

Dropout Prevention Update
June 1, 2002- Volume 1- No. 12
National Dropout Prevention Center/Network

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Deadline for Crystal Star Award nominations has been extended until June 30, 2002.

Top Stories

As test-based grade retention policies leave more over-age students in the middle grades, more students are dropping out from Boston's middle schools, according to data compiled by retention/dropout expert Anne Wheelock. Middle grades dropouts quadrupled from 1996 to 2000, and the number of African American students who dropped out doubled in one year alone. <http://www.fairtest.org/care/boston%20dropouts.html>

In spite of their concerns about national security and the economy, American voters continue to list education and school funding among their top priorities.
<http://www.edweek.org/ew/newstory.cfm?slug=32PEN.h21>

Funding Sources

Teacher Quality Enhancement Grants provide grants to States to promote improvements in the quality of new teachers with the ultimate goal of increasing student achievement in the nation's pre-K-12 classrooms. Deadline: July 1, 2002.
<http://www.ed.gov/legislation/FedRegister/announcements/2002-2/050102f.html>

The Migrant Education Even Start (MEES) program is designed to help break the cycle of poverty & improve the literacy of participating migratory families by integrating early childhood education, adult literacy or adult basic education (including English language training, as appropriate), & parenting education into a unified family literacy program. Deadline: July 5, 2002.
<http://www.ed.gov/legislation/FedRegister/announcements/2002-2/052002b.html>

Grants are available for mentoring programs that provide assistance to promote mentoring programs for children with greatest need. Deadline: July 2, 2002.
<http://www.ed.gov/legislation/FedRegister/announcements/2002-2/052402c.html>

Applications are now available for the Department of Education's Parental Assistance Centers program. Deadline: June 27, 2002. http://www.ed.gov/offices/OESE/goals/84.310A_2002.pdf

Policy Updates

A 37-year-old lawsuit that became one of the landmarks of the desegregation era reached a quiet conclusion with a one-sentence order from the U.S. Supreme Court.
<http://www.you-click.net/GoNow/a15864a57018a92915319a11>

For many in the mostly African-American, working-class community of Roosevelt, N.Y., an impending state takeover of schools signals an ominous blow to local control, and has come to symbolize the historical neglect of predominantly black districts.
<http://www.you-click.net/GoNow/a15864a58321a92915319a7>

Effective Strategies

Early Childhood

The transition to formal schooling is a landmark event for millions of children, families, and educators. This 4-page policy brief outlines key issues in preparing children for formal schooling, examines current practices, and makes policy recommendations.
<http://www.fpg.unc.edu/~ncedl/PAGES/prdcts.htm#BriefsAnchor>

A new study finds that better caregiver training and lower staff-child ratios in childcare settings lead to improvements in children's cognitive skills and social competence.

<http://www.gse.harvard.edu/news/features/mccartney05052002.html>

A booklet for parents of newborns and a guide for preschool teachers & child care providers is available at <http://www.ed.gov/offices/OESE/earlychildhood>

Instructional Technologies

Teacher Listservs are a great way to collaborate.

http://www.educationworld.com/a_issues/issues305.shtml

Instructional technology specialist Laurie B. Dias provides a workable road map for technology integration. <http://www.iste.org/L&L/archive/vol27/no3/features/dias/index.html>

A report on eLearning raises many policy questions

<http://www.eschoolnews.com/news/showStory.cfm?ArticleID=3719>

Out-of-School Experiences

The Forum for Youth Investment's recent report *Moving an Out-of-School Agenda* looks at common challenges cities face "as they attempt to saturate their neighborhoods with high-quality supports and opportunities for learning and development.

<http://www.forumforyouthinvestment.org/grasp/graspexecsumm.pdf>

An advocacy group is calling for more supervised after-school programs after a report revealed about half of all elementary schoolchildren say they care for themselves before or after school because their parents work. http://www.freep.com/news/statewire/sw55931_20020516.htm

Professional Development

Four Important Lessons About Teacher Professional Development, a report from the Center for Prevention Research & Development, stresses the importance of professional development at the middle school level. [http://www.cprd.uiuc.edu/schools/MSJ%20article%20\(May%2002\).pdf](http://www.cprd.uiuc.edu/schools/MSJ%20article%20(May%2002).pdf)

Mike Schmoker describes ways that teachers and staff development specialists can improve student achievement, despite demographic disadvantages and a history of low achievement.

<http://www.nsdcr.org/library/jsd/schmoker232.html>

Resources & Tools

The NCES publication, *Public School Student, Staff, and Graduate Counts by State, School Year 2000-01*, provides data on the number of students enrolled in elementary and secondary public schools in 2000-01 by grade and race/ethnicity.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002348>

The National Association of School Psychologists (NASP) has created an electronic *Success in School/Skills for Life Online Resource Kit*. The *Kit* is free and has fact sheets on a variety of learning and developmental issues. Many handouts are available in English and Spanish.

<http://www.naspcenter.org/resourcekit>

This newsletter from the Annenberg Institute for School Reform shares a variety of ideas on building district capacity and assessing school district central offices.

http://www.schoolcommunities.org/SCTW_newsletter_v2_n1.html

Feedback

We appreciate comments from our readers. Please contact us at ndpc@clermson.edu Sources: ED Week, EdInfo, eSn School Technology Alert, Middle Web, NASSP Bulletin, NCES, NCPI Update, PEN Weekly NewsBlast, RFP Bulletin, School Administrator Network