

NDPS Field Project

Holly S Mauney
Consultant

National Dropout Prevention Center



NATIONAL
DROPOUT
PREVENTION
CENTER

Field Project Report Content

Up to two years to complete the certification
(12 Effective Strategies in Dropout Prevention & Field Project)

Field Project consists of 23 questions

Getting Started

What have you done or what are you currently
doing to address
dropout prevention

Programs / Initiatives

1. Project Name / Title



- **BUCS (Believing U Can Succeed)**

Lisa Heinbaugh - Buckhannon-Upsher High School, WV

Developed a mentoring program and provided incentives for good attendance

- **MLI(MS Learning Institute) 2016 Dropout Prevention Summit**

Tiffany Hoard - Jackson State University, MS

Hosted a one day statewide dropout prevention summit for MS educators targeted toward specific NDPC certification themes (included keynote speakers, panel discussion and breakout workshops)

- **D.R.O.P. (Dropout Recovery Options Program)**

Tamara Foley - Clayton County School System, GA

Academy created to focus on reenrolling former dropout or non-graduating students so they may earn a high school diploma

2. Project location or site (e.g., school or organization, city, state):



3. Project website or any link with more information on the project (if applicable):

Success Stories

: <https://youtu.be/T1RfKKAVSlc>

4. Your name and position/title. Include also how other practitioners desiring to learn more about the project and your role may contact you (address, phone, email address or other contact info, etc.):

Dr. Charlene Hampton, Project Director

Jones County Schools
125 Stewart Avenue
Gray, Georgia 31032
GEAR Project Director
(478) 986-3032
hampton@jones.k12.ga.us

Joan M. Arasteh,

Dropout Prevention, Intervention, and Recovery Coordinator

Katy ISD Department of Campus Administrative Support

6301 South Stadium Lane, Suite #1760

Katy, TX 77494

Phone: 281 237 2237

JoanMArasteh@Katyisd.org

“Lead the charge; be the change.”

5. Three to eight keywords that would give a practitioner a quick understanding of your project focus

alternative education
program, mentoring

truancy, collaborative
partners, judicial system

alternative education,
student advocate
specialist

Provides a filter for the reader

Community engagement,
stakeholders, community
partnerships, professional learning

Nontraditional high school, credit recovery,
mentoring, community involvement, Teacher as
Advisor, Increased Learning Time, ILT

Turn & Talk

What program/project/initiative
might you use for your report?

6. Project funding sources:

Funding Source

Roanoke Rapids Graded Schools local funds

From its inception through 2015, the cost of the program was shared; approximately 52% of the funds were a departmental budget item, and 48% was funded by the City of Ft Worth. As of the 2015-16 school year, the district assumed 100 % of the cost of the program.

What group, organization, and/or grant, etc. funded your project?

Funding

The funding sources are Clayton County Public Schools and Workforce Investment Opportunities:

The cost of the project is approximately \$830,000.00.

Funding Sources

Mississippi Learning Institute - Kellogg Grant

7. Project cost and brief budget narrative:

Project Cost and Budget Narrative

Funding allocated for this project was \$8,450.

Keynote Speaker	\$1,000
Session Speakers	5,000
Facilities Rental	250
Supplies	500
Breakfast	200
Lunch	1,500
Total Estimate	\$8,450

Breakdown explaining how the funding was used

Project Cost and Budget Narrative

\$15,000 Annually

Funding includes a portion of the program director's salary and incentives for student participants. Multi-year funding is in place with the opportunity to grow the project to include future scholarship funding for participants.

