



NATIONAL DROPOUT  
PREVENTION CENTER'S  
MODEL PROGRAMS DATABASE



2021



# MODEL PROGRAMS DATABASE



## Model Programs

In order to maintain a listing of current model programs for dropout prevention, the National Dropout Prevention Center has created a database of research-based programs and information. The Model Programs Database is a searchable database of research-based programs and information. The database is available for schools, organizations, and other programs to review for opportunities to implement specific model programs, to enhance existing programs, or for inspiration on creating new initiatives for dropout prevention, intervention, or reentry/recovery. The rating scale for the programs selected for the database of Model Programs is based on the evaluation literature of specific prevention, intervention, and recovery programs.



## Rating System

The rating scale for the programs selected for the National Dropout Prevention Center (NDPC) database of Model Programs is based on the evaluation literature of specific prevention, intervention, and recovery programs. The overall rating is derived from three summary dimensions of program effectiveness:

- The number of years program in existence
- The evaluation design
- The empirical evidence demonstrating the prevention or reduction of dropouts or the improvement in graduation rates and/or significant impact on dropout-related risk factors.

A brief description of the rating criteria is provided below:

### Strong Evidence of Effectiveness

These programs have been in existence for three years or more. They were evaluated using an experimental or strong quasi-experimental design conducted by an external evaluation team and have strong empirical evidence demonstrating program effectiveness in reducing dropout and/or increasing graduation rates and/or having significant impact on dropout-related risk factors.

### Moderate Evidence of Effectiveness

These programs have been in existence for three years or more. They were evaluated using a quasi-experimental design conducted by an external or internal evaluation team and have adequate empirical evidence demonstrating program effectiveness in reducing dropout and/or increasing graduation rates and/or having significant impact on dropout-related risk factors.

### Limited Evidence of Effectiveness

These programs may be relatively new programs. They were evaluated using a limited evaluation design (single group pre- and post-test) conducted by an external or internal evaluation team. They have promising empirical evidence demonstrating program



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effectiveness in reducing dropout and/or increasing graduation rates and/or having significant impact on dropout-related risk factors that requires confirmation using more appropriate experimental techniques.

## Insufficient Evidence of Effectiveness

These programs require additional information before a rating category is determined.

All program and evaluation information has been provided by the program's contact person. The National Dropout Prevention Center will review the information periodically and make changes, updates, and deletions as required to ensure the accuracy and quality of the information provided.



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## 10-to-Succeed

Address: San Diego Unified School District 4100 Normal Street, Room 2121 San Diego CA

URL: <https://www.sandiegounified.org/>

Demographic and Target Group: , , , low grades, poor attendance, behavioral referrals,

Disabilities: Other Descriptors:

Description: 10-to-Succeed is a school based mentoring/leadership development program for ninth grade girls and boys considered to be disengaged from school based on poor attendance, lack of academic progress, and behavior referrals including out-of-school suspensions. The program is a blend of the traditional school mentoring approach and the community mentoring model. Frequent data collection, academic monitoring, social activities and adult/parent/community mentor relationships are program components.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$1000 - \$2000

Agencies: Commission on Gang Prevention and Intervention City of San Diego, Urban League of San Diego County, Althetes for Education, the Children's Initiative, Youth Action Board, Blacks in Government

Opening Date: 2008

Number of Students: 250-500

Contact: Mrs. Rebecca F Phillpott

Contact Email: [bphillpott@sandi.net](mailto:bphillpott@sandi.net)

Contact Title: Program Manager, Dropout Prevention Contact

Phone: 619-725-5595

Contact Address:

Evaluation: First year data indicates an improvement in student citizenship grades, reduction in behavioral referrals and improved connectedness to school (student surveys)

Effectiveness Rating: Limited



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# 100 Black Men of DeKalb, Leadership Academy

Address: 1804 Bouldercrest Road, SE Suite #700 Atlanta GA

URL: <http://www.dekalb100blackmen.org>

Demographic and Target Group: , Boys, , Enrolled in DeKalb County Schools,

Disabilities: Other Descriptors:

Description: The leadership Academy is a mentoring and enrichment program that focuses on providing a series of structured educational activities to young boys and girls in grades six through twelve from the DeKalb County School system. Through structured educational activities, these students learn essential personal and technical skills that will prepare them for the technologically advanced 21st century. Topics range from Microsoft office suite, computer graphics, self-esteem and self awareness as well as, accelerated reading, effective study habits, and public speaking skills. The Leadership Academy also exposes youth to career fields and experiences where their energy and vision may lead to success, aiding them to become the best that they can be.

Annual Cost: \$100,000 - \$200,000

Per Cost: \$500 - \$1000

Agencies:

Opening Date: 1991

Number of Students: 50-250

Contact: Mr. Sylvester B Hopewell

Contact Email: [sylvester.hopewell@emory.edu](mailto:sylvester.hopewell@emory.edu) Contact Title: Program Director Contact Phone: 404-288-2772

Contact Address: 1804 Bouldercrest Road, SE Suite #700 Atlanta GA 30316

Evaluation: Participants in the program have shown improved interaction at home and in school.

Effectiveness Rating: Moderate



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# 100% Graduation Rate Program

Address: 2834 Pierce Avenue Camden NJ

URL: <http://100graduationrateprogram.org/>

Demographic and Target Group: , Boys, , ,

Disabilities: Other Descriptors:

Description: The 100% Graduation Rate Program mission is to improve the national high school and college graduation rate of minority males through a drop-out prevention program. The goal of the program is to develop a collaboration between the business, academic, and service communities to encourage high school minority males to stay in school and reach their full potential, and reduce the likelihood that young men will become involved in the criminal justice system by addressing several areas of minority males academic and social development.

Annual Cost: Free Curriculum, Only setup and training cost

Per Cost: \$500 - \$1000

Agencies: Rutgers University, Campus at Camden, Educational Opportunity Fund Program (EOF),

Cooperative Business Assistance Corporation (CBAC)

Opening Date: 1995

Number

of Students: 250-500

Contact: Mr. Albert N. Mitchell II

Contact Email: [njmedusa@verizon.net](mailto:njmedusa@verizon.net)

Contact Title: Executive Director Contact Phone: 856-541-3926

Contact Address:

Evaluation: The participants in the program's Group B (treatment) had a 90% High School graduation rate compared to the participants' in Group A's (control) 60%, and the city's minority male rate of 39 percent. The High School Drop-out rate also favored Group B compared to Group A, 5% to 16%, and the city's rate of over 40%.

Effectiveness Rating: Moderate



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# A+ Anywhere Learning System

Address: 7506 North Broadway Extension Oklahoma City OK

URL: <http://www.amered.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The American Education Corporation offers electronic learning products and solutions to serve at-risk students in many alternative learning environments. Our A+<sup>®</sup> products integrate into at-risk learning programs, including traditional classrooms, response to intervention, credit recovery, and dropout prevention to help students progress toward graduation - empowering you to serve all students.

We offer one of the broadest and deepest research-based systems on the market today that allows you to deliver standards-based assessment, personalized instruction, accountability, extensive individualized or group reporting, and customized professional development. Our assessment tools are fully integrated and allow for simplified student placement, the creation of prescriptive lesson plans, and progress reporting on a defined set of learning standards. Academic data for the student or class can be easily collected and organized and linked to a central student records system making accountability a snap for administrators.

The heart of AEC lies in one symbol, the Company's registered trademark, A+<sup>®</sup>. We constantly strive to produce products and provide a level of customer service that meet the high standards signified by the A+<sup>®</sup> symbol of excellence. Whether a locally hosted in a local area network, web-delivered, or provided as software as a service, the AnyWhere Learning System is available.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 1981

Number of Students: 500+

Contact: Jeffrey E Butler

Contact Email: Contact Title: Chairman and CEO Contact Phone: 800-222-2811

Contact Address:



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Evaluation: Various aspects of the program have been researched with individual reports of success. All of the reports can be viewed on their web site.

<http://www.amered.com/research.php>

Effectiveness Rating: Strong



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# Academic Acceleration Academy

Address: 1990 Jefferson Ave.ColumbusOH

URL: <http://www.academic-acceleration.com>

Demographic and Target Group: , , , ,

Disabilities: 6-10% Other Descriptors:

Description: Schools like AAA are challenging reform efforts like no other time in recent history. AAA and other dropout intervention and recovery schools would like to advance the notion of credit flexibility over Carnegies Units as a primary unit of measurement for credit attainment. Credit flexibility assumes that students are developing skills to master the academic content, and enhance competencies beyond what is typically expected in a traditional classroom. Students at AAA are provided numerous opportunities to extend their learning through creative and innovative projects that challenge student intellect to solve complex problems with real-life practical solutions.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Columbus City Schools Opening Date: 2006 Number of Students: 500+

Contact: Mr. Brian J. Terrell

Contact Email: [bterrell@columbus.k12.oh.us](mailto:bterrell@columbus.k12.oh.us) Contact Title: Chief Academic Officer Contact Phone: 614-298-4742 228

Contact Address:

Evaluation: The program has had 142 graduates since its opening in 2006; 93 in the past 12 months. The AAA is a Columbus City Schools sponsored charter school designed to provide direct instruction with students who are over-aged for their grade, who may or may not have passed all parts of the Ohio Graduation Test, and who need remediation to accelerate student achievement. This past twelve months 93 students have graduated, for many of these students they would have otherwise dropped out of school with little opportunity for post-secondary education, work or meaningful life. Equally important is the relationship AAA has with its sponsor to help boost the graduation rate of the Columbus City Schools district by extracting



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from the traditional school's enrollment, students who are at-risk for dropout thus increasing the percentage of students who make it to completion.

Effectiveness Rating: Limited



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## Academic Alternatives

Address: Putnam County School District 200 South 7th Street Palatka FL

URL: <http://www.putnamschools.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Academic Alternatives is multifaceted and provides students who are three or more credits behind an opportunity to exceed the normal six credits earned per academic year. The Foundations Program allows students who are sixteen years old and in seventh, eighth, or ninth grades to enter a pre-GED exit program. After-School Opportunity Grade Forgiveness is offered at each high school by the Adult Education Department. The Unified Youth Services program is offered at each high school for twenty-five students who have two or more barriers to graduating from high school. Four special diplomas are offered by the district for students with disabilities.

Annual Cost: \$25,000 - \$100,000 Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Grace Smith

Contact Email: [smith\\_g@firn.edu](mailto:smith_g@firn.edu) Contact Title: Director, Career, Technical, and Adult Education Contact Phone: 386-329-0536

Contact Address:

Evaluation: The graduation rate in Putnam County has risen from 49.51 percent in 1995 to 79.5 percent in 2003. The dropout rate has gone from being the highest in the state at 7.93 percent in 1995 to one of the lowest at 1.5 percent.

Effectiveness Rating: Limited



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# Academy of Creative Education

Address: 3736 Perrin Central, Building 2San AntonioTX

URL: <http://www.neisd.net/ace>

Demographic and Target Group: , , , Completer Program, 16 credits,

Disabilities: Other Descriptors: Non-Traditional Education, Acceleration, Self-Paced

Description: The Academy of Creative Education (ACE) is a nationally recognized non-traditional non-punitive model high school that provides at-risk youth with varied options and opportunities to successfully graduate. Since 1991 (ACE) has assisted over 4,000 high school students in graduating. Educators use innovative teaching models and strategies and place each student on an academic plan designed to meet his/her individual learning style, with flexible hours allowing students to meet the demands of their employment, teen-parenting, etc. Unique graduation requirements include: taking a cap and gown photo on the first day enrolled, completing community service hours, writing a personal mission statement and student testimonial, completing a student exit survey, writing a resume, completing scholarship applications, and participating in a student-led conference with two faculty members of their choice. The Academy Advisory Corporate Council (AACC) is a non-profit community supported organization that assists ACE with students, staff and program needs. Through mentoring and sponsorships, AACC members teach ACE students character development, civic responsibility and community involvement. ACE students graduate, continue their education and become productive citizens - they are empowered to become tomorrow's thinkers, problem-solvers and leaders.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Academy Advisory Corporate Council, Valero Energy Foundation, Tesoro Energy Foundation, Alamo Heights Rotary Club, Stone Oak Rotary Club, Brackenridge Foundation, Time Warner Cable

Opening Date: 1991

Number of Students: 250-500

Contact: Dr. Dr. Patrick J. Valdez

Contact Email: [pvalde@neisd.net](mailto:pvalde@neisd.net) Contact Title: Principal, Academy of Creative Education Contact Phone: 210-407-0740

Contact Address:



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Evaluation: Since its doors opened in 1991 the Academy of Creative Education has assisted over 4,000 high school students formerly at risk of dropping out in successfully graduating from high school. Base indicators used for alternative accountability ratings include the Texas Assessment of Knowledge and Skills passing rate, dropout rate and student attendance. Performance objectives aligned with the special circumstances and population of the non-traditional campus are submitted for review. During 2008 the dropout rate was 0.3% and daily attendance was 92.5%. This exceptional data was obtained by offering an individualized, self-paced curriculum and one-on-one teacher driven assessments. Flexible hours, an extended year academic calendar, and two annual graduations allow students to meet their academic requirements while providing the necessary time for employment and/or personal family needs. As part of their graduation requirements students prepare a personal testimonial describing the impact the program had on them, and must also complete a student exit survey. The testimonials are presented at respective graduations and results of the student exit surveys are printed in the annual year end report.

Effectiveness Rating: Strong



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## Accelerated Learning Centers

Address: University of Connecticut 249 Glenbrook Road, Unit 2224 Storrs CT

URL: <http://www.acceleratedschools.net/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Accelerated Learning Academies are designed to accelerate student learning through high expectations, research-based instructional strategies and community collaboration. Accelerated Learning Academies take what is usually reserved for gifted and talented children and share it with all students.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 1986

Number of Students: 500+

Contact: Lisa Jaszcz

Contact Email: [info@acceleratedschools.net](mailto:info@acceleratedschools.net)

Contact Title: National Director Contact Phone: 517-926-

6000

Contact Address:

Evaluation: The implementation of the Accelerated Schools philosophy and practices in schools across the United States has resulted in outcomes such as increased mastery of basic and higher order thinking skills, more innovative and effective curriculum and instructional practices, improved attitudes toward schooling and learning, increased parental involvement; and improved school climate. Starting with two pilot schools in 1986-1987, Accelerated Schools has reached over 1,600 elementary, middle, and high schools.

<http://www.acceleratedschools.net/>

Effectiveness Rating: Strong



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# Accelerated Math

Address: PO Box 8036 Wisconsin Rapids WI

URL: <http://www.renlearn.com/am/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Renaissance Learning's Accelerated Math is a computerized formative assessment tool for efficient progress monitoring and management of personalized daily math practice for students in grades 1 - 12. In diagnostic mode, Accelerated Math helps teachers analyze individual skills deficiencies and fill in gaps in learning progressions as well as increase student practice of specific standards-linked skills. As described by the National Math Panel, Accelerated Math is a "mathematics program with assessment of skill level, tailoring of the instruction to match skill level, individual pacing and goal setting, ample practice, and immediate feedback to student and teacher on performance" (2008, p. 160).

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 1998

Number of Students: 500+

Contact:

Contact Email: [answers@renlearn.com](mailto:answers@renlearn.com) Contact Title: Contact Phone: 800-338-4204

Contact Address:

Evaluation: The large evidence base supporting Accelerated Math consists of a number of experimental and quasi-experimental research studies including 75 independent studies and 17 articles that have been published in peer-reviewed journals. Accelerated Math has been proven effective with a variety of students including those in Title I classrooms, in free and reduced-price lunch programs, and in special education, as well as with students with learning disabilities, at-risk or with low-achievement, and learning English as a second language. Accelerated Math continues to receive accolades about its reliability and validity from key federal groups. Most recently, the National Center on Response to Intervention (2009) found Accelerated Math to be the first progress-monitoring mastery measurement tool to meet all quality standards, and in



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2007, the National Center on Student Progress Monitoring determined the software met all criteria for a scientifically based progress-monitoring tool.

<http://doc.renlearn.com/KMNet/R003737925GF2910.pdf>

Effectiveness Rating: Strong



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# Accelerated Reader

Address: PO Box 8036 Wisconsin Rapids WI

URL: <http://www.renlearn.com/ar/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Renaissance Learning's Accelerated Reader (AR) software makes the essential student practice component of any reading curriculum more effective. Using AR, this practice time is personalized to each student's individual level to ensure a high rate of success and immediately followed by feedback to help educators target instruction. Personalized reading practice includes guiding students to books at appropriate levels, closely monitoring their progress, and intervening with appropriate instruction when necessary.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 1986

Number of Students: 500+

Contact:

Contact Email: [answers@renlearn.com](mailto:answers@renlearn.com) Contact Title: Contact Phone: 800-338-4204

Contact Address:

Evaluation: The large evidence base supporting Accelerated Reader consists of a number of experimental and quasi-experimental research studies including 136 independent studies and 25 articles that have been published in peer-reviewed journals. Accelerated Reader has been proven effective with a variety of students in K-12 classrooms including those in Title I classrooms, in free and reduced-price lunch programs, and in special education, as well as with students with learning disabilities, at-risk or with low-achievement, and learning English as a second language. Accelerated Reader continues to receive accolades about its reliability and validity from key federal groups including the National Center on Student Progress Monitoring.

<http://doc.renlearn.com/KMNet/R001249321GBF31D.pdf>

Effectiveness Rating: Strong



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## Accelerated Schools (K-12)

Address: University of Connecticut 2131 Hillsdale Road, Unit 3224 Storrs CT

URL: <http://www.acceleratedschools.net>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Many schools serve at-risk students by remediating them, which often involves less challenging curricula and lowered expectations. Accelerated Schools take the opposite approach, they offer enriched curricula and instructional programs. Members of the school community work together to transform every classroom into a "powerful learning" environment where students and teachers work together to think creatively, explore their interests, and achieve at high levels.

Annual Cost: \$25,000 - \$100,000

Per Cost:

Agencies: University of Connecticut  
500+

Opening Date: 1986

Number of Students:

Contact: Gene Chasin

Contact Email: [info@acceleratedschools.net](mailto:info@acceleratedschools.net)

Contact Title: Director Contact Phone: 860-486-6330

Contact Address:

Evaluation: Average scores in fifth grade exceeded predicted scores by seven percentile points in reading and eight in mathematics. (Manpower Demonstration Research Corporation, 2001)

Effectiveness Rating: Moderate



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## ACE Learning Centers

Address: 209 Rue St. LouisFlorissantMO

URL: <http://www.acelearningcenters.org>

Demographic and Target Group: , , , Our partner school districts determine participation criteria.,

Disabilities: 25% or more Other Descriptors: individual learning plans, mastery learning, goal setting,

Description: Since 2001 ACE Learning Centers has been helping students at risk of dropping out of school become high school graduates. ACE is dedicated to achievement, commitment, and excellence. ACE is a unique, nontraditional school that has successfully helped thousands of at-risk students graduate high school. We establish strong partnerships with school districts and collaborate with them to help students achieve their graduation goals. Caring teachers, safe campuses with a 6 to 1 student/teacher ratio, individualized student learning plans, and computer based instruction, help ACE students reach their graduation goals. ACE teachers give our students the individual support and attention they need to progress in their lessons. Our teachers value differences and help nurture our students' social, emotional, and academic growth. Students' success is measured by mastery of their learning goals. Students' must achieve at least 80% on their lessons before moving on to the next learning objective. Students that have switched from traditional time-based learning to mastery learning now are functioning at the levels of A's and B's.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Mr. Mark Behlmann, President, Hazelwood Board of Education, 15955 New Halls Ferry Rd. Florissant, MO 63031 (314) 953-5000 Dr. Grayling Tobias, Assistant Superintendent Hazelwood School District, 15955 New Halls Ferry Rd. Florissant, MO 63031 (314) 953-50 Opening Date: 2001  
Number of Students: 500+

Contact: Mr. Sam L Gulotta III

Contact Email: [gulottas@sbcglobal.net](mailto:gulottas@sbcglobal.net) Contact Title: Director of Marketing and Program Development  
Contact Phone: 314-839-7575

Contact Address:



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Evaluation: ACE Learning Centers has been collaborating with Missouri school districts to help at risk students stay in school and graduate since 2001. Our evaluation measures are: persistence to graduation, average daily attendance, reading, language arts, math grade level improvements, and student satisfaction surveys. ACE Learning Centers has had a positive impact on our partner districts at risk students by increasing graduation rates, decreasing dropout rates, raising student achievement, and providing a safe and supportive learning climate. Since 2001 the persistence to graduation rate has averaged 88%, meaning that students beginning the school year as seniors graduated that same year. Annual average daily attendance has been 89%. On average students annually progress 1 to 5 grade levels in reading, math, and language arts. Our 2009 student surveys reported that 81% of our students look forward to coming to ACE every day, and 94% reported that "teachers provided me the help that I need." More detailed information (including graphs and surveys) can be accessed through our web site [www.acelearningcenters.org](http://www.acelearningcenters.org).

<http://www.acelearningcenters.org>

Effectiveness Rating: Moderate



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# Acellus Learning System

Address: 11020 N Ambassador Drive, Suite 100 Kansas City MO

URL: <http://www.acellus.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Acellus courses are interactive, self-contained educational programs that carefully guide the student through each lesson. The interactive features of Acellus are used to identify "holes" in the students' knowledge and understanding of specific concepts. Acellus then interactively provides specific video instruction taught by some of America's greatest teachers. At the completion of the lesson on each topic, the student is challenged with carefully crafted questions to examine competency regarding the newly taught concept and reacting with special context-sensitive video responses to eliminate misconceptions or incomplete mastery of the concept. Acellus courses allow students to move forward through the material at their own pace. Students already having mastery of a particular concept move through very quickly, making an introductory Acellus course an effective review procedure. Once a student encounters a topic or concept which contains new material, progress slows and the course slows down to help the student master the material.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 2000

Number of Students: 500+

Contact: Ms. Martha Asay

Contact Email: [masay@science.edu](mailto:masay@science.edu)

Contact Title: Senior Acellus Coordinator Contact Phone: 201-571-0041

Contact Address: 26900 E. Pink Hill Road Independence MO 64057

Evaluation: Integrating video lectures prepared by some of the best educators in America into an interactive environment, Acellus supplements the classroom experience by providing a tool to help students master difficult subjects. Acellus is ideal for students who struggle to understand concepts as well as for those who



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excel. By adapting the presentation of information in ways that overcome most learning barriers, Acellus is able to fill in gaps so that students may advance with confidence. Acellus uses constant feedback to adjust the curriculum to the needs of each individual. Studies show that students using computerized video-based instruction progressed up to 250% faster, with better retention, than students taught by traditional methods alone. 77% of all students using computerized video-based learning method improved their academic results.

[http://www.acellus.com/Learn\\_About\\_Acellus/Learn\\_About\\_Acellus.php](http://www.acellus.com/Learn_About_Acellus/Learn_About_Acellus.php)

Effectiveness Rating: Moderate



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## Achievable Dream Schools

Address: 10858 Warwick Boulevard, Suite ANewport NewsVA

URL: <http://achievabledream.nn.k12.va.us/about.html>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: An Achievable Dream (AAD) is a dream shared collectively by many, many individuals, organizations and businesses to help children of poverty. AAD is a nonprofit, year-round, extended day public school borne out of its founder's belief that all children can learn and succeed regardless of their socioeconomic backgrounds; and that education can break the cycle of poverty. We strive to close the achievement gap that currently exists in American education and to ensure our students become productive citizens contributing positively to society.

Annual Cost: Per Cost:

Agencies: Newport News Public Schools, the City of Newport News, our business partners, the soldiers from Ft. Eustis and deputy sheriffs from Newport News who volunteer their time, the Rotary Club of the Virginia Peninsula, our friends at the United States Tennis A Opening Date: 1992 Number of Students: 250-500

Contact: Timothy Sweeny

Contact Email: [Timothy.Sweeney@nn.k12.va.us](mailto:Timothy.Sweeney@nn.k12.va.us) Contact Title: Principal grades 6-12 Contact Phone: 757-283-7820

Contact Address: 5720 Marshall Avenue Newport News VA 23605

Evaluation: An Achievable Dream first closed the achievement gap between Dreamers and their Caucasian counterparts across the City of Newport News in 2002. On the 2008 8th Grade Math Standards of Learning tests, An Achievable Dream students outperformed their statewide counterparts by 7%, and outperformed their citywide counterparts by 11%. 100% of Dreamers taking Algebra 2 in 2008 passed their Standards of Learning tests. Geometry students had a 96% pass rate, and Geography had a 95% pass rate.

[http://www.achievabledream.org/site/PageServer?pagename=dream\\_results](http://www.achievabledream.org/site/PageServer?pagename=dream_results)



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Effectiveness Rating: Limited

# Achieve 3000

Address: 1985 Cedar Bridge Ave Suite 3 Lakewood NJ

URL: <http://www.achieve3000.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Achieve3000's vision is to break down the barriers that prevent children from reading, writing and learning to their full potential through one- on-one differentiated instruction, one motivating and equalizing discussion topic for the entire class, and one click reporting and management tools for the teacher.

From Grades 2-12, Achieve3000 solutions provide the first web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests.

ONE high interest topic for the entire class, scientifically matched to each student's individual Lexile reading level

ONE-ON-ONE support uses technology to help each student progress towards reading and writing proficiency

ONE click reporting and management allow teachers to use performance data to inform instruction.

Achieve3000 provides a connection among parents, teachers, and students to enhance learning and improve reading and writing among all types of students.

Annual Cost: less than \$25,000 Per Cost:

Agencies: Opening Date: Number of Students:

Contact:

Contact Email: [info@achieve3000.com](mailto:info@achieve3000.com) Contact Title: Contact Phone: 800-838-8771

Contact Address:

Evaluation: Achieve3000(tm) Differentiated Instruction Solutions are scientifically proven to accelerate results in language arts instruction in the form of Lexile(tm) gains and dramatically increased scores on end-



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of-the-year standardized reading tests - including the Scholastic Reading Inventory (SRI), TerraNova and the Iowa Test of Basic Skills tests. In addition, the differentiated instruction component of our solutions is also scientifically proven effective. Importantly, these results have been proven in multiple independent, large-scale scientific evaluations - aligning Achieve3000 with the criteria stipulated by NCLB for selecting and implementing educational programs.

Effectiveness Rating: Moderate



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# Achieve Career Preparatory Academy

Address: 301 Collingwood Toledo OH

URL: <http://www.achieveprep.com>

Demographic and Target Group: , , , ,

Disabilities: 16-20% Other Descriptors:

Description: Achieve Career Preparatory Academy serves the greater Toledo area. The school has completed its first year of operation June 2010. The student population consists of approx. 95% African American, 4% White, 1% Hispanic, 97% of students qualify for free or reduced lunch. 85% of students have had more than one contact with the court system, 25-30% are currently on probation, 25% are teen parents, 60% of young men report participation in gang activities. 78% of students are reentry or in need of credit recovery. The program offers day and evening hours 8am-9pm. traditional or on-line courses, free breakfast, lunch and dinner, free after school activities, free summer school, career focus with a full year required course- including a 10 year career plan, job and career placement , wrap around services, unlimited city bus passes, inquiry based instruction, 3 technology labs, whole child approach to education, consistent discipline program and disciplinary data analysis for development of PBS program this year. coordination of services, day care drop-off and pick-up on-site.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies: Collingwood Art Center, Harbor Career Services, Urban Youth project Grant, Youth Community Connection, JD Center (probation and drug court), Job and Family Services, Wrap around services, Foster Care Parent Organization (Lucas County), Day Care centers (d  
Opening Date: 2009  
Number of Students: 50-250

Contact: Ms. Kerry I Gordon-Keese

Contact Email: [kerry.keese@leonagroup.com](mailto:kerry.keese@leonagroup.com)

Contact Title: School Leader Contact Phone: 419-243-8559

Contact Address:



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Evaluation: The school is currently collecting baseline data. It is in its second year of operation. 70% of adjudicated youth, continue to attend and report feeling connected to school and have formed positive relationships with school staff. 98% of students reported feeling safe in school. Students have day and evening hour options for credit recovery, online courses, traditional instruction, and the focus of curriculum in inquiry based.

Effectiveness Rating: Limited



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# Achievement Mentoring

Address: 113 Keystone Rd East Stroudsburg PA

URL: <http://supportiveschools.org/solutions/achievement-mentoring/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Behavioral Monitoring and Reinforcement Program (BMRP), formerly called Preventive Intervention, is a school-based intervention that helps prevent juvenile delinquency, substance use, and school failure for high-risk adolescents. It targets juvenile cynicism about the world and the accompanying lack of self-efficacy to deal with problems. BMRP provides a school environment that allows students to realize that their actions can bring about desired consequences, and it reinforces this belief by eliciting participation from teachers, parents, and individuals. The program can be used in low-income, urban, and racially-mixed junior high schools and in middle-class, suburban junior high schools. Students are eligible for inclusion if they demonstrate low academic motivation, family problems, or frequent or serious school discipline referrals.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: OJJDP

Opening Date: 1999

Number of Students: less than 50

Contact: Dr. Brenna H Bry PhD

Contact Email: [bbry@rci.rutgers.edu](mailto:bbry@rci.rutgers.edu)

Contact Title: Contact Phone: 570-223-0592

Contact Address: 113 Keystone Rd East Stroudsburg PA 18302

Evaluation: Evaluations of BMRP have demonstrated short- and long-term positive effects. At the end of the program, program students showed higher grades and better attendance when compared to control students. Results from a one-year follow-up study showed that intervention students, compared to control students, had less self-reported delinquency; drug abuse (including hallucinogens, stimulants, glue, tranquilizers, and barbiturates); school-based problems (suspension, absenteeism, tardiness, academic failure); and unemployment (20% and 45%, respectively). A five-year follow-up study found that intervention students had fewer county court records than control students.



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Effectiveness Rating: Strong

## Across Ages

Address: Center of Intergenerational Learning 1601 North Broad Street USB 206 Philadelphia PA

URL: <http://templecil.org/Acrossageshome.htm>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Across Ages program uses older adults as mentors for youth. Originally designed solely as a school-based program, the program's design now uses a wide-ranging prevention strategy suitable for a variety of settings during both school time and out-of-school time. The program targets its supports to five domains: the individual, the family, the school, the peer group, and the community. By acting as advocates, challengers, nurturers, role models, and friends, older (age 55 and over) mentors help "at-risk" youth develop awareness, self-confidence, and skills to help resist drugs and overcome obstacles.

Annual Cost: less than \$25,000 Per Cost: \$2000 +

Agencies: Center for Substance Abuse Prevention SAMHSA (Substance Abuse and Mental Health Services Administration) Opening Date: 1991 Number of Students: 50-250

Contact: Dr. Andrea Taylor PhD

Contact Email: [ataylor@temple.edu](mailto:ataylor@temple.edu) Contact Title: Director Contact Phone: 215-204-6708

Contact Address:

Evaluation: The Across Ages program was evaluated using a quasi-experimental design. The findings indicate that mentoring was critical to the success of the program, but all program components were critical for success. Specifically, students participating in the full program showed: decreased alcohol and tobacco use, increased school attendance, and increased positive attitudes toward school and the future.

Effectiveness Rating: Moderate



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# ACT EXPLORE

Address: SC State Department of Education 1429 Senate Street, Room 1112-A Columbia SC

URL: <http://www.act.org/explore/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The EXPLORE program is designed to help eighth and ninth graders explore a broad range of options for their future. EXPLORE prepares students for their high school course work and post-high school choices. It provides baseline information on the academic abilities of the students that can be used to help plan high school course work and is a reliable predictor of performance on PLAN, which provides a midpoint review of tenth-graders' progress toward their education and career goals. The assessment is a curriculum-based, achievement test designed for measuring achievement in these core areas: English, mathematics, reading, and science. It shares the same score scale with PLAN and the ACT, enabling educators to seamlessly document student progress from grades eight through twelve.

Annual Cost: \$500,000 + Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Suzette S Lee

Contact Email: [slee@ed.sc.gov](mailto:slee@ed.sc.gov) Contact Title: Director, Office of High School Design Contact Phone: 803-734-6103

Contact Address:

Evaluation: According to Research Confirms It, students who have taken EXPLORE are more likely to take a college-prep curriculum and to be prepared for college-level work. In addition, students - and especially underrepresented students - who use EXPLORE and PLAN information are more likely to take rigorous college-prep courses, particularly math and science, in high school. Higher percentages of students who use EXPLORE and PLAN in their educational planning aspire to go to college. Finally, EXPLORE provides an early indicator of college readiness and an opportunity for students to find careers that match their interests.



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Effectiveness Rating: Moderate

## Admission Possible

Address: 450 North Syndicate Street, Suite 200St. PaulMN

URL: <http://www.admissionpossible.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Admission Possible is a nonprofit organization dedicated to helping promising, low-income young people prepare for and earn admission to college. Our mission is to identify low-income high school students with the potential and motivation for college and then to provide them with four critical services: (1) ACT and SAT test preparation; (2) Intensive guidance in preparing college applications; (3) Help in obtaining financial aid; and (4) Guidance in transition to college. Admission Possible was founded on two fundamental beliefs: Many low-income high school students lack the resources to compete effectively for admission to colleges and universities. Colleges and universities are very interested in admitting students from low-income backgrounds, but have difficulty identifying and attracting them.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 1999

Number of Students: 500+

Contact: David MacLennan

Contact Email: [Info@AdmissionPossible.org](mailto:Info@AdmissionPossible.org)

Contact Title: Chairman Contact Phone: 651-917-3525

Contact Address:

Evaluation: Overall, the results show, Admission Possible has been very effective in helping the students who complete the program gain admission and financial assistance to college. 100% of the 246 students in the program were admitted to college. 91% enrolled in college in fall 2005. 61% were awarded scholarships for a total of \$857,369. The average scholarship awarded was \$6,168. Students demonstrated a strong commitment to service, with 83% of students performing community service in the past year. available

Effectiveness Rating: Strong



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# Adolescent Sexuality and Pregnancy Prevention Program

Address: The Children's Aid Society 350 E. 88th St. New York NY

URL: [http://www.childrensaidsociety.org/locations\\_services/healthservices/teenpregnancy](http://www.childrensaidsociety.org/locations_services/healthservices/teenpregnancy)

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Launched in 1984 in one of the Children's Aid Society's (CAS) community centers in Harlem, the program practices a holistic approach aiming to empower youth, help them develop a desire for a productive future, and aid young people in improving their sexual literacy and their understanding of the consequences of sexual activity. The program encompasses varied activities and services throughout the year and includes a "parallel family systems approach" where staff treats participating children as their own.

Annual Cost: Per Cost:

Agencies: Opening Date: 1984 Number of Students:

Contact: Dr. Michael A Carrera

Contact Email: Contact Title: Director Contact Phone: 212-949-4800

Contact Address:

Evaluation: The program was evaluated through a three-year random assignment evaluation comparing the impact of the Adolescent Sexuality and Pregnancy Prevention Program with other types of youth afterschool programming. Compared to the control group, participating youth: had significantly lower pregnancy rates after three years; had significantly higher PSAT scores; were more likely to feel their schoolwork had improved.

Effectiveness Rating: Moderate



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# Adolescent Transitions Program (ATP)

Address: Child and Family Center 195 West 12th Avenue Eugene OR

URL: <http://cfc.uoregon.edu/atp.htm>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Adolescent Transitions Program (ATP) is a multilevel, family-centered intervention targeting children who are at risk for problem behavior or substance use. Designed to address the family dynamics of adolescent problem behavior, it is delivered in the middle school setting to parents and their children. The parent-focused curriculum concentrates on developing family management skills such as making requests, using rewards, and providing reasonable consequences for rule violations. Strategies targeting parents are based on evidence about the role of coercive parenting strategies in the development of problem behaviors in youth. The program focuses on arresting the development of teen antisocial behaviors by improving parents' family management and communication skills.

Annual Cost:

Per Cost:

Agencies:

Opening Date:

Number of Students:

Contact: Kate Kavanaugh PhD

Contact Email: [katek@hevanet.com](mailto:katek@hevanet.com)

Contact Title: Director Contact Phone: 503-282-3662

Contact Address:

Evaluation: A two-year randomized clinical trial was carried out to assess the effectiveness of the parent and teen interventions. The most recent evaluation was a four-year randomized trial of the parent-focused ATP component with eight small community samples in Oregon. Relevant findings include decreased total problem behavior, reduced youth smoking behavior and decreased antisocial behavior at school.

Effectiveness Rating: Moderate



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# Advancement Via Individual Determination (AVID)

Address: 9797 Aero Dr. Ste. 100 San Diego CA

URL: <http://www.avid.org>

Demographic and Target Group: , Male/Female, , First generation college goers, Low SES,

Disabilities: 1-5%

Other Descriptors: College Readiness

Description: AVID is a non profit that provides powerful and proven teacher and leader professional development that results in the provision of a highly successful in-school academic support system of rigor for K-16 students which places underachieving high-risk students in a college preparatory program to prepare them to go to and succeed in college, career and life. AVID's 38+ year history of Students take rigorous courses and are provided with intensive and targeted support to ensure their success. AVID has consistently shown it can eliminate the college readiness gap for all subgroups of students. Parents become involved at a variety of levels.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: Roadtrip Nation

Opening Date: 1980

Number of Students: 500+

Contact: Dr. Edward Lee Vargas

Contact Email: [lvargas@avid.org](mailto:lvargas@avid.org) Contact Title: Contact Phone: 858-380-4787

Contact Address: 9797 Aero Dr. Ste. 100 San Diego CA 92123

Evaluation: In longitudinal studies of schools where the project was implemented as designed, project students relative to their counterparts in comparison schools, showed significant improvement in academic performance, increases in Advanced Placement course enrollment and completion, decreases in dropout rates, increases in attendance, and increases in college enrollment.

Effectiveness Rating: Strong



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# AdvancePath Academics

Address: 4125 Ironbound Road Williamsburg VA

URL: <http://www.advancepath.com>

Demographic and Target Group: , , , ,

Disabilities: 6-10% Other Descriptors:

Description: AdvancePath's Blended Learning Model, based on decades of research:

- (A) Meets Students where they need to be met--at their time of need,
- (B) Allows students to assume Responsibility for their education,
- (C) Creates Individualized Learning Plans (ILP) and Differentiates.

Instruction for each "individual" student:

- (A) Ensures early Interventions and provides multiple Learning Modalities to meet "Individual" needs,
- (B) Uses technology to leverage resources, improve cost-efficacy and maximize the learning and teaching experience,
- (C) Uses Data to Inform Instruction and Professional Development.

We Ensure Our Teaching Staff:

- (A) Operate as an effective Teaching Team,
- (B) Know how to take the stress out of learning--students must be invigorated and teachers must be energized,
- (C) Know how to interact with each student based on their learning styles & needs and socio-emotional challenges,
- (D) Are able to see immediately the impact of their work through strong Data Analytics.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies: Communities in Schools, PIQE and other local organizations

Opening Date: 2005

Number of Students: 500+



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Contact: Mrs. Leslie Werner

Contact Email: [lwerner@advancepath.com](mailto:lwerner@advancepath.com)  
208-0900

Contact Title: Marketing Manager Contact Phone: (757)

Contact Address:

Evaluation: Most of the students we serve are long-term academic deficient (1.5 to 2 years behind) with socio-emotional or behavior issues or severe learning challenges. We are successful with over 90% of these students (accelerate, graduate, transfer back to mainstream, or continue on a positive path to a predictable graduation date). We have almost no behavior issues beyond the first 30 days of enrollment have graduated over 5,500 students since 2007 more than half of whom have progressed to a post-secondary environment or career college. We received the National Dropout Prevention Networks (NDPN) Crystal Star Award in 2012. Whereas we normally start in a District with a single academy we have several District in which we have grown our presence (1 with 6 Academies, 2 with 3 and 2 with 2).

Effectiveness Rating: Strong



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# After School Matters

Address: 66 East Randolph Street, 4th Floor Chicago IL

URL: <http://www.afterschoolmatters.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: Job Apprenticeships

Description: After School Matters (ASM) is a Chicago based nonprofit organization that provides high school students with a variety of opportunities for work-based and project-based learning through paid internships in the arts, technology, sports, communications, and other fields. The mission of ASM is to create a network of out-of-school-time opportunities for teenage youth in under-served communities.

Annual Cost: Per Cost: \$500 - \$1000

Agencies: Opening Date: 2000 Number of Students: 500+

Contact:

Contact Email: Contact Title: Contact Phone: 312.742.4182

Contact Address:

Evaluation: ASM Participants had higher attendance rates. Students who participated in ASM at the "Very High" level had the lowest number of school absences. Students who participated at the Very High level failed a significantly lower percentage of their core courses (10 percent) than similar non-participants (16 percent). Participants had higher graduation rates and lower dropout rates. The longer students participated, either by semesters or by days per semester, the more likely they were to graduate, and the less likely they were to drop out.

<http://www.aypf.org/publications/SuccessAtEveryStep.pdf>

Effectiveness Rating: Strong



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# Agua Fria Union High School District Dropout Prevention Program

Address: 750 E. Riley Drive Avondale AZ

URL: <http://www.aguafria.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The program begins the summer before students enter 9th grade and continues until they have graduated. Students have personal plans of progress and are monitored throughout their high school careers.

Annual Cost: \$100,000 - \$200,000

Per Cost: less than \$500

Agencies: Arizona Department of Education, Agua Fria Foundation

Opening Date: 2006

Number of Students: 500+

Contact: Ms. Lexi Cunningham

Contact Email: [lcunningham@aguafria.org](mailto:lcunningham@aguafria.org)

Contact Title: Assistant Superintendent of Educational

Services Contact Phone: 623-932-7108

Contact Address: 750 E. Riley Drive Avondale AZ 85323

Evaluation: Our dropout rate has decreased and our graduation rate has increased. Students are actively involved in summer programs and after school tutoring. All students participate in Advisory on a weekly basis.

Effectiveness Rating: Limited



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# Agua Fria Union High School District's AIMS Intervention and Dropout Prevention Program

Address: Agua Fria Union High School District 750 East Riley Drive Avondale AZ

URL: <https://www10.ade.az.gov/AIMSDPToolkit/ExemplaryPrograms/AguaFria2008.aspx>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: This program is an example of a district's commitment to provide targeted services to students who are at risk of not completing high school. The program in the Agua Fria High School District serves students in all four high schools: Agua Fria, Desert Edge, Millennium and Verrado. Through the grant, the district targets all students who are academically, behaviorally or socially at risk. All district students who enter one of the high schools are assessed for risk status either as they leave 8th grade or at any time they enter or transfer into one of the schools. Three levels of risk are designed to assess students throughout their educational career. They are: Level 1) failed any of the 8th grade AIMS tests or are identified as at-risk by their 8th grade school counselor; Level 2) any freshman who fail 2 or more classes during the first semester; Level 3) any student who fails a 10th grade AIMS test or enters the district without an AIMS score. All at-risk students remain in the program until they pass all AIMS tests and other risk criteria and are no longer considered to be at risk of dropping out. Students who pass AIMS remain on "academic watch" and are subject to reentry into the program based on class failures, falling grade point average or upon recommendation of the administration or guidance staff.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 2007

Number of Students:

Contact: Robyn Jacobs

Contact Email: [rjacobs@aguafria.org](mailto:rjacobs@aguafria.org)

Contact Title: AIMS Intervention & Dropout Prevention Grant

Coordinator Contact Phone: 623-932-7106

Contact Address:



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Evaluation:

Effectiveness Rating: Limited



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# AIMS INTERVENTION/DROP-OUT PREVENTION

Address: 1905 Apache Blvd Nogales AZ

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Nogales High School program targets students who have not passed the AIMS on the first attempt. Much of the funding is geared toward providing extended-time opportunities in the form of classes and/or tutoring, adult mentoring, the purchase of supplemental materials geared toward struggling students, and professional development for all faculty members. Although the program targets about 175 students, every student benefits from the increased skills of teachers trained in differentiated instruction and research-based best practices. We also fund a freshmen academy during the summer or those transitioning into high school.

Annual Cost: \$100,000 - \$200,000

Per Cost: less than \$500

Agencies: Gear-Up, Title One

Opening Date: 2007

Number of Students: 500+

Contact: Ms. Kathy Scott

Contact Email: [kscott@nUSD.k12.az.us](mailto:kscott@nUSD.k12.az.us)

Contact Title: Grants Coordinator Contact Phone: 520-377-2021

2498

Contact Address:

Evaluation: The percentage of students graduating has increased from 76% in 2007 to 87% in 2009, the number of ELD students passing the AIMS (state assessment test) has also increased. As sophomores, only 12-13% passed reading, writing, and math while as seniors taking the test for the fifth time 86% passed. The number of students with adult mentors has increased, and these student (ELD students who still needed to pass one or more sections of the AIMS at the start of their junior year) have improved attendance, tardies, and overall GPA's.



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Effectiveness Rating: Moderate

# ALAS Dropout Prevention Program

Address: 3875-A Telegraph Rd. #155VenturaCA

URL: <http://www.alasdropoutprevention.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The ALAS Dropout Prevention Model and ALAS Resilience Builder have been rigorously tested. These programs have been shown to increase school grades and credits. Both programs have been proven effective with special education students, English language learners and students from low-income communities. The ALAS Dropout Prevention Model and ALAS Resilience Builder offer extensive coaching and professional development geared to build permanent capacity for preventing school dropout and increasing student achievement in low performing schools and with at-risk students. The program is shown to build capacity of schools and staff to close the achievement gap of at-risk learners. ALAS Resilience Builder provides FREE training to permanently build teaching capacity to improve learning and long term performance of at-risk students.

Annual Cost: less than \$25,000

Per Cost:

Agencies:

Opening Date: 1990

Number of Students: 500+

Contact:

Contact Email: [support@alasd DropoutPrevention.com](mailto:support@alasd DropoutPrevention.com)

Contact Title: Contact Phone: 805-765-5385

Contact Address:

Evaluation: The middle school where the program was implemented served about 2,220 students in grades 7, 8, and 9. Approximately 96 percent of the students were Latino, 2 percent were Anglo, and 2% were African American. Seventy percent of the students participated in the federal school lunch program. Sixty-two percent of the students spoke Spanish as a first language. Only 65 percent accrued all possible high school credits during the 9th grade. In fact, 16 percent of the boys and 7 percent of the girls in the first cohort failed more than half their classes during the 9th grade. When controlling for such demographic factors as SES,



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student transience, race and parent education level, according to California Assessment Program data of student reading achievement, the target school ranked only in the 17th percentile of all California schools. Not taking these demographic factors into account, the target school student reading achievement scores ranked in the 4th percentile of all California schools.

Effectiveness Rating: Moderate



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# Alee Academy Alternative Charter School

Address: 1705 County Road 44EustisFL

URL: <http://www.aleeacademy.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description:

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Opening Date: 1999 Number of Students: 250-500

Contact: Mr. Jennings A Neeld

Contact Email: [neeldj@aleeacademy.org](mailto:neeldj@aleeacademy.org) Contact Title: Director Contact Phone: 352-357-9426

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Alignment Nashville

Address: 421 Great Circle Road Suite 100 Nashville TN

URL: <http://www.alignmentnashville.org>

Demographic and Target Group: , , , ,

Disabilities: 1-5% Other Descriptors:

Description: The goal of Alignment Nashville is to improve the education and lives of Nashville's children and its future by aligning resources to Metropolitan Nashville Public Schools' strategic plan and engaging the entire community around complex issues facing our children and youth. As such, Alignment Nashville convenes 18 committees representing over 350 organizations and resources into alignment so that their coordinated support of Nashville's youth has a positive impact on public school success, children's health, and the success of our community as a whole. These committees are: 16-24 Year-olds Out of School and Work Committee; Adolescent Sexual Responsibility; Alternative High School Initiative Committee; Behavioral Health; Childcare Taskforce; Children's Health Executive Oversight Committee; Developing Community Leaders; Elementary School Oversight Committee; HEAL - Healthy Eating & Active Living; Healthy Starts; High School Academies Committee; Middle School Committee; Operating Board and Davidson County P-16 Council; Parent University; Pathways to Postsecondary Education; Pre-K Committee; Primary Care Committee; and Refugee and Immigrant Support Services Committee

Annual Cost: \$500,000 + Per Cost: less than \$500

Agencies: 1220 Exhibits, Academy for Educational Development, Adventure Science Center, Aegis Labs, Alternatives Unlimited, American Association of Pediatrics, TN Chapter, American Heart Association, AmeriChoice, Amerigroup Community Care, Arts & Business C Opening Date: 2005

Number of Students: 500+

Contact: Mr. Anthony B Johnson

Contact Email: [anthony@alignmentnashville.org](mailto:anthony@alignmentnashville.org) Contact Title: America's Promise Collaborative Coordinator  
Contact Phone: 615-585-1698

Contact Address:



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Evaluation: Alignment Nashville works on a number of projects. On of those projects, Culture of Kindness, funded by a grant from the CDC, includes the Alignment of Enhanced Service (AES) Coordinators. This project has been piloted at four schools and each school has demonstrated improvement on student relationships and prosocial behavior, particularly important changes because these are two of the goals that coordinators worked on most intensely. The preliminary analyses also suggest that the program is having positive effects on students' reports of their grades. Students in the AES schools have gone from reporting poorer grades than students in the control schools to outperforming the control schools. These findings are consistent with Principal Martin's observations, and they translate into success for children. "Our kids are showing us every day that we can make a difference for them," Martin said. "Today, our students care about their own academic success. That's an incredible transformation. Thank you for all you do EVERY day for EVERY child. You make a difference."

<http://alignmentnashville.org/results>

Effectiveness Rating: Strong



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## Alternative Diploma Partnership

Address: 3440 N. Fairfax DriveArlingtonVA

URL: <http://www.blueridgelearning.com>

Demographic and Target Group: , , , Poverty level,

Disabilities: 16-20% Other Descriptors:

Description: This program provides an alternative track for students who have attended high school but are unable to graduate because they have failing state tests or other factors that do not allow them to complete high school. Students must meet graduation requirements (21 credits) for Blue Ridge Academy and take at least 4 credits from the school.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$1000 - \$2000

Agencies: NW GA Regional Educational Service Agency  
of Students: less than 50

Opening Date: 2007

Number

Contact: Dr. Gregory C Eckles

Contact Email: [geckles@blueridgelearning.com](mailto:geckles@blueridgelearning.com) Contact Title: Educational Director Contact Phone: 866-890-8153

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Alternatives Unlimited - Palm Beach Drop Back in Academy

Address: 3345 N. Haverhill Rd. West Palm Beach FL

URL: <http://www.alternativesunlimited.com/drop.html>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: There are thousands of high school dropouts in America, and all have the ability to graduate and earn a diploma. Alternatives Unlimited (AU) helps them "drop back in" with a program that fits their schedule and their needs. Mission Statement: To assist public school districts by providing innovative and cost-effective educational programs to students who have not experienced success in other settings.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$1000 - \$2000

Agencies:

Opening Date: 2007

Number of Students: 250-500

Contact: Mr. Victor Reece

Contact Email: [vreece@alt-unlimited.com](mailto:vreece@alt-unlimited.com) Contact Title: Lead Teacher Contact Phone: 561-242-1806

Contact Address:

Evaluation: Palm Beach County has a 1 in 3 high school dropout rate. Alternatives Unlimited Palm Beach Drop Back in Academy has been in the district for 2 years and we have graduated over 75 students.

Effectiveness Rating: Limited



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# America Can!

Address: 325 w. 12th StreetDallasTX

URL: <http://americacan.org/whoweare.asp>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: America Can! is a non-profit organization operating public charter high schools throughout the country. America Can! academies provide a second-chance education for at-risk youth - kids who have dropped out or are at-risk of dropping out of school. Students learn in a non-threatening environment, receive focused attention, and work toward their high school diploma. America Can! is fully certified to award high school diplomas.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 1985

Number of Students: 500+

Contact: Richard Marquez

Contact Email: Contact Title: President Contact Phone: 214-944-1985

Contact Address:

Evaluation: A survey of America Can! graduates reveals that 74% of graduates go on to some form of higher education including four-year colleges, community colleges and technical or trade schools. Approximately 5% join the military while the remaining graduates enter the work force.

Effectiveness Rating: Moderate



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# America's Choice

Address: National Center on Education and the Economy Suite 500 West, 555 13th Street, NW Washington DC

URL: <http://www.ncee.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The America's Choice School Design is a comprehensive, research based design for grades K-12. It was developed with one goal in mind; to make sure all but the most severely handicapped students reach an internationally benchmarked standard of achievement in ELA and mathematics by the time they graduate.

Annual Cost: \$25,000 - \$100,000 Per Cost:

Agencies: Opening Date: 1989 Number of Students: 500+

Contact: Judy Aaronson

Contact Email: [jaaronson@ncee.org](mailto:jaaronson@ncee.org) Contact Title: Contact Phone: 202-783-3668

Contact Address:

Evaluation: An external longitudinal evaluation of three districts implementing the America's Choice design revealed a clear difference between America's Choice schools and comparison schools in the performance of students on state assessments.

Effectiveness Rating: Moderate



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# American Diploma Project

Address: 1775 Eye Street NW, Suite 410 Washington DC

URL: <http://www.achieve.org/ADPNetwork>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: High School Reform

Description: The American Diploma Project (ADP) is an Achieve initiative created to ensure that all students graduate from high school prepared to face the challenges of work and college. The ADP Network includes 35 states dedicated to the same goal. ADP is designed to ensure that all states: align high school standards and assessments with the knowledge and skills required for success after high school; Require all graduates to take rigorous courses - aligned to college- and career-ready standards - that prepare them for life after high school; streamline the assessment system so that the tests students take in high school also can serve as placement tests for college and hiring for the workplace; develop reporting and accountability systems that value college and career readiness for all students.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 2005

Number of Students: 500+

Contact: Michael Cohen

Contact Email: Contact Title: President of ACHIEVE Contact Phone: 202-419-1540

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Apex Learning

Address: 1215 Fourth Ave. Suite 1500 Seattle WA

URL: <http://www.apexlearning.com>

Demographic and Target Group: , Other, , ,

Disabilities: Other Descriptors:

Description: Nearly two decades ago Apex Learning emerged as a leader in digital learning for secondary education. Recognizing the challenges schools face in meeting the needs of every student — from those struggling to stay on track for graduation to those capable of accelerating their learning — the company continues to develop innovative, digital learning solutions to support teachers and provide students with the opportunity to excel beyond their expectations.

Today Apex Learning offers a comprehensive catalog of rigorous, standards-based online courses that meet high school graduation requirements. Apex Learning Comprehensive Courses are used by schools nationwide for both initial credit and credit recovery. The company's latest digital learning solution —Tutorials — are a key component of effective blended learning, providing classroom teachers with the critical resources they need to meet the needs of all students including preparation for high stakes assessments, targeted intervention and just-in-time remediation and enhanced instruction for all students.

Annual Cost: \$25,000 - \$100,000 Per Cost: less than \$500

Agencies: Opening Date: 1993 Number of Students: 500+

Contact: Ms. Rachel A Preyss

Contact Email: [rachel.preyss@apexlearning.com](mailto:rachel.preyss@apexlearning.com) Contact Title: State Approvals Specialist Contact Phone: 440-590-6762

Contact Address: 1215 Fourth Ave. Suite 1500 Seattle WA 98161

Evaluation: Apex Learning is committed to delivering digital curriculum that increases student learning and outcomes, and supporting district partners in implementing programs that achieve their goals and objectives. Proven outcomes achieved by school districts across the country include increased graduation rates,



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decreased dropout rates, graduating more at-risk students on time, and performing at or above average on state and national exams. A sampling of these achievements includes:

Houston Independent School District, TX

- Increased graduation rate by 7.5% points
- Reduced dropout rate to 10.8% over 5 years

Sarasota County Schools, FL

- Reduced dropout rate by 1/2

Evansville Vanderburgh School Corp, IN

- Additional 6% of the senior cohort graduated on time
- Apex Learning students outperformed peers on EOC exams, scoring in the 51.2 percentile vs. 48.8 percentile

Dorchester School District, SC

- 44 percentile point gain for credit recovery students on state exams

Effectiveness Rating: Strong



# Arizona Agribusiness and Equine Center, Inc. (AAEC)

Address: 2002 E Baseline RoadPhoenixAZ

URL: <https://www10.ade.az.gov/AIMSDPToolkit/ExemplaryPrograms/ArizonaAgribAndEquine2008.aspx>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Arizona Agribusiness and Equine Center Inc. is an independent (charter) district that operates on four campuses. The AAEC schools offer a superior academic program that meets students where they are academically and socially, and prepares them for college. AAEC offers advanced coursework, comprehensive student support services, small classes and an intimate high school environment. It also offers students the option to enroll in community college classes and participate fully in the life of the post-secondary partner. The Center services low income teens and young adults who are at risk of not completing high school or who have documented academic, personal, or vocational barriers to school and workplace success. AAEC originally incorporated educational modules on agribusiness and equine activities, which continue at some the locations.

Annual Cost: Per Cost:

Agencies: South Mountain Community College  
Students: 250-500

Opening Date: 2007

Number of

Contact: Dr. William Conley

Contact Email: [wconley@aaechighschools.com](mailto:wconley@aaechighschools.com)  
Services Contact Phone: 602-297-8500

Contact Title: Assistant Superintendent for Administrative

Contact Address:

Evaluation:



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Effectiveness Rating: Limited

# AT&T/JA Worldwide Job Shadow Initiative

Address: One Education Way Colorado Springs CO

URL: <http://www.att.com/gen/corporate-citizenship?pid=11547>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The AT&T/JA Worldwide Job Shadow is committing 400,000 employee volunteer hours to reach 100,000 students in grades 9-12. The program will bring students into the world of business through classroom instruction followed by on-site mentoring in which students get to interact with a wide range of AT&T employees including technical and customer service representatives, product and service managers, and marketing and advertising executives. In this comprehensive effort, local Junior Achievement offices will work closely with local AT&T operations to set up job shadow opportunities between students and AT&T employees at AT&T facilities. "No matter what career they ultimately choose, the JA Job Shadow experience helps kids become 'work ready' by taking them into the workplace and showing them how education and training translate to success on the job," said Sean C. Rush, president and CEO of JA Worldwide. "Seventy-nine percent of students participating in job shadowing report that the program increased their desire to stay in school, so this is clearly a proven way to improve high school success." Through the job shadow opportunity, Rush added, students experience some of the interpersonal nuances of the workplace that are difficult to grasp in a classroom setting, such as the importance of negotiation, teamwork, cooperation with others, decision making and problem solving. Following participation in the initiative, students will be able to identify and demonstrate the work-readiness skills needed to research, get and keep a job - as well as develop personal strategies to achieve lifelong learning pursuits and career opportunities.

Annual Cost: Per Cost:

Agencies: AT&T, Junior Achievement  
500+

Opening Date: 2008

Number of Students:

Contact:

Contact Email: Contact Title: Contact Phone: 719-540-8000

Contact Address:



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Evaluation: Findings from a report by the JA Evaluation and Training institute surveying students who participated in the first year of the AT&T/JA Worldwide Job Shadow Initiative show the program is making an impact and is changing attitudes about staying in school: Ninety-nine percent of students who participated in the program felt that it was important to graduate from high school. Ninety-three percent of students felt that their ability to set goals had improved as a result of participating in Job Shadow. Ninety-eight percent of students agreed that doing well in school will help them achieve their career goals. Ninety percent of students felt that the experience made them more aware of career options.

Effectiveness Rating: Moderate



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# Athletes Training and Learning to Avoid Steroids (ATLAS)

Address: Oregon Health and Science University 3181 SW Sam Jackson Park Road Portland OR

URL: <http://www.atlasprogram.com>

Demographic and Target Group: , Boys, , ,

Disabilities: Other Descriptors:

Description: Athletes Training and Learning to Avoid Steroids (ATLAS) is a multicomponent school-based drug and alcohol prevention program for male high school athletes, 13 to 19 years old. It is designed to reduce or stop adolescent male athletes' use of anabolic steroids, sport supplements, alcohol, and illegal drugs, while improving healthy nutrition and exercise practices. The program is delivered to a school sports team, with instruction led by student-athlete peers and facilitated by coaches. ATLAS promotes healthy nutrition and exercise behaviors as alternatives to substance use (alcohol, illegal drugs, anabolic steroids, and unhealthy sport supplements.)

Annual Cost:

Per Cost:

Agencies:

Opening Date:

Number of Students:

Contact: Dr. Linn Goldberg FACSM

Contact Email: [gpldber1@ohsu.edu](mailto:gpldber1@ohsu.edu)

Contact Title: Director Contact Phone: 503-494-8051

Contact Address:

Evaluation: In a randomized control design, three sequential cohorts were assessed before and one year after each athletic season and found: decreased new substance use; decreased new use of anabolic steroids; reduced instances of drinking and driving; lowered index of alcohol and drug use; reduced use of performance-enhancing supplements.

Effectiveness Rating: Limited



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# ATLAS Communities (PreK-12)

Address: 222 Third Street Suite 1320 Cambridge MA

URL: <http://www.atlascommunities.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: A central feature of ATLAS is the "pathway": the alignment of curriculum, instruction, and assessment across a preK-12 feeder pattern, from which challenging learning experiences for students emerge. The pathway represents a commitment to providing continuity for students from preschool to high school.

Annual Cost: \$25,000 - \$100,000 Per Cost:

Agencies: Education Development Center, Coalition of Essential Schools, Project Zero, School Development Program Opening Date: 1992 Number of Students: 500+

Contact: Sharon Dash

Contact Email: [info@atlascommunities.org](mailto:info@atlascommunities.org) Contact Title: Contact Phone: 617-577-8585

Contact Address:

Evaluation:

Effectiveness Rating: Moderate



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# Baboquivari High School-Indian Oasis Program

Address: Baboquivari High SchoolSellsAZ

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Indian Oasis program coordinates multiple services for students before, during, and after the regular school day, six days a week. Students attend regular high school classes during the day, then participate in clubs, after-school tutoring, the MESA science program, career and personal counseling, mediation and other academic or cultural enrichment activities, including Tohono O'odham Language classes.

Annual Cost: Per Cost:

Agencies: Mathematics, Engineering, Science Achievement (MESA) program, a national program for minority youth operated by the office of Early Academic Outreach at the University of Arizona

Opening Date: 2006

Number of Students: 50-250

Contact: Deborah Grunloh

Contact Email: [dgrunloh@iobusd40.org](mailto:dgrunloh@iobusd40.org) Contact Title: Program Director Contact Phone: 520-383-6812

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Bath County Graduation Success Academy

Address: 645 Chenault DriveOwingsvilleKY

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Bath County Graduation Success Academy, GSA, is a program developed by Superintendent, DPP, and the Bath County Board of Education. The program was developed to target at-risk students in the Bath County School District in grades 7-12. In the 2007-08 school year Bath County had upwards of 30 students that dropped out of high school. To combat this problem, the GSA was implemented with the hard work of the staff, and has had a successful year. The program is designed to service 30 students; 15 from the middle school level and 15 from the high school level. There is an application process that is presented to the Admissions Committee. Through the GSA, 9 students graduated from high school this year. All the students who were able to graduate were faced with serious personal obstacles. Thanks to their hard work and the hard work of the faculty of the GSA, they were able to overcome those challenges to become successful. The school is staffed with one dedicated principal and 2 wonderful classroom teachers.

