Dropout Prevention Update
September 1, 2002- Volume 2- No. 3
National Dropout Prevention Center/Network

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Top Stories
Ever wonder when and where the term dropout was first used*? The Oxford English Dictionary*
attributes the first use of "drop-out" to the *Saturday Evening Post*, March 1, 1930.

The U.S. Department of Education has selected a group of research organizations to build and
maintain a "What Works Clearinghouse," that will help education decisionmakers identify high-
quality research on various programs, practices, and products used in teaching
http://www.ed.gov/PressReleases/08-2002/08072002a.html

Dropout rates are expected to increase for at-risk students as a result of exit tests.
http://www.washingtonpost.com/wp-dyn/articles/A14651-2002Aug13.html

September 11, 2001 was a defining moment in American history. In accordance with its mission
to contribute to the interdisciplinary study of contemporary issues, The Clarke Center is pleased
to sponsor the "Teaching 9-11" web site. http://www.teaching9-11.org/

Funding Sources
PG&E National Energy Group is now accepting applications for its annual Environmental
Education Grant Program. Grants ranging from $5,000 to $10,000 will be awarded for innovative
programs that encourage and support educating young people about the environment. Deadline:
September 30, 2002. http://www.neg.pge.com/grantProgram.html

The Schools for a New Millennium program offers K-12 educators an opportunity to improve the
teaching of a humanities subject throughout their entire school using new technology. Deadline:
October 1, 2002. http://www.neh.gov/grants/guidelines/milschools.html

Policy Updates
A new report by the Forum for Youth Investment highlights work states are doing to create state
youth policy frameworks, and undertake nine critical tasks to better coordinate and align state
youth policies. http://www.forumforyouthinvestment.org/issues/policyresources.htm

William L. Bainbridge calls federal leaders to enact proper public policy to provide economic
opportunity for families, healthcare for all children, and parenting education for young mothers
and fathers to ensure that "no child will be left behind."
http://www.technos.net/tq_11/2bainbridge.htm

Effective Strategies
Community Collaboration
This information brief outlines research on the public engagement in schools, barriers to citizen
involvement, and effective strategies for increasing public engagement.
http://www.ascd.org/frameinfobrief.html

Anne Lewis's report, *Waking a sleeping giant*, examines Louisville Community Accountability
Team's efforts to hold their school system accountable for the quality of middle grades education.
http://www.emcf.org/pdf/student_catreport.pdf

Early Childhood
Census data on pre-K enrollment in 2000 show nearly two-thirds of 3 and 4 year olds attended some sort of preschool. Forty-three states currently fund some kind of early learning efforts, and demand is building for more programs. http://www.csmonitor.com/2002/0709/p13s01-lecl.html

Mathematica Policy has released a report entitled: *Making a difference in the lives of infants and toddlers and their families: The impacts of Early Head Start*.
http://www.mathematica-mpr.com/3rdLevel/ehstoc.htm

Instructional Technologies
Technology is the key to implementing new "No Child Left Behind" rules.
http://www.eschoolnews.com/news/showStory.cfm?ArticleID=3922

Students said the single greatest barrier to Internet use at school is the quality of access to the Internet – they say it's too slow and often, there's too much censorship.
http://www.csmonitor.com/2002/0815/p25s01-cogn.htm

Out-of-School Experiences
The Center for Teen Empowerment surveyed more than 400 teenagers and staff to find out more about the optimum characteristics of effective after-school programs.
http://www.afterschoolforall.org/pdf/teen_study.pdf

Multiple choices after school: Findings from the Extended Service Schools Initiative, a new national study found that after-school programs help students cope with behavioral problems and learn new skills to meet increased demands in school.
http://www.ppv.org/pdffiles/multi%A1choice_ess_full.pdf

Violence Prevention
The Harvard Graduate School of Education has released a new study showing that one of the greatest predictors of violence and aggression in children is their level of inhibition or social withdrawal. http://www.gse.harvard.edu/news/features/fischersummary.html

A new survey of children in grades five through 12 found that America's youth are more concerned about emotional abuse than physical violence.
http://www.familiesandwork.org/askthechildren.html

Resources & Tools
The Common Core of Data is a comprehensive, annual, national statistical database of all public elementary and secondary schools and school districts. NCES has made available a new tool that allows you to create your own on-line data tables using several years of data.
http://nces.ed.gov/ccd/bat/

Education World offers a list of the best sources for often-used and hard-to-find teacher templates. http://www.education-world.com/a_tech/tech101.shtml

A new report disaggregates national data to the district level in order to examine the patterns of segregation as they affect our nation's youth. This trend is significant and clear: virtually all school districts analyzed are becoming more segregated for black and Latino students.
http://www.law.harvard.edu/civilrights/publications/reseg_districts02/synopsis.html

The 34th annual Phi Delta Kappa/Gallup Poll of the public's attitudes toward the public schools is now available. http://www.pdkintl.org/kappan/k0209pol.htm

Feedback
We appreciate comments from our readers. Please contact us at ndpc@clemson.edu Sources: eSn, JTO Direct, Middle Web, PEN Weekly, RFP Bulletin, SMHP