Project Cost and Budget Narrative:

Figure 1.0

Academic Year Program	Item	Year 1	Year 2
	Professional Learning Focus <ul style="list-style-type: none">Dropout Prevention, Solution Focused Counseling, Parental Engagement, Life Path, Social and Emotional Learning, Field TripsCounseling At-risk Students,	\$30,000.00	\$20,000.00
	9th Grade Graduation Counselor <ul style="list-style-type: none">Grade Graduation Counselor will provide intervention services to support the academic, personal/social and post-secondary needs to 9th grade students identified as needing additional support services.(\$68,000, including benefits – 9th Grade Graduation Counselors/Social Workers)	\$544,000.00	\$612,000.00

8. Describe the scope and setting of the project

Scope and Setting

College Pals Mentoring Program is a collaborative effort between Hamline University School of Education and the Mounds View School District to increase students of color enrolling in the education program at Hamline University. Program includes students at Mounds View High School, Irondale High School, and Hamline University. Hamline University students majoring in education will serve as mentors for students within the school district interested in the field of education. Program Coordinators at both the high school and collegiate level will supervise students' programs. As part of the program, high school students will shadow education majors at Hamline and then subsequently will collaboratively design and teach an after school program at an elementary school within the district. Program design will benefit both university and secondary level students.

Give the reader background information that may help them better understand your project
(set the stage for the reader)

Scope and Setting

The entire district served as the setting due to the collaborative nature and the need to improve the graduation rate holistically. From its inception, the focus was that of the secondary high school. However, as time progressed and with the increase in the enrollment of older students in elementary and middle schools, it was determined their inclusion in this effort was non-negotiable. The issues that the students faced did not begin when they entered high school but rather much earlier and support was needed across grade levels to ensure the sustainability of the efforts to improve graduation rates for years to come. Therefore, the setting expanded to include students from feeder elementary and middle schools.

9. What was the staffing pattern of the project:



Buckhannon-Upshur has one principal and three assistant principals. There are three school counselors, fifty-five teachers and twenty-five service personnel.

Staffing Pattern

- School Counselor: Jessica Elias
- School Counselor: Angela Lassiter
- Alternative Graduation Pathway committee: Student, parent, grade level counselor, Principal, Director of Secondary Education, and District Superintendent.

Who was used to staff the project?

Names and/or Titles and Positions

Staffing pattern of the project

The project was created in collaboration with the district Superintendent, high school principal, and district Instructional Coach. No additional district staff were needed to complete the project, nor were faculty or staff asked to deviate from their contracted assignments.

10. Population served by the project (number of students, subjects, or participants; description of project participants, including ages, grades, demographics, etc.; and participation selection criteria):

Population Served

Roanoke Rapids High School serves students in 9th through 12th grades. Students' ages range from 14 years old to 21 years old. Since the 2014-2015 school year, student population has increased. During the 2014-2015 school year, there were 890 students enrolled. There are currently 974 students enrolled for the 2016-17 school year. In the Roanoke Rapids Graded School District, 67% of students are eligible for free/reduced lunch. At Roanoke Rapids High School, 50% of students enrolled are eligible for free/reduced lunch. Table 1 shows demographic information (ethnicity) for the total student population at Roanoke Rapids High School.

Table 1. Enrollment by Ethnicity

Grade level	Total in Grade	African American	Hispanic	American Indian/ Alaskan Native	Two or more	Native Hawaiian/ Pacific Islander	White
9	267	61	14	0	10	0	175
10	269	74	12	0	6	0	174
11	222	63	8	1	4	0	141
12	216	57	12	1	2	1	141
Total	974	255	46	2	22	1	631

8. Population Served by the Project: The Mississippi Band of Choctaw Indians as well as other Indigenous people who sent their children to Choctaw Central High School.

Number of students, subjects, or participants: 1200 students have been served using this program since 2012.