Annual Cost: \$100,000 - \$200,000

Per Cost: \$2000 +

Agencies:

Opening Date: 2008

Number of Students: 50-250

Contact: Mr. Roger T Neace

Contact Email: todd.neace@bath.kyschools.us

Contact Title: Principal Contact Phone: 606-674-2788

Contact Address:

Evaluation: According to the AYP Bath County has increased the number of students dropping out of high school for the last five years. In the 07/08 school year BCHS 30 students dropped out. After the implementation of our program we were able to re-enroll 11 students to date we have allowed 12 students to graduate from High School. We have also worked with community agencies to provide support and



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education for our female students who have children and those who are expecting. Our night school has given opportunity to students who have overcome tremendous adversity to just attend school of any kind.

Effectiveness Rating: Limited



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## BeauCARE, Inc.

Address: 628 High School DriveDeRidderLA

URL: <http://www.beucares.org/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: BeauCARE believes the future and progress of our community parallels that of our families. We provide opportunities in personal growth and development through recreational educational and advocacy programs for resident of all ages in the Beaugard Parish area of southwest Louisiana. BeauCARE believes that a foundation of positive mentoring, education, and recreation will empower today's youth to develop into the contributing and responsible adults of tomorrow.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$1000 - \$2000

Agencies: United Way of Southwest Louisiana  
Students: 50-250

Opening Date: 1997

Number of

Contact: Mrs. Alison Dunham

Contact Email: [adunham@beucares.org](mailto:adunham@beucares.org) Contact Title: Contact Phone: 337-462-2273

Contact Address:

Evaluation: BeauCARE Inc. mission is to assist children, families and communities in connecting to resources that will improve their quality of life. BeauCARE administers the local HeadStart program as well as the area's only out of school time program concentrating on three separate areas: Education, Structured Recreation, and Youth Development. BeauCARE teaches a weekly Life Skills class at the alternative school and counsels troubled youth referred for Community Service through the office of Juvenile Justice.

Effectiveness Rating: Insufficient



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# Big Brothers Big Sisters

Address: 230 North 13th Street Philadelphia PA

URL: <http://www.bbbsa.org/site/pp.asp?c=iuJ3JgO2F&b=14576>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Big Brothers/Big Sisters (BB/BS) is a federation of more than 500 agencies that serve children and adolescents. The basic concept of the BB/BS program is not to ameliorate specific problems, but to provide support in all aspects of young people's lives through a professionally supported one-to-one relationship with a caring adult. During their time together, the mentor and youth engage in developmentally appropriate activities, such as walking; visiting a library; washing the car; playing catch; attending a play, school activity, or sporting event. Individual programs are customized to local needs while a national infrastructure oversees recruitment, screening, matching, and supervision to ensure that quality mentors are selected; that good mentor-mentee matches are made; and that these relationships receive adequate staff supervision and support.

Annual Cost:

Per Cost:

Agencies:

Opening Date:

Number of Students:

Contact: Thomas M McKenna

Contact Email: [national@bbbsa.org](mailto:national@bbbsa.org)

Contact Title: Director Contact Phone: 215-567-7000

Contact Address:

Evaluation: An extensive 18-month study using classical experimental design was used to evaluate the program. The researchers found among mentored youth, compared to the control group: reduced initiation of drug use, particularly for minority males; reduced initiation of alcohol use, particularly for minority females; reduced incidents of hitting someone; increased feeling of competence in school, particularly for minority females; improved grades, particularly for minority females; fewer skipped days of school, particularly for females.



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Effectiveness Rating: Strong

# Big Picture Learning

Address: The MET Center of Providence 325 Public Street Providence RI

URL: <http://www.bigpicture.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Big Picture Learning's mission is to lead vital changes in education, both in the United States and internationally, by generating and sustaining innovative, personalized schools that work in tandem with the real world of the greater community. We believe that in order to sustain successful schools where authentic and relevant learning takes place, we must continually innovate techniques and test learning tools to make our schools better and more rigorous. Lastly, we believe that in order to create and influence the schools of the future, we must use the lessons learned through our practice and research to give us added leverage to impact changes in public policy.

Annual Cost: Per Cost:

Agencies: Bill Gates Foundation

Opening Date: 1995

Number of Students: 500+

Contact: Nancy Diaz

Contact Email: Contact Title: Co-director Contact Phone: 401-752-2653

Contact Address:

Evaluation: The first Met class graduated in 2000 with a 96% graduation rate. Ninety-eight percent of the graduates were admitted to post-secondary institutions. They received \$500,000 in scholarship funds to help fund their college educations. Clearly, the Met worked. And each subsequent graduating class has matched or bettered its predecessor. Many of these teenagers are the first in their families to earn a high school diploma, and 80% of them are the first in their families to enroll in college.

<http://www.bigpicture.org/wp-content/uploads/2008/11/big-picture-brochure.pdf>

Effectiveness Rating: Moderate



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# Big Picture Learning

Address: 325 Public Street Providence RI

URL: <http://www.bigpicture.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Big Picture Learning's mission is to lead vital changes in education, both in the United States and internationally, by generating and sustaining innovative, personalized schools that work in tandem with the real world of the greater community. We believe that in order to sustain successful schools where authentic and relevant learning takes place, we must continually innovate techniques and test learning tools to make our schools better and more rigorous. Lastly, we believe that in order to create and influence the schools of the future, we must use the lessons learned through our practice and research to give us added leverage to impact changes in public policy.

Annual Cost: Per Cost:

Agencies: Alternative High School Initiative  
Students: 500+

Opening Date: 1995

Number of

Contact: Kari Thierer

Contact Email: [kthierer@bigpicturelearning.org](mailto:kthierer@bigpicturelearning.org) Contact Title: National Director of School & Network  
Support Contact Phone: 401.243.7523

Contact Address:

Evaluation: The Big Picture Learning design is a dynamic approach to learning, doing, and thinking that has been changing the lives of students, educators, and entire communities since 1995. All of components of the design are based on three foundational principles: first, that learning must be based on the interests and goals of each student; second, that a student's curriculum must be relevant to people and places that exist in the real world; and finally, that a student's abilities must be authentically measured by the quality of her or



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his work. We currently sustain a network of over 80 schools worldwide with an average graduation rate of 92% and a 95% college acceptance rate.

Effectiveness Rating: Moderate



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# Boost Up

Address: The Advertising Council 815 Second Avenue - 9th Floor New York NY

URL: <http://www.boostup.org>

Demographic and Target Group: , , , Parental Involvement,

Disabilities: Other Descriptors:

Description: The Advertising Council and the U.S. Army joined together to launch a national public service advertising (PSA) campaign designed to encourage students to stay in school and graduate. Approximately 7,000 high school students drop out every school day, which translates to one in three students. Once students make the decision to drop out, they lack the tools to compete in today's society and diminish their chances for greater success in the future. The BoostUp campaign features real stories of at-risk students and encourages teens, parents and influential adults to give struggling students in their own communities the boost (encouragement) they need to stay in school and graduate. PSAs direct audiences to [www.BoostUp.org](http://www.BoostUp.org) where they can learn more about what to do to support students locally. Resources are also available on issues relating to school, crisis and community.

Target Groups:

Friends, parents, adult influencers of at-risk students ages 9-17.

Annual Cost: Per Cost:

Agencies: US Army, Ad Council

Opening Date: 2006

Number of Students:

Contact: Lisa Cullen

Contact Email: [lcullen@adcouncil.org](mailto:lcullen@adcouncil.org) Contact Title: Director of Public Relations & Social Media Contact  
Phone: 202-331-5052

Contact Address: The Advertising Council 815 Second Avenue - 9th Floor NY 10017

Evaluation: National data and statistics on the Boost Up website (<http://www.boostup.org>) were used. This program affects high school students across the country.

Effectiveness Rating: Limited



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# Boston Day and Evening Academy

Address: 20 Kearsarge Avenue Roxbury MA

URL: <https://www.bdea.com/>

Demographic and Target Group: , , , ,

Disabilities: 11-15% Other Descriptors:

Description: In the world of high school education, Boston Day and Evening Academy is truly extraordinary. An alternative public charter high school located in Roxbury, BDEA is open 12 hours a day in order to serve any Boston Public School student who is overage for high school, who has had trouble with attendance issues, has been held back in 8th grade, who feels they are not getting the attention in class that they need to succeed, or who has dropped out but is eager to come back to school to earn their diploma.

Annual Cost: Per Cost:

Agencies: Numerous colleges and universities Opening Date: 1997 Number of  
Students: 250-500

Contact: Beatriz M Zapater

Contact Email: [bzapater@boston.k12.ma.us](mailto:bzapater@boston.k12.ma.us) Contact Title: Head of School Contact Phone: 617-635-6789

Contact Address:

Evaluation: Given that our student body is comprised of students who have already dropped out of high school or were failing at middle schools, our current graduation rate of 49% - virtually the same as the Boston Public Schools graduation rate of 50% reported in the Parthenon Study - shows that BDEA significantly impacts a population of students - 72 in 2009 - who were otherwise underserved by the public school system and had been given up for lost.

Effectiveness Rating: Limited



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# Boulder Preparatory High School

Address: 5075 Chaparral Court Boulder CO

URL: <http://boulderprep.org/>

Demographic and Target Group: , , , ,

Disabilities: 6-10% Other Descriptors:

Description: Boulder Preparatory High School is currently being evaluated based on: Academic Achievement, Academic Growth, Post-Secondary Readiness and Student Engagement. Over the last 15 years, 100% of our graduates have been accepted to college with over 60% matriculation rate. The graduating classes have averaged at or near the college readiness benchmarks on the ACT for the last 10 years. We have been successful in closing the achievement gap for students below proficiency with a rate of 1 grade level for every 15 hours of instruction. Boulder Prep has the strongest school climate in the district with more students reporting that they "feel positive about school" as compared to any other high school.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Boulder County Probation, Boulder County Social Services, Boulder County Mental Health, Community Food Share, Cutliva Growing Gardens, I Have A Dream Foundation of Boulder, University of Colorado, Education for Peace International, Colorado League of Char

Opening Date: 2006

Number of Students: 50-250

Contact: Ms. Lili Adeli

Contact Email: [liliadeli@boulderprep.org](mailto:liliadeli@boulderprep.org) Contact Title: Development Director Contact Phone: 720-480-3959

Contact Address:

Evaluation: Data collected and analyzed at school/district level.

<http://boulderprep.org/about-us/data/>

Effectiveness Rating: Moderate



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## Box Elder Schools

Address: Box 205Box ElderMT

URL: <http://ruffshari@yahoo.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: Cultural Education

Description: Currently Box Elder School offers after school tutoring 5 nights per week. Certified teachers are available for students to get help in any subject or students can arrange to make up credit during this time. Elementary tutoring is focused on reading and math. 2 nights per week the shop is open for HS students to create projects or make up credit. Also, for all Jr and HS students, the fitness center is open four nights per week. Elementary aged students are welcome to attend Native American dance, cooking, and tutoring as after school offerings. Jr. and HS students are welcomed at Native American Flutes. Our home school coordinator continues to make phone calls home questioning why students are absent unless otherwise excused. AT the time of this report, we have 27 ninth grade students and 18 seniors. Using a simple in-house graduation rate formula not sanctioned by the state, our current graduation rate is 67%. Over the years, using that simplistic formula, we have been averaging approximately 50%. Those numbers show improvement in our graduation rate at the district level. We strive to reach the state average graduation rate of 82%.

Annual Cost: \$100,000 - \$200,000

Per Cost: \$1000 - \$2000

Agencies: Title I, Gear Up, Character Ed, Rocky Boy Tribal Programs, 21st Century Community Learning Center

Opening Date: 2008

Number of Students: less than 50

Contact: Mrs. Shari Ruff

Contact Email: [ruffshari@yahoo.com](mailto:ruffshari@yahoo.com)

Contact Title: Academic Advisor/Test Coordinator/School

Improvement Contact Phone: 406-352-4195 119

Contact Address:



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Evaluation: Students are mentored through an invisible mentoring program we implemented this school year. Students were identified by the mentors from criteria including achievement, attendance, behavior, and emotional health. The mentors are the only ones in the school who know about the mentoring program and the students identified. The students do not know. Our goal is to build relationships with our mentees. It is our hope that the relationships will increase the students' graduation rate. Our student achievement goals for all of our programs remain the same as the state mandated goals. In reading, 83% of students must be proficient or better in reading; 68% of our students are to be proficient or better in math by spring 2009. Box Elder Elementary, Middle School, and High School strive to continue improving. Each school has won the Title I National Distinguished school award. We work diligently to coordinate all programs toward the one goal of increasing student achievement.

Effectiveness Rating: Limited



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# Boys and Girls Clubs of America

Address: National Headquarters 1275 West Peachtree Street, NW Atlanta GA

URL: <http://www.bgca.org/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Every day Boys & Girls Clubs inspire their members. Whether encouraging young people to complete their homework, play sports or recreational activities, enter an art competition or have a healthy snack, Club staff know the important role they play in creating the wholesome environment kids need. The United States is facing a national crisis with soaring high school drop-out rates, coupled with low fitness and high obesity within our young people. Boys & Girls Clubs are providing solutions to this national epidemic through homework help, engaging and fun nutritional tips, energizing sports and recreational activities and challenging academic programs. Throughout the nation, Clubs are reaching out to a generation at risk by providing positive guidance and exciting opportunities.

Annual Cost: Per Cost: less than \$500

Agencies: Opening Date: Number of Students: 500+

Contact: Rozanne Spillet

Contact Email: [info@bgca.org](mailto:info@bgca.org) Contact Title: President and CEO Contact Phone: 404-487-5700

Contact Address:

Evaluation:

[http://www.bgca.org/whoweare/documents/2007AnnualReport\\_lores.pdf](http://www.bgca.org/whoweare/documents/2007AnnualReport_lores.pdf)

Effectiveness Rating: Strong



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## Bridges to a Brighter Future

Address: Furman University 3300 Poinsett Highway Greenville SC

URL: <http://www.bridgestoabrighterfuture.org>

Demographic and Target Group: , , Eligibility for free/reduced lunch; 3.0 grade point average; need for support,

Disabilities: Other Descriptors:

Description: Bridges to a Brighter Future is a nationally recognized college access and pre-college academic enrichment program. The mission is to equip low-income students with the tools and support needed to overcome barriers, graduate from high school and enroll in post-secondary education. Bridges accomplishes its mission by engaging students with life-changing experiences that build academic success, self-confidence, resiliency, leadership, life skills, coping skills, college admissions skills, and character. Students participate in an intensive four-year program that includes a four week, three-summer residential experience; formal year-round academic support through Bridges Saturday College; and upon graduation from high school and enrollment in college, Bridges students receive continued support and services during the freshman year of college through Bridges Crossing the Bridge. As a result of the program quality and outcomes, in 2009 Bridges was awarded the prestigious Summer Excellence Award from the National Summer Learning Association.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies: Greenville County School District  
Students: 50-250

Opening Date: 1997

Number of

Contact: Ms. Tobi K Swartz

Contact Email: [tobi.swartz@furman.edu](mailto:tobi.swartz@furman.edu) Contact Title: Director Contact Phone: 864-294-3135

Contact Address:

Evaluation: Since the inception of the program, 100% of program graduates have earned a diploma or GED; and 93% have enrolled in college.



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Effectiveness Rating: Moderate

## Brief Strategic Family Therapy

Address: Family Therapy Training Institute of Miami 1221 Brickell Ave. Miami FL

URL: <http://www.bsft-av.com>

Demographic and Target Group: , , Native American, White, Substance Abuse,

Disabilities: Other Descriptors:

Description: Brief Strategic Family Therapy (BSFT) adopts a structural family systems framework to improve children and adolescent behavior problems by improving family interactions that are presumed to be directly related to the child's symptoms. BSFT is a short-term, problem-focused, family-based intervention with an emphasis on modifying maladaptive patterns of interactions. Therapy is based upon the assumption that each family has unique characteristics that emerge when family members interact, and that this family "system" influences all members of the family, thus the family is viewed as a whole organism. The repetitive interactions, or ways in which family members interact and behave with regard to one another can be either successful or unsuccessful. BSFT targets these interaction patterns that are directly related to the youth's behavior problems and establishes a practical plan to help the family develop more effective patterns of interaction.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Olga E Hervis L.C.S.W.

Contact Email: [ohervis@bsft-av.com](mailto:ohervis@bsft-av.com) Contact Title: Director Contact Phone: 888-527-3828

Contact Address:

Evaluation: Three studies tested the efficacy of BSFT in increasing family participation in therapy in randomized trials in several diverse communities. While adolescents in comparison groups showed no significant changes, BSFT adolescents showed reduced association with antisocial peers, reduced substance use, particularly marijuana, and reduced acting-out behavioral problems.



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Effectiveness Rating: Moderate

# Bright Future Program

Address: 2120 S. Jackson StreetSeattleWA

URL: [http://sviweb.sccd.ctc.edu/p\\_bright.htm](http://sviweb.sccd.ctc.edu/p_bright.htm)

Demographic and Target Group: , , , Student must be a high school Junior or Senior,

Disabilities: 11-15% Other Descriptors:

Description: The Bright Future Program is a Running Start funded program serving students from all area high schools. The Bright Future program gives students an opportunity to start their college courses early by allowing qualified high school students access to accredited programs at Seattle Vocational Institute. The program is designed to assist the participants in earning a high school diploma and a certificate of completion in one of SVI's professional technical programs. Students are eligible to enroll in the vocational programs of the Allied Health Division (Dental Assistant, Medical Administrative Specialist, Medical Assistant and Medical Laboratory Assistant/Phlebotomy), Business Computers Division (Administrative Office Professional, Computer-Based Accounting and Network Technician), the Pre-Apprenticeship Construction Training program and the School of Cosmetology. Coursework completed at SVI counts toward high school graduation requirements as well as professional/technical certification. In addition the program: Provides academic and career assessments for each student. Encourages students in planning for additional higher education. Creates long-term, individual education plans. Provides intensive case management, including classroom progress checks, grade and attendance checks, daily contact with students, and regular communication with high schools. Assists students in securing scholarships, daycare, and housing as needed. Creates and implements a work-based learning component. Helps graduating students to secure jobs and pursue their careers.

Annual Cost: \$100,000 - \$200,000

Per Cost: \$2000 +

Agencies: High schools, Community College Based Workforce Education Programs, Workforce Development Council, hospitals and Health care providers, Businesses, construction unions, and Dollars for Scholars Foundation

Opening Date: 1998

Number of Students: less than 50

Contact: Mr. Reza Khastou

Contact Email: [rkhastou@sccd.ctc.edu](mailto:rkhastou@sccd.ctc.edu) Contact Title: Creator/Director Contact Phone: 206-587-6304



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Contact Address: 12341 24th Ave NE Seattle WA 98125

Evaluation: High School Graduation rate of 93% during the last five years. Industry certificate completion rate of 76%. Those graduates who work full time earn annual salary of \$30,000 to \$70,000. Those graduates who continue their education are completing college credits at a much higher rate than regular college students.

[http://sviweb.sccd.ctc.edu/p\\_bright.htm](http://sviweb.sccd.ctc.edu/p_bright.htm)

Effectiveness Rating: Moderate

# Brooklyn Generation School

Address: 6565 FLATLANDS AVENUE Brooklyn NY

URL: <http://schools.nyc.gov/SchoolPortals/18/K566/default.htm>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Brooklyn Generation School is a unique school, in its second year of operation. It is the first school to put the Generation Schools' model into practice. This very positive partnership allows students to benefit greatly from small-group instruction and a longer academic year. Students enter the school from a low base, but as a result of an engaging curriculum their progress improves dramatically. Students enjoy foundation courses each morning and studio courses each afternoon. The school carefully tracks the progress of each student. As foundation courses are taught at the same time, students are able to regroup according to their need. They give enrichment and arts opportunities for all students. Where students struggle, they receive good remediation during this time.

Annual Cost: Per Cost:

Agencies: Generation Schools Network

Opening Date: 2008

Number of Students: 50-

250

Contact: Terri Lynn Grey

Contact Email: Contact Title: Principal Contact Phone: 718-968-4200

Contact Address:

Evaluation: In its first year, Brooklyn Generation ranked in the top five of comparable schools in attendance, credit accumulation, and pass rates on the NY state's Regents Exams and ranked first in standardized test scores.

[http://schools.nyc.gov/OA/SchoolReports/2008-09/Quality\\_Review\\_2009\\_K566.pdf](http://schools.nyc.gov/OA/SchoolReports/2008-09/Quality_Review_2009_K566.pdf)

Effectiveness Rating: Moderate



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# Buena High School Alternative Learning Center

Address: Buena High School 5225 E Buena School Blvd Sierra Vista AZ

URL: <https://www10.ade.az.gov/AIMSDPToolkit/ExemplaryPrograms/BuenaAlternative2008.aspx>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Buena High School Alternative Learning Center offers an array of educational programs to high school students. Its mission is to reduce the number of students that drop out of school prior to graduation. The center is located on the campus of Buena High School in a new facility designed to create a college library environment. The center houses its own faculty and staff, as well as classroom space, computers, labs and meeting space. Students may choose to participate in a full alternative high school curriculum or take courses for specific credits needed to graduate from the main high school. Students can earn credits towards their AA diploma at nearby Cochise College. An individualized program is available for special needs students. The ALC targets students who have previously dropped out of school, who have demonstrated problems adjusting to a traditional classroom setting, who have scored poorly on AIMS Testing, who are pregnant and/or raising families, and who have been suspended from school. About one third of students are from minority populations. In 2007-08 the school provided services to about 268 students.

Annual Cost: Per Cost:

Agencies: Cochise College Opening Date: 2007 Number of Students: 250-500

Contact: Andrea Strack

Contact Email: [andrea.strack@svps.k12.az.us](mailto:andrea.strack@svps.k12.az.us) Contact Title: Principal Contact Phone: 520-515-2800

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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## Building Assets, Reducing Risks

Address: 15251 Pleasant Valley Road PO Box 176 Center City MN

URL: [www.hazelden.org/buildingassets](http://www.hazelden.org/buildingassets)

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Building Assets, Reducing Risks (BARR) is a strength-based educational model to help students manage the transition to high school. This school reform model can be adapted for use in grades 6–10. The two fundamental pillars in BARR are: creating positive, intentional relationships, using real-time student data in collaborative problem-solving settings to guide instructional action. BARR seeks to help youth succeed in school by increasing the overall health of students and helping students achieve these goals.

1. earn all course credits toward graduation (reduced academic failure)
2. earn higher achievement scores
3. become more engaged in learning
4. reduce adverse effects of alcohol and other drugs

The goals are interrelated addressing goals concurrently with eight model components.

1. Professional development
2. Restructuring course schedules
3. A whole student emphasis
4. Block/team meetings and collaborative problem-solving
5. The I-Time curriculum
6. Risk Review meetings
7. Contextual support
8. Parent/guardian involvement

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 1999

Number of Students: 500+



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Contact: Jennifer Urciaga

Contact Email: [JUrciaga@hazeldenbettyford.org](mailto:JUrciaga@hazeldenbettyford.org) Contact Title: Sr. Manager, Prevention Strategy & Programming  
Contact Phone: 651-246-0175

Contact Address:

Evaluation: A randomized controlled trial was conducted during the 2011–2012 school year at a large, suburban California high school. It included 548 students randomly assigned to either participate in Building Assets, Reducing Risks or in a control group. Of the students, 37 percent were Hispanic and 18 percent were English language learners. Results showed a significant fall–spring language achievement gain and a significant difference in gain between the two study groups, when controlling for student gender and Hispanic status. Similar achievement patterns for the two study groups were also seen for Northwest Evaluation Association (NWEA) MAP math achievement scores. Hispanic students in the control group made no gains in math achievement, while Hispanic students in the Building Assets, Reducing Risks intervention group made significant gains, equivalent to those seen among non-Hispanic students.

See pdf

Effectiveness Rating: Strong



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# Building Bridges to Success: A multi-family group program

Address: 6831 Brookfield RdColumbiaSC

URL: <https://www.richland2.org/Departments/SpecialServices/Pages/Familyinterventionservices.aspx>

Demographic and Target Group: , , families, alternative school placement, grades 4-12, siblings older than 7, complete 6 or 7 sessions, complete pre and post assessments,

Disabilities: Other Descriptors: Leadership, Service Learning, Family Resiliency

Description: Building Bridges to Success (BBTS) is a psycho-educational program that utilizes a multiple family intervention (MFGI) format. The format, based on six modules and a community service component, targets problem behaviors faced by families and students at risk of exclusion from school. The program has been most successful when required in alternative school settings.

Having families of students meet with other families who may be dealing with similar challenges adds the extra dimension of families supporting one another as they work through the curriculum together. Families are assisted by school personnel or volunteers trained in the delivery of the program. Sessions focus on communication and family values, decision making, keeping peace, resiliency skill building, educational success and service to others, resulting in opportunities for improved inter-familial, intra-familial, and school family communication and cooperation. Training for leaders and co-leaders as well as pre and post assessments are provided for all versions of the curriculum.

Annual Cost: \$25,000 - \$100,000 Per Cost: \$500 - \$1000

Agencies: Blythewood Academy, Anna Boyd School, Resurrections Homeless Ministry, Camp Gravatt, Camp Discovery, Opening Date: 2009 Number of Students: 50-250

Contact: Dr. Karen D. Cooper-Haber

Contact Email: [kcooperh@richland2.org](mailto:kcooperh@richland2.org) Contact Title: Coordinator of Family Intervention Services Contact Phone: 8034627073

Contact Address:



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Evaluation: Overall, the evaluation has found that BBTS was effective in reducing school suspension and expulsion, truancy, and grade retention for students at the high school and elementary alternative academies. The parents and students in the program had a significant increase in positive attitudes toward school between the pre and post- tests. There was no control group for this program as it was mandated as a condition of release from the alternative schools in this school district.

Of the 749 students who participated in the BBTS program between 2009 and 2014, 10 were expelled in the year they were in the program, and 5 were truant. The average promotion rate of students participating in the program is over 90%.

An analysis of the outcomes related to our attitude assessment for parents who participated in the BBTS with their child or children found that they reported significantly greater confidence in their child's potential to be successful in school.

<http://schoolbasedfamilycounseling.com/docs/IJSBFC%20-%20suspensions%20-%20final-1.pdf>

Effectiveness Rating: Moderate



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## Byrkit High ERC

Address: 6501 Grape Road Suite 588 Mishawaka IN

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: Co-op

Description: Byrkit High ERC is an interlocal high school, serving students from the School City of Mishawaka and Penn-Harris-Madison School Corporation. Our mission is to provide each student with the resources and support necessary to successfully complete a high school diploma, develop life skills, and obtain marketable work skills through active participation and a co-operative education experience. A learning environment is one where personal best is expected. We believe that students are individuals worthy of everyone's time and effort for success. Instruction is based on student needs. Courses are completed when the student achieves 80% mastery. Each student has an individual educational employability plan based on graduation requirements, results on academic achievement assessments, and career goals. Long Distance Learning is used by students and staff to provide information and resources not otherwise available. Partnerships are developed between students, school personnel, an adult in the student's life, and the student's employer. A spirit of cooperation exists between Byrkit High ERC, the school corporations, Simon Youth Foundation, University Park Mall, and more than 30 businesses that employ our students.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies: Penn-Harris-Madison School Corporation, School City of Mishawaka, Simon Youth Foundation, University Park Mall (Simon Properties) Opening Date: 1999 Number of Students: 50-250

Contact: Ms. Jeneen G Conway Ed.S.

Contact Email: [jconway@p hm.k12.in.us](mailto:jconway@p hm.k12.in.us) Contact Title: Coordinator of Alternative Programs and Principal

Contact Phone: 574-259-2874 201

Contact Address:



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Evaluation:

Effectiveness Rating: Moderate

## C-Tech Certified Programs

Address: 50 Station RoadSpartaNJ

URL: <http://www.c-techtraining.com>

Demographic and Target Group: , , , Normal Color Vision, Normal Dexterity to be able to build a cabling system,

Disabilities: 6-10%

Other Descriptors:

Description: These industry recognized certification programs prepare students for entry-level employment in the field of telecommunications connectivity. Several industry partners in the telecommunications and connectivity fields have approved the certification for content and applicability. Program objectives, where applicable, are aligned to DHTI+, A+, Net+ and Cisco level one certified programs. Students also receive CEU credits from BICSI. Program objectives, where applicable, are also aligned to state and national science and mathematics objectives.

Annual Cost: \$25,000 - \$100,000

Per Cost: less than \$500

Agencies:

Opening Date: 1996

Number of Students: 500+

Contact: Mr. Bill McGurgan M.Ed

Contact Email: [billm@c-techtraining.com](mailto:billm@c-techtraining.com) Contact Title: Director of Program Development Contact Phone: 973-726-9000

Contact Address:

Evaluation: C-Tech Programs have a 98 percent completion rate and a 95 percent certification rate

Effectiveness Rating: Moderate



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# California Mentor Foundation

Address: 100 Main Street Tiburon CA

URL: <http://calmentor.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The California Mentor Foundation (CMF) was founded in 1998 to provide a unified, collective voice for California's youth mentoring programs. CMF focuses on four critical areas essential to the success of each youth mentoring program: building public awareness of mentoring; securing financial support for grant making capabilities; commissioning research to document the benefits of mentoring programs; developing mission-critical tools and training needed to strengthen and expand both regional and local mentoring programs; CMF promotes mentoring as the most effective means of preventing at-risk youth from making poor choices.

Annual Cost: Per Cost:

Agencies: HOSTS Opening Date: 1998 Number of Students: 500+

Contact: Dr. Andrew Mecca

Contact Email: [info@calmentor.com](mailto:info@calmentor.com) Contact Title: President Contact Phone: 415-789-1007

Contact Address:

Evaluation: CMF helped the statewide mentor programs match over 500,000 mentors with mentees. CMF worked with coalitions across California to grow resources and insure mentoring programs met quality assurance standards. CMF supported the growth of quality assured mentoring programs. CMF built a web site one-stop shop. CMF created partnerships with sports centers, volunteer programs and after-school tutoring programs. CMF conducted four of the largest surveys ever done on the benefits of Mentoring. We provided over one million dollars in grants over the past decade, developed the Evelyn Freed Mentor Center, Passport2Mentoring and the Lifeplan Tool Kit, to support mentors, coaches and parents in the process of positive youth development with their children.



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<http://calmentor.org/cm/about/achievements.html>

Effectiveness Rating: Limited



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# Camp IMPACT

Address: 5084 University StationClemsonSC

URL:

Demographic and Target Group: , Boys, , ,

Disabilities: 6-10% Other Descriptors:

Description: Camp I.M.P.A.C.T. (Initiating Maturity by Placing Adolescents in Character Training) is a mentoring program designed to give high school boys, grades 10-12 that are at-risk, academic assistance, character instruction and behavior modification through a local cohort support system.

Annual Cost: \$25,000 - \$100,000 Per Cost: less than \$500

Agencies: Opening Date: 2011 Number of Students: 50-250

Contact: Mr. Camden-Catrayal Johnson

Contact Email: campimpact@gmail.com Contact Title: Founding Director Contact Phone: 803-464-6870

Contact Address:

Evaluation: Data will be collected by the program.

Effectiveness Rating:



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# Career Academy

Address: High School Initiatives Office, CA Dept. of Ed 1430 N. Street, Suite 4503 Sacramento CA

URL: <http://www.casn.berkeley.edu>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: A Career Academy is a school within a school that links students with peers, teachers, and community partners in a disciplined environment, fostering academic success and mental and emotional health. Originally created to help inner-city students stay in school and obtain meaningful occupational experience, academies and similar programs have evolved into a multifaceted, integrated approach to reducing delinquent behavior and enhancing protective factors among at-risk youths. These academies enable youths who may have trouble fitting into the larger school environment to belong to a smaller educational community and connect what they learn in school with their career aspirations and goals.

Annual Cost: Per Cost: \$500 - \$1000

Agencies: Opening Date: Number of Students: 50-250

Contact: Bernie Norton

Contact Email: [bnorton@cde.ca.edu](mailto:bnorton@cde.ca.edu) Contact Title: Contact Phone: 916-319-0893

Contact Address:

Evaluation: Those with the highest fidelity to the Career Academy program design were the most effective. A number of studies have been carried out on these programs, some with longitudinal data, and most found positive results on students. One experimental study of nine programs carried out over a six-year period found that the program had the strongest impact on high-risk students and compared to the control group, these students were less likely to drop out of school, had better attendance and earned more course credits.

Effectiveness Rating: Strong



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# Career Choice International

Address: 229 Chicamauga AveAtlantaGA

URL: <http://www.careerchoicesmagazine.com/>

Demographic and Target Group: , , , Poverty level whites,

Disabilities: Other Descriptors:

Description: To be the agency that changes the way young students view education. We know the power of our program and realize its benefits not only to the student, but to society as a whole. Our program is one of the most powerful catalysts to help young students choose the right educational pathways leading them to fulfilling careers. To build a strong program that inspires kids to dream, grow, and prosper during the early stages of their educational process. It is best to prepare children beginning in Elementary school than to intervene too late in the course of a student's development. To eradicate the chance of another child losing sight of his or her dream of a successful good life. With your help, we will make the difference.

Annual Cost: \$500,000 + Per Cost: less than \$500

Agencies: Boys to Men, Good Works, inc Opening Date: 2005 Number of Students: 500+

Contact: Mr. Tony C. McMurray

Contact Email: [tony.mcmurray@careerchoiceint.org](mailto:tony.mcmurray@careerchoiceint.org) Contact Title: President and Founder Contact Phone: 855-237-9060

Contact Address:

Evaluation: Students that were able to make the connection between school and careers that result in a prosperous quality of life were more likely to define a chosen career path.

Effectiveness Rating: Limited



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## Career Choices

Address: 929 W Sunset Blvd. Wells Fargo Bldg, 2nd Floor Saint George UT

URL: <http://www.academicinnovations.com/contactus.html>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Career Choices is an academically-based curriculum that's been repackaged in thematic format to address the developmental needs of ALL teenagers. Whether your students are headed for an Ivy League college or an entry level job, they all crave a clear sense of direction for their lives. Career Choices was created so you can help all students develop a personalized, career-inclusive 10-year educational plan. As they work through the chapters, students learn a self-discovery and planning process that culminates with a plan to: make high school graduation a reality, and enter and complete college or post secondary education or training, which will help them transition into a productive and self-sufficient adulthood.

Annual Cost: less than \$25,000

Per Cost:

Agencies: Academic Innovations

Opening Date: 1990

Number of Students: 500+

Contact:

Contact Email: Contact Title: Contact Phone: 800-967-8016

Contact Address:

Evaluation: The Gender Equity Expert Panel felt that there was sufficient, consistent preliminary teacher and student self-report evidence, and anecdotal evidence to rate the effectiveness of this program as "good." Available data included teacher surveys and student essays, evaluations from users at multiple sites, and independent research and evaluation. All claimed that the Career Choices Curriculum is highly successful in achieving its goals. The Panel was impressed by the evidence related to the widespread use of Career Choices Curriculum, and this is reflected in their "excellent" rating for Criterion 3, usefulness to others / replicability. The impact claims that the program helped students make deliberate career choices, decreased dropouts, and increased achievement in reading and mathematics are supported by some evidence. The Career Choices



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Curriculum teachers also rated Career Choices Curriculum as "Better" or "Significantly Better" than other programs with similar purposes. In addition to evaluation data collected at each site, follow-up phone interviews were conducted with teachers and administrators to gather more in-depth information. Because the curriculum has been so widely used with JTPA populations, the course has been part of independent evaluations conducted by the U.S. Department of Labor. Although the developers have collected evaluation data in a variety of ways to support a variety of claims, no systematic evidence has been presented to demonstrate the curriculum's effectiveness in promoting gender equity. However, some of the teacher and student evaluative comments indicated positive results for female students. In order to rate the program excellent on evidence of positive impact, the Panel would want to see more systematic collection and analysis of evidence disaggregated by sex, race, disability, English proficiency, and socioeconomic status. The few small studies were more formative than summative, and in some cases, focused on special uses of the program (in Denver, for example, students were paid to attend and could also receive course credit upon completion). The Panel would also look for convincing comparative information to show that the positive results for students (and perhaps their teachers) could be explicitly attributed to the program.

<http://www.academicinnovations.com/dataproof/>

Effectiveness Rating: Strong



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# Career Choices: A Freshman Transition Course

Address: Academic Innovations 59 S 100 Est. George UT

URL: <http://www.whatworkscareerchoices.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Career Choices is an academically-based curriculum repackaged in a thematic format to address the developmental needs of the early adolescent. Designed for use in a semester or year-long Freshman Transition course in either the 8th or 9th grade, students learn a critical decision-making process that culminates in the development of a comprehensive and meaningful 10-year education and career plan. To maintain the motivation acquired in this course, the 10-year plans can then be updated throughout high school and used for data-driven advisories and academic coaching. Throughout a Career Choices course, students are continually asked to examine the consequences of life choices. This offers ongoing practice of this critical skill. When students have a vision of a productive future and a detailed, personalized plan for realizing their goals, the consequences of dropping out --whether high school or college--become abundantly clear.

Annual Cost: Per Cost: \$2000 +

Agencies: Academic Innovations Opening Date: Number of Students: 500+

Contact: Tanja Easson

Contact Email: [support@academicinnovations.com](mailto:support@academicinnovations.com) Contact Title: Vice President, Curriculum and  
Technical Support Contact Phone: 800-967-8016

Contact Address:

Evaluation: In studies of schools and programs where the program was implemented as designed, showed significant: improvement in academic performance, increases in Advanced Placement course enrollment, increases in college enrollment and college scholarships, decreases in dropout rates, discipline problems, and suspension rates, and increases in understanding in the value of a good education.



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<http://www.academicinnovations.com/dataproof>

Effectiveness Rating: Limited



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## Career Education Opportunities (CEO)

Address: Shoreline community College 16101 Greenwood Avenue North Shoreline WA

URL: <http://www.shoreline.edu/ceo01.htm>

Demographic and Target Group: , , , Out of School Youth,

Disabilities: Other Descriptors:

Description: Career Education Options Program (CEO) helps students achieve self sufficiency through education, job training, and life skills development. The program helps out-of-school youth to pursue their GEDs and/or professional technical associate degrees at local community colleges.

Annual Cost:

Per Cost:

Agencies:

Opening Date:

Number of Students:

Contact: Mariko K Kakiuchi

Contact Email: [mkakiuchi@shore.ctc.edu](mailto:mkakiuchi@shore.ctc.edu) Contact Title: Director Contact Phone: 206-546-7848

Contact Address:

Evaluation: The program has grown steadily and is now operating at capacity, serving more than 500 students. Approximately eighty students annually complete their GEDs with virtually all of them moving on to college studies. A state report found that 90 percent of the vocational graduates find jobs in their chosen majors.

Effectiveness Rating: Moderate



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# Career Pathing Breakthroughs

Address: 8155 102nd Avenue Vero Beach FL

URL: <http://www.talentvalue.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Our Career Pathing Breakthrough program is a comprehensive system that provides a step-by-step process and proven methods for developing a clear career path for the teenage population. The self-exploration modules will provide the opportunity to determine specific elements of the student's ideal career and be able to relate these elements to work that is satisfying. The students will have access to the most technologically advanced and validated assessments to measure cognitive abilities, behavioral traits, and occupational interest to support the process of the most complete and successful career and life transition outcomes. An integral part of this career transition training is for the instructor to be able to assist the students in determining careers that best match an individual's abilities and interests and qualifications and be able to utilize the O\*Net to research career options. Our job search skill building modules can be deployed to junior or senior students if appropriate.

Annual Cost: \$25,000 - \$100,000

Per Cost: \$500 - \$1000

Agencies: Institute for Labor Studies and Research (ILSR) Rhode Island

Opening Date: 2009

Number of Students: less than 50

Contact: Ms. Kathleen K Ranahan MBA

Contact Email: [kathleenranahan@msn.com](mailto:kathleenranahan@msn.com)

Contact Title: Partner Contact Phone: 772-589-6985

Contact Address:

Evaluation: Self-exploration provides the opportunity to determine specific elements of the student's ideal career and be able to relate these elements to work that is satisfying. An integral part of this career transition training is for the Instructor to be able to assist the students in determining careers that best match an individual's abilities and interests and qualifications. A styles assessment is used to identify



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critically important aspects of success. The career transition assessment is used to measure cognitive abilities, traits, and occupational interests. The results of this assessment is used to research percentage matched careers using the O\*Net.

Effectiveness Rating: Limited

## Caregiver's Choice

Address: MENTOR1600 Duke Street, Suite 300AlexandriaVA

URL: <http://www.mentoring.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Mentoring Children of Prisoners: Caregiver's Choice is designed to assist children faced with the challenge of having an incarcerated parent by providing access to mentoring relationships. Mentoring benefits both children and their families. Many families report that mentoring - when added to core support services - results in a variety of positive changes for young people facing unique challenges. Because children with incarcerated parents are a diverse group, they benefit from mentoring in a variety of ways. For example, mentors can provide an objective ear and support as children struggle with their parents' incarceration. When children spend time with mentors, it can also open up free time for the child's caregiver or parent.

Annual Cost:

Per Cost:

Agencies: MENTOR, Mentoring Partnerships  
Students:

Opening Date: 2007

Number of

Contact: Kate Schineller

Contact Email: [caregiverschoice@mentoring.org](mailto:caregiverschoice@mentoring.org) Contact Title: Contact Phone: 877-333-2464

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# CASASTART (Striving to Achieve Rewarding Tomorrows)

Address: The National Center on Addiction and Substance Abuse at Columbia University 633 Third Avenue New York NY

URL: <http://www.casastart.org>

Demographic and Target Group: , , , High risk students with at least four risk factors in their lives,

Disabilities: Other Descriptors:

Description: CASASTART brings together three important institutions - a social service or health agency, the local law enforcement department and local schools - in order to foster healthy development among high-risk, 8-13 year-old youth and their families, and to help reduce the sale of illegal drugs and related crime in target neighborhoods. It uses an intensive case management approach (1:15), a strength-based youth development approach, a comprehensive mix of eight services and a communication strategy designed to keep all partners informed and to involve the broader community. Young people can participate in the program for up to two years.

Annual Cost: \$100,000 - \$200,000

Per Cost: \$2000 +

Agencies: We partner with organizations throughout the country that serve as lead agencies and form local collaborations to deliver the program services. Opening Date: 1992 Number of Students: 500+

Contact: Mr. Larry F Murray LMSW

Contact Email: [lmurray@casacolumbia.org](mailto:lmurray@casacolumbia.org)  
Programs Contact Phone: 212-841-5208

Contact Title: Vice President and Director of Youth

Contact Address: The National Center on Addiction and Substance Abuse at Columbia University 633 Third Avenue New York NY 10017

Evaluation:



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Effectiveness Rating: Strong

# Center for Academic Re-Entry and Empowerment

Address: 1601 Lane St.San FranciscoCA

URL: <http://www.ymcasf.org/Bayview/teens.html>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: How many of you remember back in the day when a child (this may have been you!) was seen walking the streets or hanging out during school hours? By the time that child arrived home his/her parents had received a phone call to alert them that little Johnny/Susie didn't go to school today... Truancy is a community problem, not just a school district or probation issue. At the Bayview YMCA where we build Strong Kids, Strong Families, and Strong Communities, we believe it will take an entire community effort, working together, to accomplish. As a community, we must remain cognizant that if our kids do not show up in our classrooms, they will surely show up in our juvenile halls, prisons and funeral homes. To that end, we determined that it was imperative to further develop and/or redefine our approach by designing and implementing the Center for Academic Re-entry and Empowerment (CARE) here at the Bayview Hunters Point YMCA. The mission of the CARE Center Program is to provide youth a safe and supportive place to re-engage with the San Francisco School system. This is accomplished by a collaborative team approach, involving parents and caretakers, schools, community based organizations and other public entities. The CARE Center Program is a comprehensive truancy-intervention agenda designed to support our school system and parents by providing mechanisms that help to re-engage students and promote academic achievement for the youth in the Bayview Hunters Point Community. Goals: Engage youth between the ages of 13-17 who have been truant ; Reduce number of truant youth on the street corners and other potential unsafe areas; Increase the chance of successful completion of school among youth at the Center With the ongoing support of our local merchants, businessmen, SFUSD, DCYF, MOCD, CRN, JPD, faith base organizations, parents, volunteers, SFPD, and all of you here today, we will achieve our mission to build Strong Kids, Strong Families, and Strong Communities. Components of the CARE Center Program (Circle of CARE): Parent/guardian involvement or whole family involvement; A continuum of supports, including meaningful incentives for good attendance and consequences for poor attendance; Need and Risk Assessments provided to tailor services to the "Whole Child's" needs , strengths, and challenges; Map to Graduation; Academic Skill Set Assessment. Furthermore, we are convinced that this community-wide intervention effort will demonstrate that our community is taking a stand that says "no" to truancy and "yes" to education.



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Annual Cost: \$200,000 - \$500,000

Per Cost: \$500 - \$1000

Agencies: SFUSD

Opening Date: 2008

Number of Students: 50-250

Contact: Mr. Eason I

Contact Email: [eramson@ymcasf.org](mailto:eramson@ymcasf.org)

Contact Title: Director Contact Phone: 415-822-5300

Contact Address:

Evaluation: On February 19, 2008, in response to the increasingly high levels of truancy and dropout rates that plague our community, we launched the CARE program, the aim is to provide a module of support mechanisms that help re-engage, re-motivate, and re-orient truant youth toward the goal of high school graduation and or GED equivalency. Over the course of the next 18 months (February 19, 2008 - August 19, 2009) the program served 87 youth and 51 of those youth have either made their initial transition/re-entry from CARE back into SFUSD High Schools, Youth Chance High School, Early Morning Study Academy, a GED program or they have been reunified with CARE service at a later date by our Student Advocate when they are ready to continue their education. Please see attached student disposition report. As result of determination, and the hard work of a dedicated staff, students, and their parents/guardians, we are happy to report (3) students have successfully complete the GED and they are attending S. F. City College. Also, most recently another student who is only 16 years old has successfully passed the California High School Proficiency Examination (CHSPE), bringing the CARE program's High School Completion total to (4).

Effectiveness Rating: Limited



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# Center for Supportive Schools

Address: 911 Commons Way Princeton NJ

URL: <http://supportiveschools.org/solutions/peer-group-connection/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Peer Group Connection (PGC) is a school-based program that supports and eases students' transition from middle to high school. This program taps into the power of older students to create a nurturing environment for incoming freshmen. PGC was developed by the Center for Supportive Schools (CSS), formerly the Princeton Center for Leadership Training, a non-profit organization that works in partnership with schools to implement the program. PGC includes a year-long, credit-bearing, leadership course for high school juniors and seniors that meets daily and is taught by school faculty. Through their leadership course, juniors and seniors become trained peer leaders who meet once per week with freshmen in outreach sessions designed to develop life skills, promote a respectful school culture, nourish meaningful connections, and strengthen relationships among students across grades. Booster sessions are provided during students' sophomore year to reinforce learning from the freshman year. PGC builds connections among peers and strengthens students' connection to school.

Annual Cost: \$25,000 - \$100,000

Per Cost: less than \$500

Agencies: The Center for Supportive Schools (CSS), formerly Princeton Center for Leadership Training, is the developer of the program. CSS partners with schools to implement the Peer Group Connection (PGC) program. CSS provides advisor training, stakeholder develop

Opening Date: 1979

Number of Students: 500+

Contact: Dr. Sherry Barr

Contact Email: [sbarr@supportiveschools.org](mailto:sbarr@supportiveschools.org)

Contact Title: Managing Director, Operations and

Evaluation Contact Phone: 609-252-9300 117

Contact Address:



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Evaluation: The results of a four-year longitudinal study indicate that PGC has a significantly positive impact on keeping students in school. Results showed that a significantly higher percentage of students who participated in the program (77%) as compared to the percentage of students in the control group (67%) completed high school in four years. The results are even more dramatic when comparing the percentage of male students from the program group (81%) to the percentage of male students in the control group (63%) who completed high school in four years.

<http://supportiveschools.org/results/>

Effectiveness Rating: Strong



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# Chamberlain High School

Address: PO Box 119ChamberlainSD

URL: <http://www.chamberlain.k12.sd.us/chs>

Demographic and Target Group: , , , Grades, Credits, GPA, Attendance,

Disabilities: Other Descriptors:

Description: The study assist program allows students who have demonstrated the need for additional academic help based on lack of credits, low GPA, history of attendance issues, etc to be placed in a one period per day class that provides support for their academic needs. Students earn a half credit each semester for their work and are graded daily using a rubric grading system.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 2007

Number of Students: 50-250

Contact: Mr. Allan Bertram

Contact Email: [allan.bertram@k12.sd.us](mailto:allan.bertram@k12.sd.us) Contact Title: Assistant Principal Contact Phone: 605-234-4467

Contact Address:

Evaluation: The program in place has serviced over 100 students each of the past two school years. We have saved over 150 credits in that time as well as raised the GPA of these students from 1.1 in 2007-2008 to 2.2 at the end of the 2008-2009 school year.

Effectiveness Rating: Limited



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# Chandler Park Academy

Address: 20200 Kelly RoadHarper WoodsMI

URL: <http://www.chandlerparkacademy.org/index.php>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Our mission is to deliver unparalleled academic excellence through character development and leadership. This is done by successfully engaging parent and community involvement and utilizing the best available teaching methods and strategies. Special focus is placed on those geared toward the urban children, who benefit from a culturally and academically enriched K-12 college preparatory education.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 1997

Number of Students:

Contact: Anthony J Shipley

Contact Email: Contact Title: Founder Contact Phone:

Contact Address:

Evaluation: Based on school's test results when compared to Michigan's state results, students at the academy surpassed the state results in all categories except 7th and 8th grade math.

[http://www.chandlerparkacademy.org/index.php?option=com\\_content&task=view&id=5&Itemid=2](http://www.chandlerparkacademy.org/index.php?option=com_content&task=view&id=5&Itemid=2)

Effectiveness Rating: Moderate



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# Charleston County M-GAP Acceleration Program

Address: 75 Calhoun Street, Charleston SC

URL: <http://www.ccsdschools.com/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Acceleration Program has operated since 2004-05 to provide alternative learning environments for students who have been retained and as a result, are now older than normal for their grade level. During 2006-07 and 2007-08, the Acceleration Program has consisted of three levels: the Primary Grades Acceleration Program (PGAP) at the second-grade level; the Elementary Grades Acceleration Program (EGAP) at the fourth-grade level; and MGAP at the eighth-grade level. This report presents data from a variety of sources that together provide a picture of how students who participate in EGAP and MGAP progress, especially compared to other overage students in the district.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students: 500+

Contact: Dr. Nancy McGinley PhD

Contact Email: [superintendent@charleston.k12.sc.us](mailto:superintendent@charleston.k12.sc.us) Contact Title: Superintendent Contact Phone: 843-937-6318

Contact Address:

Evaluation: Results for 2007-08 participants as 9th graders (end of 1st semester): Slightly lower suspension and absence rates compared to other overage students; Less likely to be passing their core courses than other overage students. Results for 2007-08 participants during the MGAP year: Much better suspension and absence rates; MAP gains were better than other overage students for Reading but not for Math; PACT improvement was slightly better for ELA but substantially worse for Math; Teachers reported that students' counseling needs were met; Teachers noted substantial improvements in student confidence, reading ability, and attitude. Results for 2006-07 participants one year later (at the end of their 9th grade): Average student earned 4 high school credits; For each of the four core subjects, about half of the MGAP students



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passed; Students credited smaller class size for reducing behavior problems and increasing focus; Students reported that compared to previous school experiences, MGAP kept them excited about and interested in learning; Students noted that the transition to high school had been made easier through talking with their MGAP teachers about high school and visiting the high school.

[http://www.ccsdschools.com/Reports\\_Statistics/documents/DataBriefon0607and0708AccelerationPrograms\\_000.pdf](http://www.ccsdschools.com/Reports_Statistics/documents/DataBriefon0607and0708AccelerationPrograms_000.pdf)

Effectiveness Rating: Limited



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# Check & Connect

Address: University of Minnesota 150 Pillsbury Drive SE Minneapolis MN

URL: <http://checkandconnect.umn.edu>

Demographic and Target Group: , , , Students demonstrating early warning signs of disengagement,

Disabilities: Other Descriptors:

Description: Check & Connect is a structured mentoring program centered around increasing student school engagement through relationship building, monitoring of disengagement warning signs and students' educational progress, interventions individualized to student needs, development of problem-solving skills, the encouragement of participation in extracurricular activities, and family engagement. A key factor in the Check & Connect model is the monitor or mentor, who is responsible for assessing levels of student engagement and for implementing basic and intensive interventions.

Annual Cost: less than \$25,000 Per Cost: \$1000 - \$2000

Agencies: Opening Date: 1992 Number of Students:

Contact:

Contact Email: [checkandconnect@umn.edu](mailto:checkandconnect@umn.edu) Contact Title: Contact Phone: 866-434-0010

Contact Address:

Evaluation: Four longitudinal studies using experimental and quasi-experimental designs have been carried out on Check & Connect across all school levels. Compared to students in control or comparison groups, students served by the program showed significant: decreases in truancy, decreases in absenteeism, decreases in dropout rates, increases in credit accrual, and increases in school completion.

Effectiveness Rating: Strong



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# Children of Divorce Intervention Program

Address: The Children's Institute 274 North Goodman, Suite D103 Rochester NY

URL: <http://www.childrensinstitute.net>

Demographic and Target Group: , , , Children of divorce,

Disabilities: Other Descriptors:

Description: The Children of Divorce Intervention Program (CODIP) is a supportive, small group preventive intervention designed to reduce the stress of family transitions and foster children's resilience and healthy adjustment to changes in family structure. CODIP helps children identify and express feelings, share experiences, form bonds with peers, enhance positive perceptions of self and family, and increase their ability to cope with challenging changes associated with divorce.

Annual Cost: less than \$25,000 Per Cost: less than \$500

Agencies: Opening Date: 1982 Number of Students: 50-250

Contact: Dr. JoAnne Pedro-Carroll PhD

Contact Email: [jpcarroll@childrensinstitute.net](mailto:jpcarroll@childrensinstitute.net) Contact Title: Director Contact Phone: 585-295-1000

Contact Address:

Evaluation: In an evaluation with a quasi-experimental design, children participating in the program demonstrated significantly greater gains in adjustment at the end of the program and at the time of the follow up two years later than those in the comparison group. Teachers rated CODIP children as having better overall school adjustment; greater improvements in their ability to follow rules; and greater improvements in their ability to get along with their peers.

Effectiveness Rating: Moderate



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# Chugach Voyage To Excellence Program

Address: 9312 Vanguard Drive Suite 100 Anchorage AK

URL: [http://www.edline.net/pages/Chugach\\_VTE\\_Program](http://www.edline.net/pages/Chugach_VTE_Program)

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Chugach School District (CSD) is a turn-around story, emerging from crisis to success. Challenged with serving children/families in a large geographic area with vast expanses, they have emerged a leader in education reform. CSD's innovative "Voyage to Excellence" (VTE) Program has an established record for student success with a graduation rate of 98%. Presenters will describe their model of shared leadership, continuous improvement, and highly effective standards and performance-based instructional design. Attendees will explore resources for moving character education and civics training beyond the classroom and into a real-life community setting, and the intensive EXCEL Summer Camp developing academic, employability and leadership skills.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: ART AND COMMUNICATION: Vintage Clothing, Antique Art Gallery, Kalamazoo Kids, Perry Molly Wilson Studios - Gallery Owner, Ossworks - Alaskan art, Curtis Production Services - Media production and Photography Mirror Studio, New Northwest Broadcasters (102. Opening Date: 1996

Number of Students: 50-250

Contact: Dr. Bob L Crumley

Contact Email: [bcrumley@chugachschoools.com](mailto:bcrumley@chugachschoools.com) Contact Title: Superintendent Contact Phone: 907-522-7400

Contact Address: 9312 Vanguard Suite 100 Anchorage AK 99507

Evaluation: Staffed by teachers, counselors, volunteers, and social workers, the program address the following risk factors of students: have a learning disability or emotional disturbance, have a high number of work hours, are parents, are in a high-risk peer group, have high-risk social behavior, are highly socially active



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outside school, have low achievement, have been retained or are overage for grade, have poor attendance, have low educational expectations, show a lack of effort, have a low commitment to school, do not participate in extracurricular activities, have misbehaved in previous schools, and exhibit early aggression. In addition the program addresses family, school, and community risk factors as in low socioeconomic status, high family mobility, low education level of parents, large number of siblings, not living with both natural parents, family disruptions, low educational expectations, a sibling has dropped out, low contact with school, no conversations about school, limited resources, school size too small or too large, race/ethnicity, poor school math achievement, certain school policies and practices, student engagement, teacher expectations, community socioeconomic status, local labor market and neighborhood stability, and youth social attitudes

Effectiveness Rating: Moderate



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# Citizen Schools

Address: 308 Congress Street 5th Floor Boston MA

URL: <http://www.citizenschools.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: A growing national network of afterschool education programs for students in the middle grades. The programs complement classroom learning by engaging students in hands on learning projects led by adult volunteers and supported by staff of professional educators.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 1995

Number of Students: 500+

Contact: Pat Kirby

Contact Email: [patkirby@citizenschools.org](mailto:patkirby@citizenschools.org)

Contact Title: Executive Director Contact Phone: 617-695-

2300 107

Contact Address:

Evaluation: More likely to have improved attendance, better scores on state testing, 71% graduated on time compared to non participants of 59%.

Effectiveness Rating: Moderate



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# City of Philadelphia Department of Human Services Education Support Center

Address: 1515 Arch Street 4th Floor Philadelphia PA

URL: [http://www.phila.gov/dhs/education\\_support\\_center.html](http://www.phila.gov/dhs/education_support_center.html)

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: cross-systems communication and collaboration

Description: The Education Support Center (ESC) works to improve the educational stability and outcomes for children in the Philadelphia child welfare system (dependent, delinquent and in-home protective services). We help identify educational barriers and offer a streamlined point of access to address barriers to education. What we do: Provide individual case consultations to DHS and provider case managers, school district staff, and resource families with the following: Help children remain in school of origin when they come into placement or there is a placement change; Assist with transportation plans related to staying in the school of origin; Ensure a next day transfer when necessary; Address reading and/or math failure, unexcused absences, and discipline and behavior incidents; Address Special Education concerns; Coordinate communication and planning among children's service providers and school staff to remove barriers and coordinate appropriate service supports; Track educational indicators for children in DHS care in order to identify early warning signals of educational challenges; Lead and facilitate the integration of educational development into child welfare practice; and Develop inter-agency communication and practice protocols between DHS, School District of Philadelphia, and other public and non-public schools to promote a collaborative approach to serving the educational and social needs of children in DHS care.

Annual Cost: \$500,000 + Per Cost: \$500 - \$1000

Agencies: City of Philadelphia Mayor's Office of Education, City of Philadelphia Department of Human Services, School District of Philadelphia, Family Division of the Court of Common Pleas -1st Judicial District

Opening Date: 2009

Number of Students: 500+

Contact: Ms. India Blunt



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Contact Email: India.Blunt@phila.gov      Contact Title: Program Performance Manager Contact Phone: 215-683-4001

Contact Address:

Evaluation: This is a new program, fully staffed as of May, 2010. It is based on longitudinal research regarding drop out rate for youth in the child welfare system in Philadelphia, PA.

<http://www.projectturn.net/reports.html>

Effectiveness Rating: Insufficient

# Clark Pleasant Academy

Address: 129 US 31WhitelandIN

URL: <http://www.cpsc.k12.in.us/academy/>

Demographic and Target Group: , , , ,

Disabilities: 16-20% Other Descriptors:

Description: Clark Pleasant Academy (CPA) is the first school of its kind in Johnson County. Located just west of Whiteland Community High School, CPA offers a fresh alternative for students on their educational path towards graduation. CPA utilizes the PLATO Learning Network to accomplish mastery of required credits. The curriculum covers all the major skills required by the Indiana Department of Education. Clark Pleasant Academy accommodates students who are currently enrolled at Whiteland Community High School. Priority is given to junior and senior students who have already received credits in Physical Education and Keyboarding. Students with at least 26 earned credits (of the 46 required for graduation) tend to be the most successful at Clark Pleasant Academy. Students must be referred to the Academy by their high school guidance counselor and then approved by the high school principal. While the Academy is based on the concept of flexibility to meet the needs of students, we try to keep our week fairly consistent because our students have responded well to that structure. On Monday, Tuesday, and Wednesday all students know that they can spend 3 hours earning credits utilizing the PLATO Web Learning Network. Thursdays are devoted to classes that blend writing, classroom lessons, and outside speakers in a combination which supports real life skills. On Fridays, we begin our day with a lesson directed toward careers. Students will complete resumes, cover letters, and take part in career assessments. After the lesson, students move directly into our service component. Academy curriculum has been designed by Whiteland Community High School teachers and is aligned with the Indiana state standards. Students' motivation, effective work habits, and ability to master the material determine the length of time it takes to earn each credit. All students at Clark Pleasant Academy are involved in serving their community. Fridays are "service days" in which students are placed in various agencies to volunteer. Activities include, but are not limited to, serving as elementary classroom helpers, assisting local food pantries, volunteering at local assisted living facilities, and helping at the county animal shelter. In addition, Clark Pleasant Academy is involved in planning a variety of different community outreach projects. Students earn their vocational credits by attending Central Nine Career Center or maintaining employment of 15 hours per week. Vocational credit includes class work such as resumes, references, cover letters, and mock interviews. Students must also complete an individual portfolio. Students who achieve all required credits receive a diploma from Whiteland Community High School. Clark Pleasant Academy also offers the opportunity to earn a Core 40 or Honors diploma, as well as participating in the Early College program offered by Ivy Tech. The progress of all Academy graduates is monitored for two years following graduation.



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Annual Cost:

Per Cost:

Agencies: Simon Youth Foundation, Ivy Tech, Plato Learning  
of Students:

Opening Date:

Number

Contact: Anne Young

Contact Email: [ayoung@cpsc.k12.in.us](mailto:ayoung@cpsc.k12.in.us) Contact Title: Director Contact Phone: 317-535-3240

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Clarke Learning Center

Address: 802 N. JacksonOsceolaIA

URL:

Demographic and Target Group: , , , Specific school districts (approval),

Disabilities: Other Descriptors:

Description: This is an alternative high school separate from the traditional high school, but on the high school/middle school campus. It serves predominately students from Clarke Community (95%+) which has a total enrollment of about 350 at-risk students in grades 9-12. There are the equivalent of two full-time staff (1 full, 2 half), who serve a total of 36 students at any one time. Instruction is given in all subject areas in an independent, work at your own pace environment. The program offers a separate, lower credit diploma option, in addition to the traditional home-school diploma. Students attend a three hour shift in either the AM or PM with some exceptions (a few students attend all day, attend only during open periods in their HS schedule, or attend as drop-in). Students must attend 80% of the time, maintain minimum productivity, and adhere to behavior policies to remain in the program. Students may take classes at both the CLC and the traditional HS, and may be involved in extra-curricular activities as well as events such as prom and commencement ceremonies.

