on innovative and complex uses of time within the period, structural innovations in programs and using an instructional coach to improve teaching and learning in block periods. Published by Scarecrow Education.

As part of a Dissemination Grant from the Corporation for National Service, the National Dropout Prevention Center has assembled 22 of its *Linking Learning With Life* series books in sets appropriate for preservice teacher education as well as for masters courses in teacher education. Included in the set is a new publication, "Tips for Use in Teacher Education" which provides ideas for using these publications in your teacher education courses. Sets of books have been disseminated nationally to over 800 teacher education programs.

Normally, each of the guidebooks sells for \$6.00 (see our web site [www.dropoutprevention.org](http://www.dropoutprevention.org) and look under Bookstore). However, this grant allows us to provide a full set of the 22 books for just \$45.00. If you are interested in obtaining a set of the books at the special price of \$45, please contact the National Dropout Prevention

Center at [ndpc@clermson.edu](mailto:ndpc@clermson.edu). There are limited numbers left, and we will take orders on a first come, first served basis.

**Feedback**

Let us hear from you! Submit an item for next month's Dropout Prevention Update. Is the Update helpful to you? What would you like to know? Write us at [ndpc@clermson.edu](mailto:ndpc@clermson.edu).