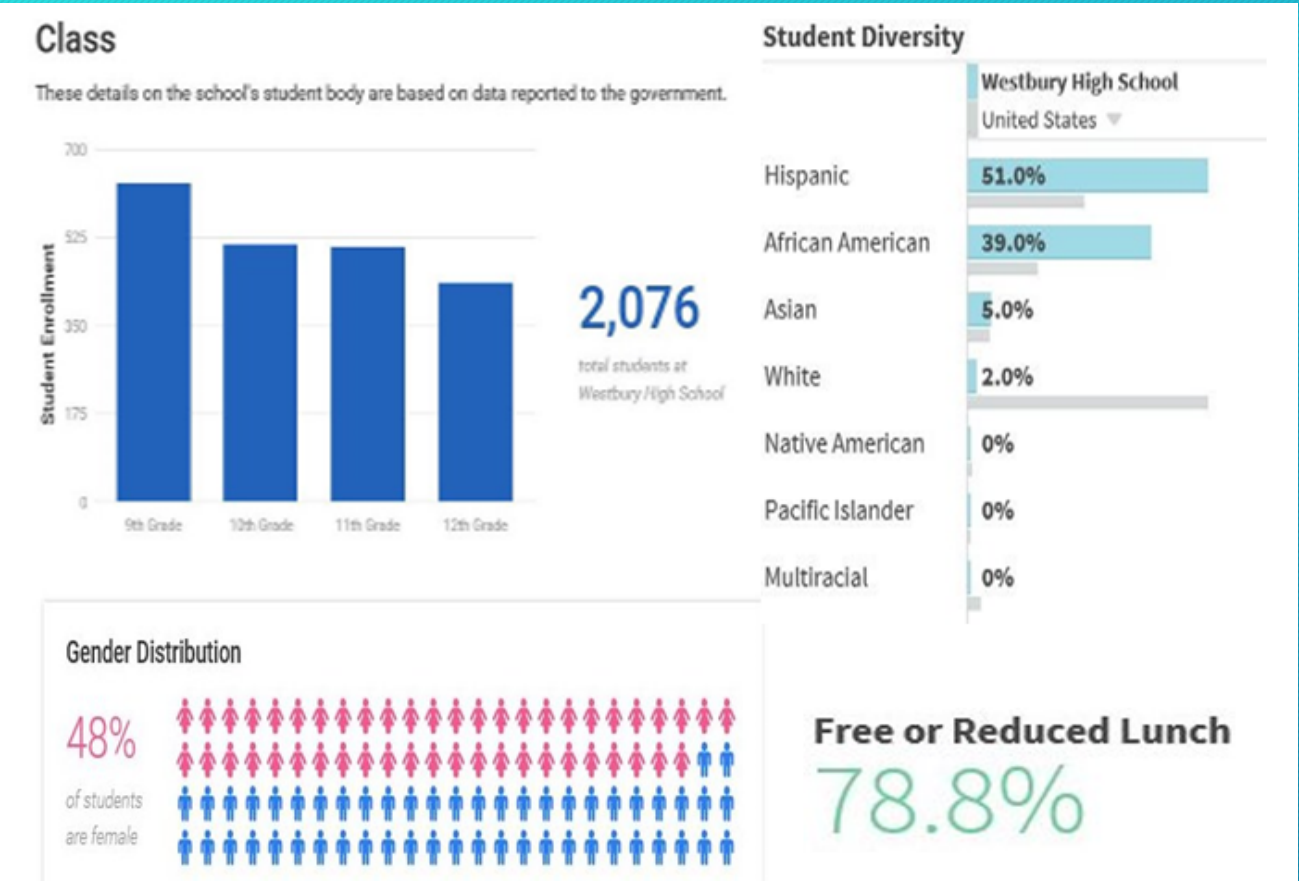
Description of project participants (ages, grades, demographics, etc.): Our school serves Native American students with a minimum one quarter Indigenous blood as indicated by a Certificate of Degree of Indian Blood (CDIB) in accordance to Bureau of Indian Education policy. Choctaw Central High School is a ninth through twelfth grade school providing a quality secondary education to Indigenous children exclusively; Ages of the student range from fourteen to nineteen years old.

Participant selection criteria: All enrolled students at Choctaw Central High School.

Population Served

- Number of students, subjects, or participants: Thirty students
- Description of project participants (ages, grades, demographics, etc.):
Hamline University Students majoring in education
Mounds View HS and Irondale HS Students from an underserved population in their Junior or Senior Year (16-18 years)
- Participant selection criteria:
Participating high school students must be on track for graduation and considering seeking a degree in the field of education. Hamline students must be in good academic standing and enrolled in education curriculum.