Annual Cost: \$25,000 - \$100,000

Per Cost: \$1000 - \$2000

Agencies: Education Talent Search, Family First Workforce Investment Act, Juvenile Court Liaison, DHS  
Dept. of Public Health Opening Date: 2000 Number of Students: 50-250

Contact: Mr. Mel R Miller

Contact Email: mmiller@clarke.k12.ia.us Contact Title: Teacher Contact Phone: 641-342-2804

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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## Co-nect

Address: 625 Mt. Auburn StreetCambridgeMA

URL: <http://www.co-nect.net>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Co-nect helps schools work through a structured process of school improvement, the ultimate focus of which is high quality teaching and learning. Co-nect's training and consulting services are supported by a suite of diagnostic tools, on-line learning modules, and other teaching resources.

Annual Cost: \$25,000 - \$100,000

Per Cost:

Agencies: BBN Corporation

Opening Date: 1992

Number of Students: 500+

Contact: Jessica Swicea

Contact Email: [info@co-nect.net](mailto:info@co-nect.net) Contact Title: Sales Department Associate Contact Phone: 617-995-3103

Contact Address:

Evaluation: Six Co-nect schools in Florida showed higher achievement on state mandated testing than the state as a whole. The proficient level in reading for 4th graders increased from 44 percent to 64 percent in two years.

Effectiveness Rating: Moderate



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# Coalition for Community Schools

Address: 4455 Connecticut Avenue, NW Suite 310 Washington DC

URL: <http://www.communityschools.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Schools become centers of the community and are open to everyone - all day, every day, evenings and weekends. Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities. Partners work to achieve these results: Children are ready to learn when they enter school and every day thereafter. All students learn and achieve to high standards. Young people are well prepared for adult roles in the workplace, as parents and as citizens. Families and neighborhoods are safe, supportive and engaged. Parents and community members are involved with the school and their own life-long learning.

Annual Cost: Per Cost:

Agencies: Institute for Educational Leadership (IEL)  
Students: 500+

Opening Date: Number of

Contact: Sarah S Pearsons

Contact Email: [ccs@iel.org](mailto:ccs@iel.org) Contact Title: Deputy Director Contact Phone: 202-822-8405 156

Contact Address:

Evaluation: Evaluations examined the impact of 20 community school initiatives across America, focusing in particular on outcomes that directly affect student learning. Although not all evaluations looked at every outcome, their collective results clearly show that community schools make the difference for students in four important ways: Community schools improve student learning. Community schools promote family



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engagement with students and schools. Community schools help schools function more effectively. Community schools add vitality to communities.

<http://www.communityschools.org/CCSExSum.pdf>

Effectiveness Rating: Strong



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# Coalition of Essential Schools

Address: 1814 Franklin Street Suite 700 Oakland CA

URL: <http://www.essentialschools.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The fundamental philosophy of CES is that each school community determines how best to implement 10 common principles in their school. These principles are: learning to use one's mind well, less is more, depth over coverage, goals apply to all students, personalization, student as worker, teacher as coach, demonstration of mastery, a tone of decency and trust, commitment to the entire school, resources dedicated to teaching and learning, democracy and equity.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 1984

Number of Students: 500+

Contact: Brett Bradshaw

Contact Email: [bbrashaw@essentialschools.org](mailto:bbrashaw@essentialschools.org) Contact Title: Contact Phone: 510-433-1926

Contact Address:

Evaluation: Schools based on CES principles showed reduction in student suspensions, dropout rates, and disciplinary incidents.

Effectiveness Rating: Moderate



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## Coca-Cola Valued Youth Program (VYP)

Address: 5815 Callaghan Road Suite 101 San Antonio TX

URL: <http://www.idra.org/ccvyp/index.htm>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Coca-Cola Valued Youth Program (VYP) is an international cross-age tutoring program in which secondary at-risk students work with at-risk elementary students. The program philosophy revolves around seven key tenets that emphasize the valuing of students, such as that all students can learn, that the school values all students, and that all students can actively contribute to their own education and to the education of others. Based on this philosophy, the program strives to improve the self-esteem and academic skills of at-risk students to help reduce their dropout rates. This is accomplished through the tutoring experience along with the provision of assistance on basic academic skills; the elimination of other factors that may influence them to drop out, such as misbehavior or truancy; and the formation of home-school ties.

Annual Cost: \$25,000 - \$100,000 Per Cost:

Agencies: Opening Date: 1984 Number of Students:

Contact: Dr. Linda Cantu

Contact Email: [linda.cantu@idra.org](mailto:linda.cantu@idra.org) Contact Title: Director Contact Phone: 210-444-1710

Contact Address:

Evaluation: Some elements critical to program success were fidelity to program components, a minimum age of tutors, and a four-grade difference between tutors and tutees. The primary program evaluation used a quasi-experimental design with a matched comparison group for up to two years after the program was implemented. Compared to the comparison group, student participants had significantly higher reading grades, significantly better attitudes toward school (including liking school and commitment to schoolwork) and lower dropout rates.



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Pre-test and post-test data collection of quantitative data -- grades, absences, discipline referrals, standardized test scores; and qualitative data – tutor journals, parent surveys, case study interviews.

Effectiveness Rating: Strong



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# Coconino County Regional Accommodation School District # 99

Address: Ponderosa High School 2384 Steve's Blvd. Flagstaff AZ

URL: <http://www.coconino.az.gov/schools.aspx?id=538>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Ponderosa High School and Tse' Yatto' High School (referred to in this report in conjunction with Ponderosa) are regional accommodation schools under the direction of the Coconino County School Superintendent. The program provides an alternative path to a high school diploma to students who would otherwise be unlikely to continue their high school education. The AIMS Intervention program was implemented by utilizing services and programs currently in place and by developing new activities and services to meet the program goals. Small classes, team-teaching, extended connection to a teacher/coach, positive behavior models, and strategies for developing successful coping skills, self-advocacy and academic challenge are the key components of the program. An "accommodation school" is a school that is operated through the county board of supervisors and the county school superintendent and that serves a military reservation or territory that is not included within the boundaries of a school district. Also, a school that provides educational services to homeless children or alternative education programs.

Annual Cost:

Per Cost:

Agencies: Coconino Community College  
250

Opening Date: 2006

Number of Students: 50-

Contact: Cecilia Owen

Contact Email: [cowen@coconino.az.gov](mailto:cowen@coconino.az.gov) Contact Title: Superintendent of Schools Contact Phone: 928-679-8056

Contact Address:



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Evaluation: By implementing the SMART database system, staff could better track student credit data and place students in the right classes needed for graduation. As a result of the data tracking and analysis system, the program's graduation rate improved from 16% in the fall of 2005 to 45% in the spring of 2006.

Effectiveness Rating: Limited



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# Cognitive Behavioral Therapy for Child Sexual Abuse

Address: University of Medicine & Denistry of New Jersey School of Osteopathic Medicine 42 East Laurel Road, Suite 1100B Stratford NJ

URL:

Demographic and Target Group: , , , sexually abused children,

Disabilities: Other Descriptors:

Description: Cognitive Behavioral Therapy for Child Sexual Abuse (CBT-CSA) is a treatment approach designed to help children and adolescents who have suffered sexual abuse overcome posttraumatic stress disorder (PTSD), depression, and other behavioral and emotional difficulties. The program helps children to: learn about child sexual abuse as well as healthy sexuality; therapeutically process traumatic memories; overcome problematic thoughts, feelings, and behaviors; and develop effective coping and body safety skills.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Esther Deblinger PhD

Contact Email: [deblines@umdnj.edu](mailto:deblines@umdnj.edu) Contact Title: Clinical Director Contact Phone: 856-566-7036

Contact Address:

Evaluation: Seven treatment outcome studies (two pre- and post-test designs and five randomized control trials) have documented the efficacy of this treatment approach. Children who participated with their nonoffending parents demonstrated greater improvements than the control group, and improvements were maintained over a two-year follow-up period: reduction in children's acting-out behaviors.

Effectiveness Rating: Moderate



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## College Planning Cohorts

Address: P.O. Box 70457 Marietta GA

URL: <https://www.accessandequity.org/programs/college-planning-cohorts/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: Comprehensive postsecondary planning

Description: College Planning Cohorts is a model program, developed by author/consultant Mychal Wynn. Originally developed as a faith- and community-based model, the program has been successfully implemented in secondary schools and community colleges in Georgia, South Carolina, North Carolina, Texas, and California. The model utilizes research-based instructional approaches and research-responsive strategies designed to increase staff and community capacity, strengthen home-school and student-teacher relationships, forge teacher-counselor-coach-mentor-parent partnerships, expand college and scholarship access, and increase college and career readiness as part of a comprehensive set of strategies to positively impact high school graduation, college enrollment, and workplace preparation.

Annual Cost: \$25,000 - \$100,000 Per Cost: less than \$500

Agencies: Turner Chapel AME Church, Hank Stewart Foundation, Florence County School District 3 (Lake City, SC) Opening Date: 2008 Number of Students: 50-250

Contact: Mr. Mychal Wynn

Contact Email: [info@accessandequity.org](mailto:info@accessandequity.org) Contact Title: CEO/Founder Contact Phone: 678-395-5825

Contact Address: P.O. BOX 70547 Marietta GA 30007

Evaluation: Increased high school graduation and college enrollment rates; Gates Millennium Scholars; Posse Foundation Scholars; effective match to colleges and universities throughout the United States.

<https://www.accessandequity.org/programs/college-planning-cohorts/>

Effectiveness Rating: Limited



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# Colorado Youth for a Change

Address: 2949 W. 26th Avenue, 110 A Denver CO

URL: [Youthforachange.org](http://Youthforachange.org)

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The mission of Colorado Youth for a Change (CYC) is to solve the dropout crisis in Colorado. The agency has since grown in size and scope since starting in 2005 and works to increase the number of youth who graduate high school or earn a GED through innovative prevention and reengagement services.

Research and experience have contributed to CYC's ongoing strategic expansion of services. Because chronic absenteeism (students attending less than 90% of the time) is so closely linked to dropping out of school, we place AmeriCorps members in schools to engage these students and hold them accountable when it comes to attendance. We've also expanded our work to include Kindergarten to 3rd grade students who are not reading on grade level. Reading on grade level by the end of 3rd grade is another strong indicator of student success; in fact, children are four times more likely to drop out if they are not reading on grade level at this time when they transition from learning to read to reading to learn. (Annie E. Casey Foundation, 2011) CYC continues to be a leader in student reengagement, helping nearly 500 youth each year to get back into school after dropping out.

Annual Cost: \$200,000 - \$500,000

Per Cost:

Agencies: Denver Public Schools, Aurora Public Schools, Boulder Valley Schools, Adams 12 Schools, PS1 Charter School, Colorado High School Charter, Ombudsman, Colorado Children's Campaign, Partnership for Families and Children, Denver Housing Authority, Youth Biz, Opening Date: 2005

Number of Students: 250-500

Contact: Ms. Mary Zanotti

Contact Email: [steve.dobo@comcast.net](mailto:steve.dobo@comcast.net) Contact Title: Executive Director Contact Phone: 303-292-2779

Contact Address:



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Evaluation: CYC staff helped over 500 high school dropouts return to school the fall of 2009 from three Colorado districts, equating to over \$3.5 million of student per pupil revenue returning to local districts.

Effectiveness Rating: Moderate

## Come Back Kids

Address: 3939 13th St.RiversideCA

URL: <http://www.rcoe.k12.ca.us/cbk/index.html>

Demographic and Target Group: , , , ,

Disabilities: 11-15% Other Descriptors:

Description: Come Back Kids is a program that offers prevention/intervention services to students of all ages who wish to re-enroll in an educational program. Studente high school graduation requirements/credits Prepare for the General Educational Development (G.E.D.) Earn high school and college crs who have fallen through the cracks are offered an opportunity to make up credits, find classes they need, and get special training. Students receive the opportunity to: Prepare to take the California High School Exit Exam (CAHSEE) Completedits Attend Adult Basic Education Attend English as a Second Language Enroll in Workforce Development.

Annual Cost: \$500,000 + Per Cost: \$1000 - \$2000

Agencies: Riverside County Probation, California Family Life Center Youth Opportunity Centers, YMCA Teen Program, School Districts, Foster Youth Services, Riverside Recovery, CHOICES Mentoring Program, MFI

Opening Date: 2008

Number of Students: 500+

Contact: Mrs. Debra J. Sacks

Contact Email: [dsacks@rcoe.us](mailto:dsacks@rcoe.us) Contact Title: Adminstrator Contact Phone: 951-826-6454

Contact Address:

Evaluation:

Effectiveness Rating:



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# Commonwealth Institute for Parent Leadership

Address: 167 West Main Street Suite 310 Lexington KY

URL: <http://www.prichardcommittee.org/CIPL>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: Parent Leadership

Description: The Commonwealth Institute for Parent Leadership offers a variety of programs aimed at bringing together parents, teachers, community members, and school administrators for training, information, and experiences that help them work as partners to raise student achievement. The purpose of CIPL is to: Educate parents about how to assess the progress of their children's schools; Inform parents how to become involved as partners in improving those schools; Motivate parents to help other parents become involved; and Support parents after they become involved.

Annual Cost: Per Cost:

Agencies: Prichard Committee for Academic Excellence Opening Date: 1997 Number of Students:

Contact: Bev Raimondo

Contact Email: [raimondo@prichardcommittee.org](mailto:raimondo@prichardcommittee.org) Contact Title: Director Contact Phone: 859-233-9849 227

Contact Address:

Evaluation: Institute graduates have been tracked through questionnaires and interviews. These results suggest that the parents sustain and often extend their involvement in school reform over time, participating in school governance at the local, district, and state levels. The program has been so successful that eight other states and Washington, D.C., have adopted it to help improve their schools, too.

Effectiveness Rating: Strong

# Communities and Schools For Success (CS-Squared)

Address: 529 Main Street Suite 110 Boston MA

URL: <http://www.commcorp.org/cs2>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Communities and Schools for Success (CS<sup>2</sup>) is a Massachusetts-based educational initiative that seeks to transform the educational experience for those young people who are most under-served and disconnected from traditional educational and career paths. Started in 1993, CS<sup>2</sup> is managed by Commonwealth Corporation. CS<sup>2</sup> develops innovative collaborations between communities and school districts through small teams of change agents at CS<sup>2</sup> sites, known as "CS<sup>2</sup> Entrepreneurs." Twice designated by the U.S. Department of Labor as a national model, CS<sup>2</sup>'s activities are grounded in research and promising practices from the education, workforce development, and youth development fields. In response to alarming graduation rate and teen labor market data, CS<sup>2</sup> Entrepreneurs develop dynamic educational and career-focused programming and systemic initiatives. These supports and services engage the specific needs and assets of young people most "placed at risk," so they emerge as inspired learners and skillful innovators in their vocations and the civic arena.

Annual Cost: \$500,000 + Per Cost: \$500 - \$1000

Agencies: Workforce Investment Board, Businesses, Community Based and Faith Based Organizations, families, Chambers of Commerce, Community Colleges, Private and State Colleges/Universities, Career Centers, Mayors Opening Date: 1993 Number of Students: 500+

Contact: Ms. Talitha L Abramsen

Contact Email: [tabramsen@commcorp.org](mailto:tabramsen@commcorp.org)

Contact Title: Senior Program Manager, Project Lead

Contact Phone: 413-584-3627 101

Contact Address: 4 Bay Rd Building A, Suite 100 Hadley MA 1035



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Evaluation: 47 schools participated across the nine CS<sup>2</sup> communities. 1,761 teachers partnered with CS<sup>2</sup> in programs and activities for their students. Over 40,000 students were active in or impacted by CS<sup>2</sup> initiatives, many of whom were previously disengaged from their school communities. In three of four communities, CS<sup>2</sup> Entrepreneurs secured state grants for and managed MCAS work/learning programs but received no salary under those grants. More than 1,000 businesses across the Commonwealth were involved in CS<sup>2</sup> projects during 2006-07. Over 650 students took part in career-related internships. More than 600 community organizations partnered with CS<sup>2</sup> on career and youth development initiatives, academic support programs, and community service learning opportunities. CS<sup>2</sup> Entrepreneur teams raised over \$2.7 million in public and private grants and cash contributions - a more than 3:1 ratio of funds raised for each dollar invested by the state. In addition, funds invested by local communities to support their CS<sup>2</sup> teams brought the total results to over \$3 million leveraged by the state budget earmark - a ratio of 4:1. Amounts raised by or invested in CS<sup>2</sup> reflect our continuing ability to successfully leverage the Massachusetts State Legislature's dollar investment.

<http://www.commcorp.org/cs2/outcomes>

Effectiveness Rating: Strong



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## Communities In Schools

Address: 2345 Crystal DriveArlingtonVA

URL: <http://communitiesinschools.org>1

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: Integrated Student Services

Description: In the span of a little more than 30 years, Communities In Schools has become one of the nation's leading dropout prevention organization. We have a unique model that positions a coordinator inside schools to assess needs and deliver necessary resources that remove barriers to success. Our mission is to surround students with a community of support, empowering them to stay in school and achieve in life. Our network is comprised of nearly 5,000 passionate professionals in 25 states and the District of Columbia. We serve the most vulnerable students in the most dropout-prone school districts, nearly 1.3 million young people in more than 2,700 schools. We are actively engaged with policy makers, school staff, parents and business partners to ensure that Communities In Schools' services are extended to as many K-12 students as possible and that those students have access to college.

Annual Cost: \$25,000 - \$100,000

Per Cost: less than \$500

Agencies:

Opening Date: 1970

Number of Students: 500+

Contact: Dr. Heather J. Clawson

Contact Email: [clawsonh@cisnet.org](mailto:clawsonh@cisnet.org)

Contact Title: Vice President of Research, Evaluation, and

Innovation Contact Phone: 703-518-2548

Contact Address:

Evaluation: Positive effects on graduation and promotion rates, 8th grade math and reading proficiency, and 4th grade math demonstrated through school-level quasi-experimental study using propensity score matching. Student-level experimental studies demonstrate statistically significant and substantively important effects on high school dropout, credit completion, attendance, and gpa and middle school grade retention and reading.

<http://www.communitiesinschools.org/about/publications/>



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Effectiveness Rating: Strong

## Communities In Schools of Georgia - Performance Learning Centers

Address: 600 W. Peachtree St. Suite 1200AtlantaGA

URL: <http://www.cisga.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: PLCs are small, non-traditional high schools geared toward students who are not succeeding in the traditional school setting. They create a business-like environment and emphasize personal support and an intense academic program anchored by an online instructional system and project-based learning. PLCs were funded through the help of the Bill & Melinda Gates Foundation, private foundations and businesses. Performance Learning Centers work to focus students not just on graduation, but life and education beyond high school. Preparation for college and a career are the standards of success for PLCs. PLC students are encouraged to start actively planning their future and take the steps necessary to make their plans a reality.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Opening Date: 2003 Number of Students: 500+

Contact: Alfreda Locklin

Contact Email: [alocklin@cisgeorgia.org](mailto:alocklin@cisgeorgia.org) Contact Title: Contact Phone: 404-374-8959

Contact Address:

Evaluation: Quasi-experimental findings showed a strong effect of having a PLC in the school district on dropout rates and a very strong effect on graduation rates. As anticipated, graduation rates increased for PLC districts (+1.3% following one year of implementation, and +6.0% following two years) while dropout rates decreased (-1.3% and -0.2%, respectively).



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Survey data identified tutoring/academic assistance and life skills as key services in ensuring students stay in school and helping them excel academically. Case studies documented the effectiveness of the PLC model in promoting individual student success by providing facilitated self-paced instruction, individualized attention, and strong connections between the student, PLC, and the community. These areas were considered to increase on-time graduation and result in increased student aspirations focused on both continuing education and expanded career options.

Evaluation updated as of March, 2009

Effectiveness Rating: Strong



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# Community for Learning

Address: Temple University 1601 North Broad Street, Room 606 Philadelphia PA

URL: <http://www.temple.edu/lss/cfl.htm>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: School is not the only place where students learn. They learn in a variety of environments, including libraries, museums, workplaces, and their homes. Community for Learning links the school to these and other institutions, including health, social services, and law enforcement agencies.

Annual Cost: \$25,000 - \$100,000 Per Cost:

Agencies: Mid-Atlantic Regional Educational Laboratory for Student Success Opening Date: 1990

Number of Students: 500+

Contact: Dr. Graynle D Edwards

Contact Email: [gedwards@temple.edu](mailto:gedwards@temple.edu) Contact Title: Director Contact Phone: 877-253-4160

Contact Address:

Evaluation: Studies indicate that student performance tends to increase as schools have more time to implement the model.

Effectiveness Rating: Moderate



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# CompassLearning Odyssey

Address: 203 Colorado St. Austin TX

URL: <http://www.compasslearning.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: CompassLearning's online solutions assess student performance, automatically prescribe appropriate curriculum activities to help increase students' academic performance, and report the progress of students individually and in groups. The program is flexible and adaptable by districts to create a program that uniquely fits the needs of the district's students and resources. Odyssey provides asynchronous delivery allowing students to enter and exit at any time and work at their own paces. A range of core and elective courses help students recovery skills and/or credits and graduate. The Odyssey curriculum is rigorous and based on current and confirmed research in education, psychology, and neuroscience. Each course contains 150+ hours of engaging multimedia instruction that is based on a mastery learning model and includes background, direct instruction, guided and independent practice with re-teaching and assessment. Courses can be used in their entirety or customized down to the activity level to meet students' needs.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 1969

Number of Students: 500+

Contact: Ms. Barbara Roberts

Contact Email: [bids@compasslearning.com](mailto:bids@compasslearning.com)  
803-463-7075

Contact Title: Senior Account Executive Contact Phone:

Contact Address:

Evaluation: CompassLearning has a proven track record of positively impacting student outcomes through the utilization of technology based online assessment and instruction. CompassLearning Odyssey's anytime, anywhere access and technology-based delivery provides a flexible yet rigorous alternative for students disenfranchised with traditional school programs.



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<http://resourcelibrary.compasslearning.com>

Effectiveness Rating: Moderate



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## Complete High School Maize

Address: 745 W Academy Ave. Maize KS

URL: <https://www.usd266.com/chsm>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Complete High School Maize, the alternative learning program for USD 266, began in 1999. The mission of this program is to serve those students who need a different learning environment than the traditional school setting. Because of the size of this program, where sixty students are served by eight staff members, students have the opportunity to learn and be successful due to individualized instruction, well-founded relationships with staff, and a sincere desire to better themselves. There are three basic goals for a CHSM student. These include the awarding of a high school diploma, developing personal and social living skills that will help them to flourish in life, and successful career attainment.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies:

Opening Date: 1999

Number of Students: 250-500

Contact: Kristy Custer

Contact Email: [kcuster@usd266.com](mailto:kcuster@usd266.com)

Contact Title: Principal Contact Phone: 316-722-4790

Contact Address:

Evaluation: In the most recent five-year graduate survey (2016), 76.3% of graduates answered "no" to the question, "Do you think you would have gotten your diploma had CHSM not existed?" Comprising approximately 10% of their traditional sister high school's graduating class each year, CHSM has been an important part of Maize High School's enviable four-year adjusted cohort graduation rate of 91.9% and five-year adjusted graduation rate of 94.7%. With a free and reduced lunch rate of over 50%, the school itself boasts a graduation rate of 87% for all students and for students who have 85% or better average daily attendance, the graduation rate is nearly 100%.

At the heart of everything CHSM students do is a character education program so embedded within its full curriculum that it is not seen as "another" program, but "the" program itself. Their self-written character



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education manual is used by dozens of schools across Kansas. These daily lessons have helped CHSM earn recognition as a National School of Character, as well as a National Promising Practice Award for their adult-student mentor program Somebody's Someone. When referring to CHSM, the most common term current students and graduates use is "family". Evidence of this family-like atmosphere is shown through a recent District Bullying Survey where almost 70% of students reported, "I never feel lonely at school," and almost 20% reported feeling lonely only 1 or 2 times a month.

-- Evaluation Information:

-- Civic Advocacy Award Winner, 2018

-- Success Showcase School, KSDE; 2017, 2018

-- Kansas Green School of the Year; 2016

-- National School of Character; 2015

-- State School of Character; 2015

-- National Promising Practice Award; 2015

-- State Promising Practice Award; 2015

-- Crystal Star Award, Award of Excellence in Dropout Recovery, Intervention and Support;

2003

-- 51% Students eligible for free/reduced-price meals

-- 89% School attendance

-- 88% Graduation/Promotion rate

Effectiveness Rating: Limited



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# CompuHigh

Address: 515 Wilson Ave Morgantown WV

URL: <http://www.compuhigh.com>

Demographic and Target Group: , , , ,

Disabilities: 21-25% Other Descriptors:

Description: CompuHigh provides year-round online high school courses. Students can enroll any time of the year and start immediately. Our online high school is nationally accredited by CITA, SACS, and North Central. Our high school offers individual and diploma programs. CompuHigh offers summer school and credit recovery courses. CompuHigh's online diploma program is called Whitmore School. Our high school issues a transcript and diploma accepted by universities and colleges. All course material is online - you will not have to purchase additional textbooks. Students can work at their own pace. Our online high school is open 24 hours a day, 7 days a week. Each course has a teacher. Teachers work one on one with students. Our high school courses are based on achieving mastery.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$500 - \$1000

Agencies: VA School District, Coffee County, TN School District, SC Whitmore Charter School, Alldredge Treatment Center, Educere

Opening Date: 1994

Number of Students: 500+

Contact: Jeanette Geib

Contact Email: [inq@compuhigh.com](mailto:inq@compuhigh.com)

Contact Title: Educational Director Contact Phone: (844) 409-0521

Contact Address:

Evaluation: CompuHigh provides year-round online high school courses. Students can enroll any time of the year and start immediately. Our online high school is nationally accredited by CITA, SACS, and North Central. Our high school offers individual and diploma programs. CompuHigh offers summer school and credit recovery courses. CompuHigh's online diploma program is called Whitmore School. Our high school issues a transcript and diploma accepted by universities and colleges. All course material is online - you will not have to purchase additional textbooks. Students can work at their own pace. Our online high school is open



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24 hours a day, 7 days a week. Each course has a teacher. Teachers work one on one with students. Our high school courses are based on achieving mastery.

Effectiveness Rating: Limited



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# Computer Based Instruction

Address: Educational Options, Inc. 3440 N. Fairfax Drive, Suite D Arlington VA

URL: <http://www.edoptions.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Educational Options, Inc., is a for-profit educational technology firm that understands the need for innovative learning strategies for today's youth. It provides an Internet-delivered school curriculum of 31 high school and middle school courses. The NOVEL/STARS curriculum has been integrated with a unique and efficient online, Internet-based delivery system that can support an infinite number of students at a remarkably low per-student cost. It provides automated assessment, prescription, reporting, and the ability for clients to modify the existing curriculum or to construct new curriculum content to meet their own special academic requirements.

Annual Cost: \$100,000 - \$200,000

Per Cost: less than \$500

Agencies: Educational Options, Novel/Stars

Opening Date:

Number of Students:

Contact: Michael J Duffy

Contact Email: [mduffy@edoptions.com](mailto:mduffy@edoptions.com) Contact Title: Sales Director Contact Phone: 866-243-7460

Contact Address:

Evaluation: More than 250,000 students have used this online curriculum to stay in school and achieve credits. The program has helped thousands of students, who might otherwise have failed, graduate with high school diplomas.

Effectiveness Rating: Moderate



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# CONNECT

Address: Academy for the Arts, Science, & Technology 895 International Drive Myrtle Beach SC

URL:

Demographic and Target Group: , , , over-age beginning 9th graders,

Disabilities: 25% or more Other Descriptors:

Description: The Connect program located in Horry County Schools in South Carolina, makes it possible for over-age, at-risk students to graduate from high school in three years with the marketable skills that employers are seeking. These students meet the same diploma requirements and take the same standardized tests as other students in the state. The difference is that the Connect program focuses multiple resources on preparing a target group of over-age, at-risk students to become productive citizens after high school graduation. Support Team Meetings (STMs) are held by parents, student, teachers, counselors, and admin (if available) to address the needs of the student. Each staff member begins with a positive statement about the child. STMs are typically held to address problems, but are also used to celebrate successes. Meetings conclude with a plan to address student's needs.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies:

Opening Date: 2006

Number of Students: 50-250

Contact: Ms. Julie A Hardwick

Contact Email: [jhardwick@horrycountyschools.net](mailto:jhardwick@horrycountyschools.net) Contact Title: Guidance Counselor Contact Phone: 843-903-8460

Contact Address:

Evaluation:

Effectiveness Rating: Moderate



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## Connections

Address: 20420 68th Ave W Lynnwood WA

URL: <http://www.edmonds.wednet.edu>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Edmonds School District Connections in-school program meets the needs of high risk students and those who are at risk of dropping out of school. The Connections program identifies high risk students including: foster care, homeless, involved in the juvenile justice system, special education and youth who do not have stable environments. Student identification includes: decline in grades, attendance, classroom behavior, discipline, or family issues. Student Assistance teams provide a wide range of expertise to increase protective factors and accomplish goals. Support Services is provided based on participant needs. Alternative education is also provided as needed at Edmond's Scriber Lake High School. The majority of high schools in Snohomish County have only low intensity prevention/interventions services available for academically at-risk students and have not demonstrated greater holding power. The Connections program strengthens the student's connection to school and family. The Program Specialist transitions those youth who are at-risk of dropping out of school to services available that will engage parents and encourage students to stay in school. Prevention is also being addressed through researching and recommending system-wide changes that remove barriers to high school graduation. The Connections program brings a wealth of knowledge and successful best practice program experience that maximizes the current resources targeting at-risk youth. Exit surveys are completed by students who leave the Connections program and this data is analyzed and used to make changes in policies and practices that will enhance services to Snohomish County youth.

Annual Cost: \$25,000 - \$100,000

Per Cost: \$1000 - \$2000

Agencies: Snohomish County Worksource Development Council, Edmonds School District and Verizon

Opening Date: 2009

Number of Students: 50-250

Contact: Shawn Webber



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Contact Email: [webbers@edmonds.wednet.edu](mailto:webbers@edmonds.wednet.edu) Contact Title: Program Specialist Contact Phone: 425-431-5078

Contact Address: 21801 44th Ave. W Mountlake Terrace WA 98043

Evaluation: These analyses provide powerful evidence suggesting that SAIL participation has significant effects on student academic outcomes, and specific components, in particular the summer program and WASL preparation, may affect outcomes. The impacts of SAIL on academic achievement, for the most part, were independent of any influences of gender, ethnicity, IEP status and the levels at which students started out. In other words, given two students - one a SAIL participant, the other not - with similar background characteristics and at similar levels of past academic performance, the SAIL student achieved better outcomes over time compared to the non-SAIL student. SAIL's impacts were robust within each school outcome measured and across several outcomes: SAIL summer program participation was associated with an increase in both cumulative GPAs and cumulative credits students earned, compared to those who did not participate; the longer students stayed in SAIL, the more credits they earned, compared to those in SAIL for shorter periods of time, adjusting for total time spent in high school; students taking advantage of WASL preparation offered by SAIL performed better on the 10th grade WASL writing and math tests than those not receiving this assistance; SAIL students appeared to be more likely to remain in the Edmonds School District than non-SAIL students, but the status of those who had left the district proved difficult to track. Therefore, we were unable to draw a firm conclusion about differences in school persistence between SAIL and non-SAIL students. Detailed study shows characteristics of students in terms of background and SAIL involvement for the 55 SAIL and 34 non-SAIL participants included in the analyses. The longer students stayed in SAIL, the more credits they earned, compared to those in SAIL for shorter periods of time, adjusting for total time spent in high school. Students taking advantage of WASL preparation offered by SAIL performed better on the 10th grade WASL writing and math tests than those not receiving this assistance. SAIL students appeared to be more likely to remain in the Edmonds School District than non-SAIL students, but the status of those who had left the district proved difficult to track. Therefore, we were unable to draw a firm conclusion about differences in school persistence between SAIL and non-SAIL students. Detailed study findings Table 3 shows characteristics of students in terms of background and SAIL involvement for the 55 SAIL and 34 non-SAIL participants included in the analyses. Table 3. Characteristics of SAIL and non-SAIL students

SAIL students (N = 55)	Non-SAIL students (N = 34)
Background characteristics	
Gender: female (%)	
sail 41.8	non-sail 23.5
Race/ethnicity: non-Hispanic white (%)	
sail 63.6	non-sail 47.1
IEP (%)	
sail 21.8	non-sail 20.6
GPA, first semester 9th grade (mean)	
sail 0.87	non-sail 0.69
Characteristics of SAIL participation	
Time in SAIL program (mean months)	
sail 22.5	non-sail 0.0
SAIL summer program participation (%)	
sail 70.4	non-sail 0.0
SAIL WASL preparation (%)	
a sail 35.6	non-sail 0.0.

Effectiveness Rating: Moderate



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# Content Literacy Continuum

Address: University of Kansas 1122 West Campus Road, Room 521 Lawrence KS

URL: <http://clc.kucrl.org/overview/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Strategic Instruction Model (SIM) Content Literacy Continuum (CLC) focuses on helping secondary schools develop and sustain comprehensive and integrated literacy programs. This school improvement process is led by a SIM Implementation Team with extensive experience in secondary literacy. The team works with administrators, teachers, and staff to develop and implement a standards-based plan to improve literacy and content area learning tied to student performance on state assessments. SIM consists of a variety of research-based interventions. Some of these interventions focus on helping teachers think about, adapt, and present critical content in a "learner-friendly" fashion. Some interventions focus on helping students learn the skills and strategies students need to learn content.

Annual Cost: Per Cost:

Agencies: KU Center for Research on Learning, Strategic Learning Center, Bill Gates Foundation

Opening Date: 2004

Number of Students: 250-500

Contact: Daniel J Boudah PhD

Contact Email: [boudahd@ecu.edu](mailto:boudahd@ecu.edu)

Contact Title: Associate Professor Contact Phone: 252-328-1138

Contact Address: East Carolina University 210 Speight Building Greenville NC 0

Evaluation: higher overall mean EOC test achievement for students in CLC classes vs. non-CLC classes 58% of CLC students achieved an EOC test score of 3 or 4 years vs. 49% of non-CLC students

<http://kucrl.ku.edu/clc>

Effectiveness Rating: Moderate



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# Coordinated Career Academic Education (CCAIE)

Address: 1770 Twin Towers East 205 Jesse Hill Jr. Drive Atlanta GA

URL: <http://www.georgiacsa.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Coordinated Career Academic Education (CCAIE) and Project Success (PS) are support services designed for students from special populations as identified in the Federal Carl D. Perkins legislation. Through participation in a CCAIE and/or PS program, students who are identified as at-risk of dropping out learn about the world of work and how to hone their employability skills. These support services provide opportunities for students to sharpen their academic and employability skills. Students develop confidence, maturity, and self-esteem through meeting academic challenges, completing projects, and participating in a Career and Technical Student Organization.

Annual Cost: \$25,000 - \$100,000

Per Cost: less than \$500

Agencies: State Agency, Local Education Agency

Opening Date: 1972

Number of

Students: 500+

Contact: Mrs. Virginia J Turner

Contact Email: [vturner@doe.k12.ga.us](mailto:vturner@doe.k12.ga.us) Contact Title: Intervention Program Specialist Contact Phone: 404-657-8324

Contact Address:

Evaluation:

Effectiveness Rating: Moderate



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## Coping and Support Training (CAST)

Address: PO Box 20343 Seattle WA

URL: <http://www.reconnectingyouth.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Coping and Support Training (CAST) is a school-based prevention program that targets young people in either middle school or high school. CAST is a 12-session, small group skills training intervention designed to enhance personal competencies and social support resources. CAST may be implemented as a "selective" or an "indicated" prevention program, targeting groups or individuals at higher risk for school dropout (and/or suicide). The CAST program goals are to decrease suicide risk and emotional distress, drug involvement, and school problems. When implemented with fidelity, the program is likely to be effective for 1) increasing school satisfaction and attendance, and decreasing potential for dropout; as well as 2) decreases in multiple, co-occurring problems common among high-risk youth, including depression and suicide-risk behaviors, drug involvement, and anger control problems; while 3) enhancing protective factors, such as personal control, problem-solving coping, and family support.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 1995

Number of Students: 500+

Contact: Beth E McNamara MSW

Contact Email: [beth@reconnectingyouth.com](mailto:beth@reconnectingyouth.com)

Contact Title: Director of Programs and Training Contact

Phone: 425-861-1177

Contact Address: PO Box 20343 Seattle WA 98102

Evaluation: Research findings illustrate the efficacy of CAST. When implemented with fidelity (i.e., delivered as designed), the program is likely to be effective for multiple, co-occurring problems common among high-risk youth. When compared to a school-as-usual comparison group, CAST students showed significantly: greater decreases in missed classes, school dissatisfaction and likelihood of dropping out; greater sustained



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declines in depression; lower levels of suicide-risk behaviors; declines in anger control problems; reduced hard drug use and alcohol use; fewer drug use control problems; and greater increases in enhancing protective factors: personal control, problem-solving coping, and family support. To implement the CAST program with fidelity and replicate these results, developer-sponsored training is highly recommended.

<http://www.reconnectingyouth.com/programs/cast/>

Effectiveness Rating: Strong



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# Coping Power

Address: University of Alabama 383 Gordon Palmer Hall, P.O. Box 870348 Tuscaloosa AL

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

**Description:** The Coping Power Program is a multicomponent preventive intervention for children displaying mild to moderate problems with aggressive behavior. The program includes separate curricula for parents and children, and is designed to take place over a 15- to 18-month period. The program is typically run in a small group format, but can also be used with individuals. Coping Power is based on a contextual social-cognitive model which identifies risk factors for children's aggression including parenting practices, children's social cognition and emotional regulation, and children's peer relationships. Malleable parent and child risk factors from this model serve as the targets for the Coping Power intervention. Main foci of the child component include: goal setting, organization and study skills, emotional awareness, coping with strong feelings including anger and frustration, perspective taking, social problem solving, development of prosocial skills, and resisting negative peer pressure. Main foci of the parent component include: promoting a positive parent-child relationship, strategies for promoting children's prosocial behaviors, strategies for managing children's disruptive behaviors, improving parents' stress management, and informing parents of skills children are learning in the child component.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: John E Lochman

Contact Email: [jlochman@gp.as.ua.edu](mailto:jlochman@gp.as.ua.edu) Contact Title: Director Contact Phone: 205-348-7678

Contact Address:

**Evaluation:** The evaluation used a classical experimental design on two cohorts of boys with a one-year follow-up assessment two summers after intervention. Boys who had participated in the program along with their parents at the time of the follow-up as compared to the control group had lower rates of self-reported



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covert delinquent behavior (theft, fraud, property damage.) The control group also had significant and continuing improvement in school behavioral problems, particularly for White boys.

Effectiveness Rating: Moderate



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## Core Knowledge

Address: 801 East High Street Charlottesville VA

URL: <http://www.coreknowledge.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Many people say that knowledge is changing so fast that what students learn today will soon be outdated. While current events and technology are constantly changing, there is nevertheless a body of lasting knowledge that should form the core of a Preschool-Grade 8 curriculum. Such solid knowledge includes, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation.

Annual Cost: \$25,000 - \$100,000 Per Cost:

Agencies: Opening Date: 1986 Number of Students: 500+

Contact: Yolanda Van Ness

Contact Email: [yvancore@aol.com](mailto:yvancore@aol.com) Contact Title: Grant Support Coordinator Contact Phone: 210-408-9219

Contact Address:

Evaluation: Early results from the pilot tests are promising. At the end of the 2007-2008 school year, kindergarten teachers from all pilot schools anecdotally reported that based on their own observations of students' performance, as well as informal and standardized measures of reading achievement used in their school districts, the kindergarten students who used the Core Knowledge Reading materials appeared to be decoding and reading early text at a level that far exceeded students in previous years. An objective evaluation of 275 kindergarten students, selected randomly from the pilot schools, was conducted by outside evaluators using the Woodcock-Johnson Diagnostic Reading Battery. Results were in line with the Foundation's expectations, with students displaying strong results on word attack and decoding measures, as



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these are areas in which rapid increases can be achieved as a result of successful, systematic phonics instruction. In many cases the students posted mean standard scores 1-2 standard deviations above the national norm.

[http://coreknowledge.org/CK/about/Annual\\_Report/2008/CKAnnRep\\_2008.pdf](http://coreknowledge.org/CK/about/Annual_Report/2008/CKAnnRep_2008.pdf)

Effectiveness Rating: Moderate

## Creating Lasting Family Connections

Address: COPES, Inc. 845 Barret Avenue Louisville KY

URL: <http://www.copes.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Creating Lasting Family Connections is a program designed for parents and youth which offers training modules for both audiences. The program is designed to: improve communication and conflict resolution skills; build coping mechanisms to resist negative social influences; practice effective refusal skills for both parents and youth; engender self-knowledge, personal responsibility, and respect for others; and impart knowledge and understanding about the use of tobacco, alcohol, and other drugs. Content also includes: knowledge, attitudes, and behaviors regarding family management practices; communicating effective expectations; growth needs of children; managing thoughts and feelings; giving and receiving feedback; and assisting youth in making healthy choices. The program offers interactive instruction to adults and youths both separately and combined. Content includes a focus on refusal skills; verbal and non-verbal communication; effective communication and negotiation; effective listening; communication within the family unit; and establishing and maintaining healthy interpersonal relationships.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 1998

Number of Students: 500+

Contact: Mr. Ted N Strader MS

Contact Email: [tstrader@sprynet.com](mailto:tstrader@sprynet.com)

Contact Title: Program Developer Contact Phone: 502-583-6820

Contact Address:

Evaluation: The main published findings included the following. In terms of positive direct effects of the program, there were statistically significant sustained gains by both parents and youth in these areas: use of school and other community services by families with personal/family problems; action taken based on the service contact; parents' and youths' perceived helpfulness of the action taken. Statistically significant



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short-term effects of the program on parent and youth resiliency outcomes included the following: increased parents' alcohol and other drug (AOD) knowledge and beliefs; increased youth involvement in setting AOD use rules. The following were statistically significant moderating effects of family and youth resiliency factors on youth AOD use: onset of AOD use was delayed among program group youth for one year (sustained gain); use of alcohol was reduced.

[http://www.nrepp.samhsa.gov/programfulldetails.asp?PROGRAM\\_ID=126](http://www.nrepp.samhsa.gov/programfulldetails.asp?PROGRAM_ID=126)

Effectiveness Rating: Strong



# CUNY Prep

Address: 2122 White Plains Road Bronx NY

URL: <http://www.cunyprep.org>

Demographic and Target Group: , , , dropouts,

Disabilities: Other Descriptors:

Description: CUNY Prep is committed to developing life-long learners who have the academic, personal, and social skills necessary for higher education, expanded life opportunities, and active participation in community and civic affairs. The program offers out-of-school youth between the ages of 16 and 18 an opportunity for full-time study for the purposes of re-entering high school or for admission to college by obtaining a high school equivalency diploma (GED).

Annual Cost: Per Cost:

Agencies: Mayor's Center for Economic Opportunity, The City University of New York (CUNY)

Opening Date: 2003

Number of Students: 500+

Contact: Mr. Derrick Griffith

Contact Email: [dgriffith@cunyprep.org](mailto:dgriffith@cunyprep.org) Contact Title: Principal/Director Contact Phone: 718-839-8862 200

Contact Address:

Evaluation: Between Fall 2003 & Spring 2006, 978 students attended CUNY Prep. 41% of the students took the GED exam; of those 71.9% passed. More than 140 of the students have gone on to college, while others enrolled in trade school.

[http://www.cunyprep.net/images/news/annualreport\\_080209.pdf](http://www.cunyprep.net/images/news/annualreport_080209.pdf)

Effectiveness Rating: Moderate



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# Daylight/Twilight High School

Address: 135 East Hanover Street Trenton NJ

URL: <http://www.trenton.k12.nj.us/daylight/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Daylight/Twilight Program serves overage students ages 16 and older who are under-credited and have academic, behavioral, social, or personal problems. The program offers a flexible schedule that allows students to attend school in 4-hour sessions from 7:30 a.m. to 7:30 p.m. The program focuses on individualized learning, allowing teachers flexibility in modifying their curricula to meet the needs of students. Course subjects include language arts, health, social studies, science, technology, mathematics, electives, and college preparatory. Advanced Academics Inc. recently funded a \$40 million downtown campus for Daylight/Twilight High School, which has grown from about 300 students to serving over 2,200 students each year.

Annual Cost: Per Cost:

Agencies: Opening Date: 0 Number of Students: 500+

Contact: Hope Grant

Contact Email: Contact Title: Principal Contact Phone: 609-989-2494

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Delaware Valley High Schools

Address: 100 N. Logan Square, Suite 1900 Philadelphia PA

URL: <http://www.dvhs.org>

Demographic and Target Group: , , , ,

Disabilities: 25% or more      Other Descriptors:

Description: Delaware Valley High School was founded in 1969 with the sole mission of addressing the needs of at risk youth. Since that time, DVHS has evolved into a leader in the alternative education field earning the Commonwealth of Pennsylvania's Model Program Award for Best Practices. DVHS consists of 3 campuses, one serving suburban Bucks County, and 2 serving the City of Philadelphia. DVHS provides an intimate academic setting, social and emotional support, extensive behavioral and mental health counseling, and a full cadre of alliances and enrichment programs. A career center is available where students can explore their interests in relation to post secondary planning. Realistic goal setting and support are vital components to the success of our students. DVHS contracts with 14 area school districts to provide at risk potential dropouts with an effective alternative path to graduation. Our block scheduled programming provides additional opportunities for credit recovery. We are a licensed and approved alternative school with thousands of graduates who have become productive and successful citizens. We also provide scholarship opportunities for our graduates who matriculate at accredited post secondary institutions.

Annual Cost: \$500,000 +      Per Cost: \$2000 +

Agencies: Bucks County Workforce Investment Board, Bucks County Community College, Philadelphia Community College, Lasalle University, Chestnut Hill College, Jutih B. Shulick Memorial Scholarship Foundation, City Year Youth Volunteer Program      Opening Date: 1969      Number of Students: 500+

Contact: Mr. Mark J Kaye M-ED

Contact Email: [mkaye@dvhs.org](mailto:mkaye@dvhs.org)      Contact Title: District Liaison      Contact Phone: 215-677-6107 600

Contact Address:



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Evaluation: Delaware Valley High School is an alternate high school that provides intensive interventions with the goal of graduating at risk students who were in grave danger of dropping out of their home school districts. With our accelerated block scheduled credit recovery and intimate environment, we are able to provide intensive counseling and education opportunities for our students. Over 90% of our students who are not restored in their home districts graduate from our high schools. Our students are able to increase their reading and math levels over 20% based on the Terra-Nova testing that we administer(2009-10). Our students are able to matriculate at a variety of post secondary programs that include 4 year colleges, community colleges, trade and technical programs and nursing schools. A Holy Family research study indicates the effectiveness and value of our programming. With a significant special education population, we write our IEP's in an relevant format under the direction of our Special Education Coordinator. Our transition planning involves a career portfolio document to set realistic goals for all of our students. Our attendance system notifies parents and school districts of absences and chronic attendance issues.

Effectiveness Rating: Strong



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# DESTINATION GRADUATION!

Address: 1006 Communy Ave.P.O. Box 250PascagoulaMS

URL: <http://www.psd.mss>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: continued learning for incarcerated youth

Description: The Pascagoula School District's DESTINATION GRADUATION! program is part of the district's five-year strategic plan to raise high school graduation rates to 100 percent. The district has an extensive community awareness campaign that includes commercial, billboards, yard signs, bumper stickers, buttons, business cards to get the word out to the community about the importance of partnering with the district to see that every child is successful. Extensive tutoring, AIMS web probing, behavior specialists, intervention specialists all work together for the success of every student. The district works with all teen mothers to ensure their proper nutrition, attendance in school and ultimate graduation, began a Backpack Buddy program to ensure all students (and their families) were not going hungry at night and on the weekends and an Early Beginnings Toy Resource Library to make sure all children (from birth) are meeting milestones and have all the tools necessary to begin kindergarten. With the fastest growing English Language Learner population in Mississippi, the district has employed more teachers and purchased resources to ensure these students can overcome the language barrier. The Gear Up program monitors every eighth grade student all the way through high school graduation. Partnership with America's Promise targets those students most at risk in the district with extra tutoring and programs to encourage them to stay in school. After-school tutoring is offered at ALL schools for those students who need extra help. District has created a Family Interactive Center, a place where parents and children can come to learn and play together through the partnership of business, industry and organizations. Families can learn about the wetlands, visit the planetarium the science and enigneering lab, broadcast journalism lab, block room, and recording studio or visit the Institute of Technology where they can fly 30 different aircraft through a flight simulator, look up research in three computer labs or play the Wii gaming system in bowling, boxing and golf, sports our students may not have experienced.

Annual Cost: \$100,000 - \$200,000

Per Cost: less than \$500

Agencies: Head Start, Business and Industry, Faith Based organizations, Rotary Club, Kiwanis Club, Backpack Buddies, PROMISS (teen moms), Boys and Girls Clubs, Recreation Department, YMCA, Conscious Discipline,



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40 Developmental Assets, Miss. Association of Partners  
of Students: 500+

Opening Date: 2007

Number

Contact: Mrs. Debbie W Anglin

Contact Email: danglin@psd.ms Contact Title: Director of Communications Contact Phone: 228-938-6503

Contact Address: 1006 Communy Ave. P.O. Box 250 Pascagoula MS 39567

Evaluation: High graduation rate is up 6 points in one year. EVERY pregnant senior in the district, 27, graduated from high school this past year. Test scores are up in middle school (targeted area this past year), 95 percent pass rate on state subject area tests in biology, algebra I and U.S. history, mandatory passage from State Department in order to graduate from high school.

Effectiveness Rating: Strong



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# Detroit City High School

Address: 13141 Rosa Parks Blvd.DetroitMI

URL: <http://www.detroitk12.org/detroitcity>

Demographic and Target Group: , , , Students have demonstrated dropout behaviors and are less than a year behind their cohort group (On-Track) or are 17 years or older and two or more years behind their cohort group (Fast-Track),.

Disabilities: Other Descriptors:

Description: Detroit City High School was established in 1991 as an extended year alternative school for students who exhibited drop-out behaviors or had dropped out. Our mission is to educate and empower students and their families. Top priorities for the school include: Providing academic foundations on which students strengthen and increase academic skills; Character development and value centered opportunities for mentoring and peer to peer interaction; Providing students with an opportunity and venue to recover credits and graduate, preferably with their cohort group; Providing opportunities to acquire a career-based vocation. Three distinct programs have been designed to meet the needs of each student matriculating through Detroit City High School: 1) Star-Track; 2) On-Track; 3) Fast-Track. The latter two programs encompass a combination of in-school classes; online classes; Extended Day and Weekend tutoring and classes.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Second Step, Black Caucus, Wayne County Community College, Metropolitan Baptist Church, Focus Hope, Opening Date: 1991 Number of Students: 500+

Contact: Ms. Donna P. James

Contact Email: [donna.james@detroitk12.org](mailto:donna.james@detroitk12.org) Contact Title: Principal Contact Phone: 313-596-0010

Contact Address:

Evaluation: Detroit City High School targets students returning from dropout status, previously and currently adjudicated, code of conduct violators transferred from traditional high schools, students one or more years



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behind their cohort groups. While the percentage of graduates has increased and there has been an increase in student achievement, student attendance has not been sufficiently impacted. Additionally, the school's new principal is researching instruments that may be used to measure parent involvement, school community collaborations, student attendance and pre/post achievement for every grade level.

<http://www.detroitk12.org>

Effectiveness Rating: Limited



# Diploma Plus, Inc.

Address: 100 Franklin Street, Unit 705 Boston MA

URL: <http://www.diplomaplus.net>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Diploma Plus (DP) schools are small alternative high schools that integrate dropout recovery and prevention programs with college- and career-readiness initiatives. As stated by the program's mission statement, Diploma Plus seeks to create small high schools that "incorporate a supportive school culture, a performance-based approach, future focus, and effective supports in order to increase opportunities for students who have dropped out or are at risk of dropping out of high school so that they have the ability to graduate college- and career-ready." Instead of traditional grade levels, DP students move through three "phases" of the curriculum, with the final phase serving as a link between high school and post-secondary education.

Annual Cost: \$25,000 - \$100,000

Per Cost: less than \$500

Agencies:

Opening Date: 1996

Number of Students: 500+

Contact: Alexa Halberg

Contact Email: [ahalberg@diplomaplus.net](mailto:ahalberg@diplomaplus.net)

Contact Title: Finance and Administration Manager

Contact Phone: 617-443-0050

Contact Address:

Evaluation: Diploma Plus students' program completion and graduation rates were higher than the average rates for alternative high school programs. In New York, DP schools had higher retention rates and Regents exam passing rates than other similar schools. Participants reported higher rates of engagement, effort, and interest in their DP classes than in their previous schools, and reported that the program helped them plan for post-secondary success.



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<http://www.aypf.org/publications/SuccessAtEveryStep.pdf>

Effectiveness Rating: Strong



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# Direct Instruction Model

Address: PO Box 11248 Eugene OR

URL: <http://www.nifdi.org/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Direct Instruction (DI) is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning. A crucial element in the implementation of DI in most cases is change. Teachers will generally be required to behave differently than before and schools may need an entirely different organization than they previously employed. Even staff members will be called upon to alter some operations.

Annual Cost: \$25,000 - \$100,000 Per Cost:

Agencies: Opening Date: 1968 Number of Students: 250-500

Contact: Kurt Engelmann

Contact Email: [kurt@nifdi.org](mailto:kurt@nifdi.org) Contact Title: Director Contact Phone: 877-485-1973

Contact Address:

Evaluation: NIFDI, founded by the creators of Direct Instruction, continues to be directed by the originators of the Direct Instruction approach. Schools fully implementing the NIFDI approach produce evidence of success in direct proportion to teaching improvements. The most significant improvement in standardized test data is likely to become evident in the third year of implementation. The greatest gains are normally shown by students who began using DI in kindergarten and have continued through second grade and beyond. A report from the American Institutes for Research for AASA, AFT, NAESP, NASSP and NEA of all schoolwide reform models indicated that 32 of 34 qualifying studies demonstrated a positive effect of Direct Instruction on student achievement. In addition, DI was reported effective in improving overall achievement



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plus achievement in language, reading, mathematics, spelling, health and science. Perhaps most interesting, it had a positive effect on these affective behaviors and social skills: self esteem/concept, attitudes toward self and school, attribution of success or failure to self or outside, sense of responsibility and high school success.

<http://www.nifdi.org/index.html#about>

Effectiveness Rating: Moderate



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# DLM Early Childhood Express with Open Court Reading Pre-K

Address: Wright Group/McGraw-Hill 220 East Daniel Dale Road DeSoto TX

URL: <http://www.wrightgroup.com/family.html?&gid=222>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The DLM Early Childhood Express, designed to prepare young children for future academic success, nurtures each child by offering carefully selected and sequenced learning experiences. This new comprehensive program provides teachers with literature, manipulatives, and instructional material to teach throughout the year created to keep children engaged and excited about learning.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact:

Contact Email: Contact Title: South East Regional Office Contact Phone: 800-648-2970

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Dobbins Dollar Attendance Incentive Program

Address: 637 William Lake Road Dallas GA

URL:

Demographic and Target Group: , , , number of days absent the previous school year,

Disabilities: Other Descriptors:

Description: Dobbins Dollar Attendance Incentive Program is to provide an incentive for students who missed 15 or more days the previous school year. The students are given a Dobbins Dollar each day they attend school. At the beginning of the following month, the students can attend the Dobbins Dollar Market and exchange the dollars for items or the students can hold on to them for bigger items.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: Local Businesses

Opening Date: 2007

Number of Students: 50-250

Contact: Mrs. Gloria Santana-Gelin

Contact Email: [gloriasgelin@yahoo.com](mailto:gloriasgelin@yahoo.com) Contact Title: Graduation Coach Contact Phone: 770-443-4835

Contact Address: 197 Huntleigh Chase Drive Dallas GA 30132

Evaluation:

Effectiveness Rating: Limited



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# Douglas High School D-PASS (Dropout Prevention, AIMS and School Success)

Address: 1500 15th Street Douglas AZ

URL: <https://www10.ade.az.gov/AIMSDPToolkit/ExemplaryPrograms/2009/DouglasHigh2009.aspx>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Having begun as alternative school and credit recovery programs in the Fall of 2007, our initiative has expanded to a school-wide reform effort. Our school-wide efforts include Intervention embedded within the school day for all students who are struggling with low grades in current classes or have failed to demonstrate mastery of the Arizona standards on Arizona's Instrument to Measure Standards.

Annual Cost: \$100,000 - \$200,000

Per Cost: less than \$500

Agencies:

Opening Date: 2007

Number of Students: 500+

Contact: Dr. Earl Simmons

Contact Email: [esimmons@dusd.k12.az.us](mailto:esimmons@dusd.k12.az.us) Contact Title: Assistant Principal of Curriculum and Instruction

Contact Phone: 520-364-3462 2119

Contact Address:

Evaluation: Douglas High School is a comprehensive 9-12 public high school on the U.S./Mexican border in a district where 89% of students qualify for free and reduced lunch. According to the National Center for Educational Statistics, the enrollment for the 2006-2007 school year was 1322 students, 1258 of Hispanic origin. Since October, 2007 one hundred twenty-five at-risk youth in our community earned their diplomas as a direct result of our credit recovery and alternative programs. Many of whom would not have graduated without our dropout prevention initiatives. According to AYP Data, our graduation rate in 2007 was 74%. The AYP graduation rate in 2009 rose to 86%. In February, 2009, D-PASS was recognized by the Arizona Department of Education as one of four Exemplary Dropout Prevention Programs in the state of Arizona. We



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expanded our efforts at the beginning of the 2009-2010 school year to include preventative measures in the form of school-wide Intervention embedded within the school day. On November 18, 2009 Douglas High School was recognized as one of two "Spotlight on Success" Award winners by the Arizona Department of Education for the category of High School Renewal.

Effectiveness Rating: Moderate



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# Dr. William W. Henderson Inclusion Elementary School

Address: 1669 Dorchester Ave. Dorchester MA

URL: <http://boston.k12.ma.us/Henderson/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Henderson is a small elementary school serving children from early childhood through Grade 5. Our students are from diverse ethnic, linguistic, and ability backgrounds. We are an inclusive school. Students who have disabilities learn in general education classrooms with their non disabled peers. Teachers and support staff collaborate to help all children learn and succeed at high levels.

Annual Cost: Per Cost:

Agencies: Boston Public Schools

Opening Date: 1989

Number of Students: 250-500

Contact: Lampron Patricia

Contact Email: Contact Title: Principal Contact Phone: 617-635-8725

Contact Address:

Evaluation: The school has received numerous recognitions for improvement in student achievement, however most of the student's success is seen in the stories of successes. The school was recently designated as a "high performer" in language arts and has a waiting list for enrollment.

Effectiveness Rating: Limited



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## Dropout Prevention Initiative (DPI)

Address: 201 W. Graham RdRichmondVA

URL: <http://www.richmond.k12.va.us>

Demographic and Target Group: , , , ,

Disabilities: 16-20% Other Descriptors:

Description: The RPS Dropout Prevention Initiative is a targeted, multi-tiered and comprehensive dropout prevention, intervention and recovery program that addresses the needs of potential dropouts, students who have dropped out and their families. Program includes dedicated recovery specialists to recover students, a single point of entry for enrollment, intake counselors and school social workers and CIS counselors to assess and address social needs, an individual learning plan to review and address academic concerns, prevention specialists to address life and "soft" skills, and connections with mentors. Students are also paired with caring instructional staff for added support and encouragement.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: Communities in Schools, Justice Services, Richmond Mayor's Office, Department of Social Services, Richmond Behavioral Health Authority, Higher education institutions, faith and community-based partners

Opening Date: 2010

Number of Students: 50-250

Contact: Mrs. Angela L.R. Jones Ed.S.

Contact Email: [ajones2@richmond.k12.va.us](mailto:ajones2@richmond.k12.va.us)

Contact Title: Psychologist Contact Phone: 804-780-6070

Contact Address:

Evaluation: During the first six months of program implementation, 80 students were enrolled in the program. Of those initial 80 students 8 students completed school with a high school diploma. The impact of the program is measured by graduation / program completion; periodic evaluation of academic progress as well as subjective measures including mentor and student feedback.

Effectiveness Rating: Limited



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# Dropout Prevention Through Building Self-Efficacy, Emotional Intelligence and Learning Skills

Address: Self-Programmed Control Center 11959 Nebraska Ave. #107 Los Angeles CA

URL: <http://www.stresscards.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: A controlled study showed that the program reduced dropout rate amongst low-performing minority students from 56% to 16% and increased grade points (GPA x units completed) an average of 9.25 points. Reason for program's dramatic success is that it effectively increases self-efficacy, emotional intelligence and learning & test-taking skills. Aspects of the program have been successfully applied all levels: K-12 and college. One of the first students to benefit is now Mayor of Los Angeles who is planning to introduce the program to the Los Angeles Schools. A positive side-benefit of the program was a significant reduction in substance abuse. Program can be taught to instructors in one two-hour workshop and is very inexpensive. Materials include stress-control biofeedback card; a DVD of one of the powerful mind-focusing self-efficacy building techniques and the text for guiding instructors.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: Los Angeles Schools

Opening Date: 1970

Number of Students: 500+

Contact: Dr. Alfred A Barrios Ph.D.

Contact Email: [stresscard@aol.com](mailto:stresscard@aol.com)

Contact Title: Director, Self-Programmed Control Center Contact

Phone: 310-826-1959

Contact Address:

Evaluation:



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<http://www.stresscards.com>

Effectiveness Rating: Limited



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# Dropout Prevention through Career Exploration at Howard A. Doolin Middle School

Address: 6401 SW 152 AveMiamiFL

URL:

Demographic and Target Group: , , Attendance, Referrals, SPED,

Disabilities: Other Descriptors:

Description: A Dropout Prevention/Career Exploration Program has been initiated with funding from the Project 10 Transition Grant. Through the program the students experience career exploration through hands on field trips into their communities to see the opportunities available to them. The program includes each student maintaining and working on and a Career Portfolio. We will be opening a Career Lab for identified students to use in order to research careers and job opportunities. The Lab will hopefully open in 2010. Our Career Lab will provide our students with opportunities to work on a guided curriculum for work and career exploration. Through our E/BD Social Personal classes and our Dropout Prevention/Career Exploration program our students are being immersed in what is needed to be successful in the workforce as well as their post-secondary education.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: University of South Florida-Project 10 Transition Education Network, Panzou Project Gang Prevention, Miami-Dade Department of Corrections and Rehabilitation- Jail is Hell, Miami-Dade Police Department- Community Affairs Bureau, Community Partnership for t Opening Date: 2008  
Number of Students: 50-250

Contact: Mrs. Heather M Silva

Contact Email: HSilva@dadeschools.net Contact Title: ESE Teacher/Co-Founder of Program Contact Phone: 305-386-6656 2719

Contact Address:



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Evaluation: We believe this program will improve the following aspects of our students' future. Employment: The students will be learning about positive work ethics and employability skills that will benefit them when they enter the work force. Post-secondary Enrollment: The students' self-esteem and self-worth will be affected positively and they will feel successful in school and be less likely to drop out. Increased School/Community Participation: The students will be taking field trips in the community to explore their options. The field trip destinations will become partners in their education and will assist us with informing the students about their many options in education and career studies. Parental Involvement: Parents/Guardians will be kept informed about their child's exploratory studies and become a part of the dropout prevention team as they learn about the career and educational options available to their child.

Effectiveness Rating: Limited



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# Dual Enrollment in Two States: Florida and New York City

Address: CUNY—College Now 101 W. 31st Street, 14th Floor New York City NY

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Dual enrollment (DE) provides high school students with the opportunity to take college courses while still in high school, and often to gain dual credit at both the high school and college levels for these courses. Although DE originated as a strategy to enhance the high school experience of high-achieving students, there has been a growing emphasis on DE as a college access strategy for students from groups historically underrepresented in higher education. Increasingly, dual enrollment is viewed as a means for raising the academic rigor of high school curricula, more closely aligning K-12 education with post-secondary education requirements, reducing the need for remediation, and providing students with college knowledge. Dual enrollment is also considered a means to reduce the cost of a college education, by reducing the time it takes to earn a college degree. Currently 42 states have policies that govern dual enrollment programs. Dual enrollment has become an increasingly popular mode of instruction for career and technical education (CTE) programs, reflecting a broader movement to integrate CTE courses with college preparation and provide students with more options for pathways to post-secondary education and living-wage jobs. New York City and Florida State, the subjects of these evaluations, both have large, well established dual enrollment programs that include CTE offerings. Florida has some of the most expansive DE legislation in the country, allowing all students who meet eligibility criteria to dually enroll and requiring school districts to enter into partnerships with local community colleges. Florida has also developed a unique regulatory framework for DE. The City University of New York's (CUNY) College Now program is the largest urban district dual enrollment program in the country, and it is free to all New York City public high school students. Every two- and four-year college in the CUNY system participates in the program, with a standardized application process. College Now's goal is to help students meet high school graduation requirements and to ensure that graduating students are ready to do college-level work.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 2001

Number of Students: 500+



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Contact: Eric Hofmann

Contact Email: Eric.Hofmann@mail.cuny.edu      Contact Title:      Contact Phone: 646-344-7305

Contact Address:

Evaluation: CCRC Study: Participation in dual enrollment in Florida was associated with increased likelihood of high school graduation, enrollment in post-secondary education, persistence in college, college grades, and the accumulation of college credits. CTE students experienced the same advantages from dual enrollment as non-CTE students. Dual enrollment had a particularly strong effect on post-secondary enrollment for males and low income students. The study found similar results for the New York City College Now program, though less consistently than in Florida. New York City CTE students who had dually enrolled were more likely to pursue a bachelor's degree, had higher first-year college GPAs, and accumulated more college credits than their peers. CUNY Study: Former College Now students had higher first-year college GPAs and faster credit accumulation than the general population of entering college students. Participation in College Now was also associated with increased persistence to a third semester in college.

<http://www.aypf.org/publications/SuccessAtEveryStep.pdf>

Effectiveness Rating: Strong



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# Dubuque Reengagement Center

Address: 700 Main StDubuqueIA

URL:

Demographic and Target Group: , , , ,

Disabilities: 21-25% Other Descriptors:

Description: Dubuque's Reengagement Center reaches out to all drop-outs in our community. We target over-age/under-credit students and connect them with our GED program. Students who have credits in place and can achieve a diploma prior to aging out are also targeted for placement back into a diploma program. Our center is housed by Northeast Iowa Community College in the Success Center and is staffed by a reengagement specialist, funded by the Dubuque Community School District The Community Foundation of Greater Dubuque facilitates the partnership that makes the reengagement center possible.

Annual Cost: \$25,000 - \$100,000 Per Cost: \$500 - \$1000

Agencies: Northeast Iowa Community College, Dubuque Community School District, Community Foundation of Greater Dubuque Opening Date: 2012 Number of Students: 50-250

Contact: Mr. Tom Kershner

Contact Email: [tkershner@dbqschools.org](mailto:tkershner@dbqschools.org)Contact Title: Reengagement Specialist Contact Phone: 563-580-3247

Contact Address:

Evaluation: Our program is 90 days old and collecting baseline data at this point.

Effectiveness Rating: Insufficient



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# Dysart Express - Dysart High School AIMS Intervention & Dropout Prevention Grant

Address: Dysart High School 11425 N Dysart Road El Mirage AZ

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The program has a three-pronged approach. Prong one is the Freshman Academy, which served a subset of the freshman students in years one and two of the grant. The goal of the program is to catch students as they enter high school and create a positive, supportive and challenging experience for them that will result in higher learning outcomes, greater self confidence and more successful high school career. Prong two is the AVID program (Advancement Via Individual Determination), a college preparatory program for underachieving students. Prong three identifies students who are behind in credits and are not meeting AIMS standards. These students enter a credit recovery program and receive counseling support to get them back on track.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 2007

Number of Students: 50-250

Contact: Tim Rockey

Contact Email: [trockey@dysart.org](mailto:trockey@dysart.org)

Contact Title: Grant Coordinator Contact Phone: 623-876-7917

Contact Address:

Evaluation: Previously, many students thought that passing AIMS was optional. Therefore, the importance of passing AIMS was made a priority. When scores came in, the principal congratulated the 10th grade class because the scores had dramatically improved. This was also unprecedented. New attention and focus on passing the tests resulted in an improvement of 6% in writing and over 10% in reading and math the first year of the AIMS intensive preparation implementation.



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Effectiveness Rating: Limited

# Eagle Rock School & Professional Development Center

Address: 2750 Notaiiah RoadEstes ParkCO

URL: <http://www.eaglerockschool.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: An initiative of the American Honda Education Corporation, a 501(c)3, a nonprofit subsidiary of the American Honda Motor Company. A full-scholarship high school for students and a low-cost professional development center for adults. Located in the mountain resort community of Estes Park, Colorado, gateway to Rocky Mountain National Park. Opened in the fall of 1993. Admits and graduates students three times a year. Year-round (three trimesters) and residential. Purposefully small, capacity of 96 students, who have not experienced success in traditional academic programs, did not expect to graduate from high school, are passionate about changing their lives. Students are admitted between the ages of 15 and 17; graduate when they can demonstrate mastery of Eagle Rock's requirements; choose to enroll and choose to stay; come from Colorado (50 percent) and the nation (50 percent); are equally represented, male and female; and comprise a purposefully diverse community.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Opening Date: 1993 Number of Students: 50-250

Contact:

Contact Email: [info@eaglerockschool.org](mailto:info@eaglerockschool.org) Contact Title: Contact Phone: 970-586-0600

Contact Address:

Evaluation: How effective is Eagle Rock? One way to gauge effectiveness is to look at the percent of entering students who graduate. An internal study conducted in 2002 concluded that 88% of all entering students ultimately earned a diploma from ERS, a diploma from another high school, or a G.E.D. Over 60% of all ERS



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graduates have attended college, and 20 have graduated from college. Another way to gauge effectiveness is to look at how Eagle Rock is perceived by educators. For example, Eagle Rock has been recognized as a National Service Learning Leader School (1999), accredited by the Association of Colorado Independent Schools and the North Central Accrediting Agency (1999), selected as a Mentor School for the Small Schools Project of the Coalition of Essential Schools (2004), named a charter member of the League of Small Democratic Schools by the John Goodlad's Institute of Educational Inquiry (2004), and accredited by the Association for Experiential Education (2004). Another way to look at success at Eagle Rock is through surveys of people associated in some way with Eagle Rock. Results of recent surveys of parents, students, staff, and visitors are available to readers of this self-study and will be provided to the ACIS - NCA visiting team. Although test scores are less important to Eagle Rock than students' demonstrations of learning, test scores show that at least Eagle Rock "does no harm" to students in terms of taking and succeeding on nationally normed, standardized tests. In a comparison of scores on the high school version of the Iowa Test of Basic Skills (the TAP) graduates' scores improved significantly across sub-tests. The following chart shows distribution of aggregated scores for students when they arrived (Pre-tests) and when they graduated (Post-tests.) Below 50th Percentile: Pre-test 55%, Post-test 40%. Above 50th Percentile: Pre-test 45%, Post-test 60%. Still another way to gauge effectiveness is through anecdotes, stories and statements such as these from parents, students, staff, and visitors: Parent: "Eagle Rock and the Eagle Rock staff members have made a huge difference in the life of my former student and in the lives of all our family members...I find myself applying Eagle Rock principles to my projects on a daily basis." Student: "I don't believe that a day goes by that I am not thankful for my experience at ERS. I try to make a difference in the world..." Staff Member: "Students who graduate and some who do not are as close to a transformed human being as anyone that I have observed." Visitor: "I just wish that more secondary institutions could be administered and deliver education to students in the manner that Eagle Rock delivers theirs to the students." More quotes are available to the reader of this self-survey and will be provided to members of the Visiting Team. As positive as these are, Eagle Rock is above all a learning organization and cannot rest on its laurels. Daily experiences with students keep Eagle Rock staff on a quest for improvement. Visitors supply a constant source of feedback. There are questions we haven't answered, and questions we haven't even asked yet. The ACIS - NCA self-study reports that follow this Introduction make clear that the ERS process is one of continuous improvement.

Effectiveness Rating: Strong



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## Early College High Schools

Address: 2634 Durham Chapel Hill Boulevard Suite 208 Durham NC

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Early College High Schools (ECHS) are small schools that aim to directly connect all students with a college experience and allow them to earn high school and college credits simultaneously. They offer all students the chance to earn both a high school diploma and an associate's degree, or comparable college credit, by integrating the high school and college experiences and offering extra academic and social support. The ECHS model is based upon the theory that a rigorous curriculum and the incentive of earning college credits will enhance the aspirations, readiness, and college enrollment of students who are traditionally underrepresented in post-secondary institutions.

Annual Cost: Per Cost:

Agencies: Opening Date: 2002 Number of Students: 500+

Contact: Julie Edmunds

Contact Email: Jedmunds@serve.org Contact Title: Project Director Contact Phone: 919-402-1060

Contact Address:

Evaluation: The ECHSI evaluation found that the network's schools outperformed district averages on assessment tests and expected on-time graduation rates. The most positive outcomes, with regard to academic achievement, attendance, and on-time promotion rates were associated with ECHSs located on college campuses. ECHS graduates planned to enroll in college at a higher rate than national average enrollment rates, and they were particularly more likely to plan to enroll in two-year colleges. The SERVE Center study found that 9th grade students at two North Carolina ECHSs progressed in a college preparatory curriculum at higher rates than the control group.



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<http://www.aypf.org/publications/SuccessAtEveryStep.pdf>

Effectiveness Rating: Strong



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# Early Warning Intervention and Monitoring System

Address: c/o American Institutes for Research 1000 Thomas Jefferson Street, N.W. Washington DC

URL: <http://www.earlywarningsystems.org>

Demographic and Target Group: , Male/Female, , ,

Disabilities: Other Descriptors:

Description: The Early Warning Intervention and Monitoring System (EWIMS) is an evidence-based 7-step continuous improvement process. By using EWIMS, schools can systematically identify and support students showing early signs of struggling to achieve important educational milestones such as high school readiness, high school graduation, and college readiness. The foundation of EWIMS is a small team that meets on a regular basis throughout the school year to analyze and interpret early warning data; identify underlying causes of risk; assign and provide appropriate interventions and supports to students; and review and analyze their own processes to ensure that early warning indicators are addressed at the school, group (e.g., grade level, classroom, racial/ethnic subgroups), and individual levels. A highly functioning EWIMS team is capable of addressing known early warning indicators such as chronic absenteeism and course failures.

Annual Cost: \$25,000 - \$100,000

Per Cost: less than \$500

Agencies:

Opening Date: 2010

Number of Students: 500+

Contact: Jenny Scala

Contact Email: [jscala@air.org](mailto:jscala@air.org)

Contact Title: Senior Researcher Contact Phone: (831) 621-4003

Contact Address: c/o American Institutes for Research 2800 Campus Drive, Suite 200 San Mateo CA 94403

Evaluation: The Early Warning Intervention and Monitoring System (EWIMS) process was implemented among a group of 73 high schools spread across 3 states during the 2014-15 school year. The other schools in the study served as a control group. The implementing schools were given a combination of professional development, technical assistance, and ongoing coaching and support from an expert in the EWIMS process. The schools implementing the 7-step EWIMS process were found to have a statistically significant decrease in



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students identified with research-based early warning indicators of high school dropout within the first year of implementation. The indicators included chronic absenteeism (missing more than 10% of school days in year) and course failures (failing one or more courses during the 9th grade year). Schools implementing EWIMS also had a statistically significantly lower average GPA than their peers that were not implementing EWIMS at the time.

<https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=388>

Effectiveness Rating: Strong



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## Education 2020

Address: 7303 East Earll DriveScottsdaleAZ

URL: <http://www.education2020.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: EDUCATION 2020® is a leading provider of one-on-one online instruction in core and elective courses for students in grades 6-12. Designed to help students graduate from high school, EDUCATION 2020 courseware is aligned to state and national standards and combines the best of master degree teachers with the effective use of interactive technology. With over 10 years experience and implementations in school districts across the country, our instructional courseware has helped students at all skill levels realize their academic success.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 1998

Number of Students: 500+

Contact: Gene Storz

Contact Email: Contact Title: President Contact Phone: 877-202-0338

Contact Address:

Evaluation: Based on studies with our participating schools involving over a 2,000 students, E2020 is proven to be effective in improving student achievement as measured by course completion and mastery of state academic standards. The studies have also found that participating students have improved graduation rates and reduced drop outs.

<http://www.e2020inc.com/Research.html>

Effectiveness Rating: Strong



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# Educational Opportunities for Success (EOS)

Address: 336 S. Otterbein Ave. Westerville OH

URL:

Demographic and Target Group: , , , expelled, overage for grade and under-credited, drop out,

Disabilities: 1-5%

Other Descriptors:

Description: The EOS program is intended to serve the needs of three distinct groups of at risk high school students by providing a highly structured and supportive alternative instructional setting, an alternative instructional delivery system (on-line), and tiered (based on the degree of student needs) support services. The purposes of the program are to: 1) assist targeted groups in improving problem behaviors; 2) either remediate deficits in earned credits or to allow expelled students to continue to earn credits; and 3) when appropriate, provide assistance towards passing all graduation tests. The overall goals are to prevent highly at risk students from dropping out of school or to allow students who have already dropped out to return to school and graduate. Of the 988 students who have participated in EOS since its inception, 127 (13%) have withdrawn from school; 62 (6%) have transferred to another school district; 681 (69%) have graduated; 59 (6%) remain enrolled in EOS or their home high school; and 59 (6%) have met all graduation requirements except the passage of state-mandated graduation tests or the completion of a physical education class.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies: Concord Counseling Agency Delaware and Franklin County Juvenile Court  
2000

Opening Date:

Number of Students: 50-250

Contact: Dr. Steven M. Coolahan Ph.D.

Contact Email: [coolahas@wcohs.org](mailto:coolahas@wcohs.org)

Contact Title: EOS Program Manager Contact Phone: 614-797-7757

Contact Address:

Evaluation: As noted by our external evaluator, Dr. Ed Lentz, University of Cincinnati (2011), "The fact that EOS assists two groups of students who either would not be educated for at least a semester (expellees) or who have already dropped out of school is commendable; the success rate with these very difficult groups is impressive. Since inception, nearly 90% of students beginning EOS have completed the program; a program,



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it is noted, with very strict standards of conduct. Outcomes for those completing the program are highly positive and far better than those not completing the program. This fact adds weight to a conclusion that EOS has prevented very negative educational outcomes. As a prevention program, EOS would be classified as having a secondary or tertiary prevention focus--the former for students who have developed some sort of problem predicting failure to graduate (overage/undercredited or expelled) and the latter for those who have already dropped out. Success with these groups has proven very difficult in general; yet, EOS success is clear and is repeated every academic year." Summary program statistics (thru 2010-11) have indicated that of the 988 EOS participants, 680 (69%) have graduated.

Effectiveness Rating: Strong



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# Ellenwood Academy

Address: 4798 Flat Shoals PkwyDecaturGA

URL: <http://www.ellenwoodacademy.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Nationally accredited high school completion program that can be completed online or through correspondence. Online preparation courses in all subject matter.

Annual Cost: \$25,000 - \$100,000 Per Cost: less than \$500

Agencies: Goodwill, United Way, GA Army National Guard Opening Date: 2004 Number of Students: 500+

Contact: Mr. Will Brinkley

Contact Email: [wbrinkley@ellenwoodacademy.com](mailto:wbrinkley@ellenwoodacademy.com) Contact Title: Contact Phone: 866-553-3942

Contact Address:

Evaluation: Nationwide Ellenwood Academy has graduated over 3000 students allowing them to continue their education, seek better employment and create a better future for themselves.

Effectiveness Rating: Limited

# Enhanced Math in Career and Technical Education

Address: National Research Center for Career and Technical Education 331 Education Building Louisville KY

URL: <http://www.nrccte.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The National Research Center for Career and Technical Education (NRCCTE) developed an Enhanced Math in Career and Technical Education (CTE) model to build more explicit, contextual math instruction into CTE curricula, and to evaluate its impact on student achievement. The model includes intensive professional development for teachers and a specific pedagogy. The program brings together math and CTE teachers to identify embedded math in career-related courses and find opportunities to make clear connections to the concepts learned in academic courses. After learning about the Math-in-CTE instructional strategy through professional development, the CTE and math teachers partner in the development of their own lesson plans. The Math-in-CTE approach reflects the philosophy that math content should arise from occupation specific material, not be forced into it. The theory of action posits that by teaching students to recognize math in real-world contexts, their engagement with the subject matter will increase, and both their academic and applied math abilities will improve as a result. The demonstration program targeted high school CTE teachers of courses in five specific labor market preparation (SLMP) fields: agriculture, auto technology, business/marketing, health, and information technology (IT).

Annual Cost: Per Cost:

Agencies: Opening Date: 2002 Number of Students: 500+

Contact: James R Stone III

Contact Email: [james.stone@nrccte.org](mailto:james.stone@nrccte.org) Contact Title: Director Contact Phone: 502-852-0639

Contact Address:



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Evaluation: Students in the Math-in-CTE classrooms scored higher on traditional math assessments and college math placement tests than their peers in traditional classrooms. This increase in academic math ability did not have any negative impact on students' attainment of occupational knowledge; most Math-in-CTE classrooms also had higher scores on tests of technical ability.

<http://www.aypf.org/publications/SuccessAtEveryStep.pdf>

Effectiveness Rating: Strong



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# EnterprisePrep

Address: 7A West 82nd StreetHarvey CedarsNJ

URL: <http://www.enterpriseprep.net>

Demographic and Target Group: , , , low-income, low-achievement,

Disabilities: Other Descriptors:

Description: Student-Owned Enterprises offer at-risk youth the opportunities of entrepreneurship with the responsibilities of business ownership. A learning community of enterprising practice creates the context for real business ownership. A class or club invests in, operates and manages a simple retail business. Contractually committed to one another, youth share business responsibilities and profits. To start, all they need is a table and \$50. EnterprisePrep, like a franchisee's manual, uses step-by-step checklists to make ownership easy to teach and learn. New aspirations, and confidence to pursue them, provide Owners reasons to learn. Collaborating to meet bottom-line responsibilities is engaging and rigorous. Applying new skills to real decisions and problems makes education relevant. Sharing entrepreneurial goals, values, and behaviors builds positive relationships. Earning profits and money, but also pride and respect, Owners prove to themselves that learning is valuable, opportunity attainable, and responsibility rewarding. To close the achievement gap, EnterprisePrep bridges the opportunity gap.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: Student-Owned Enterprises are sponsored by a diverse array of schools, youth-serving, and faith-based organizations

Opening Date: 2001

Number of Students: 500+

Contact: Mr. Scott M. Reznick

Contact Email: [scott@enterpriseprep.net](mailto:scott@enterpriseprep.net) Contact Title: Executive Director Contact Phone: 800-853-5010

Contact Address:

Evaluation: EnterprisePrep serves upwards of 1,000 students per year, and is ordinarily implemented for a per student cost of under \$100 per student or \$3,000 per school. Data revealed that 404 randomly-assigned student owners - two-thirds boys, 14 to 19, 99% African-American and Hispanic and Title I lunch eligible, 57%



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at risk, 22% special needs in seven comprehensive inner city high schools (six "persistently dangerous") with an average annual dropout rate of 10.9% - over two years had above average attendance and passing rates in their major subjects, and that none dropped out.

Effectiveness Rating: Moderate



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# Etowah County Alternative Education Center

Address: 106 Burke Ave. SEAtlantaGA

URL: <http://www.ecboe.org//Domain/32>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The mission of Etowah County Alternative Education Center is to develop in the students lasting qualities of responsible citizenship: self-esteem, self-discipline, trust, lifelong learning, and respect for others. This is accomplished by teaching conflict resolution skills, by requiring a high academic purpose, and by strengthening relationships among parents, children, and the community. In addition, technology is integrated into the core curriculum in support of this mission. The single most important strength of Etowah County Alternative Education Center is its small class size. Etowah County Alternative Education Center has the privilege of lower student/teacher ratios - fifteen to one or less is maintained in as many classes as possible. This allows teachers to instruct and evaluate students on a very individual level. The emphasis at Etowah County Alternative Education Center is primarily upon academic success, along with the enrichment of the affective domain of the student.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$500 - \$1000

Agencies:

Opening Date: 2004

Number of Students: 50-250

Contact: Mr. Butch Dixon

Contact Email: [david\\_dixon@ecboe.org](mailto:david_dixon@ecboe.org) Contact Title: Director of Alternative Education Contact Phone: 256-613-5048

Contact Address:

Evaluation: The PASE Program, which is a part of our Alternative Education Program in the Etowah County School District, allows us to aide in drop out prevention. Our entire Alternative Education Program is centered toward the entire "At-Risk" population.

Effectiveness Rating: Insufficient



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# Etowah County Graduation Assistance Program

Address: 3200 Meighan Blvd Gadsden AL

URL: [www.gradadvisor.wikispaces.com](http://www.gradadvisor.wikispaces.com)

Demographic and Target Group: , , , ,

Disabilities: 16-20% Other Descriptors:

Description: Our program uses a system wide data base to locate students who are in danger of being non-graduates based on grades, attendance, discipline and diagnostic test scores. The program also depends on teacher and parent referrals. Once students have been identified Student Education Plan team meetings are scheduled and each student has an individualized program of instruction put in place which may include peer tutoring, counseling, credit recovery, or a variety of other options. In some cases referral for consideration by IDEA or the 504 team may be appropriate.

Annual Cost: \$25,000 - \$100,000 Per Cost: \$500 - \$1000

Agencies: Opening Date: 2012 Number of Students: 50-250

Contact: Mr. Jeff Lasseter

Contact Email: [jeff\\_lasseter@ecboe.org](mailto:jeff_lasseter@ecboe.org) Contact Title: Dropout Prevention Graduation Coordinator  
Contact Phone: 256-458-1107

Contact Address:

Evaluation: The program has only been in place since January 2012. We have already seen individual success for a number of our students who participated in the program who were either on the verge of dropping out or were in danger of not completing all academic requirements for graduation.

Effectiveness Rating: Insufficient



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# Excel Academy

Address: #2 Coyote Trail Uvalde TX

URL: <http://www.ucisd.net>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Excel Academy serves the community of Uvalde 9-12 grade students. The program is designed as a pro-active approach to dropout-prevention. It has now added a program that works with students 18-25 in order to provide one more chance to receive a High School Diploma. Excel provide student with academic tools for success and a support structure that enables students to succeed. A.V.I.D. is one source of organization support provided for students and Academic Families is a second source of support. A.V.I.D. provides students strategies and support through Cornell Notes and A.V.I.D. Binders. The Family concept provides students with two teacher that serve in the capacity of two college educated parents. These parents re-inforce or provide all areas the natural parents should provide.

Annual Cost: \$100,000 - \$200,000

Per Cost: \$2000 +

Agencies: Uvalde Chamber of Commerce, AEP Texas  
of Students: 50-250

Opening Date: 2007

Number

Contact: Mr. Juan D. Gatica M.Ed.

Contact Email: [gaticaj@ucisd.net](mailto:gaticaj@ucisd.net) Contact Title: Director of At-Risk Students Contact Phone: 830-591-4973

Contact Address:

Evaluation: Excel Academy was a non-traditional, computer based, High School that historically focused on teen mothers and students at-risk. Today, the same students receive direct instruction from some of the best instructors in the district. The change of instructional format has brought about the from the lowest achieving campus to the highest achieving in two years. The school established academic families has been a dramatic increase in standardized scores, improved attendance, improved grades, and improved behavior. The concept has created a college bound culture.



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Effectiveness Rating: Limited

# Exemplary Center for Reading Instruction

Address: 2965 East 3435 South Salt Lake City UT

URL: <http://www.ecri.cc>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Exemplary Center for Reading Instruction (ECRI) is a staff development program implemented by teachers of Grades 1 through 12. Teachers are provided seminars on ECRI techniques for reading and English instruction, effective scheduling of class time, and methods for identifying and correcting reading problems. During the seminars, participants observe demonstrations, teach sample lessons, and pass proficiency tests on the use of new approaches. ECRI staff visit implementation sites to demonstrate and monitor implementations. ECRI staff work with administrators, coaches, and supervisors. ECRI is an integrated approach to teaching with a focus on individualized instruction techniques and positive reinforcement. It is designed to increase student motivation, use class time efficiently, and introduce multi-sensory instructional techniques. Skills are taught in a careful sequence that moves students to mastery at the fastest possible pace. Once teachers are comfortable with the ECRI instructional approach in reading/English, they use its techniques across all subject areas.

Annual Cost: \$25,000 - \$100,000

Per Cost: less than \$500

Agencies: U.S. Department of Education  
500+

Opening Date: 1965

Number of Students:

Contact: Dr. Ethna R. Reid Ph.D.

Contact Email: [ereid@xmission.com](mailto:ereid@xmission.com)

Contact Title: Director Contact Phone: 801-486-5083

Contact Address:

Evaluation:

Effectiveness Rating: Strong



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# Failure Free Reading

Address: P.O. Box 386 Concord, NC 28026ConcordNC

URL: <http://www.failurefreeonline.com>

Demographic and Target Group: , , Reading ability well below grade level,

Disabilities: Other Descriptors: Academic Improvement, Computer Assisted Instruction, Credit Recovery, Extended-School/Summer Program, Literacy Development, Students with Disabilities, Alternative Education, Life Skills Training, Reading Intervention, Non-Phonic, Deaf/HH reading, Blended

Description: Failure Free Reading is the nation's premiere non-phonetic, blended learning, research-based reading intervention, that serves students reading from a 0.0 level to 12th grade/ACT or SAT Prep level. Failure Free Reading has 9 independently published peer review studies and is favorably listed on the National Center on Intensive Intervention's Academic Tools Chart. Failure Free Reading helps students typically testing in the bottom 20% of most state and national based reading comprehension tests. Many Failure Free Reading students are in Special Education, Deaf/HH, Intervention Tiers 2 or 3, ELL/ESL or At-Risk programs. Failure Free Reading uses only non-fiction related stories to teach academic English to students in a multi-sensory, multi-exposure and multi-context approach. Failure Free Reading also utilizes a Online Diagnostic Prescriptive to measure and place students at their individual frustration level, and the online program has a Reading Attitude Survey, as well as an abundant amount of scalable online reporting features. Failure Free Reading utilizes a blended-learning daily lesson with direct teacher-led instruction, computer reinforcement/testing/reporting, and individual paper & pencil activities. Failure Free Reading's software is available in both Flash and HTML5 format, making the online software available to iPads, Chromebooks, desktops, laptops, tablets and even Android or Apple smartphones and the instructional software is available in English, Spanish and sign language. Failure Free Reading is also a SBA certified Small Business, and SBA certified HUBZone entity.

Annual Cost: less than \$25,000

Per Cost: 150

Agencies:

Opening Date: 1988

Number of Students: 500+

Contact: Mr. Marshall Ward

Contact Email: [marshall.ward@failurefree.com](mailto:marshall.ward@failurefree.com) Contact Title: Vice President of Operations Contact Phone: 1-888-233-READ (7323)



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Contact Address:

Evaluation: In quality design research studies, including 8 journal publications, Failure Free Reading has produced 1 grade level gains in reading comprehension in approximately 50 hours of instruction, and 3+ grade level gains in a school year. The program's unique language-based methodology rapidly builds fluency, confidence, and esteem for students used to years of frustration and academic failure.

<http://www.failurefreeonline.com/n/research>

Effectiveness Rating: Strong



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# Families and Schools Together (FAST)

Address: 2801 International Lane Suite 212 Madison WI

URL: <http://www.familiesandschools.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: FAST is an award-winning prevention/early intervention after-school program that has dramatically changed the learning climate at schools and communities all over the world. The program was founded by researcher and social worker, Dr. Lynn McDonald in 1988 and has been implemented in over 2000 communities in 46 States and 8 countries. FAST has changed the way many people think of parent involvement, interventions, and how to keep kids safe, drug-free, and in school.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 1988

Number of Students: 500+

Contact: Ms. Pat Davenport

Contact Email: [pdavenport@familiesandschools.org](mailto:pdavenport@familiesandschools.org)

Contact Title: CEO Contact Phone: 888-629-2481

Contact Address: 2801 International Lane Suite 212 Madison WI 53704

Evaluation: FAST has proven to reduce substance abuse, reduce special education referrals, reduce dropout rates, and decrease likelihood of child abuse/neglect.

Effectiveness Rating: Strong



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## Families4Change, Inc.

Address: P.O. Box 248AthensGA

URL: <http://www.families4change.org>

Demographic and Target Group: , , , First offenders in the juvenile courts,

Disabilities: Other Descriptors:

Description: The mission of Families4Change, Inc. is to provide direct services to youth at-risk and their families. In addition it provides professional training for communities interested in implementing the Family Solutions Program as an approach in resolving problems of youth.

Annual Cost: Per Cost:

Agencies: United Way of Northeast Georgia Member Agency

Opening Date: 1992

Number of Students:

Contact: William Quinn PhD

Contact Email: [wquinn@clemson.edu](mailto:wquinn@clemson.edu) Contact Title: Youth Development Coordinator Contact Phone: 864-656-1501

Contact Address: College of Health, Education, and Human Development Clemson University Clemson SC 29631

Evaluation: The success of the Families4Change program is evaluated using the rate or percentages of re-offenses, self-report measures used by the family, and family participation rates.

Effectiveness Rating: Limited



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# Family Matters

Address: University of North Carolina 116 Nolen Lane Chapel Hill NC

URL: <http://www.sph.unc.edu/familymatters/introduction.htm>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Family Matters is a home-based program designed to prevent tobacco and alcohol use in adolescents. The program is delivered through four booklets mailed to the home and follow-up telephone calls to parents by health educators. The booklets contain lessons and activities designed to motivate families to participate in the program and to encourage families to consider characteristics related to adolescent substance use. Booklet content includes communication skills, parenting styles, attachment and time together, educational encouragement, conflict resolution, availability of tobacco and alcohol in the home, family rules about child use of tobacco and alcohol, and insights into peer and media influences. Each booklet contains information based on behavioral science theory and research and includes participant activities.

Annual Cost:

Per Cost:

Agencies:

Opening Date:

Number of Students:

Contact: Susan Ennett PhD

Contact Email: [kbauman@mindspring.com](mailto:kbauman@mindspring.com)

Contact Title: Director Contact Phone: 919-966-9207

Contact Address:

Evaluation: Family Matters was evaluated through a randomized experimental design with a sample of parent-child pairs from throughout the United States. Twelve months after the program, adolescents in families that received Family Matters compared to controls were less likely to have engaged in high-risk/antisocial behavior, less likely to have smoked and less likely to have used alcohol.

Effectiveness Rating: Moderate



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# Family Solutions Program

Address: Clemson University 116 Edwards Hall Clemson SC

URL: [http://www.dsgonline.com/mpg2.5/TitleV\\_MPG\\_Table\\_Ind\\_Rec.asp?id=713](http://www.dsgonline.com/mpg2.5/TitleV_MPG_Table_Ind_Rec.asp?id=713)

Demographic and Target Group: , , , Juvenile justice offenders,

Disabilities: Other Descriptors:

Description: The Family Solutions Program (FSP) is a family therapy program that employs a multiple-family group intervention (MFGI) format. The format is similar to an individual or family intervention in that it targets specific risk factors for change. But the MFGI format has an additional dimension in that the inclusion of multiple families in a group setting uses the full range of family experiences. Families are able to confront, support, and witness others' successes and failures. The family group format provides a new context in which there are more opportunities for identifying and maintaining alternative behaviors. The emphases of the intervention are to increase positive parenting practices, improve family communication, and create a community of shared experiences.

Annual Cost:

Per Cost:

Agencies: OJJJ

Opening Date: 1993

Number of Students: 250-500

Contact: William Quinn

Contact Email: [wquinn@clemson.edu](mailto:wquinn@clemson.edu)

Contact Title: Director Contact Phone: 864-656-7640

Contact Address:

Evaluation: Overall the evaluation found that FSP was effective in reducing subsequent offending. The study found that 19.9 percent of FSP completers re-offended, compared with 36.6 percent of FSP dropouts and 54.7 percent of probation comparison youths. These figures were significantly significant. The logistic regression analysis also found that youths in the FSP program were significantly less likely to re-offend. Probation youths were 9.3 times as likely to re-offend as youths who were referred to FSP and completed the program. Moreover, probation youths were 4.4 times as likely to re-offend as youths who were referred to FSP but dropped out of the program.



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[http://www.dsgonline.com/mpg2.5/TitleV\\_MPG\\_Table\\_Ind\\_Rec.asp?id=713](http://www.dsgonline.com/mpg2.5/TitleV_MPG_Table_Ind_Rec.asp?id=713)

Effectiveness Rating: Strong



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# FAST Track

Address: Pennsylvania State University S112B Henderson Building South University Park PA

URL: <http://www.fasttrackproject.org/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: FAST Track is a comprehensive and long-term prevention program that aims to prevent chronic and severe conduct problems for high-risk children, with intensive interventions at school entry and from elementary to middle school. It is based on the view that antisocial behavior stems from the interaction of multiple influences, and it includes the school, the home, and the individual in its intervention. FAST Track's main goals are to increase communication and bonds between these three domains; enhance children's social, cognitive, and problem-solving skills; improve peer relationships; and ultimately decrease disruptive behavior in the home and school.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Mark T Greenberg PhD

Contact Email: [prevention@psu.edu](mailto:prevention@psu.edu) Contact Title: Director Contact Phone: 814-863-0112

Contact Address:

Evaluation: Fast Track has been evaluated through a randomized clinical trial involving 50 elementary schools in four U.S. urban and rural locations with data collected post-intervention in the 1st grade and at the end of the 2nd and 3rd grades. Compared to control groups, intervention children had significantly lower rates of special education assignment, significantly lower serious conduct problems, and improvement in aggression and oppositional behavior. Parents participating in the program, compared to the control group, showed more maternal involvement in school activities.

Effectiveness Rating: Strong



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# Federal Way School District Family Partnership Office

Address: FWPS/Family Partnership Office 31405 18th Ave. S Federal Way WA

URL: <http://www.fwps.org/info/family/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Family & Community Partnership Office of the Federal Way School District was established to give family members more district, school and state level opportunities to partner, support, design and help monitor the effectiveness of the district's efforts to raise student achievement through a community-based asset model/ shared responsibility approach. More specifically, the department helps schools, community members, students and families engage in action-oriented dialogue and follow-through that will promote practices, programs and attitudes that will create gains in student achievement levels. The department coordinates quarterly community partnership meetings with the Superintendent and a variety of stakeholders to make sure that the program remains connected to its objectives and maintains a family/school partnership focus for student achievement.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: Highline Community College, Governor's Executive Director's Commission on Ethnic Affairs, Head Start, ECEAP, Title I, Faith-based Organizations, School Principals, City's Department of Human Services

Opening Date: 2003

Number of Students: 500+

Contact: Mrs. Trise Moore

Contact Email: [tmoore@fwps.org](mailto:tmoore@fwps.org) Contact Title: Family Partnership Advocate Contact Phone: 253-945-2273

Contact Address:

Evaluation: The district's Family & Community Partnership Office has increased the number of community partnership programs and leadership opportunities for families that have been typically underrepresented in many levels of the education system. The department has contributed to a 35% increase in the number of



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family/community members connected to School Board leadership roles and parent leadership training and state level activities.

Effectiveness Rating: Moderate



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# First Job Program

Address: P.O. Box 30503 Tucson AZ

URL: <http://www.youtheducationsecurity.org>

Demographic and Target Group: , , , Low Income, Poor/Average Academic Performance,

Disabilities: Other Descriptors:

Description: To deter early departures of students from school due to economic pressures arising from poverty. We carry out this mission by challenging struggling, low-income students to stay and engage in school through conditional financial incentives designed to: increase attendance, improve grades, and encourage graduation. Our goal is to retain the most at-risk student population - those living in poverty - and give them an opportunity to focus on their First Job: school. Youth Education Security, Inc. staff and board members work together with partner organizations to secure educational opportunities for students most at risk of dropping out of school - those living in poverty.

Annual Cost: \$25,000 - \$100,000

Per Cost: \$500 - \$1000

Agencies: Amphitheater Public Schools, Pima Education Research Collaborative, Sunnyside Unified School District, Take Charge America Institute, The University of Arizona's College of Education, Tucson Unified School District

Opening Date: 2007

Number of Students: 50-250

Contact: Mrs. Laura Ciscomani MPA

Contact Email: [laurac@youtheducationsecurity.org](mailto:laurac@youtheducationsecurity.org)

Contact Title: Independent Contractor /

Administrator Contact Phone: 520-609-7416

Contact Address:

Evaluation: The First Job program positively affects graduation rates. At both high schools, graduation rates for the first cohort are higher for First Job students than for their matched pairs. At Rincon, First Job students were 14.8% more likely to graduate on time, and at Amphi, First Job students were 16.4% more likely to graduate on time. The largest effects were seen in increasing total attendance and reducing the number of



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unexcused absences. These effects are encouraging in that attendance indicates a willingness on the part of the student to participate in his/her own education.

Effectiveness Rating: Moderate



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# First Things First

Address: Institute for Research and Reform in Education 25 South Shore Drive Toms River NJ

URL: <http://irre.org/ftf/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: First Things First, a framework for school reform, has one goal: to help students at all academic levels gain the skills to succeed in post-secondary education and good jobs. In the process, FTF helps districts and schools meet the requirements of No Child Left Behind. FTF districts and schools commit to:

Strengthening relationships among students and adults. Improving engagement, alignment and rigor of teaching and learning in every classroom, every day. Allocating all resources - budget, staff, time and space - to achieve the first two goals. Our partners achieve these changes using three strategies: Small learning communities. The Family Advocate System. Instructional improvement.

Annual Cost: Per Cost:

Agencies: Opening Date: 1995 Number of Students:

Contact: Jim Connell

Contact Email: [jimconnell@irre.org](mailto:jimconnell@irre.org) Contact Title: Director Contact Phone: 732-557-0200

Contact Address:

Evaluation: An examination of trends in attendance, test scores, and graduation and dropout rates shows improvement between 1998 and 2003. The evaluation examines and describes the extent to which these trends in student outcomes and conditions in schools were related to the implementation of First Things First across the district. Among the major findings: better relationships between students and teachers and among staff; more students feeling engaged in school; higher attendance among middle and high school students; improved test scores on state reading assessment at all levels; improved scores on state math assessments for elementary and middle school students; and more students graduating from high school on time



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<http://www.ydsi.org/ydsi/pdf/KCSExecSummaryRev6A.pdf>

Effectiveness Rating: Strong



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# Forest Lake Area Learning Center

Address: 200 SW 4th St. Forest Lake MN

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: Expulsion Program

Description: The Forest Lake Area Learning Center (ALC) is a Minnesota State Approved Alternative Program within the Forest Lake Area Schools. Student served are from the Forest Lake district as well as surrounding area, are in grades K-12+ and meet one of 11 state 'at risk' criteria. The ALC has programs running at all 12 district schools and runs all school year. The primary programs include Day School; grades 6-12+, Extended Day; grades K-9, Guided Studies (credit recovery); grades 10-12, the Expulsion Program; grades K-12 and Summer School; grades K-12. We have a strong post-secondary planning program, being the only alternative school in the state participating in the U of M, Ramp Up To Readiness college preparation program. We have a strong Student Support Program and our research base is the Search Institutes work on Developmental Assets. Our philosophy is based in building assets, resiliency and a strong sense of self and future. We accomplish this through building solid relationships and challenging our students to reach their potential.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Forest Lake Area Schools  
500+

Opening Date: 1989

Number of Students:

Contact: Ms. Gayle M McGrane

Contact Email: [gmcgrane@forestlake.k12.mn.us](mailto:gmcgrane@forestlake.k12.mn.us) Contact Title: Administrator Contact Phone: 651-982-3171

Contact Address:

Evaluation: The Forest Lake Area Learning Center significantly impacts the students of the district through a multitude of programming. Our work with annually 2000 students contributes to a 95.8% graduation rate, 95% attendance rate and 4.2% dropout rate. Currently we have students in grades K-12 participating in a variety of programs designed to meet the individual academic needs of the child. This is accomplished



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through voluntary participation based on building strong relationships that lead to a strong student sense of competency, skill, and belief in self.

Effectiveness Rating: Strong



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# Foundations, Inc. Job Resource & Development Center (JRDC)

Address: Martin Luther King H.S. 6100 Stenton Avenue, Suite 227 Philadelphia PA

URL: <http://www.foundationsinc.org/impact/job-resource-development-center>

Demographic and Target Group: , , , ,

Disabilities: None

Other Descriptors: Job Training, Job Placement, Etiquette

Description: The Job Resource & Development Center (JRDC) is a proven model for job and life skills programming. The JRDC program exposes students to the world of work. Through intensive preparation and training, follow-up mentoring, and part-time job placement, students acquire new skills and begin exploring career options. The results are clear: lower student drop out rates, improved daily school attendance and disciplinary profiles, and increased graduations rates.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$500 - \$1000

Agencies: West Oak Lane Business Association, Philadelphia Youth Network, Martin Luther King H.S., School District of Philadelphia, Northwest Community Coalition for Youth, Ombudsman  
 2004                      Number of Students: 250-500                      Opening Date:

Contact: Ms. Terri L Stigler

Contact Email: [tstigler@foundationsinc.org](mailto:tstigler@foundationsinc.org)

Contact Title: Director Contact Phone: 215-276-4857

Contact Address:

Evaluation: Starting in 2007/2008 school year the program started tracking seniors from Martin Luther King H.S. enrolled in the program and how many graduated from those seniors and the number of seniors going on to higher education. 2007/2008 school year: 101 seniors, 73 graduated, 40 higher education 2008/2009 school year: 130 seniors, 101 graduated, 93 higher education 2009/2010 school year: 136 seniors, 107 graduated, 84 high education. Since 3/2004 to 1/2011 we have enrolled/trained 2500 students and employed 1300 in part-time after school and summer jobs and full-time employment for our graduates.



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Effectiveness Rating: Moderate



# Foxfire High School

Address: 2805 Pinkerton Road Zanesville OH

URL: <http://www.foxfire.schoolwires.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: We are a drop out recovery school that serves at-risk youth for 5 surrounding counties. We serve ages 11-22 in a non traditional setting: ages 16-22 at Foxfire High School and ages 11-15 at Foxfire Intermediate School. We have several embedded wrap around services including: social worker, drug/alcohol counselor, nurse, sro, outreach coordinator, wellnes coordinator, mental health counselor, 21st Century Director

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Muskingum Behavioral Health, Genesis Lifestyle, Avondale Youth Center, Rolling Hills Church, Forever Dada, Help Me Grow, Muskingum County Juvenile Court, Muskingum County Adult Court, WHIZ Media Group, The Times Recorder, Muskingum County Health Departmen Opening Date: 1999  
Number of Students: 250-500

Contact: Mr. Todd M Whiteman

Contact Email: [twhiteman@laca.org](mailto:twhiteman@laca.org) Contact Title: Superintendent Contact Phone: 740-453-4509 114

Contact Address:

Evaluation: We were recently awarded Best Practice by the US Department of Education and featured on the Doing What Works link based on our state testing scores, attendance and graduation rates.

<http://www.doingwhatworks.com>

Effectiveness Rating: Strong



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# Fresh Start Alternative Elementary Program

Address: 208 Bull Street Savannah GA

URL: [freshstartupdate.com](http://freshstartupdate.com)

Demographic and Target Group: , , , ,

Disabilities: 16-20%

Other Descriptors:

Description: The Fresh Start Elementary Program is designed to serve students in kindergarten through 5th grade who have not been successful at their home school despite numerous and varied interventions. Fresh Start provides small group and individualized academic, social and emotional programming. The program also provides social skills instruction emphasizing recreation and enrichment experiences. The mission of the program is to assist students to increase the degree of control they have over their behavior, learn and practice skills and behaviors necessary for success in school (and life), and facilitate the return of the student to his/her home school when the student has demonstrated readiness. The program is a blend of four elements: behavior management, education, social skills interventions, and recreation and enrichment education.

Annual Cost: \$25,000 - \$100,000

Per Cost: \$1000 - \$2000

Agencies: YMCA of Coastal Georgia Savannah-Chatham Youth Futures Authority City of Savannah

Department of Juvenile Justice

Opening Date: 2011

Number of Students: 50-250

Contact: Mr. Aldric R Dekle

Contact Email: [aldric.dekle@sccpss.com](mailto:aldric.dekle@sccpss.com) Contact Title: Director Contact Phone: (912) 395-5686

Contact Address:

Evaluation: Our program has a success rate of less than 1% of students returning to the alternative school setting. Literacy rates have shown dramatic increases.

Effectiveness Rating: Limited



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# Functional Family Therapy

Address: University of Utah 380 South 1350 East #502 Salt Lake City UT

URL: <http://www.fftinc.com/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Functional Family Therapy (FFT) is an empirically-grounded, family-based intervention program for acting-out youth. A major goal of Functional Family Therapy is to improve family communication and supportiveness while decreasing the intense negativity so often characteristic of these families. Other goals include helping family members adopt positive solutions to family problems and developing positive behavior change and parenting strategies. Although originally designed to treat middle class families with delinquent and pre-delinquent youth, the program has recently included poor, multiethnic, multicultural populations, with very serious problems such as conduct disorder, adolescent drug abuse, and violence.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: James F Alexander

Contact Email: [jfafft@psych.utah.edu](mailto:jfafft@psych.utah.edu) Contact Title: Director Contact Phone: 801-581-6538

Contact Address:

Evaluation: Several evaluation studies using matched or randomly assigned control/comparison group designs were conducted on the program on diverse populations and included one-, two-, three-, and five-year follow-up periods. These studies demonstrated that, compared to no treatment or other types of interventions, FFT had the following results: FFT effectively treated and prevented further incidence of the presenting problem, including adolescents with Conduct Disorder, Oppositional Defiant Disorder, Disruptive Behavior Disorder, alcohol, and other drug abuse disorders; and who were delinquent and/or violent. FFT reduced adolescent re-arrests and significantly reduced recidivism for a wide range of juvenile offense patterns.



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Effectiveness Rating: Moderate

## GAINS

Address: 1418 NW 65th St. Seattle WA

URL: <http://www.bhsfoundation.com/index.php/gains-program>

Demographic and Target Group: , Male, , ,

Disabilities: Other Descriptors:

Description: The GAINS Program works with Ballard administrators and a Success Coordinator to: Identify incoming freshmen and existing Ballard students who are at risk for delayed graduation or dropping out due to grades, absenteeism, or disciplinary issues. Refers these students to existing resources for tutoring, credit retrieval, or social services support. Mentor these students to provide individualized support, as well as ongoing monitoring of attendance, behavior, and coursework (ABC's). Improve the self esteem of struggling students to support their efforts to better their academic careers. Acknowledge students' success at improving their attendance, behavior, coursework, and progress toward graduation.

Annual Cost: \$25,000 - \$100,000 Per Cost: \$500 - \$1000

Agencies: Opening Date: 2012 Number of Students: 50-250

Contact: Mr. Keven Wynkoop

Contact Email: [kswynkoop@seattleschools.org](mailto:kswynkoop@seattleschools.org) Contact Title: Principal Contact Phone: 206-252-1002

Contact Address:

Evaluation: The program has yet to be evaluated on its effectiveness.

Effectiveness Rating:



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# Gateway Academy High School

Address: 100 East Lockridge St. Mayfield KY

URL: <http://www.graves.kyschools.us/schools/gateway>

Demographic and Target Group: , , , Have referral from a traditional high school or be a dropout,

Disabilities: 6-10%

Other Descriptors:

Description: Gateway Academy is a voluntary alternative school that provides opportunities toward academic completion of a high school diploma. GAHS serves students of the Mayfield City and Graves County School Districts and qualified candidates of Western Kentucky. Our goal is to work with students and their families to create opportunities for success, which in turn will increase the number of graduates and lead to community improvement. Gateway has a Workforce Investment Act grant that allows us to help students find paid and unpaid work experiences as well as training in occupational skills, basic skills, character building skills and leadership development; mentoring; counseling; and community involvement.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$1000 - \$2000

Agencies: Gateway Academy Advisory Board, Graves County Board of Education, Mayfield Independent Board of Education, Purchase Area Development District, West Kentucky Workforce Investment Board, City of Mayfield, Graves County government, West Kentucky Educational

Opening Date: 2002

Number of Students: 50-250

Contact: Ms. Donna K Dietz

Contact Email: [donna.dietz@graves.kyschools.us](mailto:donna.dietz@graves.kyschools.us) Contact Title: Principal Contact Phone: 270-328-4979

Contact Address:

Evaluation: Gateway Academy High School has graduated 311 students since its start in January 2002. The students transition rate into college or other post-secondary training, military or workforce is 85 percent in the 2008-09 school year which is up from less than 30 percent in the years prior.

Effectiveness Rating: Moderate



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# Gateway to College National Network

Address: 529 SE Grand Avenue, Suite 300PortlandOR

URL: <http://www.gatewaytocollege.org>

Demographic and Target Group: , , Gateway serves students age 16 to 21. Drop outs and students behind in high school credits (for age/grade level), and students with GPAs of 2.0 or below are eligible for Gateway. Students must live in an eligible district.,

Disabilities: Other Descriptors:

Description: Gateway to College, developed in 2000, is an innovative dual credit program to reconnect high school dropouts and student not on track to graduate with their education. This successful early college model allows colleges and school districts to work together applying K-12 funding to sustain Gateway programs, and provides a supportive college environment that helps under-served and struggling students. Gateway students spend a Foundation semester in small learning communities working on remedial reading, writing, and math taught by trained Gateway faculty. They also learn study skills and good academic habits, and receive wrap-around support. After completing Foundation, students take classes with the general college population. They complete courses like biology and economics that are missing on their transcripts, and receive dual credit. On average graduates have 41 college credits by the time they finish their diploma requirements, and 90% say they will continue toward college degree or certificate completion.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies: 20 states, more than 150 school districts, 4000 kids

Opening Date: 2000

Number of Students: 500+

Contact: Mr. Nick Mathern

Contact Email: [nmathern@gatewaytocollege.org](mailto:nmathern@gatewaytocollege.org) Contact Title: Vice President of Programs Contact Phone: 971-634-1212

Contact Address:

Evaluation: Gateway served about 3,240 students in 2009. Students, on average, enter Gateway with only 41% of the credits they need for a high school diploma and an average high school GPA of 1.59. By the time



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they earn their high school diploma through Gateway, they've achieved a college GPA of 2.84 with 41.4 college credits earned. We measure student outcomes at many points, including pass rates for remedial college courses and students' first transfer-level English and math courses. Despite entering Gateway with an average GPA of 1.59, our former dropouts are doing better than degree-seeking college students who test into remedial courses. We also analyze all college courses attempted (47,000 through spring 2009); Gateway students earn a "C" or better in 78% of them.

Effectiveness Rating: Moderate



# Genesys Works

Address: 180 North Wabash, Suite 600 Chicago IL

URL: <http://www.genesysworks.org/chicago/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: IT skills

Description: Genesys Works needs more recognition. Just by looking over the website you will be able to see how much it has done to forever change students' life.

Annual Cost: \$100,000 - \$200,000

Per Cost: \$2000 +

Agencies:

Opening Date: 2010

Number of Students: less than 50

Contact:

Contact Email: Mrobles606@gmail.com Contact Title: Contact Phone: 773-812-2756

Contact Address: IL

Evaluation: It has for ever changed my life. I now have new skills in communication, professional and IT skills that will help me pursue my career goals!

Effectiveness Rating: Limited



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## Good Behavior Game

Address: AIR center for Integrating Education and Prevention Research in Schools  
921 East Fort Avenue, Suite 225  
Baltimore MD

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Good Behavior Game (GBG) is a classroom team-based, behavior modification program designed to improve childrens' adaptation to classroom rules/authority, improve aggressive/disruptive classroom behavior, and prevent later criminality. It is implemented when children are in the early elementary grades in order to provide students with the skills they need to respond to later, possibly negative, life experiences and societal influences. The GBG utilizes a group-based approach in which students are assigned reading units and cannot advance until a majority of the class has mastered the previous set of learning objectives. It aims to decrease early aggression and shy behaviors to prevent later criminality. GBG improves teachers' ability to define tasks, set rules, and discipline students, and allows students to work in teams in which each individual is responsible to the rest of the group.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Dr. Sheppard G Kellam

Contact Email: [skellam@air.org](mailto:skellam@air.org) Contact Title: Contact Phone: 410-347-8551

Contact Address:

Evaluation: Two evaluations have been carried out on the program in a large urban area. In the most recent study, five years after the intervention (6th grade), researchers found the following results for participating children, as compared to control group children: Significantly fewer participants met the diagnostic criteria for conduct disorder, fewer receiving or having been judged to need mental health services, fewer



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suspensions from school in the last year, significantly better ratings on conduct problems from their teachers, and lower levels of aggression among males who were rated highest for aggression in 1st grade.

Effectiveness Rating: Moderate



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## Good Shepherd Services

Address: 305 Seventh Avenue, 9th Floor New York City NY

URL: <http://www.goodshepherds.org/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The mission of Good Shepherd Services is to surround at-risk New York City youth and their families with a web of supports that promote a safe passage to self-sufficiency. To achieve our mission, we lead in the development of innovative youth development programs; provide quality, effective services that strengthen participants' connections with family, school and community; and advocate on their behalf for broader change.

Annual Cost: Per Cost:

Agencies: Opening Date: 1972 Number of Students: 500+

Contact: Paulette LoMonaco

Contact Email: [GSS@goodshepherds.org](mailto:GSS@goodshepherds.org) Contact Title: Executive Director Contact Phone: 212-243-7070

Contact Address:

Evaluation: 1,290 young people were able to earn a high school diploma or GED through one of our Multiple Pathways to Graduation Programs during the 2008-09 school year. 99% of the children served in our Preventive Programs were able to avoid entering foster care placement during the 2008-09 program year. 100% of children final discharged from our foster boarding home program who did not return to GSS care within one year.

<http://www.goodshepherds.org/about/results.html>

Effectiveness Rating: Strong



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## Graduation Coach Initiative

Address: 1870 Twin Towers East 205 Jesse Hill Jr. Drive SE Atlanta GA

URL: [http://gadoe.org/tss\\_school\\_improve.aspx?PageReq=TSSGraduationCoach](http://gadoe.org/tss_school_improve.aspx?PageReq=TSSGraduationCoach)

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The High School Graduation Coach initiative, championed by Governor Sonny Perdue during the 2006 legislative session, allows each of Georgia's high schools and middle schools to employ a coach. This is the first program of its kind to be implemented statewide. The coach's primary responsibility is to identify at-risk students and help them succeed in school by keeping them on track academically before they consider dropping out. The coaches identify, recruit and engage parents and concerned adults, organizations and government agencies to serve in a variety of ancillary roles. The Georgia Department of Education and Communities In Schools provides training, support, and technical assistance.

Annual Cost: Per Cost:

Agencies: Georgia Department of Education Opening Date: 2006 Number of  
Students: 500+

Contact: Lynda Martin

Contact Email: [lmartin@doe.k12.ga.us](mailto:lmartin@doe.k12.ga.us) Contact Title: Director Contact Phone: 404-463-0976

Contact Address:

Evaluation: The state's graduation rate has increased from 72.3% in 2007 to 75.4% in 2008 - a record high for Georgia. This 3.1% rate increase represents 8,277 additional graduates for the 2007-2008 school year. Additionally, the state's dropout rate decreased from 4.1% to 3.7%. Based on the 2007 Bureau of Statistics calculations, the additional 8,277 Georgia students who graduated during the 2007-08 school year have the potential to add more than \$75 million dollars in revenue per year to the state's economy.

<http://gadoe.org/DMGetDocument.aspx/2007-08>



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Effectiveness Rating: Strong

# Graduation Odyssey(GO)

Address: 272 Main StreetNew BritainCT

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Graduation Odyssey Dropout Intervention/Prevention Program offers an organized, relationship based approach to drop out prevention that ensures all students graduate from high school with the knowledge and twenty first century skills to be both college and career ready. Using the Check and Connect student Engagement Model The Graduation Odyssey School and Community Teams work together to address the districts drop out issue. All stakeholders work with the students and thier families promoting active participation in the educational process, community programming and social service agencies. Positive Relationships are established through daily direct contact, on going dialogue, student incentives, student/parent enrichment activites, and parent workshops. Student are identified for the GO Program in grade five based on the following indicators: twenty or more unexcused absences in a school year, below average or failing grades in Math and/or Language Arts and a history of unacceptable school behavior. Sudents are supported and monitored through graduation by a GO Assistant who oversees thier daily progress, provides support, and works with parents and staff to ensure the student graduates.

Annual Cost: \$200,000 - \$500,000

Per Cost: less than \$500

Agencies:

Opening Date: 2009

Number of Students: 50-250

Contact: Mr. Patrick J. Morrell

Contact Email: [morrellp@csdnb.org](mailto:morrellp@csdnb.org)

Contact Title: Graduation Odyssey Facilitator Contact Phone: 860-827-2297

Contact Address:

Evaluation: Utilizing the Check & Connect Student Engagement & Intervention Model, The Graduation Odyssey (GO)Dropout Intervention/Prevention Program focuses on positive student relationships both in the school and community. The GO School Team and GO Community Team work collaboratively to ensure



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students and parents are actively involved school activities and community programming. The Graduation Odyssey Assistants (mentors) maintain daily direct contact with the identified students throughout the school day, monitoring their progress and recognizing their successes. They also, maintain on-going dialogue with parents, teachers and administrators to ensure the GO Students stay on track for high school graduation. Additionally, the GO Assistants work with students in establishing short/long term goals to help them remain focused on graduation. Parental involvement is encouraged through parent meetings, trainings, and workshops in the schools and community agencies. Through this collaborative effort the Go Program has seen an improvement in student attendance, grades, and participation/enrollment in school activities and afterschool programming. Furthermore, there has been a reduction in suspensions and more of the identified students remain on track for graduation.

Effectiveness Rating: Limited



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# Grossmont Union High School District

Address: 1100 Murray Dr.P.O. Box 1043La MesaCA

URL: <http://portal.guhsd.net/GUHSD/depts/edserv/welfare>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: We believe that all students can learn and succeed in high school. With early identification of students at risk for academic failure, interventions are put into place to reduce the number of future dropouts. Students are provided many options and interventions to meet their individual educational needs. Dropout prevention specialists, alternative programs, early college credits, and credit recovery are but a few of the numerous options our schools are provided.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 2004

Number of Students: 250-500

Contact: Lucia Washburn

Contact Email: [lwashburn@guhsd.net](mailto:lwashburn@guhsd.net) Contact Title: Director of Alternative Education Contact Phone: 619-644-8012 210

Contact Address:

Evaluation: Our school district has a dropout rate of 3.1% as compared to the state's average of 6.4%. Our enrollment has increased due to the number of dropouts that are recovered. Our district was recently recognized as having one of the top seven dropout prevention programs in the state of California and we are recognized as a model program by the School Attendance Review Board (SARB).

Effectiveness Rating: Moderate



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## Guidance N Action

Address: 2001 Green Mountain Drive #123 Little Rock AR

URL: <http://www.guidancenaction.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Guidance N Action is preparation endowed with an infinite affiliation for success. This program is designed to cultivate the traditional stance of public school life to an elevated advancement that involves closing the gap between the children that are celebrated and those that are tolerated. The guiding lights of our mission are to induce students understanding and conceptual outlook of life, develop and maintain greater coping and adaptation skills toward the overall school experience. Children often times steer where they stare, however with proper guidance imparted they can be groomed into being responsible, well rounded adults. Moreover, the vision entails the conception of liberation for every child to push past their immediate environment to reach the climax of possibilities for tomorrow. The program is patterned to transform dreams into reality with the energetic concept of GGL (Go expecting, Get what you came for, and Leave Smiling).

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: National Center for Youth Issues  
Students: 50-250

Opening Date: 2008

Number of

Contact: Mr. Marquis L Cooper

Contact Email: [cooper3471@aol.com](mailto:cooper3471@aol.com)

Contact Title: Founder Contact Phone: 901-786-8060

Contact Address:

Evaluation: The program was implemented at Goodlett Elementary School from 2006-2009. During the 2005 school year there were 417 office referrals and 120 fights. By the end of 2008 there were 50 office referrals and 0 fights.