Demographics



Free/Reduced Lunch
Ethnicity
Subgroups (SWD, EL, ED)
Gender Distribution
Student Enrollment

11. How did the project originate and how was it developed?



Explain the situation, conversations, etc. that lead to the development of the project

Project Origination

After attending the At-Risk National Forum in February 2015, the counseling team began reviewing student records to identify students at risk of not graduating with their cohort. We reviewed transcripts of 11th and 12th grade students who had been retained and/or failed one or more class. We noted that many of these students also had extenuating life circumstances that often contributed to academic difficulties. The counseling team and administration began to develop an Alternative Graduation Pathway. The high school principal and 12th grade school counselor first requested that the school board approve an Alternative Graduation Pathway in Spring 2015. The school board accepted the request, then researched and discussed the options before developing the policy which they formally adopted on June 29, 2015

Project origination and development

The program was a joint venture between the local school district and the career center (vocational school) that serves that local school. Because this program is housed at the local school district and funded through the career center, both parties discussed adding the program a couple of years before the actual program was put into place. The principal of our school visited a similar program at a neighboring school and after the visit, he was fully on board to implement it at this school. Once in place the principal and director from the career center continued to support the basic framework while giving the teacher enough flexibility to mold the program into what it is today.

12. What were the issues and/or needs addressed by the project?

Bullet List

Issues/Needs Addressed

- Chronic Absenteeism
- Suspension Rate
- Retention/Failure
- Literacy
- Teenage Pregnancy
- Lack of Motivation
- Family Engagement
- Community Resources
- Truancy

Narrative

Issues and/or Needs Addressed by the Project

The issues and/or needs addressed by the project, in a broad sense, were to improve attendance, academic competence, behavior and put students on a path toward graduation.

What were the issues and/or needs addressed by the project? Dropout rate was primary issue addressed by the project. The dropout rate exceeded state and national averages making graduation rate an issue that we wanted to enhance when beginning the program.

13. What were the desired outcomes and measureable objectives of the project?

Bullet List

Desired & Outcomes Measurable Objectives

- Decrease the dropout rate by 10% over a three year period
- Increase the graduation rate by 10% over a three year period

Narrative Style

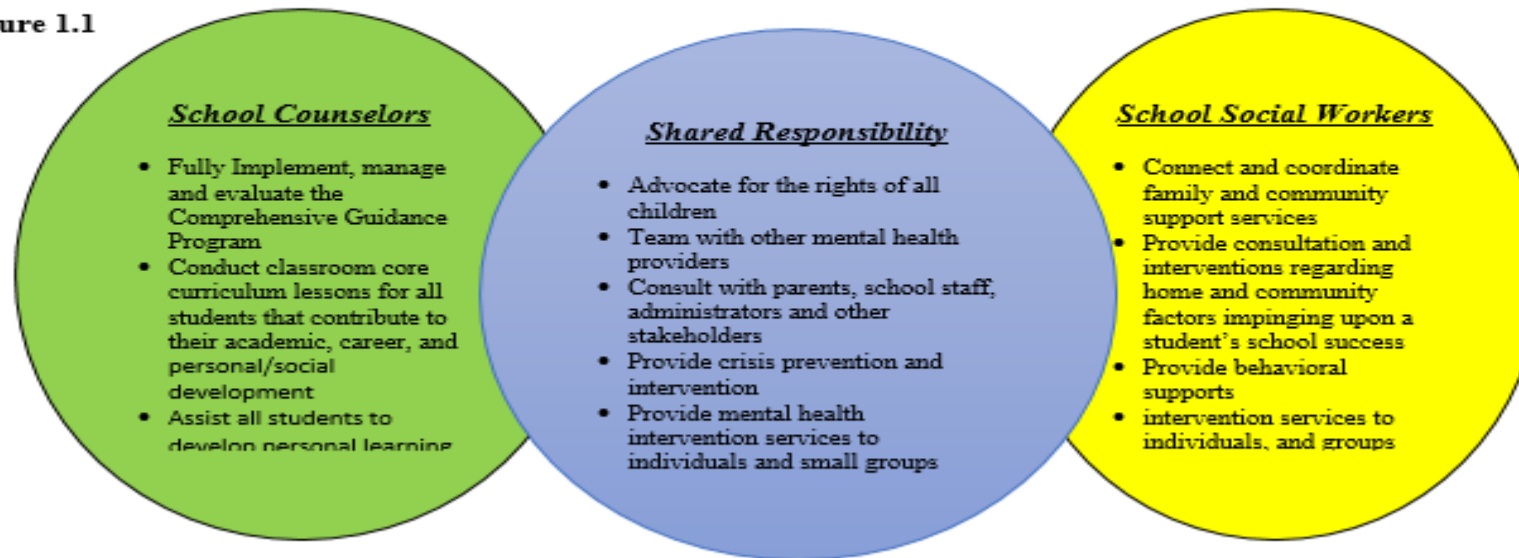
What were the desired outcomes and measurable objectives of the project? We measured dropout rates and graduation rates three years prior, compared to three years after the programs implementation. We desired to reduce dropout rates significantly while raising graduation rates.