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Effectiveness Rating: Moderate

# Guiding Good Choices

Address: Channing Bete Company One Community Place South Deerfield MA

URL: <http://www.channing-bete.com/prevention-programs/guiding-good-choices/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Guiding Good Choices (GGC) is a multimedia drug prevention program (part of the Families That Care series) that gives parents of children in grades four through eight the knowledge and skills needed to guide their children through early adolescence. It is based on the social development model and addresses preventing substance abuse in the family, setting clear family expectations regarding drugs and alcohol, avoiding trouble, managing family conflict, and strengthening family bonds. The sessions are interactive and skill based, with opportunities for parents to practice new skills and receive feedback from workshop leaders and other parents.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact:

Contact Email: [PrevSci@channing-bete.com](mailto:PrevSci@channing-bete.com) Contact Title: Prevention Science Customer Service  
Representative Contact Phone: 877-896-8532

Contact Address:

Evaluation: The curriculum has been tested in various controlled trials in diverse settings, including a comprehensive, randomized clinical trial. Over a four-year period following the program, GGC youth, compared to a control group, had significantly lower rates of increase in initiation of drinking to drunkenness, significantly lower rates of increase in initiation of marijuana use, and less drinking in the past month.

Effectiveness Rating: Moderate



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# Headsprout Early Reading

Address: 127 Broadway Ave E., Suite #200SeattleWA

URL: <http://www.headsprout.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Headsprout Early Reading is a supplemental early literacy curriculum accessed via the Internet. The prekindergarten curriculum-which emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension-is made up of forty 20-minute animated episodes, 30 stories, and 100 printable flashcards. Animated cartoon characters guide children through interactive episodes in locations such as outer space, under the sea, or the land of the dinosaurs. Children use the mouse to navigate through the episode; for example, helping a worm get home by identifying, from among four pairs of letters, the letters that represent a sound they learned. The worm moves closer to his hole with each correct answer. The curriculum provides individualized, adaptive instruction, and children work through the lessons at their own pace. The program responds to a child's pattern of errors with tutorials and reviews to provide extra assistance to children struggling to comprehend the material. Children must meet specific performance criteria in order to progress to the next lesson. Cumulative review is built into the curriculum to help ensure retention. Printed versions of stories in the episodes are found in six Headsprout Readers. The stories only contain material that children have learned up to that point in the curriculum. The Readers serve to reinforce the skills taught during the series and provide children with the opportunity to practice basic reading. The program generates performance reports, allowing teachers to monitor their students' progress.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 1999

Number of Students: 500+

Contact:

Contact Email: Contact Title: Contact Phone: 206-329-3660

Contact Address:



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Evaluation: Headsprout Early Reading was found to have potentially positive effects on oral language and print knowledge.

Effectiveness Rating: Moderate



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# HEBISD Dropout Prevention Program

Address: 1100 Raider Drive Eules TX

URL: <http://www.hebisd.edu>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Hurst-Eules-Bedford (HEB) ISD, located in the Dallas-Forth Worth, Texas metroplex, felt the pain of truancy. Between 2000-2001 and 2007-2008 school years, unexcused absences rose from 39,955 to 42,773. This rise came hand in hand with a dramatic shift in the district's demographic. During the 2000-2001 school year, the district's student population was 88.9 percent white. By 2009-2010, the district was officially designated minority-majority. With the shift came socioeconomic changes. This year, a little more than 50 percent of HEB ISD's students are economically disadvantaged and 39 percent are considered at risk. The HEB ISD Truancy Dept. developed and implemented four strategies to tackle the problem - a day time curfew, Compulsory Attendance Law meetings, The ARK Counseling Program, and Boys and Girls Dropout Prevention Expos. The results mark a reduction in the number of unexcused absences from 42,773 to 33,691. The attendance rate for grades K-12 was 97 percent and the completion rate stood at 95 percent.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: Juvenile Justice Alternative Education Program, Cook Children Hospital, MHMR, Lena Pope Home Non profit Organization, All Church Home Non Profit Organization, ARK (Adults Relating to Kids) Non Profit Org, City of Hurst Police Department, City of Eules Po  
 Opening Date: 2008  
 Number of Students: 500+

Contact: Dr. Nathaniel Oneal Hearne

Contact Email: [NathanielHearne@hebisd.edu](mailto:NathanielHearne@hebisd.edu)

Contact Title: Student Attendance Specialist Contact

Phone: 817-399-2614

Contact Address:



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Evaluation: Over the past 10 years in the HEBISD there has been a 25 to 30 percent rise in our economically disadvantaged student population. During the 2008-2009 school year, HEB ISD decided to make a concerted effort to cut down on the number student truancy. The Truancy Department developed and implemented four strategies to tackle the problem from several angles- Day time Curfew, Compulsory Attendance Law meetings to inform parents of the laws, The ARK counseling program, and Boys and Girls Dropout Prevention Expo. During the 2009-2010 school year number of unexcused absences dropped from 42,773 to 33,691. The attendance rate for grades K-12 was 97 percent and the completion rate stood at 95 percent.

<http://www.hebisd.edu>

Effectiveness Rating: Moderate



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## Helping the Noncompliant Child (HNC)

Address: University of Washington Department of Psychology, P.O. Box 351525 Seattle WA

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Helping the Noncompliant Child (HNC) is a parent skills training program aimed at teaching parents how to obtain compliance in their children to reduce conduct problems and prevent subsequent juvenile delinquency. The program, designed for parents and their children, is based on the theoretical assumption that noncompliance in children is a keystone behavior for the development of conduct problems, and faulty parent-child interactions play a significant part in the development and maintenance of these problems.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Robert J McMahon PhD

Contact Email: [mcmahon@u.washington.edu](mailto:mcmahon@u.washington.edu) Contact Title: Director Contact Phone: 206-543-5136

Contact Address:

Evaluation: Maintenance or long-term effects of HNC have been documented in several quasi-experimental studies, with follow-up assessments ranging from two months to 14 years after the end of treatment. Relative to a nonreferred "normal" comparison group, the young adults (ages 17 to 22) who had participated in the program as children reported: similar levels of delinquency; similar levels of various types of psychopathology; similar levels of drug use; similar levels of academic progress; and decrease in other overt conduct problems, such as aggression.

Effectiveness Rating: Moderate



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# High School Completion Program

Address: 29 Cherry Street Burlington VT

URL:

Demographic and Target Group: , , , ,

Disabilities: 16-20%

Other Descriptors:

Description: In 2006, the Vermont Legislature established the HSCP to provide enrolled and un-enrolled youth, ages 16-21 inclusive, with educational services of the scope and rigor needed for the attainment of a high school diploma. This program allows a student, in collaboration with the Adult Education & Literacy (AEL) provider and high school, to create an individual graduation education plan that offers engaging and effective learning opportunities to meet the needs of the individual. HSCP is not intended to be a traditional credit-based credential program. Graduation education plans are based on the individual student's skills, needs and goals. Both the high school and the AEL provider, along with other community providers may be responsible for services. A full array of educational services may be included in the graduation education plan. All types of planned learning opportunities such as tutoring, courses, workshops, work-based and service learning projects, mentoring and internships that focus on secondary level academic and technical or occupational skill development can be included. Some students may be able to take post-secondary courses and earn college credit. Upon successful completion, the student earns a diploma from the partnering high school.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies:

Opening Date: 2006

Number of Students: 50-250

Contact: Frank Gerdeman

Contact Email: [fgerdeman@vtadulthoodlearning.org](mailto:fgerdeman@vtadulthoodlearning.org)

Contact Title: Center Coordinator

Contact Phone: 802-862-8007 301

Contact Address:



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Evaluation: To date, the program in Chittenden county had had a completion rate of almost 70% for students who had disengaged, or were at risk of disengaging, from their high school education. All students participating in the program receive individualized graduation plans that include a wide array of relevant learning opportunities including access to college courses, job shadowing and internships, student designed standards-based projects and traditional instruction with the adult education system and/or the partnering high school. In addition, the program has allowed for substantial growth in the relationship between the adult education system and the local high schools so that most students are seamlessly "transferred" into the program. Innovations and lessons learned are shared and opportunities created to apply to the broader range of traditional high school students.

Effectiveness Rating: Moderate



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# High School Puente Program

Address: 300 Lakeside Drive, 7th FloorOaklandCA

URL: <http://www.puente.net>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Puente Project is a national award-winning program that for more than 25 years has improved the college-going rate of tens of thousands of California's educationally underrepresented students. Its mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components.

Annual Cost: Per Cost:

Agencies: Community Colleges

Opening Date: 1981

Number of Students: 500+

Contact: Frank Garcia

Contact Email: [frank.garcia@ucop.edu](mailto:frank.garcia@ucop.edu) Contact Title: Executive Director Contact Phone: 510-987-9548

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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## High Schools that Work

Address: SC Department of Education 1429 Senate Street, Room 901-A Columbia SC

URL: <http://www.sreb.org/programs/hstw/hstwindex.asp>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: High Schools That Work is an effort-based school improvement initiative founded on the conviction that students can master rigorous academic and career/technical studies if school leaders and teachers create an environment that motivates students to make the effort to succeed. It is the nation's first large-scale effort to engage state, district, and school leaders in partnerships with teachers, students, parents, and the community to raise student achievement in high schools and middle schools. It is based on the belief that students become smarter through effort and hard work and that school leaders and teachers can motivate students to achieve at high levels through relevant curriculum, supportive relationships between students and adults, effective advising, and effective leadership that provides faculty support and professional development.

Annual Cost: less than \$25,000 Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Dr. MiUndrae Prince

Contact Email: [mprince@ed.sc.gov](mailto:mprince@ed.sc.gov) Contact Title: Contact Phone: 803-734-8399

Contact Address:

Evaluation:

<http://www.sreb.org/Programs/hstw/specialnetworks/csr/AlignmentWithCSRComponents>

Effectiveness Rating: Strong



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# High Scope Primary Grades Approach to Education

Address: 600 North River Street Ypsilanti MI

URL: <http://www.highscope.org/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: HighScope Educational Research Foundation is an independent nonprofit research, development, training, and public outreach organization with headquarters in Ypsilanti, Michigan. HighScope's mission is to lift lives through education. We envision a world in which all educational settings use active participatory learning so everyone has a chance to succeed in life and contribute to society. HighScope activities include: Training preschool and elementary teachers and administrators; Conducting research projects on the effectiveness of educational programs; Developing curricula for infant/toddler, preschool, elementary, youth development, and movement and music programs; Developing early literacy curricula and assessment materials and conducting related research; Presenting an annual International HighScope Conference for teachers and teacher-trainers; Publishing books, videos, curriculum materials, and assessment tools for educators and researchers; Operating a Demonstration Preschool in Ypsilanti, Michigan, that serves children in the local community and provides a model of "HighScope in action" for visiting educators.

Annual Cost: \$25,000 - \$100,000 Per Cost:

Agencies: Opening Date: 1970 Number of Students: 500+

Contact: Dr. Larry Schweinhart

Contact Email: [lschweinhart@highscope.org](mailto:lschweinhart@highscope.org) Contact Title: President Contact Phone: 734-485-2000

Contact Address:



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Evaluation: Researchers examined the percentage of fourth graders who passed statewide testing and found the increase in reading scores was 10.7 compared to comparison schools of 1.0. In math the the mean increase was 25.7 compared to 17.5 for comparison schools. Data for low-income students was significantly higher than those in comparison schools.

Effectiveness Rating: Moderate



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# HighScope Curriculum - HighScope Educational Research Foundation

Address: 600 North River Street Ypsilanti MI

URL: <http://www.highscope.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The HighScope preschool curriculum is a coordinated set of educational ideas and practices based on the development of young children, initially developed by David P. Weikart and his colleagues in the 1960s. The HighScope Educational Research Foundation continues to develop and apply the model throughout the world today, working with thousands of early childhood programs throughout the U.S. and in other countries. The model regards children as active learners who learn best from activities that they themselves plan, carry out, and reflect on. Adults converse with children as they observe, support, and extend their work. Adults set up interest areas in the learning environment; maintain a daily routine in which children plan, do, and review their own activities; and join in children's activities, scaffolding and extending children's plans and helping them think things through. Adults encourage children to engage in activities that contribute to their learning on key developmental indicators.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 1962

Number of Students: 500+

Contact: Dr. Lawrence J. Schweinhart Ph.D.

Contact Email: [lschweinhart@highscope.org](mailto:lschweinhart@highscope.org)

Contact Title: President Contact Phone: 734-485-2000

Contact Address:

Evaluation: Two longitudinal experiments with random assignment designs found HighScope preschool curriculum effects on participants' short- and long-term educational achievement, economic productivity, and social responsibility. The HighScope Perry Preschool Study compared a HighScope preschool program group to a no preschool program group. The HighScope Preschool Curriculum Comparison study compared



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HighScope, direct instruction, and traditional nursery school groups to each other. These studies found positive curriculum effects on at-risk participants' school readiness, achievement, placement, and commitment; high school graduation; adult earnings and employment; and crime. Specifically, 65% of the Perry program group graduated from regular high school as compared to 45% of the no-program group. Economic analysis found that the program paid for itself many times over, with \$16 returned to taxpayers for every dollar spent on the program.

<http://www.highscope.org>

Effectiveness Rating: Insufficient



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# Hillside Work-Scholarship Connection

Address: One Mustard Street Rochester NY

URL: <http://www.hillside.com>

Demographic and Target Group: , , , Participants must have 2 or more research-based risk factors for increased probability of dropping out of school: low socio-economic status, failure in 2 or more core subjects, low attendance rates, over-age for grade level, etc.,

Disabilities: Other Descriptors: job placement, career mentoring

Description: Hillside Work-Scholarship Connection is a nationally-recognized youth development program that provides students at-risk of dropping out of school with 360-degree support, at home, at school, and on-the-job. Professional, year-round, full-time, school-based Youth Advocates are paired with students grades 7-12, who have 2 or more risk factors for increased probability of dropping out. Youth Advocates are based in-school and have a caseload of 30 students whom they mentor and help develop and successfully execute Individual Graduation Plans. Services include links to academic tutoring and other support services, after-school enrichment and summer enrichment programs that focus on life skills development, using the Teen Outreach Program curriculum, financial literacy, study skills, health consumerism and links to primary health care services, post-secondary preparation and support, and unique to HW-SC, its Youth Employment Training Academy, a five-week immersion in customer service, office and interview skills, as well as financial literacy and management. HW-SC presently serves more than 2,000 at-risk youth in three locations in Rochester and Syracuse, NY, and Prince George's County, MD.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Rochester City School District, Syracuse City School District, Prince George's County School District, Prince George's County MD, Encompass Resources for Learning Rochester NY, LeMoyne College Syracuse NY, Syracuse University, Say Yes to Education Syracuse  
Opening Date: 1987 Number of Students: 500+

Contact: Ms. Sarah Amering

Contact Email: [samering@hillside.com](mailto:samering@hillside.com) Contact Title: President Contact Phone: 585-654-1612

Contact Address:



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Evaluation: The Center for Governmental Research, an independent research organization located in Rochester, NY, has conducted four separate evaluations of Hillside Work-Scholarship Connection (HW-SC)'s program model since 2004. CGR found that the HW-SC model is conceptually sound and continues to result in graduation rates among program participants which are significantly higher than among at-risk comparison group students not exposed to the program. 60.4% of students entering HW-SC in the 8th, 9th and 10th grades graduated versus only 36.4% of comparable at-risk youth. Additionally, CGR found that between 75% and 80% of HW-SC graduates enroll in post-secondary education, with an additional 80% of graduates continuing employment post-graduation. For students participating in HW-SC's Youth Employment Training Academy program, students graduated at even higher rates (74%) than their peers who did not engage in employment activities. In 2008, HW-SC tracked its post-secondary retention rate for its 2006 graduates and found that 92% of these graduates remained in college after two years.

[http://www.cgr.org/research\\_edu.aspx](http://www.cgr.org/research_edu.aspx)

Effectiveness Rating: Strong



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# HIPPY USA

Address: 1221 Bishop Street Little Rock AR

URL: <http://www.hippyusa.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

**Description:** Home Instruction for Parents of Preschool Youngsters (HIPPY) is a parent involvement, school readiness program that helps parents prepare their three, four, and five year old children for success in school and beyond. The parent is provided with a set of carefully developed curriculum, books and materials designed to strengthen their children's cognitive skills, early literacy skills, social/emotional and physical development.

**Mission Statement** HIPPY programs empower parents as primary educators of their children in the home and foster parent involvement in school and community life to maximize the chances of successful early school experiences. HIPPY USA supports the development and operation of programs in communities across the United States through ongoing program development and technical assistance informed by research and public policy. HIPPY helps parents empower themselves as their children's first teacher by giving them the tools, skills and confidence they need to work with their children in the home. The program was designed to bring families, organizations and communities together and remove any barriers to participation that may include limited financial resources or lack of education. HIPPY is an international program that started in Israel in 1969 as a research and demonstration project. It has since spread to other countries. Germany, New Zealand, Australia, South Africa, and Canada along with Israel and the United States now comprise HIPPY International. The HIPPY program came to the United States in 1984. HIPPY USA, located in Little Rock, AR, was established as an independent non-profit organization in 1988 to promote and guide the development of the HIPPY program in the United States. In the 2006-07 program year, there are 146 HIPPY program sites in 25 states and the District of Columbia, serving over 16,000 children and their families. HIPPY USA is the national office for the network of state coordinating offices and local HIPPY programs in the United States, with the primary responsibilities of providing training and technical assistance; developing and improving the HIPPY materials and model; conducting outreach and advocacy; collecting national data; and overseeing research. To contact staff regarding specific issues, please see the HIPPY USA staff list.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 1984

Number of Students: 500+



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Contact: M. Gayle Hart

Contact Email: [mghart@hippyusa.org](mailto:mghart@hippyusa.org) Contact Title: National Program Director Contact Phone: 501-537-7731

Contact Address:

Evaluation: Various sites have individual evaluations

[http://www.hippyusa.org/site/view/136427\\_Research.pml](http://www.hippyusa.org/site/view/136427_Research.pml)

Effectiveness Rating: Moderate

# Hoop of Learning

Address: South Mountain Community College 7050 South 24th Street Phoenix AZ

URL: <http://students.southmountaincc.edu/support/hooplearningprogram/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Summer Hoop of Learning program is designed to provide Native American 9th through 12th grade students the opportunity to earn college credits while in high school. The program will consist of a five week summer session offering one orientation course, an academic course and one elective course, preparing the students to enter into their first college semester. The Hoop of Learning is an indigenous design based on the traditional Native world view of a circle (Hoop) of lifelong development. It was established from a need to help Native American students stay in school and pursue a college degree. The program was designed to meet the academic and cultural needs of Native American students. A basic tenet of the Hoop of Learning program is the belief in the importance of young people developing strong positive cultural identities and integrity. Collaboration of student families, program staff, and community partners replicates a traditional tribal community in which children's progress is monitored and facilitated by a broad network of relations. As in traditional settings, students are expected to fulfill their responsibility to prepare themselves to contribute to the well-being of the community.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 1998

Number of Students:

Contact: Lynette Jim

Contact Email: [lynette.jim@smcmail.maricopa.edu](mailto:lynette.jim@smcmail.maricopa.edu)

Contact Title: Director Contact Phone: 602-243-

8000

Contact Address:

Evaluation:



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Effectiveness Rating: Moderate

# Hope Street Youth Development

Address: 1157 N PiattWichitaKS

URL: <http://www.hopestreet.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: For 20 years, Hope Street Youth Development has worked to create opportunities for young people to be empowered to make choices that will affect their lives and communities. Hope Street is a youth-led organization. Students and adults work in partnership to develop programs that connect the interest of the students will real-world skills they will need to succeed. Our current programs involve professional development, financial literacy, service learning, academic support, college prep, summer, and break programming. In all of our focus areas, students are the decision makers. It is our mission to engage young people in opportunities where they gain leadership skills, tools for academic success, and grow as a person holistically to become successful, productive and aware citizens. We are creating a world where youth are empowered to Think, Speak, and Act for themselves in their school and community.

Annual Cost: \$100,000 - \$200,000

Per Cost: less than \$500

Agencies: Sedgwick County Health Department, University of Kansas Medical Center, Wichita Independent Neighborhood Associations

Opening Date: 1990

Number of Students: 50-250

Contact: Brad Thomison

Contact Email: [brad@hsyd.org](mailto:brad@hsyd.org) Contact Title: Executive Director Contact Phone: 316-263-7325 1

Contact Address:

Evaluation: In the past 4 years, 100% of student who actively participated in the program graduated from high school. Students who participated in the program for less than 6 months were slightly less likely to finish. Individual planning and coaching helped connect the students to the program as well as the school and ensured the highest level of success based on current status when the student joined the program.



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Effectiveness Rating: Moderate

# Horizonte Instruction and Training Center

Address: 1234 South Main StreetSLCUT

URL: <http://www.slc.k12.ut.us/sites/horizonte>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description:

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Dept Workforce Services, Boys and Girls Clubs, Centro Civico Mexicana, SLC Corp, Odyssey House, Probation and Parole, Salvation Army, Odyssey House Opening Date: 1974 Number of Students: 500+

Contact: James P Andersen

Contact Email: [james.andersen@horizonte.slc.k12.ut.us](mailto:james.andersen@horizonte.slc.k12.ut.us) Contact Title: Principal Contact Phone: 801-578-8131

Contact Address:

Evaluation:

Effectiveness Rating: Moderate

# I Have a Dream Foundation of Los Angeles

Address: 634 S Spring Street. Ste 812 Los Angeles CA

URL: <http://www.ihadla.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The mission of the "I Have a Dream" Foundation - Los Angeles is to help underprivileged children become productive citizens by providing a long-term program of academic enhancement, mentoring, and cultural enrichment with an assured opportunity for higher education. The "Have a Dream" movement began in 1981. As New York City businessman Eugene Lang prepared to address a group of graduating sixth graders at his alma mater, East Harlem Elementary, he was told that only 25% of the students sitting before him would graduate from high school. The figure was so alarming that he was moved to make an astonishing offer: He would pay the college tuition of each and every student who graduated from high school. The results were truly amazing: 90% of those sixth graders graduated from high school, and 60% went to college. This remarkable accomplishment led to the creation of the "I Have a Dream" Foundation. Currently, more than 3,500 Dreamers are on the pathway to college in 17 states, Washington, D.C., and New Zealand, following some 11,000 Dreamers who came before them. Dreamers often graduate and enter college at double the rates of other students in the local population, and surpass the overall statewide average for students in their peer group. Founded in 1987, the "I Have a Dream" Foundation-Los Angeles has "adopted" nearly 1,000 Dreamers in the Los Angeles area. We currently have twelfth grade Dreamers in Pasadena, ninth graders in East Los Angeles and third and fourth graders in Inglewood. What makes the "I Have a Dream" program so effective? Our intervention in the lives of Dreamers occurs early and is extremely comprehensive and virtually continuous from the day we adopt them until they graduate from high school.

Annual Cost: \$25,000 - \$100,000

Per Cost: \$2000 +

Agencies: Boys and Girls Club, The Story Project  
Students: less than 50

Opening Date: 1981

Number of

Contact: Katy Garretson

Contact Email: [katy@ihadla.org](mailto:katy@ihadla.org) Contact Title: Contact Phone: 213-572-0175



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## Contact Address:

Evaluation: In the most recent class to complete the "I Have a Dream" program in Los Angeles, 83% graduated on time and 60% enrolled in college.. Nationwide, 83% of the I Have a Dream classes of 2003 and 2004 graduated or earned a GED and 67% are attending college. In an area of Harlem where, historically, only 25% of sixth graders went on to graduate from high school, 90% of I Have A Dream's students graduated, and 60% went on to college. A University of Illinois study found that Dreamers graduated from high school on time at more than twice the rate of non-Dreamers, and 64% went on to college, as opposed to 18% of the control group. In 2002, Los Angeles Dreamers scored 95% higher on fourth grade SAT 9 reading tests and 56% higher on math tests than the preceding class. Studies show that Dreamers are better able to resist negative peer pressure and to serve as role models.

Effectiveness Rating: Strong



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## Innovative and Flexible Alternatives

Address: 2350 Old Farmington Rd Fayetteville AR

URL: <http://allps.fayar.net>

Demographic and Target Group: , , , Single parenting Frequent relocation of residency Drop out from school Homelessness Personal or family problems Inadequate emotional support Recurring absenteeism Disruptive Behavior Mental/physical health problems Pregnancy Abuse: physical, menta,

Disabilities: 6-10%

Other Descriptors:

Description: The Agee Lierly Life Preparation Services Center (ALLPS) offers educational programs and services designed to support the development of students whose needs are not met by the traditional methods. In 2014, the Arkansas Department of Education approved the school's request to waive students' attendance from 30 hours weekly to 24 hours. The ALLPS program has this designation as a School of Innovation for school years 2015-2019. This allows the school the flexibility to use one of the school days to provide college/career related activities to assist students as they transition beyond high school. All students are required to participate in a minimum number of student development hours per grade level and per 9-weeks. After completion of student professional development hours, students are able to earn the remaining Fridays off by maintaining satisfactory grades, behavior, and attendance on a weekly basis.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: Ozark Guidance Center

Youth Bridge, Inc.

Y.I.A.M Global

Let's Talk NWA

Young Lives, Inc

NWA Democratic Black Caucus

Compassion Fayetteville

United States Armed Services (Army, National Guard, Marines, AirForce)

Arkansas Workforce Education



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Archer

Opening Date: 2015

Number of Students: 50-250

Contact: Dr. DENISE L HOY ED.D

Contact Email: DENISE.HOY@FAYAR.NET Contact Title: PRINCIPAL Contact Phone: 4794443083

Contact Address:

Evaluation: This program improved our attendance, suspension and graduation rates in one year. Daily average attendance increased from 76% in 2014-15 to 88% in 2015 and currently maintaining 88% this school year. Students were losing credits as a result of the poor attendance, as well. Loss of credits decreased from 53% of students receiving no credit (NC) in 2014-15 to 11% currently.

In and Out of School Suspensions (ISS/OSS) decreased from 88 student suspensions in 2014 to 44 students suspensions in 2015-16, and eight (8) students have been suspended during the 2016-17 school year.

Graduation rates increased from 74% in 2014-15 to 83% in 2015-16, and currently 87% are on track to graduate in 2016-17 school year.

Effectiveness Rating: Strong



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# Internship Quest

Address: PO Box 314CentervilleMA

URL: <http://www.internshipquest.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: Internships

Description: Internship Quest is a comprehensive program that enables young people to develop the skills and competencies required for the 21st century workforce. Internship Quest can expedite the time-consuming, labor-intensive process of building an internship program by offering schools a complete package of program development materials, supportive materials, training and consultation. Internships have been proven to help the at-risk student and dropout through: providing a different focus and location for student learning, addressing the common cries of "why do I have to learn this?" and "I'll never use this in the real world!", capturing the interest of students who can't sit in a row all day long and who learn best by doing, re-engaging youth with caring adults one-on-one, starting youth thinking about concrete options and opportunities, and stopping the student with "one foot in and one foot out" of the schoolhouse door from heading in the wrong direction.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 1996

Number of Students: 500+

Contact: Ms. Joan E McLachlan

Contact Email: [joan@internshipquest.com](mailto:joan@internshipquest.com)

Contact Title: Director Contact Phone: 508-534-9017

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Invitational Education

Address: 2548 Morrison Street McMinnville TN

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Invitational theory provides a common language for each of our school district's departments and all personnel to communicate and focus on every aspect of our educational program to ensure that we are creating an environment to help realize human potential. By creating an environment of trust, respect, optimism, and intentionality, we improve as professionals who can more successfully summon students and engage them in positive ways that lead to high school graduation.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 2005

Number of Students: 500+

Contact: Dr. Jane M. Allison

Contact Email: allisonj@k12tn.net

Contact Title: Director of Attendance, Warren County Schools

Contact Phone: 931-668-4022 230

Contact Address:

Evaluation: Invitational education is the guiding theory of practice in the school system. Based on respect, trust, optimism, and intentionality under an umbrella of caring, we collaborate to remove barriers to both student success and professional development. We seek continual improvement as we create and maintain places, policies, processes and programs designed to summon forth human potential.

Effectiveness Rating: Limited



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# Ira Harbison Elementary School

Address: 3235 E. 8th Street National City CA

URL: <http://nsd.us/schools/iraharbison/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Although nearly half (45%) of Ira Harbison students are English language learners who speak Spanish or Tagalog as their first language, students routinely test above California state averages. A key element in the school's success appears to be its intensive English language instruction, which embeds English language development activities through the language arts (and increasingly, math) programs. At the beginning of each school year, English learners are given the California English Language Development Test (CELDT). Teachers use the data to devise a plan of action for appropriate ELD interventions.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students: 500+

Contact: Beverly Hayes

Contact Email: [Beverly.Hayes@national.k12.ca.us](mailto:Beverly.Hayes@national.k12.ca.us) Contact Title: Principal Contact Phone: 619-336-8200

Contact Address:

Evaluation: Ira Harbison Elementary has indeed earned recognition as an excellent school. In 2004, the school was cited as a California Distinguished School. It was a "Beating the Odds" school in 2003, a Title I Achieving School in 2002 and a Title 1 Academic Achieving School in 2007. Student test results on the California Standards Test (CST) and California Achievement Test have consistently exceeded both state and district averages, and all subgroups have surpassed expectations for Adequate Yearly Progress (AYP). Ira Harbison's Academic Performance Index (API) score for 2006 was 785, up from 775 in 2005 (California's API scores range from 200 to 1,000, with a target score of 800 or higher. The state average for 2006 was 720.). This growth placed Ira Harbison in the top 10% of similar schools.

[http://nsd.us/uploadsxx/sarc/harbison\\_sarc.pdf](http://nsd.us/uploadsxx/sarc/harbison_sarc.pdf)



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Effectiveness Rating: Moderate

# Jefferson County High School

Address: 900 S. Floyd St. Louisville KY

URL: <http://JCHSKY.net>

Demographic and Target Group: , , , 16 years old and up,

Disabilities: None

Other Descriptors:

Description: Jefferson County High School is an open entry-open exit high school that provides individualized instruction and a self-paced curriculum. We have learning sites at five locations within our county and provide classes at 8:00 a.m., 11:00 a.m. and 6:00 p.m. in order to meet our students where and when they are able to attend school. Our curriculum is written by KY certified, NCLB highly qualified teachers and is delivered both on -line and through workbooks.

Annual Cost: \$500,000 +

Per Cost: \$2000 +

Agencies:

Opening Date: 1986

Number of Students: 500+

Contact: Ms. Sherry R Loeser

Contact Email: [sherry.loeser@jefferson.kyschools.us](mailto:sherry.loeser@jefferson.kyschools.us)

Contact Title: Academic Program Consultant

Contact Phone: 502-485-3120

Contact Address:

Evaluation: JCHS has graduated over 8500 students in 25 years. While we are an alternative school, our reading scores on our state exam are among the highest in the district. 201 seniors took the state exam in writing this in fall and only 3 scored at the novice level.

Effectiveness Rating: Moderate



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## Job Corner, Youth Employment Center

Address: 6245 Leesburg Pike, Suite 100 Falls Church VA

URL: <http://www.fairfaxcounty.gov/dfs/ss/jobcorner.htm>

Demographic and Target Group: , , , ,

Disabilities: 25% or more      Other Descriptors: financial education, entrepreneurship, apprenticeship, foster care, job readiness, workforce development

Description: The local area also has operated a successful Youth Employment Center called the Job Corner that has served 2, 731 young people since it opened its doors in 2008. The Job Corner equips teens and young adults throughout Northern Virginia with the necessary tools, resources, and opportunities to succeed in the workforce and attain personal economic security. It is the central hub for several youth employment programs that are aimed at preparing low-income and disadvantaged teens and young adults for the workforce. The mission of the Center includes helping customers finish school, obtain job skills training, gain access to professional work environments, and learn about the importance of personal money management. Most, (76%), of the young people who have used the Job Corner are 17 -23 years of age and over half who have used the programs or services available have been out-school youth, in a GED program, or participate in other alternative school programs.

Annual Cost: \$200,000 - \$500,000

Per Cost: less than \$500

Agencies: Businesses (banks, restaurants, movie theaters, healthcare, etc..) for incentives for students including job opportunities, food, giveaways, support, etc... alternative schools and GED programs foster care and employment & training disability services      Opening Date: 2008      Number of Students: 500+

Contact: Mrs. Shea Jordan Kinnahan

Contact Email: [shea.jordan@fairfaxcounty.gov](mailto:shea.jordan@fairfaxcounty.gov)      Contact Title: Manager Contact Phone: 703-531-6290

Contact Address:



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Evaluation: The local area also has operated a successful Youth Employment Center called the Job Corner that has served 2, 731 young people since it opened its doors in 2008. The Job Corner equips teens and young adults throughout Northern Virginia with the necessary tools, resources, and opportunities to succeed in the workforce and attain personal economic security. It is the central hub for several youth employment programs that are aimed at preparing low-income and disadvantaged teens and young adults for the workforce. The mission of the Center includes helping customers finish school, obtain job skills training, gain access to professional work environments, and learn about the importance of personal money management. Most, (76%), of the young people who have used the Job Corner are 17 -23 years of age and over half who have used the programs or services available have been out-school youth, in a GED program, or participate in other alternative school programs.

Effectiveness Rating: Insufficient



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# Job Corps

Address: 200 Constitution Ave. NW Ste. N4463 Washington DC

URL: <http://www.jobcorps.dol.gov>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Job Corps is a free education and training program that helps young people learn a career, earn a high school diploma or GED, and find and keep a good job. For eligible youth at least 16 years of age, Job Corps provides the all-around skills needed to succeed in a career and in life.

Annual Cost: Per Cost:

Agencies: Department of Labor Department of Agriculture Department of the Interior

Opening Date: 1964

Number of Students: 500+

Contact: Dr. Esther R Johnson Ed.D

Contact Email: [nationaloffice@jobcorps.gov](mailto:nationaloffice@jobcorps.gov)

Contact Title: National Director Contact Phone:

Contact Address:

Evaluation: Job Corps consistently has one of the highest graduate placement rates among the nation's job training programs. In PY 2006, 82.7 percent of graduates were placed in continuing education programs or joined the workforce or military (73.6 percent joined the workforce or enlisted in the military, and 9.1 percent of Job Corps' graduates enrolled in continuing education programs). Additionally, more than 18,550 students obtained a high school diploma or GED certificate, while 51 percent of students completed career technical training.

<http://www.jobcorps.gov/Libraries/pdf/py06report.sflb>

Effectiveness Rating: Strong



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## Jobs for America's Graduates (JAG)

Address: 1729 King Street Suite 100 Alexandria VA

URL: <http://www.jag.org>

Demographic and Target Group: , , , Barriers to Success, Low academic record, High absenteeism,

Disabilities: Other Descriptors: High School Diploma; school-to-work or postsecondary education

Description: The JAG Model consists of a comprehensive set of services designed to keep youth in school through graduation and improve the rate of success in achieving education and career goals. The ultimate goal is for participants to receive a high school diploma (or GED if a diploma is not feasible), secure a quality job, pursue a postsecondary education and/or seek career advancement opportunities. JAG Model components include: Classroom Instruction; Employability Skills Training; Adult Mentoring; Guidance and Counseling; Summer Employment Training; Leadership Development; Job and Postsecondary Placement Services; Linkages to School and Community-Based Services; 12-Month Follow-up Services; Accountability System; and Professional Development.

Annual Cost: \$500,000 + Per Cost: \$1000 - \$2000

Agencies: The Allstate Foundation, Archer Daniels Midland Company, Shell Oil Company, IBM, Verizon, Western Union, Corinthian Colleges Inc., Citi Foundation, CIT Group Inc., Educational Testing Service, Pinnacle West Capital Corporation, General Motors, General Ele Opening Date: 1980 Number of Students: 500+

Contact: Mr. Jim Koeninger Ph.D.

Contact Email: [jim.koeninger@jag.org](mailto:jim.koeninger@jag.org) Contact Title: Executive Vice President Contact Phone: 972-691-4486

Contact Address: 6021 Morriss Road Suite 111 Flower Mound TX 75028

Evaluation:



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Effectiveness Rating: Moderate



# K12

Address: 2300 Corporate Park Drive Herndon VA

URL: <http://www.k12.com/what-is-k12/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: In this time when parents, students, and schools are under more pressure than ever to succeed, K12 offers many ways to do just that. With a continuum of effective, inspiring online learning options: from exceptional online courses... to blended online/classroom school programs... to full-time online public and private school programs. K12 has become the largest provider of online learning for grades K-12, because we know better than anyone else how to build engaging curriculum that blends online and offline learning experiences. We also enable differentiated instruction down to the individual level - rooted in decades of educational research. We wrap this curriculum with services that include teacher support, daily lesson plans, and a vibrant, global online community. We use technology, not as an endpoint, but as a channel for delivering game-changing solutions to large challenges.

Annual Cost:

Per Cost:

Agencies:

Opening Date:

Number of Students:

Contact:

Contact Email: Contact Title: Contact Phone: 866-283-0300

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Kanawha County Schools

Address: 200 Elizabeth StCharlestonWV

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Career Plus makes it possible for students to attend the Career Technical Center all day. Students are transported from their home high school to the CTE Centers where they take their academics one-half the day and enroll into a Technical Program the other half of the day. Lunch is provided and transportation is provided at the end of the day back to their home high school. Students may still participate in extra-curricular activities as well. Credit Recovery on line is provided as well as Read 180, Contracted Classes, and Key Train (an online program for Technical Courses to help improve Reading and Math skills). The program targets over-age ninth graders and other grade levels where the students are behind in credits for graduation.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 2003

Number of Students: less than 50

Contact: Mr. Mark E. Milam

Contact Email: memilam@kcs.kana.k12.wv.us

Contact Title: Assistant Superintendent Contact Phone:

304-347-7483 200

Contact Address:

Evaluation: The Career Plus Program has saved approximately 150 students from dropping out of school over the last 5 years. Students have received their high school diploma as completed a Career-Technical course as well.

Effectiveness Rating: Limited



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# Kane County Regional Office of Education

Address: 210 S. 6th StreetGenevaIL

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Kane County Regional Office of Education offers a variety of programs designed to reduce the number of dropouts as well as dropout retrieval. Programs include truancy intervention/prevention, regional safe schools, homeless and the school program in juvenile detention facility. The truancy/intervention program works with students and families in grades kindergarten through 12 to improve school attendance. The regional safe schools program is for students in grades 6 thru 12 who are expulsion eligible or received multiple suspensions for disruptive behavior. The school program in the Juvenile Detention Facility provides academic instruction for incarcerated youth in an effort to provide them with tools to make the transition back to their regular school a positive one. The homeless program works with all school aged youth and their families to provide necessary services.

Annual Cost: \$500,000 + Per Cost: \$500 - \$1000

Agencies: Local Social Service Agencies, Court Services, Health Department

Opening Date: 1985

Number of Students: 500+

Contact: Pat A Dal Santo

Contact Email: pdalsanto@kane.k12.il.us Contact Title: Director of Alternative Programs Contact Phone: 630-232-5900

Contact Address:

Evaluation: Evaluation shows that 75% of the truant students served achieved a 90% attendance rate. 90% of the students served by the regional safe schools' program achieved positive outcomes.

Effectiveness Rating: Moderate



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# Keepin' it REAL (Refuse, Explain, Avoid, Leave)

Address: Arizona State University School of Social Work, P.O. Box 873711 Tempe AZ

URL: <https://sirc.asu.edu/kir>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Keepin' it REAL (Refuse, Explain, Avoid, Leave) program is a video-enhanced intervention that uses a culturally-grounded resiliency model which incorporates traditional ethnic values and practices that protect against drug use. A school-based prevention program for elementary, middle, and early high school students, Keepin' it REAL is based on previous work that demonstrates that teaching communication and life skills can combat negative peer and other influences. Keepin' it REAL extends resistance and life-skills models by using a culturally-based narrative and performance framework to: (1) enhance antidrug norms and attitudes; and (2) facilitate the development of risk assessment, decision making, and resistance skills. Distinct Mexican American, African American, and multicultural versions of Keepin' it REAL are available.

Annual Cost: less than \$25,000 Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Patricia Dustman EdD

Contact Email: [patricia.dustman@asu.edu](mailto:patricia.dustman@asu.edu) Contact Title: Director Contact Phone: 480-965-4699

Contact Address:

Evaluation: The initial REAL evaluation was conducted over 48 months using a randomized block assignment with sample middle schools. Compared to students in control schools at a two-year follow-up, students who participated in the program: retained unfavorable attitudes against someone their age using substances; significantly reduced marijuana, tobacco, and alcohol use, especially alcohol; and improved their resistance skills to using alcohol, cigarettes, and marijuana.

Effectiveness Rating: Moderate



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# Knowledge is Power Program (KIPP)

Address: 135 Main Street, Suite 1700 San Francisco CA

URL: <http://www.kipp.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Knowledge Is Power Program (KIPP) is a national network of free, open enrollment public schools. KIPP schools emphasize a rigorous academic curriculum and a culture of high expectations and college-going. KIPP aims to provide students "the knowledge, skills, and character needed to succeed in top quality high schools, colleges, and the competitive world beyond." The KIPP network was founded in 1994 by Teach for America alumni Mike Feinberg and Dave Levin. KIPP schools are typically small schools, the majority of which serve Grades 5-8. More recently, elementary and high schools have been added and currently comprise one-third of the network.

Annual Cost: Per Cost: \$1000 - \$2000

Agencies: Opening Date: Number of Students: 500+

Contact: Carrie Hahnel

Contact Email: [chahnel@kipp.org](mailto:chahnel@kipp.org) Contact Title: Director of Research and Evaluation Contact Phone: 415-874-7494

Contact Address:

Evaluation: Achievement gains outpaced comparison schools and the national average, and KIPP students scored higher than the comparison groups in many cases. These impacts were most pronounced in Grades 5-6 and in mathematics. Attendance rates for students at the Baltimore KIPP school were higher than those of comparison students. School climate was generally positive. Attrition emerged as a common issue across these schools, and the researchers sought to understand why students leave KIPP.

<http://www.aypf.org/publications/SuccessAtEveryStep.pdf>



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Effectiveness Rating: Strong

# Kuder Career Planning System

Address: 302 Visions Parkway Adella

URL: <http://www.kuder.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Our Mission: To raise student aspirations and to provide career options to students and adults through self-assessment and education. Our Goal: Guide students and parents through successful 8th grade and post-high school transitions; Increase retention and graduation rates; Provide career planning, guidance, and development resources to last a lifetime.

Annual Cost: Per Cost:

Agencies: Affiliations & Partnerships, American Counseling Association, Association for Supervision and Curriculum Development, Association of Career and Technical Education, League for Innovation in the Community College, National Association of State Directors  
 Opening Date: 1997 Number of Students:

Contact: Phil Harrington

Contact Email: [info@kuder.com](mailto:info@kuder.com) Contact Title: President Contact Phone: 800-314-8972

Contact Address:

Evaluation:

Effectiveness Rating: Strong

# Kuder Galaxy Program

Address: Kuder, Inc. 302 Visions Parkway Adell, IA

URL: <http://www.kuder.com/solutions/kuder-galaxy.html>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: You are invited to Play, Watch, Do, and Explore! As the newest member of the Kuder Career Planning System, Kuder Galaxy is a fun and educational career awareness experience for all elementary students. Galaxy provides students, Pre-K through 5th grade, with developmentally-appropriate activities while parents and teachers can track student progress through secure, online dashboards. Galaxy helps students build self-understanding and early exploration of careers through games (Play), videos (Watch), downloads (Do), and trips (Explore). These four action-based categories are the cornerstones of the experience and are easily integrated into any classroom setting. Galaxy's regularly updated content is aligned to career clusters, core school subjects, and National Career Development Association and American School Counselor Association goals and guidelines. Galaxy also supports differentiation through simple, self-guided exploration and facilitates the development of fundamental reading, listening, speaking, and writing skills - all of which play a vital role in a student's success.

Annual Cost: Per Cost:

Agencies: Kuder, Inc. Opening Date: 2008 Number of Students:

Contact: Phil Harrington

Contact Email: [info@kuder.com](mailto:info@kuder.com) Contact Title: President Contact Phone: 800-314-8972

Contact Address:

Evaluation:

Effectiveness Rating: Strong



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# L'Anse Creuse - Riverside Academy

Address: 24001 F.V. Pankow Blvd. Clinton Township MI

URL: <http://choose.lc-ps.org/Locations/Riverside+Academy/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Students attending Riverside take courses that are approved by the Board of Education, leading to a L'Anse Creuse diploma. New high school course expectations, as outlined by the State of Michigan, have been integrated into Riverside's course offerings. These courses, taught using alternative teaching methods and strategies to prepare students for post-secondary training and the real world of work. In addition, to ensure students can get through the rigorous work, a framework of support initiatives such as daily counseling, Freshman only cohorts, social work services, and economic supports have been implemented to guide the students towards success.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies: Macomb-St. Clair Workforce Development Board, Mount Clemens Public Schools, St. Clair Shores Adult Education, Macomb Literacy Partners, Macomb Community College, Baker College

Opening Date: 1990

Number of Students: 500+

Contact: Jeff Glombowski

Contact Email: [glombje@lc-ps.org](mailto:glombje@lc-ps.org)

Contact Title: Director Contact Phone: 586-783-6420 1200

Contact Address:

Evaluation: We are seeing incremental gains in key areas specific to at risk students. In particular, we are trending upwards on composite ACT scores. In addition, retention rates continue to rise and our graduation rates are on an incline as well. These positive outcomes are in spite of new rigorous, state mandated curriculum. NCA accredited.

Effectiveness Rating: Limited



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# LA's BEST After School Enrichment Program

Address: 200 N. Spring Street, M-120 Los Angeles CA

URL: <http://www.lasbest.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: LA's BEST - Better Educated Students for Tomorrow - is a nationally recognized after school education, enrichment and recreation program serving more than 28,000 children with the greatest needs and fewest resources throughout the City of Los Angeles. LA's BEST After School Enrichment Program provides a safe haven for children ages 5 to 12 at 180 elementary school sites each day during the critical hours after school - at no cost to parents. Established in 1988, LA's BEST is a partnership including the City of Los Angeles, the Los Angeles Unified School District and the private sector. The program has five goals: (1) a safe environment, (2) enhanced opportunities through the integration of an educational support structure, (3) educational enrichment activities to supplement and deepen the regular program, (4) recreational activities, and (5) interpersonal skills and self-esteem development.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: City of Los Angeles, Los Angeles Unified School District (Beyond the Bell) Opening Date:  
1988 Number of Students: 500+

Contact: Miss Zainab Ali

Contact Email: [zainab.ali@lacity.org](mailto:zainab.ali@lacity.org) Contact Title: Communications Manager Contact Phone: 213-978-0795

Contact Address:

Evaluation: UCLA's Center for Research, Evaluation, Standards and Student Testing found that LA's BEST students are 30% less likely to commit juvenile crime (September 2007) and 20% less likely to drop-out (December 2005) than non-participants. Two quasi-experimental studies, one following students for two years and the other for four years, have been conducted on the impact of LA's BEST on participants. Dosage



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of the program was key to successful outcomes. Those students with the highest participation levels (more than 75% of days present), as compared to the comparison group: had fewer absences, had higher achievement on standardized tests, liked school more, and had higher expectations of how far they would go in school.

<http://www.lasbest.org/resourcecenter/ucla.php>

Effectiveness Rating: Strong



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# Lamar Academy

Address: 1009 N. 10th St. McAllen TX

URL: <http://lamar.mcallenisd.org/>

Demographic and Target Group: , , , ,

Disabilities: 1-5%

Other Descriptors:

Description: Lamar Academy is home to a diverse group of at-risk students who have assumed a greater responsibility for their education by choosing to attend an accelerated, self-paced alternative school that offers flexible scheduling. Our student body is composed of Options High School and the 8th grade Transitional Program. Sheltered Instruction Observation Protocol (SIOP) strategies are used for LEP students.

Annual Cost:

Per Cost:

Agencies: McAllen Independent School District  
Students: 250-500

Opening Date: 1991

Number of

Contact: Cindy Pena

Contact Email: [cindy.pena@mcallenisd.net](mailto:cindy.pena@mcallenisd.net)

Contact Title: Principal Contact Phone: 956-632-3222

Contact Address:

Evaluation:

Effectiveness Rating: Strong



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## Layman Center ALE

Address: 500 E MeadowSpringdaleAR

URL:

Demographic and Target Group: , , , ,

Disabilities: 16-20%

Other Descriptors: Wellness program

Description: According to research referenced in the Arkansas Safe Schools Dropout Prevention Toolkit, the most successful programs in dropout prevention emphasize the bond and relationship between students and teachers. Tim Weiss, Director of the Springdale ALE, stated that "First, you have to win their hearts . . ." This philosophy impacts everything we do from a student's attendance to their effort in the classroom. Arkansas Safe Schools states that there is empirical evidence to support this claim. I also know from my own experiences that a student who feels respected and cared for is traditionally more likely to be successful in the classroom. In fact, if we don't win their hearts how can we even get them in the door?

Annual Cost: \$500,000 +

Per Cost: \$2000 +

Agencies: Youth Strategies, Springdale Senior Center, First United Methodist Church, Cross Church

Opening Date: 2003

Number of Students: 250-500

Contact: Brandon s Flammang

Contact Email: bflammang@sdale.org

Contact Title: Instructor Contact Phone: 479-750-8773

Contact Address:

Evaluation: We graduate 60-80 students a year who otherwise would not have graduated.

Effectiveness Rating: Insufficient



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# Leadership and Resiliency Program

Address: 3900 Jermantown Rd.Suite 200FairfaxVA

URL: <https://www.fairfaxcounty.gov/community-services-board/prevention/leadership-resiliency-program>

Demographic and Target Group: , , , ability to work in group process, committment to all program phases,

Disabilities: Other Descriptors:

Description: The Leadership and Resiliency Program (LRP) is a school- and community-based program for high school students (ages 14 to 19) that enhances youths' internal strengths and resiliency while preventing involvement in substance use and violence. The program includes resiliency groups that are held during the school day as well as alternative activities offered after school, on weekends, and during the summer. These include adventure/outdoor activities, working with abused and neglected animals, and performing puppet skits for young children. The alternative activities focus on community service, altruism, learning about managed risk, social skills improvement, and conflict resolution. The program operates year-round with increased alternative programming when school is not in session. Participants may stay involved with the program throughout their high school years.

Annual Cost: \$25,000 - \$100,000

Per Cost: \$500 - \$1000

Agencies: Fairfax County Public Schools

Opening Date: 1997

Number of Students: 50-250

Contact: Mr. Jamie MacDonald

Contact Email: [jmacdo@fairfaxcounty.gov](mailto:jmacdo@fairfaxcounty.gov)Contact Title: 703.934.5476 Contact Phone: 703-934-8770

Contact Address:

Evaluation: Evaluation of this program revealed the following: Reduction in negative attitudes and behaviors: Participants realized a 65-70% reduction in school behavioral incidents, including a 75% reduction in school suspensions and a 47% reduction in juvenile arrests. Improvements in positive attitudes and behaviors: Participants realized an increase of 0.8 in grade point average (GPA) based on a 4.0 scale, an increase of 60-



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70% in school attendance, 100% high school graduation rates, and an increased sense of school bonding. A high percentage of participants either became employed or pursued postsecondary education

Effectiveness Rating: Moderate



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# Learning Supports Pathway: An Integrated Model for School Improvement

Address: Scholastic 557 Broadway New York NY

URL: <http://teacher.scholastic.com/education/learning-supports.htm>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: Mental Health, Social-Emotional Supports

Description: The Learning Supports Pathway is a professional learning sequence that guides state, district, or school leadership team to align their work in a coherent system. The goal is to address multiple barriers to learning such as poverty, mental health challenges, and lack of motivation. It is based on the work of Drs. Linda Taylor and Howard Adelman of the UCLA School Mental Health Project. Services include on-site workshops to analyze infrastructure, identify root causes of under-achievement, resource mapping, and identify high-impact strategies in six practice areas: classroom-based, student-family intervention, transition support, crisis prevention, community collaboration, and family engagement. The work is job-embedded and customized for a district and school.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 2009

Number of Students: 500+

Contact: Dr. Rhonda Neal-Waltman

Contact Email: [rwaltman@scholastic.com](mailto:rwaltman@scholastic.com) Contact Title: Contact Phone: 251-454-2709

Contact Address:

Evaluation: States, districts, and schools who have implemented the Learning Supports Pathway report improved student achievement, increased graduation rates, decreased disciplinary referrals, and increased attendance. Participants who administer perception data surveys have reported an increase in school climate measures and family-community satisfaction.

Effectiveness Rating: Strong



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# Learning Through Sports

Address: 1 Mt Laurel Ave Suite 210 Birmingham AL

URL: <http://www.ltskc.com/companyInfo.php>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Learning Through Sports is a language and math based learning system that utilizes the premises of getting students actively involved, providing practice in academic skills, leveling practice to provide for individual differences, giving immediate feedback to responses by rewarding correct responses, and providing explanations and answers to incorrect responses, in a realistic sports oriented context. Although students work individually at computers, there is a sense of camaraderie as they interact with the program and each other. The web-based Kid's College program combines state-standard curriculum, favorite college teams and interactive sports games into one program to engage and motivate all students. It especially targets those students who are typically hard to reach. The content was created so that each item in the Kid's College program directly matches the appropriate academic content and achievement standards for each state. Items were reviewed by an independent panel of experts in math, language arts and instructional technology for content validity, fairness, educational appropriateness, congruence with state and national standards, ease of use, technical quality, and documentation and support.

Annual Cost: \$25,000 - \$100,000 Per Cost:

Agencies: Opening Date: 2001 Number of Students: 250-500

Contact: Brian M Shulman

Contact Email: [info@learningthroughsports.com](mailto:info@learningthroughsports.com) Contact Title: Founder and CEO Contact Phone: 866-552-9192

Contact Address:

Evaluation:

<http://www.ltskc.com/pdf/research.pdf>

Effectiveness Rating: Limited



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## Life Skills Training (LST)

Address: National Health Promotion Associates, Inc. 711 Westchester Avenue White Plains NY

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: LifeSkills Training (LST) is a three-year classroom-based tobacco, alcohol, and drug abuse prevention program for upper elementary and middle/junior high school students. LST is designed to prevent early stages of substance use, particularly occasional or experimental use. It provides students with information and drug-resistance skills, teaches general self-management and social skills, and helps to reduce or prevent a variety of health-risk behaviors. Skills are taught in a series of classroom sessions using training techniques such as instruction, demonstration, feedback, reinforcement, and practice.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Elizabeth Gronewold

Contact Email: [lstinfo@nhpanet.com](mailto:lstinfo@nhpanet.com) Contact Title: Contact Phone: 800-293-4969

Contact Address:

Evaluation: The results of over a dozen large-scale, long-term evaluations, experimental and quasi-experimental, consistently show that the LST program significantly reduces tobacco, alcohol, and marijuana use. These studies further show that the program works with a diverse range of adolescents; produces results that are long-lasting; and is effective when taught by teachers, peer leaders, or health professionals. Ten Stronger effects were found for students in high implementation schools. Long-term follow-up results observed six years following the intervention show that LST students compared to control groups had: significantly lower tobacco, alcohol, and marijuana use; lower multiple drug use; lower pack-a-day smoking; and decreased use of inhalants, narcotics, and hallucinogens.



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Effectiveness Rating: Strong

# Linking the Interests of Families and Teachers (LIFT)

Address: Oregon Social Learning Center 160 East Fourth Avenue Eugene OR

URL: <http://www.oslc.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Linking the Interests of Families and Teachers (LIFT) is a school-based intervention for the prevention of conduct problems such as aggressive and antisocial behavior, involvement with delinquent peers, and drug/alcohol use. LIFT was designed to decrease the likelihood of two major factors that put children at risk for subsequent antisocial behavior and delinquency: (1) aggressive and other socially incompetent behaviors with teachers and peers at school; and (2) ineffective parenting, including inconsistent and inappropriate discipline and lax supervision. The main goal of LIFT is to decrease childrens' antisocial behavior and increase their prosocial behavior.

Annual Cost:

Per Cost:

Agencies:

Opening Date:

Number of Students:

Contact: John B Reid PhD

Contact Email: [johnr@oslc.org](mailto:johnr@oslc.org) Contact Title: Director Contact Phone: 541-485-2711

Contact Address:

Evaluation: LIFT was evaluated using a randomized, intervention trial using a pre-test/post-test assessment with yearly follow-ups through interviews, questionnaires, observations, and school and court records. LIFT had the greatest impact on those with the highest initial aggressive behavior. Post-intervention results revealed: a significant decrease in observed aggressive behavior on the LIFT playgrounds, especially for those rated most aggressive at pre-test; and significant increase in positive classroom behavior. At a three-year follow-up, compared to the control group, 5th grade participants were: less likely to affiliate with



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misbehaving peers, less likely to be involved in patterned alcohol use, less likely to have tried marijuana, and less likely to be arrested by the age of 14.

Effectiveness Rating: Moderate



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# Longevity of Success

Address: 4419 Centennial Blvd. Ste # 204Colorado SpringsCO

URL: <http://www.longevityofsuccess.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Longevity of Success is a program to help adults and youth achieve professional/personal success. Creating healthy communities at work and school using the latest research to get the greatest impact and engagement to build team and have long-term success in life.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: A.V.I.D., Why Try

Opening Date: 2000

Number of Students: 250-500

Contact: Ms. Nancy L Blackwell M Ed.

Contact Email: [nanwavrun@aol.com](mailto:nanwavrun@aol.com)

Contact Title: Founder / Lead Trainer Contact Phone: 858-342-8964

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Lowell Middlesex Academy Charter School

Address: 67 Middle St. Lowell MA

URL: <http://www.lmacs.org>

Demographic and Target Group: , , , Lottery Based Enrollment,

Disabilities: 11-15%

Other Descriptors:

Description: Lowell Middlesex Academy Charter School (LMACS) is a public school catering to students who have left school prior to graduation and those at risk of dropping out. LMACS generally enrolls students 16 to 21 years of age. Graduates of the school must take and pass the 10th grade MCAS exams in math, English and Biology; all students complete a 50 hour internship, take additional course work in Ethics and Health, and have access to counseling on site.

Annual Cost: \$500,000 +

Per Cost: \$2000 +

Agencies: Middlesex Community College, Project for School Innovation, Harvard Graduate School of Education, Coalition of Essential Schools, New England Association of Schools and Colleges

Opening Date: 1994

Number of Students: 50-250

Contact: Mr. John E Roberts

Contact Email: [john.roberts@post.harvard.edu](mailto:john.roberts@post.harvard.edu) Contact Title: Grant Writer/Researcher Contact Phone: 978-656-3165

Contact Address:

Evaluation: The Lowell Middlesex Academy Charter School, an open-enrollment public charter high school, caters to students who have previously dropped out of high school, or those who are seriously at risk of doing so. The school was recently cited in a Boston Globe editorial for its 13 year track record of success.

[http://www.psinnovation.org/tools\\_and\\_resources/open](http://www.psinnovation.org/tools_and_resources/open)

Effectiveness Rating: Limited



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# Making Middle Grades Work

Address: Southern Regional Education Board 592 10th St. N.W. Atlanta GA

URL: <http://www.sreb.org/programs/middlegrades/middlegradesindex.asp>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The goal of Making Middle Grades Work is to raise the academic achievement of all middle grades students to at least the Basic level, with increasing percentages of middle grades students performing at the Proficient level, as defined and measured by the National Assessment of Educational Progress. SREB challenges states to lead by clearly outlining goals for improving middle grades education and by providing resources necessary to reach the goals. A comprehensive improvement framework with 10 essential elements pulls together specific, research-supported actions that states, districts and schools can take to move the middle grades forward.

Annual Cost:

Per Cost:

Agencies: SREB

Opening Date: 2000

Number of Students: 500+

Contact: Toni Eubank

Contact Email: [toni.eubank@sreb.org](mailto:toni.eubank@sreb.org)

Contact Title: Director Contact Phone: 404-879-5588

Contact Address:

Evaluation: The Research Triangle Institute prepared this report for SREB's Making Middle Grades Work initiative. It compared 28 high- and low-implementation schools and found that students at middle grades schools that more fully implement the MMGW design have higher student achievement than those at schools that do not fully implement the design.

Effectiveness Rating: Strong



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# Marlboro County HS Leadership Education Training JROTC Program

Address: 951 Fayetteville Ave. Ext. Bennettsville SC

URL: <http://www.marlboro.k12.sc.us>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Marlboro County HS Army JROTC programs mission statement is to Motivate Students to be Better Citizens. We fulfill this mission by the use of our United States Army JROTC curriculum: Leadership Education and Training. In conjunction with after school programs, peer mentoring, and service learning projects, our cadets self efficacy is raised, in conjunction with their motivation and self esteem. Career goals and realistic expectations are a factor in working with individual cadets as well as a very comprehensive pregnancy prevention program. Finally, collaboration with community adult civic organizations for additional adult mentoring has been extremely effective for the overall benefit of our cadets and program as a whole.

Annual Cost: less than \$25,000

Per Cost: \$500 - \$1000

Agencies: AKA Sorority, KIWANIS of Bennettsville, SC Character Education Partnership

Opening Date: 1993

Number of Students: 250-500

Contact: Mr. Justin F. Blum LTC(R)

Contact Email: [marlborohsjrotc@aol.com](mailto:marlborohsjrotc@aol.com) Contact Title: Contact Phone: 843-454-2122

Contact Address:

Evaluation:

Effectiveness Rating: Moderate



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# MAST (Maritime and Science Technology) Academy

Address: 3979 Rickenbacker CausewayMiamiFL

URL: <http://www.gomakos.com/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Maritime and Science Technology Academy, commonly referred to as MAST Academy is a public high school in Miami, Florida. MAST Academy is a magnet school under the governance of Miami-Dade County Public Schools . The school principal is Thomas C. Fisher II, appointed in September 2006. The academic focus of MAST Academy is primarily maritime studies. Students choose one of three major areas of study in which a traditional U.S. high school curriculum is infused with maritime-related subjects. These major areas of study are Oceanic and Atmospheric Sciences (OAS), Maritime Studies and Culture (MSC), and Marine Related Industries (MRI). Some special course offerings include: Marine Science, Film Studies, Solar Energy , Environmental Science , Sea Classics, Swimming , Ethics and Leadership, and Water Safety. MAST Academy is located on Virginia Key , a barrier island between Miami and Key Biscayne , across the street from the Miami Seaquarium and within walking distance from the University of Miami Rosenstiel School of Marine and Atmospheric Science. The school has an enrollment of over 500 students and 37.0 classroom teachers. It has a tradition of academic excellence, and has three times been ranked among Newsweek's Top 100 High Schools. With a 22:1 student-to-teacher ratio, MAST has been listed as one of "Miami-Dade's Best Schools".

Annual Cost: Per Cost:

Agencies: US Coast Guard, Miami-Dade Co. Public Schools Opening Date: 1991 Number  
of Students: 500+

Contact: Thomas C Fisher II

Contact Email: Contact Title: Principal Contact Phone: 305-365-6278

Contact Address:



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Evaluation: 100% of the Mast's graduates are accepted into a four year college or university. Student SAT scores average more than 200 points above the national norm.

Effectiveness Rating: Limited



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# Mavericks High Schools

Address: 698 N Homestead Boulevard Homestead FL

URL: <http://www.maverickshigh.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Mavericks High School Model is designed to provide superior timely student analytics and real-time continuous monitoring of student performance. Comprehensive data are gathered during the student admissions process and on a daily, weekly, monthly, and quarterly basis to better inform educational and program decisions. Our approach moves the school from reactive to predictive, inviting more people to analyze data, intrinsically becoming part of our process for ongoing optimization and innovation. Our Model includes four Learning Levels that offer students instructional team support and curriculum as well as other school resources that better comport with students' current and ongoing academic and social needs while using data to support movement between Learning Levels. Students work on a self paced, mastery based credit achievement model to earn a state recognized diploma, job preparations skills, and complete an individualized plan for continuing education. Our approach to facilities helps to tie every aspect of our instructional program together and creates an exciting student driven, contemporary environment. We emphasize GREEN standards in our construction practices, as well as our daily operating practices. Mavericks High Schools may grant students a state recognized high school diploma upon completion of all high school graduation requirements. The Mavericks High diploma will be accepted by educational institutions and the military as proof of high school graduation and course completion.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Nova Southeastern University, NSU  
Students: 250-500

Opening Date: 2009

Number of

Contact: Mr. Mark F Thimmig

Contact Email: [mthimmig@mavericksineducation.com](mailto:mthimmig@mavericksineducation.com) Contact Title: CEO, President Contact Phone: 954-351-3010

Contact Address: 333 NW 1st Avenue Fort Lauderdale FL 33301



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Evaluation: Students will graduate with a State Recognized diploma, job preparation skills and a plan for continuing education.

Effectiveness Rating: Limited



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# MENTOR

Address: 1600 Duke Street, Suite 300 Alexandria VA

URL: <http://www.mentoring.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: For more than a decade, MENTOR/National Mentoring Partnership has been working to expand the world of quality mentoring. MENTOR believes that, with the help and guidance of an adult mentor, each child can discover how to unlock and achieve his or her potential. MENTOR is widely acknowledged as the nation's premier advocate and resource for the expansion of mentoring initiatives nationwide. As such, MENTOR works with a strong network of state and local Mentoring Partnerships to leverage resources and provide the support and tools that mentoring organizations need to effectively serve young people in their communities. MENTOR recognizes that, although nearly 17.6 million young Americans need or want mentoring, only 3 million are in formal, high-quality mentoring relationships. That means more than 14.6 million young people still need mentors. That unmet need constitutes what we call the "mentoring gap." MENTOR works to close that gap.

Annual Cost: Per Cost:

Agencies: approximately 25 states or regions that have a Mentoring Partnership, LifeLock Inc., Big Brothers Big Sisters, Communities In Schools, The California Mentor Foundation, The National CARES Mentoring Movement, The National Network of Youth Ministries, The Opening Date: 1990 Number of Students: 500+

Contact: Kate Schineller

Contact Email: [kschineller@mentoring.org](mailto:kschineller@mentoring.org)  
 Initiatives Contact Phone: 703-224-2269

Contact Title: Vice President of Special Projects and

Contact Address:

Evaluation:



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Effectiveness Rating: Limited



# Mesa Unified School District OnTrack Program

Address: 546 N. Stapley Drive Mesa AZ

URL: <https://www10.ade.az.gov/AIMSDPToolkit/ExemplaryPrograms/MesaOnTrack2007.aspx>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The OnTrack program was initiated in 2002 by a MPS district administrator who recognized the need to coordinate existing services to reach students who were not taking advantage of these services (evening school, credit recovery, summer school.) The design of the program was adjusted to meet the requirements of the AIMS Implementation grant and now includes work readiness and community service requirements. OnTrack operates in six high schools and four junior high/middle schools. Services include correspondence courses, online learning, summer school classes, and classes at Sundown Evening School.

Annual Cost: Per Cost: \$500 - \$1000

Agencies: Numerous Civic Organizations Opening Date: 2002 Number of Students:  
250-500

Contact: Elizabeth Ayers-Cluff

Contact Email: [eacluff@aol.com](mailto:eacluff@aol.com) Contact Title: Director Contact Phone: 602-625-8124

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Middle College High School Consortium

Address: 4709 30th Street Suite 600 Long Island City NY

URL: <http://www.mcnc.us/aboutus.htm>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Middle College High Schools are secondary schools, authorized to grant diplomas in their own name, located on college campuses across the nation. The Middle Colleges are small, with usually 100 or fewer students per grade level and they provide a rigorous academic curriculum within a supportive and nurturing environment to a student population that has been historically under-served and underrepresented in colleges. While at the Middle College, students have the opportunity to take some college classes at no cost to themselves.

Annual Cost: Per Cost:

Agencies: Ford Foundation Bill and Melinda Gates Foundation Carnegie Corporation of New York W.K. Kellogg Foundation Opening Date: 1974 Number of Students: 500+

Contact:

Contact Email: [info@mcnc.us](mailto:info@mcnc.us) Contact Title: Contact Phone: 718-361-1981

Contact Address:

Evaluation: As of the 2006/2007 school year, the average student attendance rate of our member schools was 95%. In addition, an analysis of Early College student transcripts in 13 MC-EC schools shows a total of 49,787 cumulative college credits earned from summer 2003 through summer 2007. Overall, 92% of course enrollments resulted in a passing grade with the majority of the course enrollments resulting in an A or B grade.

Effectiveness Rating: Strong



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# Midway Safe Harbor "Last Best Chance"

Address: 2405 RightwaySanfordFL

URL:

Demographic and Target Group: , , , Students lacking credit for graduation, students lacking credit for transition to the next grade, students lacking GPA to graduate, Students needed credit recovery or credit reinstatement,

Disabilities: Other Descriptors:

Description: The LBC program is impacting students, teachers and parents alike. The positive environment surrounding the program is helping youth put a priority on education and personal goals for success. Students are comfortable working with certified teachers and youth experts aimed as helping them improve the quality of their life by succeeding in school.

Annual Cost: \$25,000 - \$100,000 Per Cost: \$500 - \$1000

Agencies: Seminole County Public Schools, Goldsboro Front Porch, Seminole County Sheriff's Office, Second Harvest Food Bank, Midway Community Coalition, Seminole County Government, Florida DOE 21st Century Community Learning Centers Opening Date: 2008 Number of Students: 50-250

Contact: Brenda Knight

Contact Email: [brenda\\_knight@scps.k12.fl.us](mailto:brenda_knight@scps.k12.fl.us) Contact Title: Director Contact Phone: 407-320-5995

Contact Address:

Evaluation: The Last Best Chance credit recovery program has impacted approximately 150 individuals that have logged over 19,000 hours on PLATO resulting in the graduation of 5 drop outs.

Effectiveness Rating: Limited



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# Midwestern Prevention Project (Project STAR)

Address: University of Southern California 1000 South Fremont Avenue, Unit 8 Alhambra CA

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Midwestern Prevention Project (MPP), also known as Project STAR, is a comprehensive, community-based, multifaceted program for adolescent drug abuse prevention that targets the entire population of middle school students. Its ultimate goal is to prevent or reduce gateway substance use (alcohol, tobacco, and marijuana). MPP strives to help youths recognize the tremendous social pressures to use drugs and provides skills in how to avoid drug use. The project first offers a series of classroom-based sessions for the school program during middle school that continues with efforts for parents and the community, and through the media.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Mary Ann Pentz PhD

Contact Email: pentz@usc.edu Contact Title: Director Contact Phone: 626-457-6687

Contact Address:

Evaluation: The program was evaluated through longitudinal quasi-experimental studies in several locations. Results demonstrated for program youths, compared with control youths, included the following: reductions in smoking and alcohol and marijuana use in middle school, significant reductions in daily smoking and in marijuana use in high school, some effects on daily smoking, heavy marijuana use, and some hard drug use through early adulthood (age 23.)

Effectiveness Rating: Moderate



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# Migrant Education Advisor Program (MEAP)

Address: Sonoma State University - Nichols 2201801 East Cotati Avenue Rohnert Park CA

URL: <http://www.sonoma.edu/counseling/MEAP.pdf>

Demographic and Target Group: , , , migrant eligible students, English Learners,

Disabilities: Other Descriptors: school belonging, self-esteem, cultural pride

Description: The Migrant Education Advisor Program (MEAP) is a collaborative advising program in its thirteenth year of existence, between the Office of Migrant Education, the Masters in Counseling Program at Sonoma State University, and participating school districts. MEAP was modeled after a similar program which has enjoyed great success and longevity (over 40 years), the Mini-Corps Program, which focuses on preparing future bilingual teachers from a pool of migrant and former migrant college students. MEAP was developed in response to three specific needs: 1) The need to provide academic advisement and support services to middle and high school migrant students in order to help them to experience educational success and ensure that they graduate from high school, 2) the need to identify cost effective strategies and programs for providing these types of services, and 3) the need to increase the pool of potential bilingual/bicultural school counseling candidates, former migrant or not.

Annual Cost: \$100,000 - \$200,000

Per Cost: \$1000 - \$2000

Agencies: Migrant Education CA - Region 2 - Area 1, Sonoma State University, Sonoma County School Districts, Napa Valley School District, Ukiah Unified School District

Opening Date: 1996

Number of Students: 500+

Contact: Ms. Giselle C. Perry MA, PPSC

Contact Email: [gperry@bcoe.org](mailto:gperry@bcoe.org) Contact Title: College Coordinator, MEAP Contact Phone: 707-664-2748

Contact Address: 241 Nichols Hall - SSU 1801 East Cotati Avenue Rohnert Park CA 94928

Evaluation: The following presents a summary of findings of the 2006/2007 MEAP Evaluation: Approximately 1200 middle school and high school students at 20 schools received services through the Migrant Education Advisor Program (MEAP) during the 06/07 academic year. Sixty-two percent of MEAP participants (38/61)



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graduated from high school during the 06-07 academic year. Of these 38 graduates, 32 (84%) enrolled in college for the Fall 2007 semester; 14 enrolled in junior colleges. This is a 73% increase in college attendance rate compared to 2005-2006. MEAP participants maintained levels of school bonding with 54% of students reporting an increase in bonding over the course of the 2006-07 academic year. Based on the overall evaluation, the MEAP program appears to be an effective method of providing support services to migrant students in the school environment and promoting academic success and advancement to higher education while effectively reducing the drop-out rate among students served.

Effectiveness Rating: Moderate



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# Milton Hershey School

Address: PO Box 8301201 Homestead LaneHersheyPA

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Milton Hershey School (MHS) is devoted to helping students in Pre-K through 12th grade develop academically, behaviorally, physically, socially, and spiritually, with an emphasis on preparing students to lead fulfilling and productive lives after graduation from MHS. Students at Milton Hershey School live and learn in a three-level structure consisting of an Elementary Division, Middle Division, and Senior Division. Programming is designed around the developmental needs of students in each division and provides a nurturing environment for students as they transition through each grade level.

Annual Cost: Per Cost:

Agencies: Hershey Trust Fund

Opening Date: 1909

Number of Students: 500+

Contact: Dr. Anthony Colista

Contact Email: [mhs-communications@mhs-pa.org](mailto:mhs-communications@mhs-pa.org) Contact Title: President Contact Phone: 717-520-2000

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Mountain Education Center High School

Address: 191 Old Big A School RoadToccoaGA

URL: <http://www.mountaineducationcenter.net>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: MECHS is an evening, self-paced, public, high school that grants regular Georgia High School Diplomas. In addition to our full-time students, we serve a population of students who take a class or classes with us part time and transfer the completed credit(s) back to the high school in which they are enrolled full time. We have four 9th-12th grade sites throughout North Georgia. We are open year round and hold classes in the afternoon and evening, Mon-Thurs, from 4:00pm to 9:30pm. Our curriculum is self-paced and mastery based, meaning that students progress through the course at their own pace, taking as much or as little time to satisfactorily complete the various course modules as is needed. As a result, no failing grades are given. Students work until they pass. Make-up credit is available for students who have failed a course. Making up failed courses permits students to stay on academic track and graduate with their class. Students may also complete courses they are not able to fit into their schedule at their regular school. New courses require seat time equal to the referring school.

Annual Cost: Per Cost:

Agencies: Georgia DOE Opening Date: 1995 Number of Students: 50-250

Contact: Carol Reid

Contact Email: [creid@MountainEducationCenter.net](mailto:creid@MountainEducationCenter.net) Contact Title: Administrative Assistant Contact  
Phone: 706-745-9575

Contact Address:

Evaluation: In 2007, 189 students graduated from the MEC sites

Effectiveness Rating: Limited



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# Mountain Education Center High School Habersham

Address: 901 Fairview School Road Demorest GA

URL: <http://www.graduatefirst.org/>

Demographic and Target Group: , , , At risk Students,

Disabilities: 11-15% Other Descriptors:

Description: We are a nontraditional state chartered special school whose mission is to work with nontraditional students in an evening setting, with individualized instruction and positive reinforcement. High School graduation is the goal for all students.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Communities in Schools, Technical colleges  
of Students: 50-250

Opening Date: 2011

Number

Contact: Mr. Ted L. Childs

Contact Email: [tchilds@mountaineducationcenter.net](mailto:tchilds@mountaineducationcenter.net) Contact Title: Graduation Coach Contact Phone:  
706-754-4461

Contact Address:

Evaluation: Among the 6 schools in our system 255 students graduated.

Effectiveness Rating: Insufficient



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# Mountaineer Challenge Academy

Address: Office of Athletics and Youth Development 1411 Jefferson Davis Highway Arlington VA

URL: <http://www.ngycp.org/site/node/13>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The National Guard Youth Challenge Program, a preventive rather than remedial at-risk youth program, targets participants who are unemployed, drug-free and law-free high-school dropouts, 16 to 18 years of age. The National Guard Youth Challenge Program is a community-based program that leads, trains and mentors at-risk youth so that they may become productive citizens in America's future. This award-winning program has been recognized as one of the nation's most effective and cost efficient programs for targeting youth who are at the greatest risk for substance abuse, teen pregnancy, delinquency, and criminal activity.

Annual Cost: Per Cost:

Agencies: National Guard Merrill Lynch Wal-Mart Opening Date: 1993 Number of Students:

Contact: Joe Padillo

Contact Email: [info@ngycp.org](mailto:info@ngycp.org) Contact Title: Director Contact Phone: 800-539-7700

Contact Address:

Evaluation: The majority of our success is measured in the success stories of our cadets. Over 70% of 2005 Challenge graduates received their high school diploma or GED. Over 57% joined the work force. 12.3% joined the military. 26.7% continued their education. Program participants have donated nearly 5 million hours of community service during the program's 14-year duration. Programs have awarded graduates over 40,000 academic credentials since 1993. Nearly 70,000 teens have graduated as of December 2006; Over 170,000 have applied.



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<http://www.ngycp.org/site/node/21>

Effectiveness Rating: Strong



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# Multidimensional Family Therapy (MDFT)

Address: University of Miami, School of Medical Center 1400 10th Ave. NW, 11th Floor, Mail Stop M-711 Miami FL

URL: [http://phs.os.dhhs.gov/ophs/BestPractice/mdft\\_miami.htm](http://phs.os.dhhs.gov/ophs/BestPractice/mdft_miami.htm)

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Multidimensional Family Therapy (MDFT) is a comprehensive and flexible family-based program for substance-abusing adolescents or those at high risk for substance use and other problem behaviors. MDFT is a multicomponent and multilevel intervention system. There is also a substance abuse prevention version of MDFT for early adolescents. Interventions are solution-focused and strive to obtain immediate and practical impact on the youth's everyday environment. MDFT has been designed, adapted, and tested in a variety of different versions - as a standalone or part of a broader program.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Howard A Liddle

Contact Email: [hliddle@med.miami.edu](mailto:hliddle@med.miami.edu) Contact Title: Director Contact Phone: 305-243-6434

Contact Address:

Evaluation: Studies support the effectiveness of the MDFT treatment system among diverse samples of adolescents, including several randomized controlled clinical trials. Studies found that, compared to other types of treatment, MDFT significantly: decreased substance abuse, with gains maintained up to one year post-treatment; decreased delinquent behavior, arrests, and placement on probation; reduced affiliation with delinquent and drug-using peers; decreased disruptive school behavior over comparison youth; increased rate of passing grades over comparison youth. When used for prevention, compared with controls, adolescents who received MDFT exhibited increased bonding to school and decreased association with antisocial peers.



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Effectiveness Rating: Moderate

# Multidimensional Treatment Foster Care (MTFC)

Address: Oregon Social Learning Center 160 East Fourth Avenue Eugene OR

URL: <http://www.mtfc.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Multidimensional Treatment Foster Care (MTFC) is a cost effective alternative to group or residential treatment, incarceration, and hospitalization for adolescents who have problems with chronic antisocial behavior, emotional disturbance, and delinquency. MTFC is based on the Social Learning Theory model. Community families are recruited, trained, and closely supervised to provide MTFC-placed adolescents with treatment and intensive supervision at home, in school, and in the community; clear and consistent limits with follow through on consequences; positive reinforcement for appropriate behavior; a relationship with a mentoring adult; and separation from delinquent peers.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Patricia Chamberlain PhD

Contact Email: [Pattic@osl.org](mailto:Pattic@osl.org) Contact Title: Director Contact Phone: 541-485-2711

Contact Address:

Evaluation: Evaluation results showed that MTFC was not only feasible but also, compared with alternative residential treatment models, cost-effective and led to better outcomes for children and families. One clinical trial of MTFC that included several follow-ups over a two-year period, demonstrated that program youth compared to control group youth: spent fewer days incarcerated at 12-month follow-up, had significantly fewer subsequent arrests, and had significantly less hard drug use in the follow-up period.

Effectiveness Rating: Moderate



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# Multisystemic Therapy

Address: MST Services 710 J. Dodds Boulevard Mount Pleasant SC

URL: <http://www.mstservices.com/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Multisystemic Therapy (MST) is a family-focused, home-based program that focuses on chronically violent, substance-abusing juvenile offenders at high risk for out-of-home placement. It is an intensive family- and community-based treatment that addresses the multiple determinants of serious antisocial behavior in juvenile offenders. It seeks to empower parents with the skills and resources needed to independently address the difficulties that arise in raising teenagers and to empower youth to cope with family, peer, school, and neighborhood problems. It places special attention on factors in the adolescent and family's social networks that are linked with antisocial behavior. The goal is to empower both family members and youth to address and cope with problems.

Annual Cost:

Per Cost:

Agencies:

Opening Date:

Number of Students:

Contact: Dr. Melanie Duncan PhD

Contact Email: [melanie.duncan@mstservices.com](mailto:melanie.duncan@mstservices.com) Contact Title: Program Development Coordinator Contact Phone: 843-856-8226

Contact Address:

Evaluation: The effectiveness of MST has been supported by several controlled, random-assignment evaluations, where youth were randomly assigned to either MST or a control group receiving other services. MST was effective across youth with varied demographic characteristics and preexisting problems. The long-term effectiveness of MST was found in youth and families two and four years after completing the program. Compared to a control group receiving other services, MST youth were significantly less likely to use



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substances, had fewer arrests or re-arrests for all types of offenses, engaged in less aggression with peers, and were less likely to be involved in criminal activity.

Effectiveness Rating: Moderate



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# New Century High Schools

Address: 320 W. 13th Street New York City NY

URL: <http://www.newvisions.org/schools/nchs/index.asp>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: New Visions for Public Schools, founded in 1989, is the largest education reform organization dedicated to improving the quality of education children receive in New York City's public schools. Working with the public and private sectors, New Visions develops programs and policies to energize teaching and learning and to raise the level of student achievement.

Annual Cost: Per Cost:

Agencies: Department of Education  
500+

Opening Date: 1989

Number of Students:

Contact: Ron Chalvisan

Contact Email: [rchalvisan@newvisions.org](mailto:rchalvisan@newvisions.org)  
212-645-5110 8156

Contact Title: Vice President for Programs Contact Phone:

Contact Address:

Evaluation: The 78% average graduation rate for the NCHS Class of 2006 exceeded the citywide average graduation rate by 20 percentage points. · Only three percent of NCHS students dropped out over four years, compared to 15% of high school students citywide. · Ninth graders in NCHS were promoted to the next grade at a rate of 80% compared to 72% citywide. · The average daily attendance of NCHS students was 84% compared to 81% for New York City high school students overall. The median NCHS attendance rate was 91%.

<http://www.newvisions.org/psa/pressrelease10-16-07.PDF>

Effectiveness Rating: Strong



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# Nogales Unified District AIMS Intervention and Dropout Prevention Program

Address: Nogales High School 1905 Apache Blvd Nogales AZ

URL: <https://www10.ade.az.gov/AIMSDPToolkit/ExemplaryPrograms/2009/NogalesHigh2009.aspx>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Nogales High School designed its AIMS IDP project to leverage the grant funds to extend and expand existing programs and activities while providing additional support for students at risk, thus planning for sustainability. Therefore, the grant intersects with other programs and activities at the school in a multi-pronged approach. While addressing educational needs of all students in Nogales High School, one component of the AIMS Intervention and Dropout Prevention Program adopted a cohort model in conjunction with the already operating Gear-Up program. Because 9th graders as a group usually fail more classes, have more discipline issues, and fail to advance to the next grade in greater numbers than the other cohorts, at-risk freshmen were targeted for intervention. To start the program off, a Summer Institute brought incoming freshman to campus for an intensive ten-day reading, math and study skills academy, with a new life skills component. During the school year, Gear-Up provide the 9th graders with individual counseling, group lessons (Freshmen Success and Freshmen Skills classes) and college visit field trips. Second period teachers helped mentor students and track attendance and grades. Student activities were coordinated with other school services, including the Ignite mentoring program.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 2007

Number of Students: 50-250

Contact: Kathy Scott

Contact Email: [kscott@nUSD.k12.az.us](mailto:kscott@nUSD.k12.az.us) Contact Title: Program Director Contact Phone: 520-377-2021

Contact Address:



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Evaluation: This grant, in combination with other school efforts, has contributed to higher numbers of graduates. Graduation rates increased from 77% in 2000-01 to 87% in 2007-08. Additionally, through the follow-up component, an assessment of student activities after graduation demonstrates that substantially more students are entering post-secondary education and work activities than in previous years.

Effectiveness Rating: Limited

# NovaNET

Address: Pearson Digital Learning 3075 W Ray Rd Suite 200 Chandler AZ

URL: <http://www.pearsonschool.com/digital>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: NovaNET is a comprehensive online curriculum for middle school through adult students. Offers self-paced learning and any-time access with reporting for AYP, NCLB and progress measurement. Computer based, online delivery allows your investment to meet the diverse needs of your students including credit recovery, alternative education, remedial and gifted tracks. Aligned and prescriptive curriculum combined with annual course releases offers easy integration of the latest pedagogy. Student assessment is integrated throughout lessons and at the end to ensure mastery is achieved, Places students at their appropriate level in each subject using the Basic Achievement Skills Inventory.

Annual Cost: less than \$25,000

Per Cost: \$500 - \$1000

Agencies:

Opening Date:

Number of Students: 500+

Contact: Julia McCombs

Contact Email: [Julia.McCombs@pearson.com](mailto:Julia.McCombs@pearson.com)

Contact Title: Secondary Account Executive Contact

Phone: 800-340-2524

Contact Address:

Evaluation: Developed, validated, and refined by research, NovaNET has been demonstrated to improve test results, reduce dropout and at-risk rates, and increase students' selfconfidence.

Effectiveness Rating: Moderate



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## Nurse-Family Partnership (NFP)

Address: Nurse-Family Partnership national Office 1900 Grant Street, Suite 400 Denver CO

URL: <http://www.nursefamilypartnership.org/index.cfm?fuseaction=home>

Demographic and Target Group: , Girls, , Expectant Mothers,

Disabilities: Other Descriptors:

Description: Nurse-Family Partnership (NFP) provides first-time, low-income mothers of any age with comprehensive home visitation services from public health nurses during pregnancy and the first two years after the birth of the child. Program delivery is primarily through home visitation, but also depends on a variety of other services to achieve outcomes. NFP nurses work intensively with these mothers to improve maternal, prenatal, and early childhood health and well-being with the expectation that this intervention will help achieve long-term improvements in the lives of at-risk families.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Gloria Hill

Contact Email: [info@nursefamilypartnership.org](mailto:info@nursefamilypartnership.org) Contact Title: Client Relations Representative Contact  
Phone: 844-637-6667

Contact Address:

Evaluation: NFP produced consistent benefits for low-income mothers and their children, in contrast to the comparison groups, in three experimental studies, including one 15-year follow-up: improved mothers' prenatal health and decreased preterm births, increased mothers' participation in the workforce, reduced rates of subsequent pregnancy and greater intervals between births, reduced maternal behavioral problems attributable to substance use, reduced arrests among the mothers, resulted in fewer arrests and convictions among the 15-year-old adolescents, and reduced cigarette smoking by the 15-year-olds.

Effectiveness Rating: Strong



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## NW GLRS

Address: 3167 Cedartown Hwy SE Rome GA

URL: <http://nwgaresa.com>

Demographic and Target Group: , , , Students with Disabilities, Educationally Disadvantaged,

Disabilities: Other Descriptors:

Description: The first phase of this program included training and facilitating school based Dropout Prevention Teams at the selected middle/high school, reviewing both district and school level policies, collecting and analyzing data. The second phase employed data driven decisions to select target areas, and aligning with existing school improvement plans which included attendance, increasing math performance, increasing family engagement at both schools, identifying evidence based strategies, determining professional learning needs, and and developing focused Dropout Prevention Action Plans. The final phase (implementation) began this Fall. Observations/feedback, and fidelity checks for evidence based strategies, including progress monitoring and data analysis is underway for the target areas.

Annual Cost: \$25,000 - \$100,000

Per Cost: less than \$500

Agencies:

Opening Date: 2008

Number of Students: 500+

Contact: Dr. Doris M. Dickerson

Contact Email: [ddickerson@nwgaresa.com](mailto:ddickerson@nwgaresa.com)

Contact Title: Collaboration Coach for Dropout Prevention

Contact Phone: 706-295-6187 44

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Oklahoma Statewide Alternative Academy Program

Address: 2500 N. Lincoln Blvd., Suite 316Oklahoma CityOK

URL: <http://sde.state.ok.us/Programs/AltEd/default.html>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description:

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Opening Date: 1994 Number of Students: 500+

Contact: Lisa Pryor

Contact Email: [Lisa\\_Pryor@sde.state.ok.us](mailto:Lisa_Pryor@sde.state.ok.us) Contact Title: Assistant Superintendent Contact Phone: 405-522-0276

Contact Address: 2500 North Lincoln Blvd Oklahoma City 73105

Evaluation:

<http://otac.info/OTAC-Statewide-Reports/OTAC%200607%20Report/Execsum%2007.pdf>

Effectiveness Rating: Strong



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# Oklahoma Technical Assistance Center

Address: 123 E. BroadwayCushingOK

URL: <http://otac.info>

Demographic and Target Group: , , , At-risk of not completing school,

Disabilities: Other Descriptors:

Description: In 1982, the Oklahoma State Department of Education began pilot programs to address a growing concern for the number of high school student leaving without a diploma. By 1992, the state increased funding to alternative education programs across the state and established an evaluation requirement. OTAC was chosen to be the evaluator of this statewide initiative. It became apparent that certain components were fundamental to the success of the interventions. Seventeen criteria were identified from OTAC research on best practices and successful strategies for intervening with at-risk learners and they were written into law. The Oklahoma Technical Assistance Center (OTAC) created a rubric to assess the implementation of each of the criteria in each program. OTAC provided coaching, technical assistance, and evaluation. A state-wide model for Alternative education along with the evaluation process and coaching offered by OTAC became nationally recognized. Annually we serve more than 11,000 students in grades six through twelve. Five of the state alternative programs have received the National Dropout Prevention Network's Crystal Star of Excellence. In 2004, NDPN awarded two of Oklahoma's programs in one year. The Oklahoma Technical Assistance Center evaluates all of the Oklahoma programs based on three independent sources of information: observational data collected during site visits by OTAC staff, student surveys, and student outcomes. The student outcomes include both demographics and program effectiveness data. OTAC continues to provide evaluation, professional development, technical assistance throughout the state. Professional development is delivered through webcast, on-site coaching, regional meeting, and work with district leadership teams and small learning communities.

Annual Cost: \$500,000 + Per Cost: \$1000 - \$2000

Agencies: Oklahoma State Department of Education, University of Oklahoma K20 Center

Opening Date: 1972

Number of Students: 500+

Contact: Ms. Denise A Riley



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Contact Email: [driely@otac.info](mailto:driely@otac.info) Contact Title: Assistant Director Contact Phone: 918-225-1882

Contact Address: 123 E. Broadway Cushing OK 74023

Evaluation: The Oklahoma Technical Assistance Center (OTAC) has been providing evaluation, technical assistance and professional development services to local, state, and national agencies for more than thirty years. OTAC also provides technical assistance and professional development to approximately 257 statewide Alternative Education Programs. OTAC offers a broad array of professional development opportunities to all Oklahoma educators through onsite personalized coaching, customized data-driven workshops, videoconferencing, and web access to over 60 free, original, and timely professional development programs. OTAC's mission is to improve student outcomes and create systemic change that impacts curriculum, teaching, assessment, classroom management and school leadership. OTAC has been recognized by the US Department of Education.

Effectiveness Rating: Strong



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# Olweus Bullying Prevention Program

Address: Institute on Family & Neighborhood Life 2038 Barre Hall Clemson SC

URL: <https://olweus.sites.clemson.edu>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Olweus Bullying Prevention Program is a comprehensive research-based school program designed to prevent and reduce bully/victim problems among students in elementary, middle, and high school. School staff members are largely responsible for introducing and implementing the program, and their efforts are directed at changing norms for behavior and improving peer relations and the climate of the school. Core components of the program are implemented at the schoolwide level, the classroom level, the individual level, and the community level.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 1991

Number of Students: 500+

Contact: Jan Urbanski Ed.D.

Contact Email: [jurbans@clemson.edu](mailto:jurbans@clemson.edu)

Contact Title: Director, Safe & Humane Schools Contact Phone:

864-656-6271

Contact Address: SC

Evaluation: In several US studies with diverse populations, the following findings have been obtained. In a study of middle school students in the rural southeastern US, in comparison to students in schools not implementing the program, there were significant reductions in the frequency with which students had bullied others (16%), and significant reductions in measures of delinquency, vandalism, school misbehavior, and sanctions for school misbehavior. In a study of inner-city elementary and middle schools in the northeastern US that used observational methods to examine bullying incident density (BID, bullying incidents per 100 student hours), researchers observed that BID decreased 45% after four years after program implementation. In a study of suburban elementary schools in the western US, self-reported rates of being bullied decreased 21% after one year and 14% after two years. There also were significant decreases in



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students' reports of bullying others after one year (8%) and two years (17%) of program implementation. Researchers also observed increases in bullied students' propensities to tell a teacher about their experiences, students' perceptions that teachers try to stop bullying, teachers' perceptions that there were clear rules about bullying, and teachers' perceptions that they know how to respond to bullying that they observed or heard about.

Effectiveness Rating: Strong

# Ombudsman Educational Services

Address: 1585 N. Milwaukee Ave. Suite 2 Libertyville IL

URL: <http://www.ombudsman.com>

Demographic and Target Group: , Other, , ,

Disabilities: 16-20% Other Descriptors:

Description: Ombudsman partners with more than 100 public school districts in 14 states to operate more than 100 schools and programs. Each year, Ombudsman helps thousands of students stay or get back on track to complete middle school promotion or earn a high school diploma. Regardless of the reason they attend, 82 percent of students graduate, return to their district school closer to or at grade level, or complete the academic year at Ombudsman.

The Ombudsman program offers non-traditional learners a new opportunity to encounter a personalized learning experience different than they encountered in the traditional school setting. Our model identifies and develops academic, social and behavioral goals to increase academic achievement for all students, including those who have struggled with behavior, academics and attendance issues.

Ombudsman helps every student explore academic and career pathways and develop a plan for life after high school, and we are committed to becoming an integral part of the neighborhoods in which we are located. A flexible schedule with morning, afternoon and, in some cases, evening sessions means students don't have to choose between life and school.

We provide learning environments that are operated by highly qualified instructional staff, rich in technology, and specifically designed to meet the academic and behavioral needs of learners. Ombudsman is nationally accredited by AdvancED and the Middle States Association of Elementary and Secondary Schools (MSAESS).

The Ombudsman model identifies and develops academic, social and behavioral goals and is designed to increase academic achievement for all students. Students who have dropped out can have another chance at changing their future with Ombudsman. Ombudsman provides an opportunity for all students, regardless of referral reason, including students with disabilities, English Language Learners, and students who may have had significant academic, attendance or behavioral issues in the past.

Ombudsman helps every student explore academic and career pathways and develop a plan for life after high school. A flexible schedule with morning, afternoon and, in some cases, evening sessions means students don't have to choose between life and school.



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Ombudsman utilizes a number of research-based curriculum resources that are aligned to national and state standards. Instruction is tailored to ensure each student earns the necessary credits to arrive at graduation. Ombudsman's rigorous and relevant academic programs are accredited by AdvancED™.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies: Chancelight Behavioral Health, Therapy & Education

Opening Date: 1975

Number of Students: 500+

Contact: Ms. Diana Shaffer

Contact Email: [dshaffer@chancelight.com](mailto:dshaffer@chancelight.com) Contact Title: Contact Phone: 847-567-6571

Contact Address: 1585 N Milwaukee Ave. Suite 2 Libertyville IL 60048

Evaluation: Ombudsman students have high rates of growth and achievement. During the 2015-2016 school year: • 84% of all high school and middle school students completed their enrollment successfully, graduated or returned to the district; • 80% of all eligible students graduated

<http://www.ombudsman.com/district-partnerships/results/>

Effectiveness Rating: Strong



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# Open Circle

Address: Wellesley Centers for Women - STC, Wellesley College 106 Central Street Wellesley MA

URL: <http://www.open-circle.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Open Circle is a whole-school social and emotional learning program designed to improve school climate and foster social and emotional skill development in grades K-5. Since 1987 Open Circle has reached nearly half a million children and trained over 10,000 educators. A program of the Wellesley Centers for Women at Wellesley College, Open Circle is currently used in 262 schools across 98 communities in the Northeast. Open Circle strives to develop safe, caring and cooperative learning environments and develop children's self-awareness, self-management, social awareness, and relationship and decision-making skills. The Open Circle approach involves 15-minute, twice-weekly class meetings with active lessons from the grade-differentiated, spiraling Open Circle Curriculum. In addition, teachers, administrators, support staff, and parents infuse Open Circle concepts throughout the school day and at home. Teachers receive extensive training and coaching, while other school community members receive training tailored to their specific roles at school and at home.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 1987

Number of Students: 500+

Contact: Ms. Nova Biro

Contact Email: [nbiro@wellesley.edu](mailto:nbiro@wellesley.edu)

Contact Title: Co-Director Contact Phone: 781-283-2982

Contact Address:

Evaluation: In one research study, after one year of Open Circle participants showed significantly greater teacher-reported improvements in both social skills and problem behaviors than did control group members. Although the largest gains were made by students in urban areas, significant positive effects of program participation were shown by all students, regardless of school setting. In another research study, middle



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school girls who had previously participated in at least two years of Open Circle showed a significant increase in self-assertiveness when compared to non-participants. Middle school boys with at least two years of Open Circle reported higher levels of social skill and self-control and fewer problems with physical fighting. In a survey of 670 teachers who have participated in Open Circle training, a majority of participants reported increases in students' self-control, cooperation, problem solving, and effective communication, and decreases in teasing, bullying, and exclusion of peers.

[http://open-circle.org/files/OC\\_Research\\_Findings.pdf](http://open-circle.org/files/OC_Research_Findings.pdf)

Effectiveness Rating: Strong



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# Opportunity School

Address: 625 North Grant Street Wooster OH

URL: [http://www.woostercityschools.org/school\\_home.aspx?schoolid=9](http://www.woostercityschools.org/school_home.aspx?schoolid=9)

Demographic and Target Group: , , , Referral from home school administration,

Disabilities: Other Descriptors: Equine Therapy/Mentoring

Description: The Opportunity School was recognized as a School of Promising Practices by Ohio's Governor Strickland in the commissioned report, "Supporting Student Success: A New Learning Day in Ohio," in August 2008. The Opportunity School program was developed in 1997 and served students in grades 7-10 that were at-risk for dropping out. The students would return to their home high school or attend the career center. In 2006 a new administrator recognized and addressed the need to expand the program through 12th grade to better meet the needs of the students and have a positive impact on graduation. May 2009 saw the first graduating class of 10 students; 8 on schedule and 2 completing their high school requirements a year early. Several students were the first in the family to graduate from high school and some were parents of infants. The 2009-2010 school year has seen additional growth with 16 seniors and expanded opportunities for special education students.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies: Wayne County: Juvenile Court, Job and Family Services, Children Service Board; Wooster City Police Department; Families and Children First Council; STEPS; Village Network; Pregnancy Care Center; Planned Parenthood; Your Human Resources, Change Through Cha Opening Date: 1997 Number of Students: 50-250

Contact: Mr. Chuck Fleming

Contact Email: [wstr\\_cflaming@woostercityschools.org](mailto:wstr_cflaming@woostercityschools.org) Contact Title: Principal Contact Phone: 330-262-8282 6001

Contact Address:



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Evaluation: We serve high risk youth in grades 7-12 with social and emotional issues that have adversely impacted their education. The students are provided an opportunity to achieve success in our program through small classes sizes, individual academic plans, and a clinical staff to address social and emotional needs of the student and family. Our staff believes in establishing trust and maintaining a caring and understanding of the student's individual needs. We begin with the end in mind.

Effectiveness Rating: Moderate



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## Options Academy - Wokini

Address: 5030 Tylersville Road West Chester OH

URL: <http://www.butlertech.org>

Demographic and Target Group: , , , barriers to education,

Disabilities: 6-10%

Other Descriptors:

Description: Wokini's goal and purpose is to promote educational credit recovery, through character building, for students who have barriers to education. The objectives of the program are: 1) facilitate credit recovery and academic success, 2) explore educational opportunities for all students, 3) promote positive mental attitude, 4) develop students' internal locus of control, and 5) provide meaningful service learning opportunities that link education to real life experiences. The target population that Wokini serves is the at-risk Lakota School District students who are in grades nine through twelve and who have barriers to education.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies: Butler Tech, Lakota Local School District  
Students: 50-250

Opening Date: 1999

Number of

Contact: Ms. Laura J. Sage

Contact Email: [sagel@butlertech.org](mailto:sagel@butlertech.org)

Contact Title: Principal Contact Phone: 513-874-7660

Contact Address:

Evaluation: 96.1% Attendance Rate; 97.2% of students without Suspensions; 100% without expulsions; Ohio Graduation Passage Rate 83%; Average amount of credit earned per student 6.65; average amount of academic credit earned per student 5.61

<http://www.butlertech.org>

Effectiveness Rating: Strong



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## Options Academy -The Arts

Address: 101 S. Monument Ave.HamiltonOH

URL: <http://www.butlertech.org/arts>

Demographic and Target Group: , , , Passion for the Performing or Visual Arts,

Disabilities: Other Descriptors:

Description: Options Academy-The Arts is a program dedicated to serving a niche group of at-risk students--those with a passion for the performing or visual arts. OAA uses this passion for the arts as a "hook" to engage students in school. Individualized learning is a primary focus of the program--with a school-wide flexible schedule designed to make this focus possible. There are no auditions--the single admissions requirement for the program is a demonstrated passion for the arts.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Fitton Center for Creative Arts Opening Date: 2005 Number of Students: 50-250

Contact: Ms. Erin M Schilling

Contact Email: [schillinge@butlertech.org](mailto:schillinge@butlertech.org) Contact Title: Principal, Options Academy-The Arts Contact Phone: 513-863-8898 118

Contact Address:

Evaluation: The program has been shown to decrease suspensions and expulsions, improve attendance and improve performance on state-mandated tests.

Effectiveness Rating: Limited



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# Options Academy Fairfield

Address: 1111 Nilles Road Fairfield OH

URL:

Demographic and Target Group: , , , ,

Disabilities: 6-10%

Other Descriptors:

Description: Who Attends Options Academy of Fairfield? 1. Students seeking academic success through an online program 2. Students who have a need for work-based learning 3. Students who need credits for high school graduation 4. Students wishing to graduate early 5. Students with social/emotional concerns 6. Students who would like a small school atmosphere in a non-traditional setting 7. Students desiring individualized attention from accredited teachers. All students are placed in a career based intervention program (CBIP) to learn work related skills. Students receive their elective credits through work based learning experiences and their academic credits through an online program.

Annual Cost: \$25,000 - \$100,000

Per Cost: less than \$500

Agencies:

Opening Date: 2004

Number of Students: 50-250

Contact: Mr. Robert T. Polson

Contact Email: polsonb@butlertech.org Contact Title: Principal Contact Phone: 513-310-9092

Contact Address:

Evaluation: Program is designed to limit expulsions and suspensions, increase attendance rate, and increase OGT scores and graduation rate.

Effectiveness Rating: Limited



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# Oracle Education Foundation's ThinkQuest

Address: 500 Oracle Parkway 50P-8Redwood ShoresCA

URL: <http://www.thinkquest.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: ThinkQuest is a protected, online learning platform that enables teachers to integrate learning projects into their classroom curriculum and students to develop 21st century skills. It includes the following: a project environment where teachers and students engage in collaborative learning; a competition space where students participate in technology contests; the award-winning ThinkQuest Library, a learning resource visited by millions; and a professional development program for educators. ThinkQuest supports 400,000 participants in 60 countries and is free for primary and secondary schools around the world.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 2008

Number of Students: 500+

Contact:

Contact Email: [support@thinkquest.org](mailto:support@thinkquest.org) Contact Title: Contact Phone: 866-600-4357

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Overcoming Obstacles

Address: 125 Maiden Lane 5th Floor New York NY

URL: <http://www.overcomingobstacles.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Students need more than traditional academic instruction to be successful. Overcoming Obstacles ensures that educators can teach students the skills necessary to achieve this. Overcoming Obstacles includes curriculum materials, teacher training, and ongoing support. The curriculum includes 180 hours of instruction on more than 20 vital topics, such as study skills, conflict resolution, and time management. Because college and career readiness are critical, students in the high school program also learn to plan for continuing education, prepare resumes, perform well in interviews, excel on the job, develop financial responsibility, and complete applications for financial aid. Overcoming Obstacles bolsters educator effectiveness through its professional development workshops and ongoing support services, which are vital to the effectiveness of any program. Since every school has unique needs, Overcoming Obstacles is designed to be flexible. The curriculum is organized into separate modules that allow educators to select topics that best suit their individual classrooms.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 1992

Number of Students: 500+

Contact: Mrs. Erin M Capone MSW

Contact Email: [erincapone@overcomingobstacles.org](mailto:erincapone@overcomingobstacles.org)  
2124067488 122

Contact Title: Executive Director Contact Phone:

Contact Address:

Evaluation: Overcoming Obstacles has helped millions of students improve their academic achievement, graduate from high school, and prepare for college and careers. Overcoming Obstacles' effectiveness is evaluated using a variety of methods, including educator and student surveys, site visits, and reviews of school-issued data. Successful implementation is defined as students' retention and application of life skills.



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Short-term indicators of success include improved academic performance, reductions in school violence, and increased attendance rates, while long-term indicators include increased graduation rates, college and career preparedness, and general life satisfaction. Overcoming Obstacles accomplishes this by helping educators teach abstract concepts like "effective communication," "goal setting," "conflict resolution," and "time management" through engaging activities, group discussions, and service learning. The program gives teachers a roadmap to social- emotional learning, and includes an entire year of engaging instruction. To ensure educator effectiveness, the program also provides professional development workshops, assistance with implementation planning, and ongoing support services.

<http://www.overcomingobstacles.org/recognition>

Effectiveness Rating: Strong



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# Owasso Ram Academy

Address: 202 E BroadwayOwassoOK

URL: <http://www.owasso.k12.ok.us/RAMacademy>

Demographic and Target Group: , , , ,

Disabilities: 1-5% Other Descriptors:

Description: Owasso Ram Academy is the dropout prevention, intervention, and recovery program for Owasso Public Schools. We serve at-risk youth grades 9-12. We are a non-punitive, school of choice program. Students apply, are interviewed with parent(s) present, and are accepted based on at-risk criteria. Students and parents sign contracts agreeing to abide by all school policies and procedures. We work with students who struggle for a variety of reasons within the traditional school environment. We work with students and parents to improve academics, attendance, behaviors, social skills, life skills, and attitudes. Progress within these areas is closely monitored. Multiple counseling opportunities are provided to students each week. These include individual counseling, group counseling, therapeutic drug/alcohol abuse counseling, sex education, parenting, and resiliency/decision-making counseling. We operate our program based on 4 R's: Rigor, Relationships, Responsibility, and Respect. We believe that the key to success with at-risk youth is the development of caring, nurturing, and supportive relationships between students and faculty.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies: Youth Services of Tulsa, Operation Aware, Tulsa Health Department  
1998 Number of Students: 50-250

Opening Date:

Contact: Dr. Johanna Woodard

Contact Email: [johanna.woodard@owassops.org](mailto:johanna.woodard@owassops.org) Contact Title: Principal Contact Phone: 918-272-8040

Contact Address:

Evaluation: Owasso Ram Academy is a highly effective program as demonstrated by a proven track record of improved academic skills, attendance, and graduation rate. The Oklahoma Technical Assistance Center conducts a yearly evaluation of our program based on 17 effectiveness criteria and we have consistently received highly effective ratings in all applicable areas for the last 8 years. In 2009, we were recognized by the



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Oklahoma State School Superintendent and the Oklahoma State School Board as an "exemplary" alternative education program.

Effectiveness Rating: Limited



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# Pace Learning Systems

Address: 10852 Mallard Lake LaneCottdaleAL

URL: <http://pacelearning.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: assessment

Description: The Dropout Assessment and Prevention System (DAPS) is a comprehensive, module based system. It contains three components: the prediction and needs assessment of potential dropouts; consulting and training support to develop a multi-tiered intervention solution for the students who have been identified as at risk of dropping out; and a software and/or a print component system that remediates those students who are at academic risk. These are evidence-based components that can be seamlessly integrated into school environments so that administrators, teachers, students and families will use it with consistency to address multiple variables that influence a student's choice to stay in school versus dropping out. The DAPS can be used to formulate individualized strategies to address multiple variables that influence a student's choice to drop out or stay in school. Our core strategies are comprised of the following three components: Module 1-Identification. Determine students' probability for academic failure and dropping out by using the Student At-Risk Identification Scale. Module 2-Assessment/Intervention. Comprehensive review of the Student Needs Assessment Checklist of students identified as at-risk of dropping out of school. This includes a personalized intervention plan and an evaluation of school and community resources to provide the needed intervention strategies. Module 3-Accelerated Learning. When academic remediation is a required priority, these students will be placed in a specially designed remediation plus credit recovery program that works quickly for students who are low performing and may be reading below the eighth grade reading level.

Annual Cost: \$25,000 - \$100,000

Per Cost: less than \$500

Agencies: Institute for Social and Educational Research  
of Students: 500+

Opening Date: 1977

Number

Contact: Dr. Susan P. McKee

Contact Email: [smckee@pacelearning.com](mailto:smckee@pacelearning.com)

Contact Title: President/CEO Contact Phone: 205-758-2823



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Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# PACE Personal Alternative Choices in Education

Address: 6064 Slab Landing RdCopeSC

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The PACE program is designed to meet the needs of students who are not finding success in the regular classroom by offering alternative pathways for graduation. It targets those students who are at a high risk of dropping out of regular school due to such things as attendance, pregnancy, poor performance, problems at home, the need to work, and loss of credits due to transfers. The program gives hope to students and parents who have been struggling with "the school issue". It gives students, administrators, parents, and teachers another safety net to catch students before they become a statistic. It has proven results to push students forward and gives them an obtainable goal which most at-risk students have lost.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 2006

Number of Students: 50-250

Contact: Mrs. Alice S. Wolfe

Contact Email: wolfea@orangeburg4.com Contact Title: Coordinatior Contact Phone: 803-533-1783

Contact Address:

Evaluation:

Effectiveness Rating: Moderate



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# Parent Institute for Quality Education (PIQE)

Address: 4010 Morena Blvd.Suite 200San DiegoCA

URL: <http://www.piqe.org/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: PIQE was founded on two main principles; that every parent loves their child and wants a better future for them; and, that every child can learn and learning is a natural process. Our sixteen years of service, dialogue and learning from parents has reinforced and confirmed these important principles. PIQE provides the information and tools that parents, especially low-income immigrants need, to become more involved in their children's education. PIQE classes have been taught in more than 16 languages. We strongly believe that parent involvement begins at home and must continue at the schools - that every child is in crisis if their parent/guardian is not engaged with them at home and in the schools. PIQE's programs are a work in progress, changing and adapting to the cultural, language and social conditions of every parent, family and community.

Annual Cost: Per Cost:

Agencies: California State University

Opening Date: 1987

Number of Students:

Contact: David Valladolid

Contact Email: Contact Title: President Contact Phone: 858-483-4730

Contact Address:

Evaluation: The evaluation varies based on the location of the program, however in San Diego County 93 percent of students whose parents attended the training did graduate and most of these attended college.

Effectiveness Rating: Limited



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# Parent Leadership Training Institute

Address: 18-20 Trinity StreetHartfordCT

URL: [http://www.cga.ct.gov/COC/plti\\_about.htm](http://www.cga.ct.gov/COC/plti_about.htm)

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: Parent Leadership and Advocacy

Description: PLTI has these goals: Help parents become the leaders they would like to be for children and families; Expand the capacity of parents as change agents for children and families; Develop communities of parents within regions of the state that will support one another in skills development and successful parent action for children; Facilitate systems change for parental involvement with increased utilization of parents in policy and process decisions; and Increase parent-child interactions and improve child outcomes through parent involvement.

Annual Cost: Per Cost:

Agencies: American Leadership Forum, Leadership Greater Hartford, Connecticut Commission on Children

Opening Date: 1993

Number of Students:

Contact: Dawn Homer-Bouthiette

Contact Email: [dawn.homer-bouthiette@cga.ct.gov](mailto:dawn.homer-bouthiette@cga.ct.gov)

Contact Title: Director Contact Phone: 860-240-

0085

Contact Address:

Evaluation: The PLTI provides parents with new skills and knowledge valuable for supporting child outcomes, as well as a greater sense of efficacy. Alumni described changes in their behavior before and after attending PLTI. Assessments of their pre-training behavior are shown in parenthesis. 86% (34%) agree that they "get in touch with elected officials when important bills or issues about my community are pending" 97% (47%) "understand how service systems for communities are organized" 92% (48%) agree that "when problems arise within my community, I do something about them" 99% (54%) are "able to access information to help me better navigate my community." Alumni described the overall impacts of PLTI



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involvement on their lives as follows: 81% agreed that PLTI "improved my knowledge and skills in being an agent of change" 78% agreed that PLTI "improved my self-confidence" 56% "are able to use the skills and knowledge from PLTI in the workplace"

[http://www.cga.ct.gov/coc/plti\\_parents\\_see\\_evaluation.htm#plti](http://www.cga.ct.gov/coc/plti_parents_see_evaluation.htm#plti)

Effectiveness Rating: Strong



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# Parenting Wisely

Address: 1005 E. State St., Ste. G Athens OH

URL: <http://www.familyworksinc.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Parenting Wisely (PW) is a parenting skills education system. The PW programs are designed to facilitate the learning of necessary skills for the healthy well-balanced raising of children from age 3 to 18. Proven to reduce problem behaviors and increase communication and family unity, PW offers well documented and tested programs that guarantee results. Available in either CD-ROM or online formats, PW's interactive format encourages maximum skill retention. Parents choose from ten different video enactments of typical family struggles, from teenagers playing loud music to trouble in school and more. After viewing the conflict, users must choose from a list of options representing different levels of effectiveness. Each behavior is portrayed and then critiqued through an interactive question and answer session. The in-depth tutorials highlight the parenting skills depicted and give further insight into beneficial behavior. Each session is then concluded with a quiz, further engraining the information.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Donald A Gordon PhD

Contact Email: [info@familyworksinc.com](mailto:info@familyworksinc.com) Contact Title: Director Contact Phone: 866-234-9473

Contact Address:

Evaluation: Thirteen evaluations have been conducted on PW across a variety of settings. Five studies involved random assignment of parents to treatment and control groups. The program was found to: significantly reduce problem/conduct behavior in children, and improve parental involvement with children and their schoolwork.



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[http://www.familyworksinc.com/research\\_articles/index.html](http://www.familyworksinc.com/research_articles/index.html)

Effectiveness Rating: Moderate



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## Parenting Wisely - DUPLICATE

Address: Family Works Inc.1005 East State Street, Suite G Athens OH

URL: <http://www.familyworksinc.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Parenting Wisely (PW) is a parenting skills education system. The PW programs are designed to facilitate the learning of necessary skills for the healthy well-balanced raising of children from age 3 to 18. Proven to reduce problem behaviors and increase communication and family unity, PW offers well documented and tested programs that guarantee results. Available in either CD-ROM or online formats, PW's interactive format encourages maximum skill retention. Parents choose from nine different video enactments of typical family struggles, from teenagers playing loud music to trouble in school and more. After viewing the conflict, users must choose from a list of options representing different levels of effectiveness. Each behavior is portrayed and then critiqued through an interactive question and answer session. The in-depth tutorials highlight the parenting skills depicted and give further insight into beneficial behavior. Each session is then concluded with a quiz, further engraining the information.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact:

Contact Email: [info@familyworksinc.com](mailto:info@familyworksinc.com) Contact Title: Contact Phone: 866-234-9473

Contact Address:

Evaluation:

[http://www.familyworksinc.com/research\\_articles/index.html](http://www.familyworksinc.com/research_articles/index.html)

Effectiveness Rating: Moderate



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## Parenting With Love and Limits (PLL)

Address: PO Box 30381SavannahGA

URL: <http://www.gopll.com/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: PLL combines group therapy and family therapy to treat children and adolescents who have severe emotional and behavioral problems.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Dr. Scott P Sells PhD

Contact Email: [spsells@gopll.com](mailto:spsells@gopll.com) Contact Title: Chief Executive Officer Contact Phone: 800-735-9525

Contact Address:

Evaluation:

<http://www.gopll.com/?id=Research>

Effectiveness Rating: Moderate



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# PASS (Portable Assisted Study Sequence)

Address: 27 Lackawanna Avenue Mt. Morris NY

URL: <http://www.migrant.net/pass>

Demographic and Target Group: , , , ,

Disabilities: 1-5%

Other Descriptors: skill building, preteaching, remediation

Description: The National PASS Center (NPC) serves as a national clearinghouse and coordinating center for bringing PASS (Portable Assisted Study Sequence) courses into alignment with current academic learning standards. Located in western New York as part of the Geneseo Migrant Center, the NPC is charged with overseeing the development of academically rigorous yet accessible and cost-effective courses, providing support materials and trainings, and acting as a resource for information on program implementation, promising practices, and state contacts. The NPC is funded by state participation and distribution site license fees, as well as periodic, course-specific grants from various entities.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: State Migrant Education Departments

Opening Date: 1978

Number of

Students: 500+

Contact: Ms. Sally G Fox

Contact Email: [sallyfox@gvboces.org](mailto:sallyfox@gvboces.org)

Contact Title: Coordinator Contact Phone: 800-245-5681

Contact Address:

Evaluation:

Effectiveness Rating: Moderate



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# Peace and Education Coalition Accelerated High School

Address: 4946 South Paulina Street Chicago IL

URL: <http://peaceandeducationschools.org/>

Demographic and Target Group: , , , Age 16-21,

Disabilities: 21-25% Other Descriptors:

Description: The Peace and Education Coalition Alternative High School Program provides a non-traditional educational opportunity for out-of-school youth, ages 16-21, who desire to achieve a high school diploma and a new chance to fully participate in the economic and social spheres of life through guidance and support. We believe that all students deserve to be surrounded by adults who believe in their unlimited, personal potential. We believe that every student deserves an educational environment that is welcoming and safe. We believe that every child deserves rich educational, career, and social-emotional guidance and support in order to define the pathways to the options he or she chooses.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Chicago Commons, Back of the Yards Neighborhood Council, Literature for All of Us, Neighborhood Housing Services, Precious Blood Ministries of Reconciliation Opening Date: 1998  
Number of Students: 50-250

Contact: Ms. Brigette L Swenson

Contact Email: [blswenson@cps.edu](mailto:blswenson@cps.edu) Contact Title: Principal Contact Phone: 773-535-9023

Contact Address:

Evaluation: Each year, Peace and Education Coalition High Schools serves 150-170 students. We graduate between 35-40% of our student body. We have attained a Level 1+ Rating in our school district, and when compared with all of the 40 Alternative programs in our district, we rank #3 of 40. 71% of our students met their growth targets on their STAR Reading assessment. 68% of our students met their growth targets on



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their STAR Math assessment. We graduated 100% of our graduation-eligible students last year. 80% of our students experienced growth in their daily attendance averages once enrolling in our program.

[http://peaceandeducationschools.org/apps/news/show\\_news.jsp?REC\\_ID=334195&id=0](http://peaceandeducationschools.org/apps/news/show_news.jsp?REC_ID=334195&id=0)

Effectiveness Rating: Moderate

## Peer-Assisted Learning Strategies (PALS)

Address: Vanderbilt University, Attention: Lynn Davies 110 Magnolia Circle, Suite 418 Nashville TN

URL: <http://www.kc.vanderbilt.edu/pals>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: PALS combines proven instructional principles and practices and peer mediation so that research-based reading and math activities are effective, feasible, and enjoyable. PALS is a version of classwide peer tutoring. Teachers identify which children require help on specific skills and who the most appropriate children are to help other children learn those skills. Using this information, teachers pair students in the class, so that partners work simultaneously and productively on different activities that address the problems they are experiencing. Pairs are changed regularly, and over a period of time as students work on a variety of skills, all students have the opportunity to be "coaches" and "players."

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact:

Contact Email: [PALS@vanderbilt.edu](mailto:PALS@vanderbilt.edu) Contact Title: Contact Phone: 615-343-4782

Contact Address:

Evaluation: Repeated evaluations of PALS Reading and PALS Math indicate that high-achieving, average-achieving, and low-achieving students, and students with learning disabilities make greater progress in PALS classrooms than their counterparts in typically structured classrooms. PALS Reading and PALS Math have been approved by the U.S. Department of Education's Program Effectiveness Panel as an effective educational practice.

<http://www.bestevidence.org>

Effectiveness Rating: Strong



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## Penn Second Shift

Address: 55985 BittersweetMishawakaIN

URL: <http://www.phm.k12.in.us>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The mission of the PHS Second Shift Program is to educate students to be responsible, contributing citizens. Coursework is provided so that the PHS Second Shift students may earn a Penn High School diploma. A comprehensive core curriculum of North Central Association-approved courses is delivered through NovaNET, an interactive Internet-based program. Most courses also include writing assignments. North Central Association-approved courses receive pass/fail grades. For some classes, additional Criterion-Referenced Tests (CRTs) may need to be passed. The Indiana Graduation Qualifying Exam (GQE) must be passed as part of the diploma program.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies: Penn-Harris-Madison School Corporation  
of Students: 250-500

Opening Date: 1999

Number

Contact: Ms. Jeneen G Conway Ed.S.

Contact Email: [jconway@phm.k12.in.us](mailto:jconway@phm.k12.in.us) Contact Title: Coordinator of Alternative Programs Contact Phone: 574-259-2874 201

Contact Address: Byrkit High ERC at University Park Mall 6501 Grape Road, Suite 588 Mishawaka IN 46545

Evaluation:

Effectiveness Rating: Moderate



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# Pennway Alternative Program

Address: 55985 Bittersweet Road Mishawaka IN

URL: <http://www.phm.k12.in.us>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: Co-op

Description: The mission of Pennway Alternative is to provide high school programming for students on a diploma track. The Pennway staff believe that all students have the ability to learn and are worthy of dignity and respect. It is the responsibility of the staff to nurture and challenge students' creativity. The staff promotes the intellectual, social, and physical talents of all students. Students must develop the mindset of lifelong learning by following the Lifelong Guidelines and Lifelong Skills adopted by the Penn-Harris-Madison School Corporation. The Pennway Alternative Program is a two-tiered program: a 9-10th program and an 11-12th program. As students mature and complete credits, they are expected to assume more responsibility (such as having a job in the 11-12th grade program), and more privileges (such as driving to school in the 11-12th grade program.) All course work is delivered through two software programs and many courses have required reading and writing assignments in addition to the software.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies:

Opening Date: 2000

Number of Students: 50-250

Contact: Ms. Jeneen G. Conway Ed.S.

Contact Email: [jconway@phm.k12.in.us](mailto:jconway@phm.k12.in.us) Contact Title: Coordinator of Alternative Programs Contact Phone: 574-968-9617 201

Contact Address: Byrkit High ERC at University Park Mall 6501 Grape Road, Suite 588 Mishawaka IN 46545

Evaluation:

Effectiveness Rating: Moderate



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## PHASE 4 Learning Center, Inc.

Address: 5850 Center Avenue Suite 930 Pittsburgh PA

URL: <http://www.phase4learningcenter.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: PHASE 4 Learning Center, Inc. (PHASE 4) was founded in 2003 by four professional educators experienced in traditional, non-traditional and special education as a response to the problems they encountered with students who could not learn in a traditional public school setting. These students, who are at high risk for dropping out of school, face a much higher likelihood of unemployment, underemployment, or delinquency and crime.

PHASE 4 is a community-based 501(c)(3) non-profit organization that provides various programs to at-risk populations. Led by its Founders and Board of Directors, PHASE 4's twofold mission is to 1. Provide an exceptional education for at-risk individuals that focuses on their academic, social, behavioral, and future needs, enabling them to graduate from high school prepared for a career pathway and 2. Establish partnerships with employers, higher education programs, the U.S. Military and community organizations to meet the needs of the region's employment sectors by preparing and connecting PHASE 4's participants to the appropriate career path.

As of August, 2018, PHASE 4 serves individuals at three locations in Pittsburgh, Pennsylvania and one location in Harrisburg, Pennsylvania.

PHASE 4 is an approved Private Provider of Alternative Education by the PA Department of Education, fully accredited by the Middle States Association, the largest private provider of alternative education in Pennsylvania, and remains a model dropout prevention program as identified by the National Dropout Prevention Center Network. PHASE 4 has assisted over 15,000 students in attaining an education, developing soft skills and work readiness training, and establishing career pathways leading to employment.

PHASE 4 continues to service high-risk students, while offering expanded services including career readiness, technology education, mentoring, ASVAB training

Annual Cost: \$500,000 +

Per Cost: \$2000 +



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Agencies: Approximately 70 sending public school districts, Workforce Funds - city and county, Foundation community  
Opening Date: 2004  
Number of Students: 500+

Contact: Terrie Suica-Reed

Contact Email: [tsuicareed@phase4lc.org](mailto:tsuicareed@phase4lc.org) Contact Title: President Contact Phone: 724-462-1241 17

Contact Address: 5854 Baum Boulevard Pittsburgh PA 15206

Evaluation:

Effectiveness Rating: Strong



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# PLATO Learning, Inc.