14. What were the strategies and/or interventions of the project?

Strategies and/or Interventions

Figure 1.1 reflects the collaborative multi-tiered approach created to work with identified students who are at risk of failure. This approach is necessary due to the variety of factors that hinder student progress.

Figure 1.1



Adapt from the Missouri Comprehensive School Counseling Plan

Strategies (cont.)

Narrative

Strategies and/or Interventions

All Academy students took a pretest using Gradpoint's Basic Achievement Skills Inventory exam. The exam is timed and produced a standard score, percentile, and grade level equivalence in the areas of math computation, math application, verbal vocabulary, verbal spelling, verbal language mechanics, and verbal reading comprehension. Once data was collected, teachers analyzed and grouped students based on grade level equivalence results. Teachers then created weekly workshops that focused on areas of improvement in the targeted areas. Teachers also created spreadsheets that tracked academic progress in their core classes (English, history, science, mathematics).

Bullet List

- Use of formative assessment in reading & math
- Data analysis
- Grouping students based on data
- Targeted and differentiated instruction
- Use of a tracking system to monitor academic progress

15. What was the timeline of the project?

By Date

Timeline of the project:

- Project developed in February
- Participants identified in February and March
- Surveys and interviews conducted in March and April
- Data analyzed in April through June
- Findings organized and shared in September

Explanation

Project Timeline

The project was approved for a five-year period beginning October 2010 through September 2015. However, an extension was granted through March 31, 2016. The district will absorb the full cost of the program starting April 1, 2016, as a regular general budget line item.

16. What special conditions, expertise, and/or skills were required to carry out the project?

A partnership between the career center and the local school district was vital to making this project a reality. Expertise in middle level education and proper certification (in the state of Ohio) was also required.

← CONDITION

← EXPERTISE

CONDITION →

EXPERTISE {

Since our local graduation requirements exceeded the state of North Carolina's graduation requirements, our local board of education had to develop and adopt a policy that allowed approved students to graduate with fewer elective credits than required locally for the general student population.

It is also important for the counselor working with these students to have a full understanding of the graduation requirements in North Carolina. Although students will be required to have less than 28 credits to graduate, they still must meet all North Carolina graduation requirements.

The counselor working with the student and family must be able to form a working relationship with them. It will be important to know and understand each individual student's future plan to ensure they have access to all classes needed to assist them with reaching their goals after high school. Students and families will also be sharing personal information with the counselor. The counselor and other involved school staff must maintain the student's confidentiality throughout the process.

17. What were the actual outcomes, results, and achievements of the project?

Desired Outcomes (#13)

- Increase the percent of students who graduate from high school with a post-secondary plan
- Improve overall grade average by five points from the fall report card to the end of year report card
- Maintain a 95% attendance rate throughout the school year
- Decrease number of discipline infractions by 5 from one report card period to the next

RESULT

RESULT

RESULT

RESULT

Outcomes /Results

- 89% of the participants graduated with a post-secondary plan
- 82% of the participants increased their grade average by 5 points
- 90% of students maintained the goal of being in school 95% of the time
- 57% of the participants decreased discipline offenses from the end of the first grading period to the last

18. What and how are/were the outcomes related to school completion, dropout prevention, and/or graduation rates?

Students completed one hundred sixty-two credits over one semester. Credit completions ranged from one to seventeen credits by an individual student. Nineteen out of forty participants completed their high school graduation requirements and graduated.

The creation of the Success Videos encouraged some students to come back to school and encouraged others to keep going. As well, this video encouraged staff to continue working hard and to never give up. Every student matters and every student has a story.