Address: Corporate Headquarters 10801 Nesbitt Avenue, South Bloomington MN

URL: <http://www.plato.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: PLATO Learning, Inc., is a provider of computer-based and e-learning instruction, offering curricula in reading, writing, mathematics, science, social studies, and life and job skills. A PLATO semester-long online course provides schools a way to deliver rigorous credit recovery, alternatives for students not succeeding in the traditional environment, and credit-granting distance learning programs.

Annual Cost: less than \$25,000 Per Cost:

Agencies: Opening Date: Number of Students:

Contact:

Contact Email: [marketing@plato.com](mailto:marketing@plato.com) Contact Title: Contact Phone: 800-447-5286

Contact Address:

Evaluation: PLATO Learning has commissioned a series of studies conducted by highly regarded, independent evaluators using standardized measures of learning effectiveness. The results of these evaluations document the success of PLATO courseware in a variety of settings. They currently have thirty-two evaluations in their library.

Effectiveness Rating: Moderate



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## Positive Action

Address: 264 4th Ave S Twin Falls ID

URL: <http://www.positiveaction.net>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: Character Education, Social/Emotional Learning

Description: Positive Action, a Pre-K-12 program, aims to promote social-emotional skills and character development while improving academic achievement and reducing disruptive and problem behavior. The program is based on the philosophy that you feel good about yourself when you do positive actions, and there is always a positive way to do everything. The philosophy is taught through six unit concepts; elementary grades have a review for a seventh unit. Kits are available for each grade Pre-K-12 and contain an instructor's manual and enough materials for 30 students. All lessons are scripted and use classroom discussion, role-play, games, songs, and activity sheets/booklets. Optional components that may or may not be implemented as part of the program are: site-wide climate development (elementary and secondary); drug education (elementary and secondary); conflict resolution; counselor, parent or family classes; and community/coalition components.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 1983

Number of Students: 500+

Contact: Mrs. Keri Metzger

Contact Email: [info@positiveaction.net](mailto:info@positiveaction.net) Contact Title: Director of Operations Contact Phone: 800-345-2974  
100

Contact Address: 264 4th Ave S Twin Falls ID 83301

Evaluation: Rigorous evaluations of the Positive Action program have consisted of matched-control designs with archival data collected by school districts during the 1990s (Hawaii, Nevada and a large southeastern district) and two recently completed randomized trials (Hawaii and Chicago). The evaluators reported statistically significant improvements in school performance and behavior as follows (all expressed as percentage improvements by the intervention group compared to the control group). School performance:



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absenteeism reduced by 5-15%, standardized academic achievement scores improved by 13-52%, retention in grade reduced by 73% and drop-out from high-school (after having PA in elementary school) reduced by 37%. Archival indicators of student behavior: disciplinary referrals reduced by 69-80% and suspensions reduced by 33-80%. Student self-reported behavior: violence reduced by 36-85% and substance use (alcohol, tobacco and other drugs combined or separately) reduced by 30-44%. Multiple studies have demonstrated that more exposure to Positive Action produces stronger effects.

<http://www.positiveaction.net/research/index.asp?ID1=3&ID2=121>

Effectiveness Rating: Strong



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# Positive Behavior Facilitation

Address: 711 Ritchie Avenue Silver Spring MD

URL: <http://www.rocketinc.net>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Adults are charged with providing educational environments that are safe, supportive, and focused on the intellectual and social/emotional development of children. In order to meet this charge and decrease the rate of student removal of students from their schools and communities, adults must have the appropriate awareness, tools, and skills. They must be equipped with knowledge that enables them to address the unique challenges of youth in the 21st century. This is the knowledge offered in Positive Behavior Facilitation (PBF). PBF is a thirty-six (36) hour research and evidence-based curriculum. PBF presents the necessary skills, techniques, and strategies for supporting children in the demonstration of positive behavior. The curriculum teaches that we must consider a comprehensive view of understanding and intervening in behavior rather than exclusively managing behavior on the surface.

Annual Cost: \$25,000 - \$100,000

Per Cost: less than \$500

Agencies: ROCKET, Inc.

Opening Date: 2001

Number of Students: 500+

Contact: Dr. Edna C. Olive

Contact Email: [rocket.inc@verizon.net](mailto:rocket.inc@verizon.net) Contact Title: Executive Director Contact Phone: 301-980-2927

Contact Address:

Evaluation:

Effectiveness Rating: Moderate



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# Positive Behavior Support a.k.a Best Behavior

Address: Ottawa Area Intermediate School District 13565 Port Sheldon Street Holland MI

URL: <https://miblsi.org/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) is designed to help schools develop schoolwide support systems in reading and behavior. MiBLSi is a Response to Intervention (RtI) model of schoolwide supports. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

Annual Cost: Per Cost:

Agencies: Michigan State Department of Education  
of Students: 500+

Opening Date: 2003

Number

Contact: Dr. Stephen Goodman

Contact Email: [sgoodman@oaisd.org](mailto:sgoodman@oaisd.org) Contact Title: Contact Phone: 877-702-8600 4027

Contact Address:

Evaluation: Schools are discovering that PBS: Addresses the behavioral needs of all students with proven, easy to implement strategies; Allows the school to create the "right fit" for them, so that practices are appropriate to the context and sustainable over time; Is doable and does not have to overwhelm staff given the limited time and resources that schools generally experience; Is affordable; Helps to create a positive school climate; Results in increased time for instruction and fewer disciplinary incidents.

<http://ies.ed.gov/ncee/pubs/20104007/pdf/20104008.pdf>

Effectiveness Rating: Moderate



## Practical Parenting Partnerships

Address: 520 Dix Rd Suite C Jefferson City MO

URL: <http://www.pppctr.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: PPP offers Implementation Training to schools on creating and implementing a parent involvement plan; home visiting; Transition to Kindergarten; Parent Involvement in the School Care site. We also offer staff development workshops on parent involvement including reaching the hard to reach, recruiting and training volunteers, planning and implementing curricular family nights. Additionally PPP prepares publications for parents such as the Parents Guide to Grade Level Assessment, Parent's Guide to No Child Left Behind, Parent's Guide to Reading and Retention. We also work with partners to offer a state-wide conference on reaching and supporting all students and their families.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: Prevent Child Abuse MO, Show Me Bright Futures, Mo-DESE, MO-PIRC, Early childhood subcommittee for Governor's Committee to End Homelessness, MO Coordinated School Health, Mo Prevention Partners, Mandated Reporter Training Task Force, Missouri KidsFirst  
Opening Date: 1992  
Number of Students: 500+

Contact: Ms. Janet G Shepard CFLE

Contact Email: [jshepard@pppctr.org](mailto:jshepard@pppctr.org)

Contact Title: Director Contact Phone: 573-761-7770

Contact Address:

Evaluation: A study of school applying learning from our home visit training shows a change in teacher attitude about students and their families thus strengthening home - school communications. Additional older studies are available.

<http://www.springerlink.com/content/t18465267q360650/>



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Effectiveness Rating: Limited

# Preservation LINK, Inc.

Address: 1402 Corinth St. Suite 124 Dallas TX

URL: <http://www.preservationlink.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: In partnership with schools, colleges, companies, and community-based organizations, Preservation LINK provides a family of media arts education programs to foster critical thinking, academic engagement, and college/career exploration. These programs include Point of View, an elementary school photojournalism program; Media Leadership Club, an afterschool digital media program for middle school students; and SIGHT & SOUND, a college-level media skills training program for high school students. The tasks that media literacy require are much of the same types of critical thinking skills needed in the classroom (i.e., the ability to access, analyze, evaluate, and produce). In addition, Preservation LINK's curricula encourage youth's exploration of their own meaning making as they critically think about how they can actively participate in creating solutions to problems that affect them and their communities. Students have spoken at conferences, film screening, and other events-sharing their media with various audiences to address such topics as single motherhood, teenage pregnancy, dating, dropping out of high school, gang membership, divorce, etc.

Annual Cost: \$100,000 - \$200,000

Per Cost: \$1000 - \$2000

Agencies: El Centro College, Dallas Museum of Art  
Students: 50-250

Opening Date: 2004

Number of

Contact: Shaun A Wilson

Contact Email: [swilson@preservationlink.org](mailto:swilson@preservationlink.org)  
Phone: 214-421-5465

Contact Title: Director of Program Evaluation Contact

Contact Address:



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Evaluation: Through Preservation LINK's family of programs, provides several opportunities for girls and boys to be engaged in leadership roles, gain a cadre of technical skills, and participate in peer to peer learning activities that support the development of their voice. No former participant in the SIGHT & SOUND has completely dropped out of high school. 80% of SIGHT & SOUND's former participants who are now college age, have gone on to pursue a degree in a higher education. Over 80% of students in the Point of View program have reported that they learned new ways to contribute to their community during their participation. Over 50% of SIGHT & SOUND students have experienced an increase in overall favorable attitudes toward team work and civic activities. Several PLI participants have returned to work for hire for Preservation LINK, Inc. and its partners.

[http://web.me.com/pli3/PLI1/Program\\_Findings.html](http://web.me.com/pli3/PLI1/Program_Findings.html)

Effectiveness Rating: Strong



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# Prevention Not Suspension

Address: 468 Boyle Road Port Jefferson Station NY

URL: <http://www.sunshinepreventionctr.org>

Demographic and Target Group: , , , suspended from school or in danger of being suspended,

Disabilities: Other Descriptors:

Description: Prevention Not Suspension is an alternative high school program for high-risk youth grade 9-12. We aim to help youth on suspension and those in danger of suspension continue their education. We provide both academic support as well as social/emotional learning.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Opening Date: 2007 Number of Students: less than 50

Contact: Dr. Carol S Carter

Contact Email: [shine1@optonline.net](mailto:shine1@optonline.net) Contact Title: CEO/Co-founder Contact Phone: 631-476-3099 21

Contact Address:

Evaluation: SAEC is a day program for high risk youth. These youth can be extremely difficult to work with and require someone with a special gift and quality. SAEC provides an academic component and a Social Emotional Component (mental health/prevention) that is designed to build on academic and social emotional success and show alternatives to substance use/abuse and violence. Youth are referred to our program by local districts, agencies or the justice system for a variety of reasons (behaviors, former or pending incarceration, substance use/abuse, etc.). Program enrolls 6 – 12 youth at one time.

Effectiveness Rating: Limited



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# Preventive Treatment Program

Address: University of Montreal 3050 Edouard Monpetit Montreal, Quebec QC

URL: <http://www.gripinfo.ca/Grip/Public/www/>

Demographic and Target Group: , Boys, , Canadian born,

Disabilities: Other Descriptors:

Description: The Preventive Treatment Program (also known as the Montreal Longitudinal Experimental Study) is a multi-component program designed to prevent antisocial behavior of boys who display early, problem behavior. It provides training for both parents and youth to decrease delinquency, substance use, and gang involvement. Parent training is targeted at improving parental behavior (e.g. improve monitoring and positive reinforcement; teach effective, nonpunitive discipline; improve coping with crisis); and child social skills training in order to reduce aggressive behavior in the children.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Richard E Tremblay PhD

Contact Email: [grip@umontreal.ca](mailto:grip@umontreal.ca) Contact Title: Director Contact Phone: 514-343-6963

Contact Address:

Evaluation: There were no program effects until one year after the intervention and changes were not evident until three years post-intervention and became increasingly significant over time. At age 12, three years after the intervention, treated boys compared to untreated boys were: less likely to report trespassing or theft, rated by teachers as fighting less, less likely to be held back in school, less likely to be placed in special education classes, and less likely to have highly aggressive best friends. At age 15, those receiving the intervention were less likely than untreated boys to report: ? Gang involvement ? Having been drunk or taken drugs in the past 12 months ? Committing delinquent acts (stealing, vandalism, drug use) ? Having friends arrested by the police



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Effectiveness Rating: Moderate

# Primavera Online High School

Address: 3029 North Alma School Suite 226-227 Chandler AZ

URL: <https://www10.ade.az.gov/AIMSDPToolkit/ExemplaryPrograms/Primavera2007.aspx>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Primavera is a free, accredited, distance-learning charter school serving at-risk students in urban, suburban, and rural areas throughout the state of Arizona. This online high school provides the means for students to get a high school diploma (about 2000 students) or to take courses for credit recovery only (about 1000 students). The school serves students up to age 21 who have fallen far behind, are incarcerated, pregnant, parenting, disabled, employed, expelled, have behavioral or social issues, are learning disabled, homeless, disadvantaged, and/or are seeking a more individualized, flexible, accelerated instructional program. Many of Primavera's students would not be accepted at other schools. Many of the students are parents or work full-time. A highly structured and highly organized learning environment characterizes this distance-learning program. Students access their courses through the Internet. Every course uses the same platform and is organized the same way

Annual Cost:

Per Cost:

Agencies: YMCA

Opening Date: 2006

Number of Students: 500+

Contact: Savina Dhawan

Contact Email: [sdhawan@primaveratech.org](mailto:sdhawan@primaveratech.org)  
6678 309

Contact Title: Project Director Contact Phone: 480-456-

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Prince William Regional Technology Academy

Address: 9028 D Prince William St Manassas VA

URL: <http://www.technologyacademy.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Mission Statement for The Technology Academy: To provide an educational and career opportunity for middle and high school students, ages 13 to 21, who are out of high school without having earned a diploma, and/or who have decided they cannot succeed in a regular high school setting after attempting to do so for at least one year. The Technology Academy accepts students regardless of prior identified or unidentified learning problems. The Technology Academy accepts students who have been expelled from school unless they are deemed to be dangerous to other students and staff. The Technology Academy serves students who need all high school credits or as few as one. The Technology Academy accepts students ages 13 to 21, not younger students, because The Technology Academy seeks students who are attempting to succeed in high school. The Technology Academy wants to help students learn to succeed so that they can return to their local schools when that is possible. Every year some students do return and succeed at their base schools. Some expelled students are readmitted to their schools. The Technology Academy emphasizes and teaches work skills as well as academic skills. All students are required to work in the community at a paid or unpaid internship position. Technology skills are emphasized because these are young people who have often not had the opportunity to get into technology classes. The Technology Academy also emphasizes the importance of becoming contributing citizens of the community. Students have the opportunity to interact with members of the business community, elected officials, and members of community organizations.

Annual Cost: \$100,000 - \$200,000

Per Cost: \$2000 +

Agencies: Manassas City Schools, Manassas Park City Schools, Va Department of Social Services, 31st District Court Services

Opening Date: 1989

Number of Students: 50-250

Contact: Mr. John E Chadwick Jr



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Contact Email: [jchadwick@technologyacademy.org](mailto:jchadwick@technologyacademy.org)  
Phone: 703-367-0633

Contact Title: Chief Executive Officer Contact

Contact Address:

Evaluation: Students have increased school attendance, had fewer incidents involving court appearances, increased grade improvements by 2.1 years per school year and has an 85% successful completion rate.

Effectiveness Rating: Moderate



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## Pro Vision Charter School

Address: 4590 WilmingtonHoustonTX

URL: <http://provision-inc.org/>

Demographic and Target Group: , Boys, , ,

Disabilities: 25% or more      Other Descriptors:

Description: The Pro-Vision All Male HISD Middle Charter School is an innovative single-sex middle school that targets young men in grades 5 through 8 who are experiencing academic difficulty, behavioral challenges, and other issues that have not allowed them to have success in a traditional school setting. Since its opening in 1995, the Pro-Vision School has gained valuable experience tapping into the hidden essence of what makes all human existences matter through purpose and meaning. Pro-Vision blends meaningful relationships with responsible adults, personal accountability and innovative education techniques that have enhanced the traditional school system curriculum. This blending of creative ideas has produced successful outcomes for numerous young men who come through the doors of the Pro-Vision School. The key objectives of the program are designed to provide male students with the socio-educational support needed to break patterns of failure and despair as well as redirect them into a pattern of long-term success. The school provides young men with an environment that is designed to be smaller and more intimate in order to respond to their individual needs. The program nurtures students in a caring, regimented environment that places an emphasis on the creation of a healthy image, personal accountability, moral values, and other life management skills necessary for successful living. Pro-Vision combines academics, cultural enrichment, professional counseling, life skills training, mentoring, parent involvement, community service, sports and recreation into a comprehensive whole that not only keeps youth safe through an extended day but produces academically competent youth who gain a sense of belonging, leadership skills, and appropriate decision-making and critical-thinking abilities.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 1989

Number of Students: 50-250

Contact: Roynell Young

Contact Email:      Contact Title: Founder, Director, CEO Contact Phone: 713-748-0030



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## Contact Address:

Evaluation: Our intake tests indicate that 95% of our students come to us reading two or more grade levels below normal and 55% score two or more grade levels below normal in math proficiency. However, after only one year in our program, an average of 43% of the students passed the reading comprehension component of the Stanford10 Test and 49% passed the Stanford 10 math component. After two years in our program these levels rise to 53% and 55% respectively. Since 1990 our programs have been successful in reversing cycle of poverty, violence, and despair that pervade the lives of our students. As a result, over 80% of our students graduate from high school and 24% are gainfully employed or enrolled in a post-secondary educational program.

Effectiveness Rating: Limited

# Process Communications, Inc.

Address: 8740 Sleepy Hollow LanePotomacMD

URL: <http://www.kahlercom.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Process Communication Model(R) shows educators how to reach and teach every student, how to communicate with each of six different personality types in their perceptions and preferred channels of communication. It gives educators a blueprint to individualize instruction to meet each student's motivational needs so they will be eager to learn and not get into negative, disruptive behaviors. It provides strategies to help keep students out of distress and if they are exhibiting negative behaviors, a plan to invite them into positive interactions, frequently with one sentence. Educators who use these concepts report that their students are eager to learn and stay in school and stop their negative behaviors.

Annual Cost: \$25,000 - \$100,000 Per Cost: less than \$500

Agencies: local school districts, colleges of education Opening Date: 1987 Number  
of Students: 500+

Contact: Michael B Gilbert Ed.D

Contact Email: [atoirecomm@gmail.com](mailto:atoirecomm@gmail.com) Contact Title: Chief Executive Contact Phone: 301-983-8447

Contact Address:

Evaluation: Students, whose teachers use the concepts of Process Communication in the classroom, stay in school, stop their negative behaviors, improve their grades and are happier, healthier and more interested in learning.

Effectiveness Rating: Strong



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# Process Teaching

Address: 8740 Sleepy Hollow LanePotomacMD

URL: <http://www.kahlercom.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The program shows teachers, mentors and parents how to individualize the way they communicate with, motivate, and establish relationships with every student. When they do this, students are more interested in school, are more motivated to learn, study, and stop their disruptive behaviors. They feel they belong and that someone cares about them. Teachers and mentors have taught students how to get their motivational needs met positively. In one alternative school in California, 30 out of 31 7th grade students improved their grades and stopped their negative behaviors after their teacher helped them work out strategies to get their needs met positively. The concepts are research based (16 dissertations and 9 theses), have been applied clinically to speed up recovery time of patients, used in leadership, management, and education for more 40 years. The concepts work in every culture and in every environment - inner city, urban, suburban and rural.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: 100 Black Men of DeKalb County Georgia, Boys & Girls Clubs of Metro Atlanta, Episcopal Diocese of Eastern Maryland, CHOICE Program UMBC Maryland, various universities  
Opening Date: 1985  
Number of Students: 500+

Contact: Dr. Judith Ann Pauley PhD

Contact Email: [judy@kahlercom.com](mailto:judy@kahlercom.com)

Contact Title: Adjunct Professor Contact Phone: 301-983-8447

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Project Appleseed

Address: 520 Melville Ave St. Louis MO

URL: <http://www.projectappleseed.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

**Description:** Our Mission Project Appleseed provides resources for parents who want to be engaged in their children's schools and for schools who seek their involvement. Our Vision Project Appleseed is a nonprofit resource, advocate, and voice for families, in the pursuit of life, liberty and happiness, by means of a quality education in America's public schools. As a parent it can be a struggle sometimes to figure out how much and how exactly to be involved in a child's school life and in the community. It is important to have a resource to turn to that is universal to parents across the United States. Project Appleseed is an outstanding educational resource for families in public education. Our web-based tools utilize the Six Types of Parental Involvement from Dr. Joyce Epstein's research to engage with families, schools, and communities for student success and achievement in K-12 education. It has many useful resources for both staff and parents including tips, the Parental Involvement Toolbox, and handouts. Project Appleseed's Parental Involvement Pledge is a learning compact, providing an opportunity for parents to formalize their commitment to working with their child's school through a written agreement, which they can complete and take to their parent leader, school secretary, teacher, or principal. The Pledge is based on the Six Types of Parental Involvement developed by Dr. Epstein. This resource also includes an example of a survey of parent volunteer interests. The survey identifies areas in which parents can volunteer in school, outside the classroom, and at home.

Annual Cost: \$500,000 + Per Cost: less than \$500

Agencies: Opening Date: 1993 Number of Students: 500+

Contact: Kevin Walker

Contact Email: [kevinwalker@projectappleseed.org](mailto:kevinwalker@projectappleseed.org) Contact Title: Contact Phone: 3142929760

Contact Address: 520 Melville Ave St. Louis MO 63130



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Evaluation: Project Appleseed's policy recommendations helped pioneer the legislation mandating the parental involvement, "Shared Responsibilities For High Student Performance" under Title I, Section 1118 of the renewal of the Elementary and Secondary Schools Act (1994), which was later renewed under No Child Left Behind. Project Appleseed employed action research from 1991-1994 to develop parent involvement strategies for a St. Louis parent group, while simultaneously advising the Clinton administration's White House Office for Domestic Policy. For twenty-years, the core of Project Appleseed's work to organize and increase parental involvement is its simple learning compact, the Parental Involvement Pledge. The compact was developed through Project Appleseed's early research and organizing efforts in St. Louis. The compact was used as a model by the Clinton administration for the reauthorization of Title I of the ESEA of 1994. Learning compacts are required under Title I, Section 1118, subsection (d) of the Act. The Pledge and Project Appleseed's Parental Involvement Report Card, a self-diagnostic tool, are based on the Six Types of Parental Involvement developed by Dr. Joyce Epstein. Together the Pledge and the Report Card includes a survey of parent volunteer interests and builds social capital. The survey identifies areas in which parents can volunteer in school, outside the classroom, and at home. The Pledge is the most widely used learning compact in the United States with an estimated 500,000 in circulation each year.

Effectiveness Rating: Limited



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# Project COFFEE (Co-Operative Federation For Educational Experience)

Address: The Oxford High School Annex Main Street Oxford MA

URL: <http://www.oxps.org/NEW%20COFFEE%20II/newcoffee.htm>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Project COFFEE (Co-Operative Federation For Educational Experience) was created in 1979 in Massachusetts with the purpose of meeting the academic, occupational, social, emotional, and employability needs of high school students considered at-risk. It is typically described as an alternative occupational education program that integrates academic and vocational instruction to increase the likelihood that participants will complete school and obtain employment. Project COFFEE has been funded by the U.S. Department of Education.

Annual Cost: Per Cost:

Agencies: Department of Education

Opening Date: 1979

Number of Students:

Contact: Nancy James

Contact Email: Contact Title: Director Contact Phone: 508-987-6090

Contact Address:

Evaluation: Four longitudinal studies have examined Project COFFEE since 1989. In addition, Project COFFEE was included in a government-funded investigation of programs using evidence-based dropout prevention methods. In the government investigation, seven sites replicated Project COFFEE. Overall, results showed that there was some impact on dropout prevention as well as positive changes in students' academic achievement.

Effectiveness Rating: Moderate



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# Project Discovery

Address: 11902 Brinley, Suite 200 Louisville KY

URL: <http://www.educationassociates.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Project Discovery Transition System is a series of hands-on kits designed to provide middle, high school and young adults with a realistic approach to career education. Students of all levels experience over 72 career areas and over 3,000 specific validated job tasks with real tools of the trade while learning about their interests, strengths and abilities. Project Discovery truly integrates academic and career/technical education as students discover the academic skills needed to perform job tasks and, thus, encourages students to further academic pursuits to help achieve career goals. Project Discovery is an all inclusive system that addresses different functioning levels, including those with IQs of 55 and below. In addition, the program includes knowledge- and performance-based assessments. Project Discovery has been approved and validated by the U. S. Department of Education. The curriculum is correlated to individual State Standards and Alternate Assessments as well as the National Common Core Standards and has been peer reviewed and proven effective. Professional development is provided on-site by nationally-certified trainers.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: U.S. Depts. of Education & Labor National Technical Assistance Provider; NOCTI (Nat'l Occupational Competency Testing Inst) Partner; ACTE (Assoc. for Career & Tech Ed) Business & Ed Partner; ASCA (Amer. Sch. Counselor Assoc.) Partner, Nat'l Consortium for Opening Date: 1978 Number of Students: 500+

Contact: Mr. Timothy W. Hagan

Contact Email: [info@educationassociates.com](mailto:info@educationassociates.com) Contact Title: President Contact Phone: 800-626-2950

Contact Address:

Evaluation:



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Effectiveness Rating: Limited

# Project Graduation Really Achieves Dreams (Project GRAD)

Address: Project GRAD USA1100 Louisiana, Suite 450HoustonTX

URL: <http://www.projectgrad.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Project GRAD is a comprehensive dropout prevention and college attendance program that works with high schools and their feeder schools to implement multiple reforms. Interventions are implemented that focus on classroom management, student performance, parent involvement, and graduation and college acceptance rates. Annual college scholarships are provided to students who graduate on time, complete a set number of math courses, maintain a minimum grade point average, and attend at least two program-sponsored summer institutes.

Annual Cost: Per Cost: \$500 - \$1000

Agencies: Opening Date: Number of Students:

Contact: Tycene Edd

Contact Email: [tedd@projectgradusa.org](mailto:tedd@projectgradusa.org) Contact Title: Director Contact Phone: 713-816-0404

Contact Address:

Evaluation: Several studies using quasi-experimental designs have evaluated the impact of Project GRAD on student outcomes. Participating students, as compared to those in comparison schools, have shown significant: gains in math and reading test scores, decreases in discipline referrals, and gains in college attendance.

Effectiveness Rating: Moderate



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# Project Reconnect

Address: 400 Elberta Rd Warner Robins GA

URL: <http://www.hcbe.net/studentsvc/socialsvcs/programs.html>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Project Reconnect was recognized by the National Center for School Engagement in its "21 Ways to Engage Students in School". The Project Reconnect program is designed to decrease truancy and increase graduation rates. The implementation of Project Reconnect has resulted in 68% reduction in truancy, improved grades, and decreased disciplinary infractions. The Juvenile and Magistrate Courts have adopted Project Reconnect as a diversionary program requiring a 30 day in school tracking program, community service, and parent/student workshops.

Annual Cost: less than \$25,000 Per Cost: less than \$500

Agencies: Magistrate and Juvenile Court Systems, Department of Juvenile Justice, Sheriff Department- Juvenile Division, Houston County Social Workers, Opening Date: 2005 Number of Students: 250-500

Contact: Ms. Jennifer D Walker MSW

Contact Email: [jennifer.walker@hcbe.net](mailto:jennifer.walker@hcbe.net) Contact Title: School Social Worker Contact Phone: 478-447-3504

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Project Toward No Drug Abuse (Project TND)

Address: University of Southern California 1000 South Fremont Avenue, Unit 8 Alhambra CA

URL: <http://tnd.usc.edu/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Project Towards No Drug Abuse (TND) is an interactive school-based program designed to help high school youth resist substance use. The program teaches participants increased coping and self-control skills by making them aware of misleading information that facilitates drug use. The program motivates them not to use drugs, to develop skills that help them bond to lower-risk environments, to appreciate the physical consequences that drug use may have on their own lives, to become aware of cessation strategies, and to develop decision-making skills to make a commitment to not use drugs.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: National Institute of Drug Abuse

Opening Date:

Number of Students:

Contact: Steve Sussman PhD

Contact Email: [sussma@hsc.usc.edu](mailto:sussma@hsc.usc.edu)

Contact Title: Director Contact Phone: 626-457-6635

Contact Address:

Evaluation: TND has been evaluated numerous times with both alternative and mainstream high schools, primarily using a randomized block design to assign schools. For TND to show significant one-year effects, all 12 sessions should be implemented. In one study, health educator led programs had significant results while those using self-instruction did not. After a one-year follow-up, results for both alternative and mainstream high schools revealed that students receiving TND, compared to those in control groups: had significant reductions in hard drug use, had significant reductions in marijuana use, had significant reductions in alcohol use, had significantly lower risk of victimization, and were less likely to carry weapons.

Effectiveness Rating: Moderate



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# Project Towards No Tobacco Use (Project TNT)

Address: Department of Preventive Medicine, USC1000 South Fremont Avenue, Unit 8AlhambraCA

URL: <http://tnd.usc.edu/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Project Towards No Tobacco Use (Project TNT) is a comprehensive, classroom-based curriculum designed to prevent or reduce tobacco use in 5th through 9th grade youth. It is designed to counteract several different causes of tobacco use simultaneously, because the behavior is determined by multiple causes. Project TNT works well for a wide variety of youth who may have different risk factors influencing their tobacco use. It teaches awareness of misleading social information; develops skills that counteract social pressure to use tobacco; and provides information about the physical consequences of tobacco use, such as addiction.

Annual Cost: \$500,000 + Per Cost: less than \$500

Agencies: Opening Date: 1997 Number of Students:

Contact: Steve Sussman PhD

Contact Email: [ssussma@usc.edu](mailto:ssussma@usc.edu) Contact Title: Director Contact Phone: 626-457-6635

Contact Address:

Evaluation: Five conditions (four programs and the "usual school health education" control) were contrasted using a randomized experiment involving 7th grade students from 48 junior high schools. The four programs included three with single program components and one, Project TNT, which included all three components. To determine outcomes, one- and two-year follow-ups were conducted through an in-class, self-report questionnaire after the initial intervention was delivered. Outcomes for Project TNT students as compared to the other programs included: reduced initiation of cigarette smoking; reduced initiation of smokeless tobacco use; reduced weekly or more frequent cigarette smoking; and eliminated weekly or more frequent smokeless tobacco use.



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Effectiveness Rating: Moderate



# Project Transition/Bryan Station High School

Address: 201 Eastin Road Lexington KY

URL: <http://www.bshs.fcps.net>

Demographic and Target Group: , , , behind grade level, lack of parental education, middle school problems, students dropping out of high school, poor attendance, high suspension rates, students in crisis,

Disabilities: Other Descriptors:

Description: Project Transition has been a vital component of the educational program at Bryan Station High School since January 1992. Developed through a two year KDE grant to assist dropout prone at-risk students entering high school, Project Transition has provided a systemic and comprehensive process to assist student success in school. The Project Transition staff composed of an educator and a social worker working directly as a team in a dropout prevention program was one of the first such programs in the nation in January 1992. The program is focused on critical transition points. Project Transition targets areas of academics, attendance, student conduct, and parental contact as its primary areas to produce successful students. The program has teamed up with its community partner, Central Bank, providing students with needed supplies and educational field experiences. The community partner also hosts a year in graduation awards luncheon bringing in special guest speakers as in the 2009 we had as our special guest speaker, Kentucky's first lady, Jane Beshear. Our program's motto is "They first want to know how much you care before they care how much you know". What a great experience it has been since we started we have witnessed over 300 students who were placed in our program "proudly walk down that aisle and receive their high school diploma!"

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: Central Bank - Lexington KY  
250

Opening Date: 1992

Number of Students: 50-

Contact: Mr. Lonnie L. Leland

Contact Email: [lonnie.leland@fayette.kyschools.us](mailto:lonnie.leland@fayette.kyschools.us) Contact Title: Project Transition Program Coordinator

Contact Phone: 859-381-3324

Contact Address:



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Evaluation: Project Transition was started in January of 1992 with funding from a state grant for dropout prevention. It has grown over the years to becoming a systemic approach to keeping students in school. The program was started by Lonnie Leland and is also staffed by a social worker. Mr Leland is still program coordinator now with over 18 years of experience in the field of dropout prevention. Mr Leland was a recipient of the 2000 NDPC's "Crystal Star of Excellence Award". The program, due to it's success in keeping students in school, has been replicated in all of Fayette County's high schools.

Effectiveness Rating: Moderate



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# Prolonged Exposure Therapy for Posttraumatic Stress Disorders

Address: University of Pennsylvania 3535 Market Street, Suite 600 North Philadelphia PA

URL: <http://www.med.upenn.edu/ctsa/>

Demographic and Target Group: , Girls, , Sexual Abuse,

Disabilities: Other Descriptors:

Description: Prolonged Exposure (PE) therapy is a cognitive-behavioral treatment program for individuals suffering from posttraumatic stress disorder (PTSD). The program consists of a course of individual therapy designed to help clients process traumatic events and thus reduce trauma-induced psychological disturbances. Twenty years of research have shown that PE significantly reduces the symptoms of PTSD, depression, anger, and general anxiety.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Edna B Foa PhD

Contact Email: [foa@mail.med.upenn.edu](mailto:foa@mail.med.upenn.edu) Contact Title: Director Contact Phone: 215-746-3327

Contact Address:

Evaluation: The effectiveness of PE Therapy has been established through single-case reports, quasi-experimental designs, and, above all, many randomized control studies. One controlled study, for example, compared the effects of several programs on female victims of sexual and nonsexual assaults. Compared to the other treatments, PE Therapy clients continued to improve one year after treatment termination while those treated in other programs did not. Specifically, PE Therapy has been found to result in improvements in and/or elimination of PTSD symptoms and improved daily functioning, including substantial reduction in depression, anxiety, and anger.



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Effectiveness Rating: Moderate

# Promoting Alternative Thinking Strategies (PATHS)

Address: Channing Bete Company, Inc. One Community Place South Deerfield MA

URL: <http://www.channing-bete.com/paths>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Promoting Alternative Thinking Strategies (PATHS) curriculum is a multi-year, comprehensive program that promotes emotional and social competencies through cognitive-skill building and reduces aggression and behavior problems in elementary school-aged children, while simultaneously enhancing the educational process in the classroom. With an emphasis on teaching students to identify, understand, and self-regulate their emotions, PATHS also adds components for parents and school contexts beyond the classroom to increase generalizability of the students' newly-acquired skills.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact:

Contact Email: [custsvcs@channing-bete.com](mailto:custsvcs@channing-bete.com) Contact Title: Prevention Science Customer Service Representative  
Contact Phone: 877.896.8532

Contact Address: Pennsylvania State University 109 Henderson Building South University Park PA 0

Evaluation: There have been numerous randomized, controlled studies demonstrating the effectiveness of the PATHS curriculum with various populations (including regular education, special education, and deaf youth). Program fidelity and quality of implementation appear to have strongly influenced the success of the PATHS curriculum. Results from one- and two-year follow-up evaluations have demonstrated significant improvements for program youth (regular education, special needs, and deaf), compared to control youth, in the following areas: increased the use of effective conflict-resolution strategies; reduced school conduct



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problems, including aggression, for regular and special needs students; and reduced anxiety, depression, and sadness for special needs students.

Effectiveness Rating: Strong



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# Pueblo City Schools Project Respect Truancy Reduction Program

Address: 315 West 11th Street Pueblo CO

URL: <http://pueblocitieschools.us>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The goal of the Pueblo City School Project Respect Program is to reduce the truancy rate by identifying the causes of truancy and implementing effective interventions in order to give all children the educational opportunities they deserve. Research indicates that truancy often leads to a life of delinquency and crime. Truancy Prevention in Pueblo, Colorado is taken very seriously. Pueblo School District 60 and the 10th Judicial District Court have taken an aggressive stance in the fight of truancy reduction. The goals of the Truancy Reduction Program is to address underlying risk factors for truancy: Improve school attendance for targeted students; Improve the academic outcomes for students; Improve students social-emotional; Increase student and family access to services in the community; Decrease Juvenile Delinquency recidivism.

Annual Cost: \$500,000 + Per Cost: less than \$500

Agencies: Catholic Chariites, 10th Judicial District Court, SB 94, Department of Social Services, Drug/Alcohol agencies, mental health agencies, food distribution center, workforce development, College, University, Private donors, City Leadership, YMCA, YWCA, Boys  
 Opening Date: 1999 Number of Students: 250-500

Contact: Ms. Terri L Martinez-McGraw

Contact Email: [terri.martinez-mcgraw@pueblocitieschools.us](mailto:terri.martinez-mcgraw@pueblocitieschools.us) Contact Title: Terri Martinez-McGraw  
 Contact Phone: 719-549-7155

Contact Address: 315 West 11th Street Pueblo CO 81003



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Evaluation: The Truancy Reduction Program served 168 students in the 2008-2009 school year. Students came from Risley Middle School (27), East High School (47), and the Keating Education Center (94). Eighty-eight students (52%) were new to the program this year, and 80 (48%) were continuing from the past school year. Eight-four percent of the students were Hispanic/Latino, 13% were Caucasian, 1% were Black, and the remainder were of other or mixed ethnic heritage. There were 52% boys and 48% girls served. The majority (50%) were in 9th grade and the remainder were in 6th-8th (26%) or 10th and 11th (24%) grades. Students were referred from truancy court or the school for persistent, chronic nonattendance problems. Students averaged about 29 absences in the prior school year. Many students had a variety of other referral issues, including: Chronic tardiness to school in the prior year: Tardies to school averaged 21 per student in the prior year; Significant behavior problems reported at school: Office referrals averaged 8 per student in the prior year; Significant issues with academic performance: 69% percent of the students had at least one failing grade in core academics last year (math, language arts, reading), 19% had failed all three core classes, 76% were below proficiency on the CSAP reading test last year, 88% were below proficiency on the math test, and 85% were below proficiency on the writing test. Forty-six percent had prior or current juvenile justice involvement. Sixty-six had been summoned to court and were pre-adjudicated. Nine were on probation through the courts. Two were in court ordered diversion programs. Students reported a variety of interests, on which the program built to enhance attachment to school and improve self-worth and self-esteem: Forty-two percent of the students reported interest in art; Seventy-seven percent were interested in learning about or playing music; Thirty-three percent expressed interest in sports; Nineteen percent expressed a desire to learn about and work with computers.

Effectiveness Rating: Limited



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# Puente Project

Address: 300 Lakeside Drive, 7th FloorOaklandCA

URL: <http://www.puente.net/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Puente Project is a national award-winning program that for more than 25 years has improved the college-going rate of tens of thousands of California's educationally underrepresented students. Its mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components.

Annual Cost: Per Cost:

Agencies: University of California Office of the President, California Community Colleges

Opening Date: 1981

Number of Students: 500+

Contact: Frank Garcia

Contact Email: [frank.garcia@ucop.edu](mailto:frank.garcia@ucop.edu) Contact Title: Executive Director Contact Phone: 510-987-9548

Contact Address:

Evaluation: Based on several studies, the program states that a greater proportion of Puente students complete CP courses, take entrance exams, and enroll in college than students not participating in the program. Significant differences were found on attitudes and preparation for college.

[http://www.ucop.edu/eaop/documents/sapep\\_legreport\\_0405\\_apr06.pdf](http://www.ucop.edu/eaop/documents/sapep_legreport_0405_apr06.pdf)

Effectiveness Rating: Moderate



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# Quantum Opportunities

Address: Opportunities Industrialization Centers of America 1415 Broad Street Philadelphia PA

URL: <http://www.oicofamerica.org/onlprog.html>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Quantum Opportunities Program (QOP) is designed to help at-risk youth make a "quantum leap" up the ladder of opportunity through academic, developmental, and community service activities, coupled with a sustained relationship with a peer group and a caring adult, offered to them over their four years of high school. The QOP framework strives to compensate for some of the deficits found in poverty areas by (a) compensating for both the perceived and real lack of opportunities, which are characteristic of disadvantaged neighborhoods; (b) providing interactions and involvement with persons who hold prosocial values and beliefs; (c) enhancing participants' academic and functional skills to equip them for success; and (d) reinforcing positive achievements and actions.

Annual Cost: Per Cost: \$2000 +

Agencies: Opening Date: Number of Students:

Contact: C. Benjamin Lattimore

Contact Email: Contact Title: Director Contact Phone: 215-236-4500

Contact Address:

Evaluation: Two multi-site experimental studies were carried out from 9th grade through expected time of graduation and statistically significant results were consistently found at one site in one of the studies. The key at this site was dosage and fidelity to the program model. Youth at this site, compared to the control group: became teen parents less often, had higher academic and functional skills, were more likely to graduate, had higher educational expectations, and were more likely to attend postsecondary schools.

Effectiveness Rating: Moderate



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# Read Right

Address: 310 W. Birch Street Shelton WA

URL: <http://www.readright.com>

Demographic and Target Group: , , , None,

Disabilities: Other Descriptors:

Description: A Read Right consultant comes to your school and trains up to four members of your staff (certified teachers or paraprofessionals or a combination) to implement our methodology. Each tutor works with 5 students at a time. We provide everything needed to implement the program: an 850-book library designed to deal with total non-readers through high school (or whatever the highest grade in your school is + one), management systems, assessment and evaluation systems, and monthly reporting of each student's progress and a summary of the health of the project as a whole. We come to your school to do the training, which lasts 7 weeks, all day every day plus an hour after the kids leave. It is spread over (roughly) an 18 week period of time. Training is done with students present, so service to students start immediately. Significant growth is typically seen within the first few sessions, thus students become highly motivated and engaged.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 1991

Number of Students: 500+

Contact: Dr. Dee Tadlock

Contact Email: [deet@readright.com](mailto:deet@readright.com)

Contact Title: Director of Research and development Contact

Phone: 360-427-9440

Contact Address:

Evaluation: Read Right is an innovative reading intervention program for struggling readers of all ages (elementary, secondary, adult) including special education and ELL students. It relies on the plasticity of the brain to remodel the neural network that, in poor readers, guides the reading act inappropriately. The inherent power of brains to build neural circuitry is unleashed and focused on the task of remodeling the reading network. The student is transformed from a poor reader to an excellent reader in a matter of



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months, not years! Once this major barrier to academic success is removed, students become confident and participatory, and the negative variables typically associated with school dropouts are reversed. Read Right is a scientifically-based program. Data is available upon request, and contact information for schools using the powerful intervention can also be supplied. [www.readright.com](http://www.readright.com)

<http://www.readright.com>

Effectiveness Rating: Strong



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# Reading Recovery

Address: 400 B Tillman HallClemsonSC

URL: <http://www.clemson.edu/readingrecovery>

Demographic and Target Group: , , , Lowest Achieving Children in First Grade,

Disabilities: Other Descriptors: Teacher Professional Development in Literacy

Description: Reading Recovery is a highly effective short-term, one-to-one early intervention. The goal of Reading Recovery is to dramatically reduce the number of first-grade students who have extreme difficulty learning to read and write and to reduce the cost of these learners to educational systems. Students served in Reading Recovery meet individually with a specially trained teacher for 30 minutes each day for a period of 12-20 weeks. The goal is to accelerate learning through an individually designed and delivered lesson series that closes the achievement gap so children benefit from regular classroom instruction. Reading Recovery identifies first graders who score in the bottom 20% in reading ability, and works with all students in that bottom 20% regardless of whether students exhibit low intelligence, low language skills, poor motor coordination, score poorly on readiness measures, are second-language learners, or have already been categorized as learning disabled. Clemson University is the training site for Reading Recovery in South Carolina and works in collaboration with the SC Department of Education to continue effective statewide implementation of the program.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$500 - \$1000

Agencies: South Carolina State Department of Education, the Ohio State University, the Reading Recovery Council of North America, North America Trainers Group, International Reading Recovery Trainers Organization. Opening Date: 1989 Number of Students: 500+

Contact: Dr. Celeste C. Bates

Contact Email: [celestb@clemson.edu](mailto:celestb@clemson.edu)

Contact Title: Director Contact Phone: 864-656-4506

Contact Address:

Evaluation: Reading Recovery, a scientifically based intervention, uses the Observation Survey of Early Literacy Achievement (Clay, 2013; 2005) as a screening and instructional tool. The Observation Survey



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followed accepted standards of assessment development including attention to content and construct validity and reliability (Denton, Ciancio, & Fletcher, 2006). The Observation Survey of Early Literacy Achievement has received high ratings for scientific rigor from the National Center on Response to Intervention (2011). Reading Recovery's annual program evaluation relies on the Observation Survey. The evaluation, which uses a two-group, quasi-experimental research pre-post comparison design, continues to establish the fidelity of the intervention. Program reviewers for the What Works Clearinghouse, a branch of the Institute of Education Sciences of the United States Department of Education (USDE), determined Reading Recovery to have positive or potentially positive effects in all areas evaluated. Specifically, the reviewers stated, "Reading Recovery was found to have positive effects on students' alphabetic skills and general reading achievement outcomes." The report also stated that there were potentially positive effects for comprehension and fluency. Both the positive (the highest rating possible) and potentially positive ratings mean there is "no overriding contrary evidence." According to Education Week (2007), Reading Recovery's "thumbs-up rating" from the USDE is rare.

<http://bit.ly/1mrN3s6>

Effectiveness Rating: Strong



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# Reconnecting Youth

Address: PO Box 20343SeattleWA

URL: <http://reconnectingyouth.com>

Demographic and Target Group: , , , School Dropout Potential (re: school records & referral),

Disabilities: Other Descriptors:

Description: Reconnecting Youth (RY) is a proven, award-winning program that helps high-risk youth achieve in school and decrease drug use, anger, depression, and suicidal behavior. Designed for students aged 14-18, RY is a high school-based curriculum that uses small group skills training to enhance personal competencies and social support resources. The RY program goals are: 1. Increase school performance. 2. Decrease drug involvement. 3. Decrease suicide-risk behaviors. This "indicated" prevention program meets the needs of high-risk individuals by helping students develop skills and strategies for dealing with risk factors in four critical areas: Self-Esteem Enhancement, Decision Making, Personal Control, and Interpersonal Communication. The RY program has been recognized by numerous governmental agencies as an effective, model program for reducing school dropout, suicide risk behaviors, substance abuse and similar at-risk behaviors in youth.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 1985

Number of Students: 500+

Contact: Beth E McNamara

Contact Email: [beth@reconnectingyouth.com](mailto:beth@reconnectingyouth.com)

Contact Title: Director of Programs and Training Contact

Phone: 425-861-1177

Contact Address:

Evaluation:

<http://www.reconnectingyouth.com/programs/reconnecting-youth/>

Effectiveness Rating: Strong



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# Reconnection Services - Portland Public Schools

Address: 546 NE 12th Ave Benson High School Portland OR

URL: [www.pps.k12.or.us/departments/reconnect](http://www.pps.k12.or.us/departments/reconnect)

Demographic and Target Group: , , , Out of School,

Disabilities: 21-25% Other Descriptors:

Description: The Reconnection Services is a collaborative effort of many departments in Portland Public Schools, the Police Department, and an emerging group of community based social services. Reconnection Services is a streamlined referral process for students who are trying to reengage with their education. Reconnection Services provides placement support to middle and high school students with mental health, behavioral and/or educational needs who are re-enrolling in education following an absence from a school setting. Whenever possible, outreach and placement coordinators meet with the student and family and assist in immediately enrolling in one of the district's comprehensive or options schools. When an appropriate educational placement is not immediately available, the student may be enrolled in The Reconnection Center. Its sole purpose is to reengage disconnected high school youth with educational opportunities. The Reconnection Center provides students with academic assessments, skill building in literacy and numeracy, credit evaluation, and identification of a "best-fit" education placement. Reconnection Services creating a more efficient way to re-connect students with school.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies: Police Department, County Juvenile Justice, Dept of Human Services  
2009

Opening Date:

Number of Students: 50-250

Contact: Ms. Carla Gay MSW

Contact Email: [cgay@pps.net](mailto:cgay@pps.net) Contact Title: Program Director, Reconnection Services Contact Phone: 503-916-3956

Contact Address: 501 N. Dixon Portland Public Schools, Education Options Portland OR 97227

Evaluation: Over the last three years, we have engaged over 300 students. We have a 6 month stick rate of 70%. Of those students, approximately 50% have gone on to complete either a HS diploma or GED.



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Effectiveness Rating: Limited

# RENEW (Rehabilitation for Empowerment, Natural Supports, Education and Work)

Address: The Institute on Disability at the University of New Hampshire 56 Old Suncook Rd. Suite 2 Concord NH

URL: <http://www.iod.unh.edu>

Demographic and Target Group: , , , high risk of dropout, already dropped out,

Disabilities: 25% or more      Other Descriptors:

Description: RENEW is designed to specifically address the needs of youth with emotional and behavioral challenges, including the need for self-determined planning and service provision, employment and other real-world experiences linked to learning, flexible service provision based on each students' needs, mentoring and positive relationship development, and asset development (linking students to community resources.)

The key features of the RENEW intensive model are (a) self determination, reflected in the personal futures planning model, (b) creative and individualized school-to-career services including work-based learning, school-based learning, and connecting activities, (c) unconditional service provision and supports, (d) strengths-based service provision, (e) an emphasis on building relationships and linkages in the community (natural supports), (f) flexible resource development and funding, (g) wraparound team development, and, (h) workplace or career-related mentoring. The RENEW trainings will focus on building competencies in personal futures planning, knowledge of community resources, resource development and community resource mapping, team building and facilitation, counseling skills, secondary transition planning and special education rules and policies, ethics and confidentiality, flexible education programming (internships, independent study, work-study, among others), naturally supported employment, and crisis management. Four goals guide the work of highly skilled RENEW facilitators: (1) high school completion, (2) employment, (3) post-secondary education and training, and (4) community integration.

Annual Cost: \$100,000 - \$200,000

Per Cost: \$1000 - \$2000

Agencies: NH Department of Education, NH Bureau of Behavioral Health, local high schools, community mental health centers      Opening Date: 1996      Number of Students: 50-250

Contact: Ms. JoAnne M. Malloy MSW



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Contact Email: JoAnne.Malloy@unh.edu Contact Title: Project Director Contact Phone: 603-228-2084 27

Contact Address: IOD, 56 Old Suncook Rd. Suite 2 Concord NH 3301

Evaluation: We have noted promising outcomes for youth with emotional and behavioral disorders (EBD) and at risk youth, using the Child and Adolescent Functional Assessment Scale (CAFAS) we have noted significant improvement in functioning among students who received RENEW services; among a cohort of 32 students with EBD, we noted that over 90% advanced a grade level or graduated.

<https://iod.unh.edu/projects/rehabilitation-empowerment-natural-supports-education-and-work-renew/renew-faq>

Effectiveness Rating: Limited



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# Responding in Peaceful and Positive Ways (RIPP)

Address: Prevention Opportunities, LLC12458 Ashland Vineyard LaneAshlandVA

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Responding in Peaceful and Positive Ways (RIPP) is a three-year, school-based, violence prevention program designed to provide students in middle and junior high schools with conflict resolution strategies and skills. The goal of the program is to promote nonviolence in the school setting by teaching students more effective ways of dealing with interpersonal conflicts than fighting, and by lowering the number of violent incidents in school settings. Students learn to apply critical thinking skills and personal management strategies to personal health and well-being issues.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Wendy B Northup

Contact Email: nor@co.henrico.va.us Contact Title: Director Contact Phone: 804-261-8547

Contact Address:

Evaluation: Achievement of program outcomes requires a three-year complete implementation of the program. Three published studies have examined the effectiveness of RIPP using random assignment of students or classes. Follow-up data ranged from one to two years post-intervention. In comparison with control students, students who participated in RIPP have shown: fewer school disciplinary code violations for violent behaviors, fewer in-school suspensions, fewer fight-related injuries, and lower frequencies of aggression.

Effectiveness Rating: Moderate



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# Responsive Classroom

Address: 85 Avenue A, Suite 204 P.O. Box 718 Turners Falls MA

URL: <http://www.responsiveclassroom.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Responsive Classroom is an approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning. Created by classroom teachers and backed by evidence from independent research, the Responsive Classroom approach is based on the premise that children learn best when they have both academic and social-emotional skills. The approach therefore consists of classroom and school-wide practices for deliberately helping children build academic and social-emotional competencies.

Annual Cost: Per Cost:

Agencies: Northeast Foundation for Children, Inc. Opening Date: 1981 Number of Students: 500+

Contact:

Contact Email: Contact Title: Contact Phone: 800-360-6332

Contact Address:

Evaluation: From 2001 to 2004, researchers at the University of Virginia's Curry School of Education and Advanced Center for Teaching and Learning conducted a longitudinal, quasi-experimental study on how the Responsive Classroom approach affects children's academic and social skills. They compared six schools in an urban district in the Northeast - three that used the Responsive Classroom approach and three that did not. The study, led by Dr. Sara E. Rimm-Kaufman and funded by the DuBarry Foundation, yielded six key findings about children and teachers at schools using the approach: 1. Children showed greater increases in reading and math test scores. 2. Teachers felt more effective and more positive about teaching. 3. Children had



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better social skills. 4. Teachers offered more high-quality instruction. 5. Children felt more positive about school. 6. Teachers collaborated with each other more.

<http://www.responsiveclassroom.org/about/research.html>

Effectiveness Rating: Strong



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# Richland One Evening High School

Address: Olympia Learning Center 621 Bluff Road Columbia SC

URL: <http://www.richlandone.org>

Demographic and Target Group: , , , ,

Disabilities: 1-5% Other Descriptors:

Description: The Evening High School is designed to serve students aged 16-20, interested in obtaining a high school diploma; but, due to life circumstances, are unable to attend school during the day. The operational time-frame enables students to hold a job, meet family obligations and, upon meeting the requirements, graduate from high school. Evening School Goals & Objectives are: to provide students with a positive educational experience that will assist them in obtaining a high school diploma; to increase the graduation rate; to reduce the school district's overall truancy and drop out rate; to provide students with career counseling and the opportunity for them to be prepared; for post secondary education, the workforce or the military after graduation; and to provide computer-assisted and specialized instruction. Admission Requirements: Students who are documented "No Shows" for the current school year Students who have dropped out of school the previous year Students who are 11th and 12th grade dropouts for the current school year with preference given to 12th graders Students who have failed one or more grade and are not eligible for enrollment in Adult Education Diploma Program

Annual Cost: \$200,000 - \$500,000

Per Cost: \$1000 - \$2000

Agencies: Richland One Middle College, Richland One Adult Education, Richland County Public Library, S.C. Department of Training and Workforce, S.C. Department of Juvenile Justice, Richland One Hearing Office, City of Columbia Parks and Recreation Opening Date: 2006 Number of Students: 50-250

Contact: Mr. Kerry Leslie Abel

Contact Email: [kabel@richlandone.org](mailto:kabel@richlandone.org) Contact Title: Coordinator of Dropout Prevention and Partnerships  
Contact Phone: 803-231-6749

Contact Address: Richland School District One 1225 Oak Street Columbia SC 29204



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Evaluation: The Evening High School began December 2006 and the success of the program is measured by the number of students that we have graduated each year. Each year we have had increase in the number of students graduating which inturn has helped the district's overall graduation rate increase. This program has graduated 59 students who were dropouts that returned for their high school diploma. The program began taking students from the District's Hearing Board during the 2008-2009 school year and that has assisted in reducing the number of students being expelled from school. Among this population of students we have seen between 1-5% of them remain with our program instead of returning back to their home school when their probation ended. Another way we measure the effectiveness of the program is by the number of referrals we have received from current and former students.

Effectiveness Rating: Limited



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# Ripple Effects Whole Spectrum Intervention System

Address: 1601 Harbor Bay Parkway Suite 105 Alameda CA

URL: <http://www.rippleeffects.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Ripple Effects Whole Spectrum Intervention System (WSIS) is an integrated, technology-enabled system for effective, personalized, culturally competent, tiered interventions to address non-academic factors in school and life success. It is designed to enable youth-serving organizations to provide evidence-based, scalable, sustainable interventions to meet the diverse, individual needs of the whole spectrum of today's youth, in a whole spectrum of site-specific circumstances, with special attention to youth most at risk of school failure and related negative outcomes. Backed by decades of research and proven effective in 11 scientific studies, the WSIS integrates an accessible, multi-modal learning system, assessment, expert guidance, progress monitoring, professional development, and implementation support, all delivered through a comprehensive suite of software, print, video, and web-based tools and resources. The system is used in 500+ school districts across the U.S., both as a stand-alone intervention, and as a supplement to existing programs.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 1998

Number of Students: 500+

Contact: Ms. Alice A Ray

Contact Email: [aray@rippleeffects.com](mailto:aray@rippleeffects.com) Contact Title: President & CEO Contact Phone: 415-227-1669 311

Contact Address:

Evaluation: Evidence from 11 studies, 8 randomized controlled trials and 3 quasi-experimental designs, involving nearly 5,000 diverse students from 50 urban, rural and suburban schools indicates that exposure to Ripple Effects had positive impacts on multiple risk and protective factors under a variety of conditions of



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use. Individual studies showed statistically significant improved scores for problem solving and empathy and reduced scores on Beck's depression scale. A summary of six studies showed exposure resulted in significantly higher grades and fewer suspensions. In individual studies it resulted in higher grades, lower absenteeism, fewer tardies, less disrespectful behavior, increased awareness of the risk of alcohol use, and fewer students having dropped out at a twelve-month follow-up. In discipline settings extensive voluntary use of the program for guidance on personal matters, especially trauma, resulted in reduced repeat referrals to ISS. The articles that describe all these studies are available from Ripple Effects.

[http://www.rippleeffects.com/research\\_/evidence.html](http://www.rippleeffects.com/research_/evidence.html)

Effectiveness Rating: Strong



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# RISE: Re-Integrating Students Through Education

Address: The Leadership Program 16th Floor New York NY

URL: [www.tlpnyc.com/rise](http://www.tlpnyc.com/rise)

Demographic and Target Group: , , chronically absent, over-age under-credited,

Disabilities: Other Descriptors:

Description: RISE is a dropout prevention and attendance improvement program originated in New York City. RISE utilizes one to one mentoring and in class curricula to intervene with chronically absent, over-age under-credited middle and high school students. RISE places trained mentors in schools to create one on one relationships with students utilizing the Mentor Checklist, a statistically significant predictor of attendance improvement, credit accrual, math and ela grade improvement. RISE also works in the classroom using The Leadership Program's Violence Prevention Project (VPP) curriculum. VPP has been designated a promising program by SAMSHA and is on the OJJDP national registry of evidence based programs.

Annual Cost: \$25,000 - \$100,000

Per Cost: \$2000 +

Agencies: P2L: Pathways to Leadership  
250-500

Opening Date: 2008

Number of Students:

Contact: Christopher Williams

Contact Email: [christopher@tlpny.com](mailto:christopher@tlpny.com) Contact Title: Vice President of Social Emotional Learning  
Contact Phone: 212-625-8001

Contact Address: 535 8th Avenue 16th Floor New York NY 10018

Evaluation: Students are selected because they are attending in the range of 60-80%, and are over-age under-credited. We facilitate a mentoring relationship utilizing a Mentor Checklist. Our data shows that mentor and mentee matches that complete 80% of the Mentor Checklist show improvements in attendance (12% increase on average), credit accumulation (5.7 on average) and grades (6.4 and 8 points in ELA and



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math respectively). Taken together this shows that the RISE program, and specifically the Mentor Checklist is a statistically significant predictor of students getting back on track to graduation.

<http://theleadershipprogram.com/wp-content/uploads/2013/10/part-1.pdf>

Effectiveness Rating: Moderate



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# River Cities High School

Address: 2390 48th St. SWisconsin RapidsWI

URL:

Demographic and Target Group: , , , At-risk,

Disabilities: Other Descriptors:

Description: River Cities High School (RCHS) is an alternative school for students identified as at-risk to fail to graduate from High School. Success at RCHS is based on the concept that students need to make individual changes to improve their lives. Students work through a process of change as part of the curriculum. Other key components include; academic instruction, with two graduation tracks, mental health interventions with licensed Psychotherapists, regular exercise, future planning, a strict attendance policy, and a work/volunteer component. This milieu approach has been successful in decreasing the drop-out rate for the school district, while RCHS has comprised its own graduation rate of 93%.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: South Wood County Community Foundation South Wood County Humane Society Mid-State Technical College Kim Krause DMV Probation/Parole Police, Jail Optimist Club Boys and Girls

Opening Date: 1999

Number of Students: 50-250

Contact: John A. Bemmis

Contact Email: john.bemis@wrps.org Contact Title: Lead Teacher Contact Phone: 715-424-6798

Contact Address:

Evaluation: RCHS serves a diverse student body with significant individual needs, yet with poverty, poor parenting, learning concerns, mental health issues, and alcohol and drug concerns 93% of our students will walk across the stage to receive their diplomas. As of the 2012 graduating class nearly 900 students have earned a River Cities High School diploma. The reason RCHS students graduate at such a high rate is based on the quality and variety of interventions they receive. Classes are interesting, impact on your future, are taught at your own level, and lead toward a diploma. Mental and Behavioral obstacles are met with therapeutic interventions which have life long impact on students. Long term planning, with work experience,



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are combined together to help students make solid decisions for their future. Students at RCHS receive a meaningful commitment by staff to bring them as far as possible in all areas of their lives.

Effectiveness Rating: Limited

# Ronald C. Bauer Charter High School, AIBT, Inc.

Address: 6049 N. 43rd. AvenuePhoenixAZ

URL: <http://www.rcbhighschool.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: In 2005-06, the school began a CTE program focusing on medical careers and added ninth and tenth grades. The ADE grant helped them to transition into the CTE program. The philosophy behind the change was connecting a diploma with a career and future earnings. Their focus now is to help students think about their careers, not just taking classes or getting a diploma, and on employability skills. RCB is going through a school culture change: and the focus is entirely on employment and student academic engagement.

Annual Cost: Per Cost:

Agencies: International Institute of the Americas, Ethel Bauer School of Nursing  
2000 Number of Students: 50-250

Opening Date:

Contact: Dr. Mark Hebert

Contact Email: Contact Title: Principal Contact Phone: 602-973-6018

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Roots of Empathy

Address: 250 Ferrand Drive, Suite 800 Toronto ON

URL: <http://www.rootsofempathy.org/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Roots of Empathy is an evidence-based classroom program that has shown dramatic effect in reducing levels of aggression among schoolchildren by raising social/emotional competence and increasing empathy. The program reaches elementary schoolchildren from Kindergarten to Grade 8. In Canada, the program is delivered in English and French and reaches rural, urban, and remote communities including Aboriginal communities. Roots of Empathy is also delivered in New Zealand, the United States and the Isle of Man.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 1996

Number of Students: 500+

Contact: Lucy Di Carlo

Contact Email: Contact Title: Provincial Contact Contact Phone: 416-849-4690

Contact Address:

Evaluation: Trends in ROE classrooms: increased helping behavior in up to 78% of students; increased peer acceptance in up to 74% of students; increased perspective-taking in up to 71% of students; increased sharing in up to 69% of students; increased pro-social behavior in up to 65% of students; decreased social aggression in up to 39% of students.