- Yearly attendance increased 1.34%.
- The attendance rate for students with disabilities increased 1.1%.
- Students identified in the at-risk cohort increased 1.19%.

19. Current Status of Project

Current Status of Project

The Academy is in year two of this project. Currently, the director meets with staff weekly and helps to evaluate and implement workshops as well as other academic interventions.

Current Status of Project

This project is a continuous effort to maintain an active approach to our student's everyday needs. The Dream Team continues to meet twice a month to review our ever-changing data pertaining to the Operation Graduation student profiles and address the academic and personal/social concerns for every student.

Current Status of Project

We are currently in year one of the project and still planning based on data collected from the focus groups.

Current Status of Project
Ongoing

20. Your Role or Involvement

Role in project as NDPS certification program participant

I am currently the school counselor for all 12th grade students and half of the 11th grade students. During the summer, I analyze the transcripts of third year high school students who are behind on credits. If the Alternative Graduation Pathway is a possibility, the student and parent are contacted in August to discuss the pathway and decide if this is an appropriate option for the individual student. As a team, we then begin the process to complete the needed paperwork. The student is required to write a narrative explaining why he/she should be approved for the Alternative Graduation Pathway. I explain to the student to only share information they are comfortable with sharing. Once I receive the student's narrative, I write a narrative about the student to explain the demonstrated hardships that make the student a good candidate for the Alternative Graduation Pathway. A completed packet includes the following: terms of agreement form, contract, counselor narrative, student narrative, analysis of completion of state graduation requirements, current grades and attendance, entire year schedule and high school transcript that includes attendance information since elementary school.

Once the packet is complete, I set up the committee meeting which includes the student and parent. I conduct the meeting and share the packet of information with the committee. If all are in agreement, the signed paperwork is sent to the Superintendent for final approval.

Upon receiving approved paperwork from the Superintendent, the student is moved to senior status. I continue to monitor the student's attendance and grades and meet with the student personally, as needed. I also depend on the teachers to alert me if there are any issues with the students.

Role in Project as a NDPS Certification Program Participant

I am the teen parent program coordinator.

Role in Project as a NDPS Certification Program Participant

I serve on the planning committee for the project and will act as the program coordinator for the College Pals Mentoring Program.

21. What were the lessons learned from the project?

- Persistence
- Relationships Matter
- Seek innovative interventions
- Real-time, accurate student progress tracking is key to early intervention and can affect student outcomes dramatically

22. What advice would you give other dropout prevention practitioners about the project?

- Keep a focused timeline and create project check points to assess the progress of the project
- Do something meaningful that you really care about
- Collaboration & stakeholder involvement is crucial
- Set reasonable, attainable goals & celebrate accomplishments

23. Any important additional information not addressed previously? (optional)

Helpful Tips

It's hard to edit and proofreading something you have just written...
may consider asking someone to proof for you

Once complete, try to remove yourself from the project and ask yourself the following questions:

Is the information clear to the reader (clarity of information)

Is there a logical flow?

Are the ideas expressed clearly and do they form a coherent and meaningful whole.

I am asking myself if the reader

(other educators, counselors, dropout prevention specialists, etc.)

will have a clear understanding of your project and the impact it had

Additional Projects

Career Connections Program

Middle school career exploration period

Alternative Graduation Pathway

The Alternative Graduation Pathway allows approved students to graduate with fewer than the elective credits required locally while still meeting the state minimum number of credits.

Graduation Begins in Kindergarten

A Multi-Tiered Collaborative Approach to Improving the Graduation Rate

Their Stories...



Dr. Wayne C. Lovell

Superintendent
Mountain Education Charter High School
Cleveland, GA 30528

Mountain Education Charter High School
Academic Tracking System (ATS)

Tracey Sanford

Asst. Superintendent, Development & Operations
Mountain Education Charter High School
Cleveland, GA 30528

Lee Arrendale State Prison Project

Register online

www.dropoutprevention.org

National Dropout Prevention Specialist Certification Program

Contact Information

Please submit your Field Project Report to

Jennie Cole

jecole@clemson.edu