<http://www.rootsofempathy.org/documents/ROE%20Research%20Report%2009.pdf>

Effectiveness Rating: Strong



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## Rutgers T.E.E.M. Gateway

Address: 200 Washington Street Newark NJ

URL: <http://www.teemgateway.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Youth Education and Employment Success (Ye2s) Center seeks to improve measurably the quality of life of Newark youth by expanding their educational, vocational, and employment opportunities. Under a unified collaboration among the City of Newark, Newark Public Schools, Communities In Schools, NJ Juvenile Justice Commission, The Nicholson Foundation, Rutgers University, and numerous community-based organizations, this innovative center is strategically located and organized to ensure a safe environment, with optimal delivery of youth services. The Ye2s Center provides the highest quality opportunities for lifelong learning and career development by building bridges between the needs of disconnected young people and individual and integrated delivery of counseling, training, and placement services. Each of our community partners is dedicated to supporting participants through personal commitment and advocacy. On a citywide, collaborative basis, we deliver positive youth development programs and services that add measurable and marketable skills to our young people and the organizations that will be collaborating as partners.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Opening Date: 2004 Number of Students: 500+

Contact: Mr. Kenneth Karamichael

Contact Email: [teemgateway@njaes.rutgers.edu](mailto:teemgateway@njaes.rutgers.edu) Contact Title: Director Contact Phone: 732-932-9271 601

Contact Address: 102 Ryders Lane New Brunswick NJ 8901

Evaluation: The Youth Success Center has adopted a multi-prong approach to reconnecting students to education and vocational opportunities, and providing onsite social services. To better serve youth walking through the YES Center, staff have streamlined the intake process and linked intake and assessment protocols with the YES Center database, allowing for student information to be stored in one central location

and continuous communication between the data manager and intake coordinators. The Center has formed relationships with mental health partners and organization offering substance abuse and mental health counseling, and Family Crisis Intervention Service Unit (FCIU), an arm with the Essex County Juvenile Services Unit. These partnerships help the Center coordinate a mental health network to assist in gaining access to additional mental health providers and intervention units. Over 2,000 students have reengaged/return to high school as a result of this center since opening 3 years ago.

Effectiveness Rating: Moderate

# S.T.A.R. Academic Center (Students Taking Alternatives Routes)

Address: Sunnyside Unified School District 2093 South Liberty Ave Tucson AZ

URL: <http://www.sunnysideud.k12.us/school/s-t-r-academic-center>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The dropout prevention grant at S.T.A.R. supplements its many ongoing activities and its purpose is twofold. The first is to provide research-based strategies for students in the S.T.A.R. Alternative High School to improve academic achievement and reduce dropout rates among young people with significant life challenges. These include high rates of homelessness, teen pregnancy and parenting, overage due to retention and school failure, behind in credits, family dysfunction, court involvement, and mental health issues. The second is to serve as a demonstration site to promote systemic change in the Sunnyside secondary schools by providing exemplars of what is most effective in combating dropout and low achievement. In addition to the high school program, S.T.A.R. offers an alternative to suspension program for selected middle school students.

Annual Cost: Per Cost:

Agencies: Pima County Attorney Office, StrengthBuilding Partners, Volunteer Center of Southern Arizona, Southwest Conservation Corp, El Pueblo Neighborhood Center, Pima County Juvenile Court, La Frontera, San Xavier Education Center Opening Date: 2007 Number of Students: 250-500

Contact: Pamela Cornell

Contact Email: [pcornell@susd12.org](mailto:pcornell@susd12.org) Contact Title: Director of Alternative Programs Contact Phone: 520-545-2300

Contact Address:



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Evaluation: In 2007-08, for students who participated in AIMS just one time Writing was the strength with 84.2% meeting or exceeding followed by Reading with 79.1 % meets and exceeds while math had only 58% meets and exceeds. Instructional interventions were successful for students as 63% increased in Reading, 59% increased in Writing and 49% increased in Math.

Effectiveness Rating: Limited



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# SAFE (Saving All Freshmen Everywhere) Program

Address: 12465 Warwick Blvd. Newport News VA

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The SAFE Program is designed and yet flexible to do the following: Designed to initiate, monitor and adjust to the needs of over-aged and retained freshmen. Can be adopted to fit middle school / junior high models. No additional cost needed other than start-up. Provide students with hope and encouragement that they will graduate with their peers. In the 2009-2010 school year, almost 89% of retained freshman were able to be promoted or made progress towards receiving their GED thanks to this program.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 2009

Number of Students: 250-500

Contact: Dr. Aaron L. Smith

Contact Email: aaron.smith@nn.k12.va.us Contact Title: Assistant Principal Contact Phone: 757-232-4787

Contact Address: 238 Petersburg Ct. Newport News VA 23606

Evaluation: The SAFE program was initiated in August 2009 in an effort to help the retained freshmen be promoted to the 10th grade in a quick fashion. Two-hundred eighty one freshmen were identified as retainees at the beginning of the school year. Since then, 150 of them have been promoted or are now able to take the initial steps to begin acquiring their GED. As a result, the success rate as of February 1st is almost 60%. Currently, the program is being expanded to work with students that have accrued less than 2.5 high school credits, as well as accelerating those students with 4 or 4.5 credits to ensure that they will have the opportunity to be promoted by the end of the school year.

Effectiveness Rating: Moderate



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## Safe Dates

Address: Hazelden Publishing and Education Services 15251 Pleasant Valley Road Center City MN

URL: <http://www.hazelden.org/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: Sexual Abuse

Description: Safe Dates is a school-based middle and high school program designed to stop or prevent the initiation of psychological, physical, and sexual abuse on dates or between individuals involved in a dating relationship. The program goals are to change adolescent dating violence norms, change adolescent gender-role norms, improve conflict resolution skills for dating relationships, promote victims' and perpetrators' beliefs in the need for help and awareness of community resources for dating violence, promote help-seeking by victims and perpetrators, and improve peer help-giving skills. The Safe Dates program can stand alone or fit easily within a health education, family, or general life-skills curriculum. Because dating violence is often tied to substance abuse, Safe Dates also may be used with drug and alcohol prevention and general violence prevention programs. Safe Dates could also be part of a school's support group or counseling program, afterschool, or enrichment program.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Roxanne Schladweiler

Contact Email: [rschladweiler@hazelden.org](mailto:rschladweiler@hazelden.org) Contact Title: Contact Phone: 651-213-4022

Contact Address:

Evaluation: To achieve outcomes, all nine sessions of the curriculum, the play, and the poster contest should be completed. Safe Dates was evaluated using a pre-test, post-test control group experimental design in schools across one county at one-month and one-year follow-ups up to four years out from treatment. At the one-month follow-up, compared to students in control schools, Safe Dates students were less likely to perpetrate psychological, sexual, and violence against their current dating partner. Four years after the



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treatment, compared to students in control schools, Safe Dates students were significantly: less likely to perpetrate psychological, sexual, and violence against their current dating partner; and less likely to experience sexual victimization.

Effectiveness Rating: Moderate



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# SafeMeasures

Address: Main Street Academix24 Rush RoadHennikerNH

URL: <http://www.msanh.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: SafeMeasures is a student-led collaborative action research process that has been used in K-12 schools across the country to help schools lower dropout rates, reduce bullying, improve school safety, prevent violence, encourage inspired teaching, and enhance student leadership and learning. The Safe Measures process provides opportunities for a highly diverse group of students to work as leadership partners and researchers within their school, and enables teachers and students to work together to understand and solve challenging problems. Through data collection, analysis and reflection, and the development and implementation of research-based projects that target specific needs identified through their school's data, students and teachers can take effective action to create more respectful and effective schools. Schools that have effectively used the Safe Measures process to improve school climate and respect have also seen an increase in student academic performance on state achievement tests.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 2002

Number of Students: 500+

Contact: William Preble

Contact Email: [info@msanh.com](mailto:info@msanh.com) Contact Title: President Contact Phone: 603-428-8706

Contact Address:

Evaluation: Safe Measures has been used effectively in K-12 schools across the country to lower dropout rates, reduce bullying, improve safety, prevent violence, and promote student leadership, and encourage engaging and inspired teaching. The use of collaborative action research as a school improvement process has been shown to effect changes in school culture and educational practices (Sagor, 2005). Likewise, our research, published in Educational Leadership (Preble & Taylor, 2009), shows that when the principal invites a



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highly "diverse group of students" to work as leadership partners to improve their school, it sends a powerful message to adults and students alike that respect for everyone in this school matters. In addition, schools that have effectively used the Safe Measures process to improve school climate and respect have also seen student academic performance on state achievement tests increase by nearly 11% (Preble & Newman, 2006).

Effectiveness Rating: Strong



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# San Diego CHOICE Program

Address: 4283 El Cajon Blvd.Suite 115San DiegoCA

URL: <http://www.choice.sdsu.edu>

Demographic and Target Group: , , , referred youth to juvenile justice,

Disabilities: Other Descriptors: juvenile justice, children's services

Description: The mission of the San Diego CHOICE Program is to provide a comprehensive array of services to at-risk youth which are designed to stabilize behavior, increase independence, self sufficiency and prevent out-of-home placements. These services are accomplished through intensive, community-based, family-centered interventions, which foster positive growth and empower the youth and their family.

Annual Cost:

Per Cost:

Agencies: Americorps San Diego State University  
Students: 500+

Opening Date: 1996

Number of

Contact: John Wedemeyer

Contact Email: [jwedemeyer@projects.sdsu.edu](mailto:jwedemeyer@projects.sdsu.edu) Contact Title: Executive Director, June Burnette Institute  
Contact Phone: 619-594-4756

Contact Address: 6310 Alvarado Court San Diego CA 92120

Evaluation: Current program outcomes for Probation and HHSA referred high-risk youth include: 90% of youth are remaining enrolled in school 72% of youth maintain a regular attendance of 80% or better 86% of youth maintain their home placement 89% of youth did not have a new arrest 73% of youth regularly participated in positive alternative activities 90% of families received referral assistance 71% of youth service close successfully from the program

<http://www.foundation.sdsu.edu/choice/recognition.html>

Effectiveness Rating: Strong



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# Sarah Pyle Academy for Academic Intensity

Address: 501 North Lombard Street Wilmington DE

URL: <http://www.christina.k12.de.us/schools/SarahPyle/>

Demographic and Target Group: , , 16+, 5 or less credits, no major behavior issues,

Disabilities: 11-15% Other Descriptors: mandatory internship/work experience component

Description: The mission of the Sarah Pyle Academy for Academy Intensity is to provide a select student population with an innovative, challenging and technologically advanced non-traditional high school environment that will assist each student to achieve the ultimate goal of earning a high school diploma and becoming employed and ready for post-high school training. This non-traditional high school has an intensive learning environment using individualized and differentiated instructional approaches. Students attend school for a half-day session and participate in a mandatory career development and work experience/internship program in partnership with the local business and schools community. The academy targets students who typically have not achieved success in a traditional school environment and who have made little progress toward graduation. A standard course of study required for graduation is provided. Ongoing student assessments provide data for the development of individualized student plans (Academic Success Plans), and any necessary academic interventions. Students are expected to graduate within two years of acceptance into the program.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: City of Wilmington, Veterans Admin. Hosp., WSFS Bank; Delaware Read Aloud, AIDS Delaware, American Civil Liberties Union, Land Trust Alliance, Longwood Foundation, The Wellness Community, Clear Air Council, Catalyst Project, Delaware Greenways, Fair Play, Opening Date: 2005

Number of Students: 50-250

Contact: Dr. Malvine C. Richard

Contact Email: [richardm@christina.k12.de.us](mailto:richardm@christina.k12.de.us) Contact Title: Principal/Headmistress Contact Phone: 302-429-4158

Contact Address:



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Evaluation: The school serves the three high schools in the Christina School district and is designed to lessen the dropout rate. Based on evaluation measures through Research for Better Schools, SPA has shown the following impacted based on the third year of continuous operation and evaluation. MAP (Measures for Achievement Progress) scores for reading improved by a margin greater than the national average; average credits per student increased from 3.16 to 6.6 credits, an overall increase of over 250% in total credits for the year; Increase of over 300% in the number of graduates as compared to the 2006-2007 school year; 58% of the 50 students graduating in June and August 2008, qualified and applied for the Delaware SEED Grant; and over 80% of parents came in at least twice over the course of the year for workshops, conferences, or celebrations. For the 2008-2009 school year, 75 students or half of the population is slated to graduate this year.

Effectiveness Rating: Strong



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# School Transitional Environment Program (STEP)

Address: University of Rhode Island 705 Chafee Hall Kingston RI

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

**Description:** The School Transitional Environmental Program (STEP) is based on the Transitional Life Events model, which theorizes that stressful life events, such as making transitions between schools, places children at risk for maladaptive behavior. Research has shown that, for many students, changing schools can lead to a host of academic, behavioral, and social problems and may lead to dropping out of school. STEP redesigns the high school environment to make school transitions less threatening for students and aims to increase peer and teacher support, decrease student anonymity, increase student accountability, and enhance students' abilities to learn school rules and exceptions.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Dr. Robert D Felner

Contact Email: [rfelner@uri.edu](mailto:rfelner@uri.edu) Contact Title: Director Contact Phone: 401-874-2564

Contact Address:

**Evaluation:** Several quasi-experimental studies have examined the STEP program, including high- and low-risk schools. STEP has been found to be more effective than programs targeting transitional life events through individual skill building and has been demonstrated effective at both middle and high school transitions. Long-term follow-up indicated that STEP students, compared to controls, had: more positive feelings about the school environment, higher grades, fewer absences, fewer increases in substance abuse and delinquent acts, fewer teacher reported behavior problems, higher academic expectations, and lower dropout rates.

Effectiveness Rating: Moderate



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# Schools and Families Educating Children (SAFE Children)

Address: Institute for Juvenile Research 840 South Wood Street Chicago IL

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Schools and Families Educating Children (SAFE Children) is a community- and school-based program that helps families manage educational and child development in inner-city communities where children are at high risk for substance abuse and other problem behaviors. The program aims to help children make the transition into 1st grade, have a successful first year, and set a strong base for the future. The program, based on a developmental-ecological perspective, focuses on enhancing parenting and family management skills, strengthening the relationship between the families and the schools, and improving reading skills in the children.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Patrick Tolan PhD

Contact Email: Tolan@uic.edu Contact Title: Contact Phone: 312-413-1703

Contact Address:

Evaluation: Training staff and fidelity to the program model are required to achieve reported results. The SAFE Children project was evaluated in a fully randomized trial across eight inner-city schools in one city over a 24-month period. After six months, compared to a control group, participating children had: greater improvement in academic achievement, reading scores approximating the national average, and improvements in aggression and social competence. After six months, compared to a control group, participating parents showed better parental involvement in school.



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Effectiveness Rating: Moderate

## Select Media, Inc.

Address: 190 Route 17MHarrimanNY

URL: <http://www.selectmedia.org/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Select Media is producer, publisher distributor of award-winning and evidence-based programs. Our mission is to create and disseminate materials effective in promoting positive health behaviors among communities at-risk. Our curriculum and media materials are based on extensive research conducted by leading researchers in the fields of behavioral health, communication, community and public health.

Annual Cost: less than \$25,000 Per Cost:

Agencies: Opening Date: 1990 Number of Students:

Contact: Sophie Ampel

Contact Email: [sophie@selectmedia.org](mailto:sophie@selectmedia.org) Contact Title: Contact Phone: 800-343-5540

Contact Address:

Evaluation: This company publishes numerous programs and each program has an individual research study that shows its effectiveness. The following are some of the web sites that show the research:

<http://cdc.gov/hiv/topics/research/prs/resources/factsheets/sisters-saving-sisters.htm>

<http://www.etr.org/recapp/index.cfm?fuseaction=pages.ebpDetail&PageID=128>

Effectiveness Rating: Strong



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# SIATech

Address: 2611 Temple Heights Dr., Ste. AOceansideCA

URL: <http://www.siatech.org>

Demographic and Target Group: , , , Low income,

Disabilities: 11-15% Other Descriptors:

Description: The School for Integrated Academics and Technologies (SIATech®) is an award-winning dropout recovery program. SIATech is a charter high school that excels at identifying student strengths and individualizing instruction to meet each student's needs and goals. The school's safe and caring setting enables students to take charge of their learning and obtain the tools they need for lifetime success, whether it is at their chosen career or further education. More than 15,000 low-income youth have graduated from SIATech's campuses in Arkansas, California, and Florida.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Department of Labor-Job Corps Opening Date: 2004 Number of Students: 500+

Contact: Mr. Mike Hadjiaghai

Contact Email: [info@siatech.org](mailto:info@siatech.org) Contact Title: Assistant Superintendent, Administrative Services Contact Phone: 760-631-3400

Contact Address:

Evaluation: SIATech excels at transforming out-of-school youth into graduates ready for the workplace and higher education. Through a competency-based program, students must demonstrate mastery to advance through the state standards-aligned coursework and complete a rigorous senior portfolio. One measure of the program's success is its more than 8,200 high school graduates. SIATech implemented additional tutoring to prepare students for state exit exams in 2007-08 which has shown a positive impact. For example, at the school's seven California campuses, CAHSEE pass rates over last school year have shown a gain of 50% in math and 38% in ELA; and, early results from 2008-09 show higher gains in pass rates than 2007-08. SIATech



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continues to focus on increasing the number of graduates and decreasing the number of dropouts within its highly at-risk student population. Through its individualized curriculum, SIATech trains students in numerous industry-standard software programs, like MS Office and the Adobe Suite, which equips SIATech graduates with the 21st century skills they need to succeed in today's economy. All SIATech California sites are accredited by the Western Association of Schools and Colleges (WASC).

Effectiveness Rating: Strong



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# Sierra Vista Academy

Address: 7501 E. Oak Street Scottsdale AZ

URL: <http://susd.sierravista.schoolfusion.us>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Our staff at Sierra Vista Academy (an alternative school) is committed to maintaining a proactive environment in which students who have not achieved success in the traditional environment feel valued, secure, and self confident. We serve students who have a documented history of disruptive behavior/multiple suspensions, students with attendance issues and/or are identified as dropouts, and students in poor academic standing. Additionally we foster a classroom atmosphere that addresses academic, social, and emotional needs, motivating all students to develop a positive attitude toward themselves, their community, and their education.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 2003

Number of Students: 50-250

Contact: Rhonda Rickard

Contact Email: [rrickard@susd.org](mailto:rrickard@susd.org) Contact Title: Principal Contact Phone: 480-484-7900

Contact Address:

Evaluation: Sierra Vista Academy received the top rating of "Performing" for the past three years. They have also met AYP requirements and have a graduation rate of 71% for the past three years.

<http://www.ade.az.gov/srcs/ReportCards/796442007.pdf>

Effectiveness Rating: Limited



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# Simon Youth Foundation Education Resource Centers

Address: 225 West Washington Street Indianapolis IN

URL: <http://www.syf.org>

Demographic and Target Group: , , , Public school students only,

Disabilities: Other Descriptors:

Description: Simon Youth Foundation has established joint ventures with public school districts, resulting in 25 Education Resource Centers (ERCs) operating in 13 states throughout the nation. Most of the ERCs are located in Simon malls, although a few are in other facilities such as malls formerly owned by Simon. SYF is slated to open several new ERCs and double the number of centers over the next several years as a result of their positive impact on the national dropout rate. Simon Youth Foundation has addressed the dropout issue by offering at-risk students with special needs or additional personal responsibilities, such as balancing school, work and family the opportunity to continue their education in an environment that is more customized to meet individual learning needs. Through partnerships with local school districts or other national and local education partners, ERCs offer an alternative way for youth to obtain a high school diploma, receive job and life skills training, and get the encouragement and assistance they need to gain entry into college or the high performance workplace. Through the ERCs, SYF can also collaborate regarding curriculum and instruction, as well as alternative education program outcomes and evaluation with others around the country.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: CVS Pharmacy, Simon Property Group, Workforce Development, Higher Education Partners, Kappa Delta Pi Opening Date: 1998 Number of Students: 500+

Contact: Dr. Christopher S Chalker

Contact Email: [cchalker@simon.com](mailto:cchalker@simon.com) Contact Title: Vice President, Education Services Contact Phone: 317-263-7635

Contact Address:



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Evaluation: Outside evaluation by the Indiana University Center for Evaluation and Education Policy

Effectiveness Rating: Strong

# Sinclair Community College Fast Forward Center

Address: The Job Center Suite 2501133 Edwin Moses BlvdDaytonOH

URL: <http://www.sinclair.edu/organizations>

Demographic and Target Group: , , , ,

Disabilities: 16-20% Other Descriptors:

Description: The Fast Forward Center primarily serves youth, ages 16-21, who have previously dropped out of, or are not regularly attending high school. The goal of the Fast Forward Center is to return the youth to high school, help them achieve proficiency, earn a high school diploma, and have a positive placement upon graduation (employment, military, or post-secondary education). The Fast Forward Center partners with three alternative charter high schools that specifically serve dropouts, a charter middle school, and other Dayton-based alternative education programs to serve the needs of out-of-school youth.

Annual Cost: Per Cost: \$2000 +

Agencies: 16 Public School Districts, 4 Charter Schools, 15 Community Organizations, County Government

Opening Date: 2001

Number of Students: 500+

Contact: Michelle Littlejohn

Contact Email: [michelle.littlejohn@sinclair.edu](mailto:michelle.littlejohn@sinclair.edu) Contact Title: Manager Contact Phone: 937-512-3278

Contact Address:

Evaluation:

Effectiveness Rating: Strong



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# SMARTteam (Students Managing Anger and Resolution Together)

Address: 1402 Greenway CrossMadisonWI

URL: <http://www.lmssite.com/index.html>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: SMARTteam is a multimedia program designed for universal prevention with students in grades 5-9. Its primary setting of use is in schools, with students using the software independently, either alone or in pairs. The modules can be used in sequence or independently, because key concepts are reinforced throughout the components. In accordance with Dreyfus and Dreyfus's skill acquisition model, the software accommodates students' learning needs at various stages of mastery. Numerous teen and adult role models are incorporated following Bandura's social learning theory. Anger replacement therapy guides module content. Skills taught are dispute resolution (including a module that two students can use to resolve an ongoing conflict), and perspective taking (identification of other people's thoughts and feelings). The content of SMARTteam is aligned with commonly used conflict-mediation curricula, and integrates well with other violence prevention strategies a school may implement.

Annual Cost: Per Cost:

Agencies: Learning Multi-Systems Opening Date: Number of Students:

Contact:

Contact Email: [info@lmssite.com](mailto:info@lmssite.com) Contact Title: Contact Phone: 800-362-7323

Contact Address: Learning Multi-Systems

Evaluation: A pilot study with 102 seventh graders showed increases in knowledge, self-knowledge of how personal behavior might escalate a conflict, frequency of prosocial behavior, and intentions to use nonviolent strategies. The percentage of students who reported getting into trouble dropped dramatically. A full-scale



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evaluation was completed with matched intervention and control groups (n = 558, grades 6, 7, and 8). Significant effects were increased intentions to use nonviolent strategies and self-knowledge, and decreases in beliefs supportive of violence.

<http://www.lmssite.com/research1.html>

Effectiveness Rating: Moderate



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# SOAR (Skills, Opportunities, and Recognition)

Address: University of Washington 9275 Third Avenue NE, Suite 401 Seattle WA

URL: <http://www.depts.washington.edu/sdrg/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Skills, Opportunity, and Recognition (SOAR) program has its roots in the Social Development Model, which posits that positive social bonds can reduce antisocial behavior and delinquency. It is a multidimensional intervention designed for the general population and high-risk children who are attending elementary or middle school. The program seeks to decrease juveniles' problem behaviors by working with children and their parents and teachers. It intervenes early in childrens' development to increase prosocial bonds, to strengthen attachment and commitment to schools, and to decrease delinquency.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: David Hawkins PhD

Contact Email: [sdrg@u.washington.edu](mailto:sdrg@u.washington.edu) Contact Title: Director Contact Phone: 206-685-1997

Contact Address:

Evaluation: Results of an ongoing, 20-year quasi-experimental study in Seattle, Washington, indicate that only the intervention that began in the early grades had long-term impact on post-graduation outcomes. At the age 18 follow-up, full intervention students, compared to comparison groups, showed statistically significant outcomes. These include: improvement in commitment and attachment to school, improvement in self-reported achievement, improvement in self-reported involvement in school misbehavior, lower likelihood of committing violent delinquent acts, lower likelihood of heavy alcohol use in the past year, and lower likelihood of having been or having gotten someone pregnant.

Effectiveness Rating: Moderate



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# Southern Dropout Prevention Alliance

Address: 8343 Roswell Road Suite 173 Atlanta GA

URL: <http://www.southerndpa.com>

Demographic and Target Group: , , , ,

Disabilities: 1-5% Other Descriptors:

Description: The Southern Dropout Prevention Alliance has been instrumental in helping at-risk students graduate from high school and assisting schools with increasing graduation rates. Since 2005 85% of the 1024 students selected for our program were admitted to college. The other 13% were able to gain employment through various partnerships and our career mentor program. The remaining 2% successfully completed a GED program. Data collected between 2008-2011 from the 26 high schools we supported, showed steady increases in the graduation rate ranging from 5-12 % annually. In another study involving 123 middle school students who previously participated in at least two years with SDPA, showed significant improvement academically in core subjects (95% pass rate), a decline in discipline referrals (42%), and an increase in daily attendance (41%). District surveys involving 500 teachers in 10 school districts, showed that 97% of the teachers reported improvement in students' interpersonal skills and social attitude.

Annual Cost: \$25,000 - \$100,000 Per Cost: \$500 - \$1000

Agencies: Opening Date: 2005 Number of Students: 250-500

Contact: Mr. Dean Teague

Contact Email: [helpdesk@integratedae2.com](mailto:helpdesk@integratedae2.com) Contact Title: Director of Operations Contact Phone: 601-850-1569

Contact Address: 4209 Lakeland Drive Suite 367 Flowood MS 39232

Evaluation:

Effectiveness Rating: Strong



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# Spaulding Youth Center

Address: 130 Shedd Road Northfield NH

URL: <http://www.spauldingyouthcenter.org/podium/default.aspx?t=1315>

Demographic and Target Group: , , , Emotionally disadvantaged,

Disabilities: Other Descriptors:

Description: Spaulding Youth Center, located in Northfield, NH, serves children and youth with a range of challenges including autism, neurological impairments, neurobehavioral disorders, behavioral difficulties, emotional disabilities, post traumatic stress disorder, and learning and developmental disabilities. We offer intensive residential treatment and day school special education services as well as foster care services. Our adventure-based outdoor and experiential education program and arts curriculum enhance our educational and treatment programs.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 1958

Number of Students: 50-250

Contact: Susan S Calegari

Contact Email: [scalegari@spauldingyouthcenter.org](mailto:scalegari@spauldingyouthcenter.org)  
603-286-8901

Contact Title: President and CEO Contact Phone:

Contact Address:

Evaluation: With an historic tradition of excellence, Spaulding's professional staff strives to continually assess, evaluate and improve its educational, behavioral, treatment, and foster care programs. Collection, compilation and analysis of data, on an individual basis as well as for all students, are a hallmark of Spaulding's "RoadMap to Excellence" programming. In the past school year, students made significant academic progress on Measurement of Academic Progress (MAP) assessment tests, and the academic staff worked diligently to customize the curriculum to attend to the individual needs of each student. Spaulding was honored that staff was invited by professional and peer organizations to make presentations on creative utilization of whiteboards, efforts to reduce restraints, and how to create a RoadMap to Excellence.



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[https://www.spauldingyouthcenter.org/ftpimages/159/misc/misc\\_52101.pdf](https://www.spauldingyouthcenter.org/ftpimages/159/misc/misc_52101.pdf)

Effectiveness Rating: Moderate



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# Star Academy Program

Address: P.O. Box 1708PittsburgKS

URL: <http://www.staracademyprogram.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Star Academy Program is a school-within-a-school for disengaged students (typically overage 8th/9th grade students) who have previously failed one or more grades. Students engage in non-traditional instructional methods to complete two grades in one year. The program employs standards-based curriculum in science, mathematics, English, and social studies. Students navigate through a rigorous progression of varied instructional methods incorporating hands-on learning, real-world learning experiences, individualized instruction, team instruction, and personal development. Parents, teachers, and students are taught how to communicate productively and work together as a team in a safe, happy, and productive environment. The Star Academy successfully reengages students who may have lost hope or experienced personal, academic, or social challenges in their lives. The Star Academy Program provides these students with an opportunity to recapture a sense of purpose, regain their self-esteem, and succeed academically. The Pickens County Program received the 2008 Crystal Star Award from the NDPC/N.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: SC State Department of Education, State-level career/technical education departments, SC EEDA, Appalachian Regional Commission, State and local workforce development groups Opening Date: 2005 Number of Students: 500+

Contact: Robin White-Mussa

Contact Email: [rmussa@pitsco.com](mailto:rmussa@pitsco.com) Contact Title: Vice President Contact Phone: 888-844-8414

Contact Address:

Evaluation: The Star Academy has proven effective in achieving its mission, is transportable to new locations with differing demographics, and is sustainable. In the first 10 cohorts from 2005-2008, 82% of participants



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experienced success, stayed in school, and are continuing in high school. The program cost is over \$600,000 for initial installation. The annual cost thereafter is based on teacher salary and consumable items. Consumable items average \$750 annually.

Effectiveness Rating: Strong

# Steubenville City Schools

Address: 1400 West Adams StreetSteubenvilleOH

URL: <http://www.steubenville.k12.oh.us/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Steubenville School District was once located in a thriving city, but due to unemployment and losing population has one of the highest populations of low- income and minority students in the state. This has led to changes in its operating system during the past 10 years. All of the elementary schools in the district have the same curriculum, school environment, and discipline policy. In addition the usage of federal funds is used in the same way. All of the schools have the same data and grading systems and use the same pacing calendar for instruction. This has led to improved test scores and increased enthusiasm for learning.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 1998

Number of Students: 500+

Contact: Mike McVey

Contact Email: Contact Title: Superintendent Contact Phone: 740-283-3767

Contact Address:

Evaluation: Academic performance in Steubenville has been improving over the past ten years. In 2008, higher percentages of students met reading and math standards than in the state as a whole, even though the district has higher percentages of low-income and minority students than the rest of the state.

Effectiveness Rating: Moderate

## Strategic Learning Center

Address: 901 Kentucky Street Suite 303 Lawrence KS

URL: <http://www.smarttogether.org>

Demographic and Target Group: , , , Professional Development required,

Disabilities: Other Descriptors: Multi-tiered Response to Intervention (RTI), School Improvement Plan

Description: The Strategic Learning Center is a non-profit organization dedicated to increasing literacy and school improvement in secondary schools. We work with schools to develop a school-wide, tiered support approach for all students. The tiered support model, called the Content Literacy Continuum, provides an effective framework for addressing achievement and schools' Response to Intervention (RtI) needs. The model is based on interventions validated by more than 30 years of research at the University of Kansas. The Strategic Learning Center has expertise and experience needed to turn around low-performing schools. The Content Literacy Continuum (CLC) focuses on helping secondary schools develop and sustain comprehensive and integrated literacy programs. The CLC framework is designed to address the challenges that secondary schools face - improving the achievement of all students, providing a multi-tiered or RtI support system, meeting Adequate Yearly Progress or AYP targets, and increasing students' content literacy.

Annual Cost: \$25,000 - \$100,000 Per Cost: \$500 - \$1000

Agencies: University of Kansas Center for Research on Learning Opening Date: 2002  
Number of Students: 500+

Contact: Dr. Susan M D'Aniello

Contact Email: [sdaniello@dishmail.net](mailto:sdaniello@dishmail.net) Contact Title: Project Manager Contact Phone: 785-856-7650

Contact Address:

Evaluation: The Strategic Learning Center in conjunction with the University of Kansas Center for Research on Learning has completed extensive research over the last 30 years, the majority of which has focused on the development and validation of interventions for at-risk adolescents. This body of knowledge concerns the



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design and delivery of effective interventions that represents important instructional programming that is effective. The approach has resulted in curricula of design, validation, and implementation based on scientific analysis. The components of the Learning Strategies Curriculum and the Content Enhancement Routines have undergone extensive field testing with adolescents to validate the efficacy of this instructional approach. Teachers were able to learn the instructional components of the Learning Strategies and Content Enhancement Routines readily at mastery level. When teachers used the Learning Strategies and Content Enhancement Routines students demonstrated significant gains on academic tasks.

Effectiveness Rating: Moderate



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## Street School, Inc.

Address: 1135 S Yale Ave.TulsaOK

URL: <http://www.streetschool.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: Brain-based learning strategies

Description: Street School is Oklahoma's longest-running and most successful alternative education and therapeutic counseling program. We have been serving at-risk youth and their families for forty-five years as a non-profit agency through a partnership with Tulsa Public Schools. Street School serves an average of 135 students ages 14-19 who reside in the Tulsa Public School district. It is a little known fact, but Street School designed the model for alternative education in Oklahoma, 16 of 17 mandated criteria in Oklahoma statutes are in place because of Street School. These mandates have been adopted by the National Alternative Education Association and are used nationally. Street School serves youth who are at-risk of dropping out due to academics, abuse, neglect, bullying, drugs, pregnancy, and parenting and offers them a second chance to graduate. Street School provides at-risk students with the academic and emotional skills needed to achieve their potential and become responsible and productive citizens. At the heart of Street School is our ability to convey to our students that they matter, the staff ultimately fills a void of support and becomes the family most have never had.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Tulsa Public Schools, Tulsa Area United Way, the Office of Juvenile Affairs, the Oklahoma Association of Youth Services, the American Red Cross, OU Medical School, Tulsa Community College, Tulsa Technology Center, OSU/Tulsa, Community Service Council, Tul Opening Date: 1973  
Number of Students: 50-250

Contact: Dr. Lori E McGinnis-Madland Ed.D.

Contact Email: [mcginlo@tulaschools.org](mailto:mcginlo@tulaschools.org) Contact Title: Contact Phone: 918-833-9800

Contact Address:



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Evaluation: 90% average graduation rate, over 6,000 students served. America's Promise Alliance - Grad Nation has set a goal of increasing graduation rates nationwide to 90% by 2020. They confirm that programs like Street School with, smaller personalized learning environments; blocked schedules where students spend more time with fewer teachers; academies during the critical transition year of ninth grade; internships with a career or technical focus, mentoring and counseling are the most effective in preventing dropouts. Which is the same solution dropouts themselves identified - making classrooms more personalized, engaging and relevant prevents dropouts.

This past school year we served 132 students and 35 of 39 seniors graduated. The average GPA increased to 3.0 from 1.0, number of classes completed increased by more than 50% absences decreased by almost 70%. Additionally we had 26 students participate in the Internship program with various companies and 5 students complete Tulsa Technology Center, while attending Street School. We are also proud to have a former student employed as a clinical director, Jenny Fitzgerald, LCSW, states "I attribute all my academic success to Street School...I was in college before I realized that I wouldn't be here without them."

Effectiveness Rating: Moderate



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# Strengthening Families Program

Address: Lutra Group, Inc.5215 Pioneer Fork Rd.Salt Lake CityUT

URL: <http://www.strengtheningfamiliesprogram.org/index.html>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Strengthening Families Program (SFP) is a family skills training program that involves weekly classes for children ages 3-5, 6-11, and 12-16 and their families. The program uses family systems and cognitive behavioral approaches to increase resilience and reduce risk factors. It seeks to improve family relationships, parenting skills, and youths' social and life skills. Topics in the parental section include setting rules, nurturing, monitoring compliance, and applying appropriate discipline. Youth sessions concentrate on setting goals, dealing with stress and emotions, communication skills, responsible behavior, and how to deal with peer pressure.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Karol Kumpfer PhD

Contact Email: [karol.kumpfer@health.utah.edu](mailto:karol.kumpfer@health.utah.edu) Contact Title: Director Contact Phone: 801-581-7718

Contact Address:

Evaluation: To achieve maximum results, all seven two-hour sessions of SFP must be completed. SFP has been evaluated more than 17 times, some studies using experimental or quasi-experimental designs and up to five-year follow-up. The program has resulted in: clinically significant decreases in conduct disorders, significant decreases in aggression, significant decreases in delinquency, and decreased substance use.

Effectiveness Rating: Limited



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# Strengthening Families Program for Parents and Youth 10-14

Address: Iowa State University 2625 North Loop Drive, Suite 500 Ames IA

URL: <http://www.extension.iastate.edu/sfp/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Strengthening Families Program for Parents and Youth 10-14 (SFP 10-14) is an adaptation of the Strengthening Families Program. The video-based program aims to reduce substance use and behavior problems during adolescence through improved skills in nurturing and child management by parents and improved interpersonal and personal competencies among youth. Youth sessions generally concentrate on strengthening goal setting, communication skills, behavior management techniques, and peer pressure. By contrast, parents generally discuss the importance of nurturing while simultaneously setting rules, monitoring compliance, and applying appropriate discipline. Topics include developing appropriate rules, encouraging good behavior, using consequences, building bridges, and protecting against substance abuse.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Catherine Webb

Contact Email: [cwebb@iastate.edu](mailto:cwebb@iastate.edu) Contact Title: Director Contact Phone: 515-294-1426

Contact Address:

Evaluation: Both post-test evaluations of family processes and follow-up studies of individual substance use have demonstrated positive effects for SFP families and adolescents, compared to control groups. During the four years after the study pre-test, compared to the control group, SFP participants showed: reduction in "ever use" of substances, reduction in conduct problems, and delayed onset of other problematic behaviors.



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Effectiveness Rating: Limited

# Student Paths Program

Address: 2595 Hamline Avenue NorthRosevilleMN

URL: <http://www.studentpaths.com/index.htm>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Student Paths is a program school districts implement in their classrooms to help their students transition from high school to their future. Post-secondary options, corporations and trade associations sponsor the program, marketing themselves to a captive classroom audience during a critical time as students explore their future. They also utilize Student Paths as a recruiting tool since students have the option of requesting more information from any of the sponsors. Student Paths partners with school districts providing grade specific content and lessons to develop a student's career and life skills. Through our scope and sequence tailored for grades 9 - 12, we are able to uniquely engage the student through the millennial voice of our content. Student Paths values the "whole student", supporting personal and social development, through our dynamic content and lessons updated throughout the year. To ensure maximum success of our program, we provide evaluation tools to monitor student impact and ensure results.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 1997

Number of Students: 500+

Contact: Gayle Saunders

Contact Email: [gsaunders@studentpaths.com](mailto:gsaunders@studentpaths.com)

Contact Title: Client Engagement and Support Contact

Phone: 866-744-8069

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Students Against Violence Everywhere (SAVE)

Address: PO Box 3489 Newtown CT

URL: <http://www.nationalsave.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: School Safety

**Description: SAVE'S MISSION AND GOALS** SAVE is coordinated by a 501(c)(3) public nonprofit organization, the National Association of Students Against Violence Everywhere, but it is still led by students, for students. The National Association of Students Against Violence Everywhere (National SAVE) strives to decrease the potential for violence in schools and communities by promoting meaningful student involvement, education, and service opportunities in efforts to establish, support, and grow SAVE chapters. National SAVE is dedicated to providing students with the information and resources necessary to make a positive difference in safety efforts in schools and communities. SAVE's goal is to encourage and empower students with life skills while engaging them in educational activities and opportunities to promote good citizenship. SAVE encourages positive peer influences within the school and community through violence prevention efforts. SAVE educates students about the effects and consequences of violence as well as safe activities for students, parents, and the community. SAVE engages students in meaningful violence prevention efforts within their school and community. SAVE empowers youth with knowledge and skills necessary to provide service to their community and school. **NEW INFO**

SAVE (Students Against Violence Everywhere) Promise Clubs are a place for young people across the country to show their leadership, creativity and passion for protecting their friends, schools and communities from violence BEFORE it happens. SAVE Promise Clubs are established and led by students and are a powerful approach to preventing gun violence (and other forms of violence and self-harm) because they recognize the unique role that young people play in making their schools and communities safer.

Students want safe schools and communities and want to lead the change in these efforts. Through SAVE Promise Clubs, youth are empowered to be the leaders of change and have greater impact with their peer groups than adults. Youth influence their peers in a positive way through these clubs, resulting in a more caring and connected school community. Through SAVE Promise Clubs, youth organize activities and reminders that reinforce important lessons learned through Sandy Hook Promise's Know the Signs programs, such as Say Something and Start With Hello. Through ongoing activities and reminders, students create a culture of looking out for one another, being upstanders and preventing violence before it happens – creating safer classrooms, schools and communities now and in the future.



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Annual Cost: \$200,000 - \$500,000

Per Cost: less than \$500

Agencies: Allstate Foundation, NOYS, YSA, NYVPW, America's Safe Schools Week, NDPC

Opening Date: 1989

Number of Students: 500+

Contact: Carleen Wray Ed.D.

Contact Email: [cwray@nationalsave.org](mailto:cwray@nationalsave.org) Contact Title: SAVE Promise Club Manager Contact Phone: 866-343-7283

Contact Address:

Evaluation:

<http://www.nationalsave.org/main/ETIEVAL.php>

Effectiveness Rating: Strong



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# Success for All

Address: Success for All Foundation 200 West Towsontown Blvd. Baltimore MD

URL: <https://www.sandyhookpromise.org/savepromiseclub>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Success for All was developed to help all elementary school students achieve and retain high reading levels. The curriculum balances phonics and meaning-oriented approaches and includes story discussion, vocabulary, and comprehension assignments that progress through a set sequence of reading materials. As students' reading improves, reading, discussion, and assignments get increasingly more difficult. The program emphasizes cooperative learning, meta-cognitive skills, comprehension, and writing.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Nancy A Madden

Contact Email: [fsainfo@successforall.org](mailto:fsainfo@successforall.org) Contact Title: Director Contact Phone: 800-548-4998

Contact Address:

Evaluation: Longitudinal research on Success for All has been carried out in several school districts in the U.S. Relative to students at comparison schools, Success for All students showed significant: gains in reading, reductions in special education placement, and improvements in achievement.

Effectiveness Rating: Moderate



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# SUCCESS for Teens

Address: 200 Swisher Rd Lake Dallas TX

URL: <http://www.SUCCESSFoundation.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: SUCCESS Foundation engages in the no cost distribution of the SUCCESS for Teens personal development/life skills program to schools, churches and non-profit youth organizations. The program is intended to inspire youth to become the achievers and leaders of tomorrow.

Annual Cost: \$500,000 + Per Cost: less than \$500

Agencies: BBBS/TX (Big Brothers Big Sisters); NFTE (Network for Teaching Entrepreneurship); over 1000 other organizations and schools Opening Date: 2008 Number of Students: 500+

Contact: Ms. Katharine L. Gardner

Contact Email: [kgardner@SUCCESSFoundation.org](mailto:kgardner@SUCCESSFoundation.org) Contact Title: Development Director Contact Phone: 940-497-9700 9758

Contact Address:

Evaluation: Direct impact on positive decision-making and personal responsibility

Effectiveness Rating: Limited



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# Success Highways

Address: 2406 W. 32nd Ave.Suite CDenverCO

URL: <http://www.scholarcentric.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Success Highways is a research-based program that provides a comprehensive assessment and curriculum that enables students to develop critical resiliency skills. The curriculum helps students realize that education is relevant to their goals, and helps them take ownership of their own education, keep motivated to stay in school and achieve success. Additionally, the program helps educators and students to build strong, trusting relationships. Longitudinal research studies have revealed that students who have participated in Success Highways have demonstrated better attendance, higher grades, and have passed more classes than students who did not participate, and this is true for even the most at-risk students.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: National Dropout Prevention Center, America's Promise Alliance, Howard University, Johns Hopkins University (pending)      Opening Date: 2006      Number of Students: 500+

Contact: Mr. Steve Weigler

Contact Email: [s.weigler@scholarcentric.com](mailto:s.weigler@scholarcentric.com)      Contact Title: President Contact Phone: 303-756-9989

Contact Address:

Evaluation: Starting with an individualized assessment, students begin to explore the connections between their current life and their future. The curriculum continues by weaving together powerful classroom conversations about real issues and guides students to develop their own personal success plans. Combining these ingredients in a classroom setting creates a potent tool for empowering students to see the relevance of education, graduating from high school, and achieving academic and life success.

[http://scholarcentric.com/images/pdf/SH\\_Empirical\\_Research.pdf](http://scholarcentric.com/images/pdf/SH_Empirical_Research.pdf)



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Effectiveness Rating: Strong



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## SUCCESS Program of Des Moines

Address: 1001 AmosDes MoinesIA

URL: <http://www.dmps.k12.ia.us/programs/6suoverview.htm>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The SUCCESS Program is a school-based youth services program offered year-round in Des Moines Public Schools and has been offered since the Fall of 1990. The program is predicated on the belief that students are best served when their social, emotional, and behavioral needs are met as well as their academic needs. Too often, students fail in the classroom when these critical needs are not addressed. The SUCCESS Program primarily serves the most vulnerable students and families. Typical student/family issues include homelessness, neglect and abuse (physical, psychological, sexual), hunger, poor health, basic needs, substance abuse, and domestic violence. To help students counteract the negative impact of these myriad issues, professional program staff provide intensive case management services and support services for children and their families on a prenatal through age-twenty basis. These services engage students and families in removing barriers that interfere with students' academic, social, and/or vocational growth. Services include assessment of need, educational support, identification of personal goals, coordination of services with a variety of human service agencies, and advocacy in accessing services and follow up.

Annual Cost: Per Cost:

Agencies: Des Moines Public Schools, Allowable Growth for Dropout Prevention, United Way

Opening Date: 1990

Number of Students: 500+

Contact: Margaret Jenson Connet

Contact Email: [Margaret.connet@dmps.k12.ia.us](mailto:Margaret.connet@dmps.k12.ia.us) Contact Title: SUCCESS Program Manager Contact Phone: 515-242-7890

Contact Address:



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Evaluation: The SUCCESS program utilizes the Results Based Accountability (RBA) process to evaluate its effectiveness. An evaluation in 2002 by the Child and Family Policy Center found that "SUCCESS represents one of the most highly developed and efficiently managed school-based service systems in the country".

Effectiveness Rating: Moderate



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## Success Watch

Address: 3580 West 38thEriePA

URL: <http://musarra@mtsd.org>

Demographic and Target Group: , , , 1 - 2 years behind in reading and/or math,

Disabilities: Other Descriptors:

Description: Mission Statement - The Success Watch Program is designed to support incoming 9th graders who have been historically at risk for failure in the traditional academic setting. They are described as the proverbial "kid who falls through the cracks" and silently fails. The mission of the program is to provide services that address the identified skill deficits of the individual students while at the same time addressing the social and emotional skills necessary to be a successful high school student.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 2002

Number of Students: 50-250

Contact: Mr. A. Jay Musarra

Contact Email: [musarra@mtsd.org](mailto:musarra@mtsd.org)  
814-835-5403

Contact Title: Supervisor of Student Development Contact Phone:

Contact Address:

Evaluation: A typical Success Watch student is earning 7 credits per year (28 credits to graduate.) They graduate with a strong "C" grade point. As a whole these students perform above the level attained during their previous school year. Success Watch students are mentored, resulting in better attendance and less behavioral issues. Success Watch Programs Classes of 2007, 2008, 2009 all graduated with their class.

Overall GPA's: Class of 2007 = 2.41, Class of 2008 = 2.43, Class of 2009 = 2.40.

Effectiveness Rating: Moderate



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# T.E.E.M Gateway

Address: 200 Washington Street Rutgers University Newark NJ

URL: <http://www.teemgateway.rutgers.edu>

Demographic and Target Group: , , , Local Resident,

Disabilities: 1-5%

Other Descriptors:

Description: Rutgers Transitional Education and Employment Management (T.E.E.M.) Gateway is a "one-stop center" that provides education and employment assistance, juvenile mentoring, and referral/support services to the most disconnected youth of New Jersey. Key target areas include Essex, Mercer, Ocean, Passaic, Bergen and Camden Counties. Rutgers T.E.E.M. Gateway program goals: Provide basic transitional tools and skills to help clients to avoid recidivism by continuing their education and becoming productive contributors to New Jersey's workforce; Challenge clients to explore their personal and career goals by providing a constructive framework for working toward and successfully attaining their goals; Instill the desire and incentive to continue the educational process and work toward long-term educational goals and employment placement; Improve basic skills by utilizing the strength-based approach and providing quality service with meaningful employment and service learning placement

opportunities; Provide a structured and supportive environment for our clients, staff, and the residents of Essex County, Mercer County and beyond; Rutgers T.E.E.M. Gateway staff and community partners are dedicated to helping the youth in New Jersey to improve their quality of life and become productive members of society. Their Youth Success Center partner network are actively engaged in "Building Productive Futures for the Youth of New Jersey"

Annual Cost:

Per Cost:

Agencies: Rutgers University,

The Nicholson Foundation,

Robert Wood Johnson Foundation,

NJ Office of the Attorney General,

Juvenile Justice Commission,

Mayor's Office of Newark,

Mayor's Office of Trenton,



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AmeriCorps,

America's Promise Alliance,

Ac

Opening Date: 1990

Number of Students: 250-500

Contact: Kenneth Karamichael

Contact Email: [teemgateway@njaes.rutgers.edu](mailto:teemgateway@njaes.rutgers.edu) Contact Title: Director Contact Phone: 973-820-4114

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Take Stock in Children

Address: 8600 NW 36th Street Suite 500 Miami FL

URL: <http://www.takestockinchildren.org>

Demographic and Target Group: , , , All of our students meet the Federal Department of Labor guidelines for poverty and are eligible for the Free and Reduced Price Lunch Plan,

Disabilities: Other Descriptors:

Description: Since 1995, Take Stock in Children (TSIC) has sought to provide an effective means to end the vicious cycle of poverty, educational failure and delinquency that can lead to juvenile delinquency, youth violence, and gang activity faced by many of Florida's at-risk children. TSIC provides a comprehensive, long-term mentoring and advocacy program which begins in middle school and continues through to high school graduation. Program specifics include: TSIC Helps Low-Income Children; Achieve; Take Stock in Children selects children between the 6th and 9th grades who meet the low-income federal guidelines; students are selected by committees comprised of educators, civic leaders, and business sponsors from their own communities. College and Vocational Scholarships Provide Hope for a Better Future. Each child receives a fully paid two or four-year college tuition scholarship. Students who prefer post-secondary vocational training may select a course of study at a community college leading to a two-year technical degree. TSIC Provides a 10-Year Road to Success. TSIC makes a multi-year commitment to children, providing a comprehensive array of services from the time they enter the program through their graduation from college or vocational school. A Volunteer Mentor Provides Motivation and Support. Each child is matched with a caring adult mentor who meets with the student at his/her school for an hour each week. These volunteer mentors are recruited, trained, supported, monitored, and evaluated by TSIC. Mentors provide tutoring, motivation, guidance, friendship, and support and are encouraged to continue their service over a multi-year period. Each child in the program is assigned a student advocated/case manager who meets with the student and monitors his or her academic success. Student Advocates work closely with mentors and school personnel to ensure that each child achieves success. Parental Involvement Increases the Chances of Success. Parents are responsible for supporting and encouraging their children's academic success by 1) developing positive relationships with teachers, mentors, school administrators, and TSIC staff, and 2) playing active roles in the educational, cultural, and school-based activities of their child. Close Monitoring of Student Performance Ensures Academic Achievement. TSIC monitors student performance carefully. When children do not meet the standards, TSIC develops individually tailored team interventions - called academic success plans - to address problems and ensure success. Donor Investments in Scholarships are Never Lost. If a student is unable to meet the terms of his contract, the scholarship is reassigned to another deserving student. Tuition payments are made directly to the college or university. If a student does not utilize the full amount of the scholarship, the remaining credits are repackaged and assigned to another student.



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Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Miami-Dade College, Helios Education Foundation, The Children's Trust, Bright Futures, Florida Prepaid College Plans, Indian River Community College, FL Dept of Education, South Florida Workforce, Florida Lottery, Jason Taylor Foundation, Florman Family F Opening Date: 1995 Number of Students: 500+

Contact: David Uribe

Contact Email: [duribe@takestockinchildren.org](mailto:duribe@takestockinchildren.org) Contact Title: Manager of Program Performance & Analysis  
Contact Phone: 786-369-5141

Contact Address:

Evaluation: Highlights of success include: 92% high school graduation rate; 17,000 students positively impacted: 7,400 in middle-to-high school, 7,300 high school graduates, 1,500 college graduates; more than 1 million hours of volunteer time; more than \$109 million in scholarships awarded to deserving students; identified as premier mentoring program by MENTOR/National Mentoring Partnership.

<http://www.takestockinchildren.org/how-it-works/our-success>

Effectiveness Rating: Strong



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# Talent Development High Schools

Address: John Hopkin's University CSOS3003 N. Charles St. Suite 200 Baltimore MD

URL: <http://web.jhu.edu/csos>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Talent Development High School model is an education reform initiative that aims to improve the academic achievement of students in large, nonselective, comprehensive high schools. In operation at 33 high schools in 12 states across the country, the approach encompasses five main features: small learning communities, organized around interdisciplinary teacher teams that share the same students and have common daily planning time; curricula leading to advanced English and mathematics coursework; academic extra-help sessions; staff professional development strategies; and parent- and community-involvement in activities that foster students' career and college development.

Annual Cost: Per Cost: less than \$500

Agencies: Opening Date: 1994 Number of Students:

Contact: Dorothy Barry

Contact Email: [dbarry@csos.jhu.edu](mailto:dbarry@csos.jhu.edu) Contact Title: Instructional Facilitator Contact Phone: 215-684-5089

Contact Address:

Evaluation: For first-time ninth-grade students, Talent Development produced substantial gains in academic course credits and promotion rates and modest improvements in attendance. The percentage of ninth-graders completing a core academic curriculum increased from 43 percent on average before the implementation of Talent Development to 56 percent after implementation began. This increase is about three times the level of increase in similar schools in the district. Promotion rates in the Talent Development schools increased by just over 6 percentage points, while they fell by 4 percentage points in the comparison schools. Improvements in ninth-grade course credits earned, promotion, and attendance were strongest in



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the first three schools to begin using Talent Development, and these schools sustained improvements into the second and third years of implementation.

<http://www.mdrc.org/publications/388/overview.html>

Effectiveness Rating: Strong



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# Talent Development Middle Grades Program

Address: John Hopkins University CSOS3003 N. Charles St. Suite 200 Baltimore MD

URL: <http://web.jhu.edu/CSOS/tdmg/about/offer.html>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Talent Development Middle Grades program provides ongoing, grade- and subject-specific teacher support and professional development; standards-based, research-based curriculum in four core subject areas; integrated extra help for students; more productive relationships through small learning communities and school reorganization; a safe, supportive environment through our school climate program; and ongoing implementation feedback. These elements work together to bring about broad-based achievement gains. Multiple studies have consistently verified the effectiveness of the TDMG program. TDMG is customized to support district initiatives and to build on the strengths of schools and their prior and complementary reforms. The Talent Development Middle Grades Program is committed to developing local capacity to support and expand reforms.

Annual Cost: Per Cost:

Agencies: John Hopkins University

Opening Date: 1998

Number of Students:

Contact: Kathy Nelson

Contact Email: [knelson@csos.jhu.edu](mailto:knelson@csos.jhu.edu) Contact Title: Director of Implementation Contact Phone: 410-516-6431

Contact Address:

Evaluation: Talent Development's emphasis on teacher training and development, excellent curricula, and creation of a supportive learning community yields consistent results. Multiple longitudinal studies show that schools using Talent Development significantly and substantially outgain control schools in achievement. These gains are not limited to one type of student: most student subgroups measurably benefit from richer



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and more demanding curriculum, better trained and supported teachers, and an improved teaching and learning environment.

<http://web.jhu.edu/CSOS/tdmg/results/research.html>

Effectiveness Rating: Strong



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## Target New Transitions

Address: Loyola University Chicago 6439 N. Sheridan Rd. Suite 429 Chicago IL

URL:

Demographic and Target Group: , , , Students must be 9th graders, at-risk encouraged to attend,

Disabilities: Other Descriptors:

Description: Target New Transitions (TNT) is an on-site high school freshmen intervention that reduces Chicago's escalating drop out statistics while simultaneously providing meaningful community-based employment for highly qualified college students. TNT pairs bright college students, who are professionally trained as academic coaches, with high school freshmen who come voluntarily looking for homework help. Together the two groups of students spend 3 hours on Saturday mornings in Chicago high schools working on homework and developing supportive relationships that provide the tools high school freshmen need to matriculate successfully into high school and to realistically envision their future transition to college or productive workforce employment. In addition to educational support, pairing high school students with committed academic coaches yields a relationship fueled by "near-peer" guidance. The two groups of "millennials" share common interests in numerous areas of pop culture, technological tools, and social awareness that contribute to the efficacy of this delivery model.

Annual Cost: \$100,000 - \$200,000

Per Cost: less than \$500

Agencies:

Opening Date: 2008

Number of Students: 250-500

Contact: Mary L. Charles

Contact Email: mcharle@luc.edu Contact Title: Director Contact Phone: 773-508-8383

Contact Address:

Evaluation: High School freshmen participating in Target New Transitions outpaced the passing rates of their peers by 15% in English; 13% in Math. 93% of 09/10 TNT group on track to graduate.

Effectiveness Rating: Limited



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# Tawan Perry Unlimited

Address: PO Box 31061RalieghNC

URL: <http://www.tawanperry.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Tawan Perry is a dynamic speaker and award-winning author. Tawan masterfully uses personal experience and proven methods to help students successfully prepare, lead and stay in college. Tawan programs focus on dropout prevention, college preparation, diversity, and student leadership. Tawan's dropout prevention programs are specifically designed to inspire, educate, and equip "at risk" and "disadvantaged" youth with the necessary skills to become successful. They are interactive, educational, and they will get improved results! Tawan's Dropout Prevention programs are perfect for: Low Performing Secondary Schools, Title I Programs, TRIO Programs, Early College Programs, Transition Programs, Minority Male Programs, Career Preparation Programs, Assemblies, First Year Experience Programs, Sophomore Experience Programs.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 2007

Number of Students: 500+

Contact: Mr. Tawan M Perry

Contact Email: [info@tawanperry.com](mailto:info@tawanperry.com) Contact Title: President Contact Phone: 828-777-8480

Contact Address:

Evaluation: The program's impact based on evaluations after each program tells us that students gain information that they can utilize time after time. The information also tells us that they like being engaged with activities rather than lecture.

Effectiveness Rating: Limited



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# Technology Gateway

Address: SC Advanced Technological Education (ATE) Center of ExcellenceFDTC, P.O. Box 100548FlorenceSC

URL: <http://www.scate.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: project-based learning, teamwork, contextual & hands-on learning of mathematics, science & technology

Description: The Technology Gateway is designed to increase student awareness of career opportunities as highly skilled technicians and to prepare students to enroll and be successful in engineering technology (ET) or related programs at a technical or community college. The curriculum integrates the study of mathematics, English, and introductory technology. The mathematics level is introductory and intermediate algebra. The goal of the Technology Gateway is to increase the mathematics abilities of students in context while introducing them to problem solving and technology. Industry-based problem scenarios in the curriculum provide the vehicle for content integration across disciplines. Teamwork among teachers and among students in the program is a special characteristic that prevents dropouts. All problem scenarios have multiple solutions, so student teams are expected to select and advocate for different solutions to the same problem. Oral reports and presentations are expected, and students often build models of the solution they have designed.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: National Science Foundation, National Dropout Prevention Center

Opening Date:

1998

Number of Students: 50-250

Contact: Mrs. Patressa J Gardner

Contact Email: [Patressa.Gardner@fdtc.edu](mailto:Patressa.Gardner@fdtc.edu)

Contact Title: Project Manager, SC ATE Center of

Excellence Contact Phone: 846-676-8559

Contact Address:



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Evaluation: The evaluations showed high levels of student retention, engagement, and success. Additional evidence indicates that it engages students in learning where traditional education has failed. Makes learning of general education such as mathematics more relevant. Students perform better on exit exams, departmental exams covering same content, and Work Keys.

<http://www.scate.org/Educators/PEval/>

Effectiveness Rating: Strong



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## Teen Outreach Program (TOP)

Address: Wyman Center 600 Kiwanis Drive Eureka MO

URL: <http://wymancenter.org/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Wyman's Teen Outreach Program (TOP) is an evidence-based, national youth development program designed to prevent adolescent problem behaviors by helping adolescents age twelve through eighteen develop healthy behaviors, life skills, and a sense of purpose. TOP uses volunteer community service to reduce teen pregnancy, school failure, and school suspension rates among middle and high school students. The program targets males and females who enroll voluntarily into the program in school, after-school or community-based settings.

Wyman's TOP has an explicit developmental concentration which focuses the adolescents on establishing their competence and autonomy in a context that maintains their sense of their relationships to important adults, which helps teens understand and evaluate their life options. TOP accomplishes this in three interrelated elements: 1) supervised community service learning 2) weekly group discussions and experiential activities which use the TOP curriculum, Changing Scenes, and 3) consistent guidance and support of adult facilitators.

TOP providers ensure a minimum dosage of one session per week for nine months. Each session lasts 1-2 hours. Providers place at least one trained facilitator for each group of teens and a minimum of 20 hours a year of volunteer service for each participant. Volunteer activities are intended to respond to the needs and capacities of both students and local communities.

TOP is made available in communities through organizations or schools that contract with and are trained by Wyman to replicate the program in their city, state or sector. These entities are TOP certified replication partners, who take responsibility for the training, fidelity monitoring, and technical assistance of local providers of the program.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date:

Number of Students:

Contact: Felice McClendon



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Contact Email: felice.mcclendon@wymancenter.org  
636-938-5245 236

Contact Title: TOPnet Manager Contact Phone:

Contact Address:

Evaluation: Both experimental and quasi-experimental studies have been used to evaluate TOP. Researchers found that the students who worked more volunteer hours had better outcomes than those volunteering for fewer hours. In general, TOP participants, relative to control or comparison groups, were significantly less likely to get pregnant, less likely to fail a course, and less likely to be suspended.

Effectiveness Rating: Moderate



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# Texas Success Academy

Address: 1400 W. Mayfield Road Bldg 350 Arlington TX

URL: [www.TexasSuccessAcademy.com](http://www.TexasSuccessAcademy.com)

Demographic and Target Group: , , , We take all students to prevent dropout or to recover students,

Disabilities: 6-10%

Other Descriptors:

Description: Our School/Program was founded by a family of educators who believe in second and third and fourth chances. We have won awards for Best Adult Education 2014. What makes our program unique is that every teacher is a Mentor and a support system for each student. Parents and students can contact anyone about their child, adults have our Director as their advocate and no one falls between the cracks. We offer a flexible schedule which adds to the success of our program with our graduation rate at 98%. Our program is rigorous and is vertical and horizontally aligned.

Annual Cost: \$25,000 - \$100,000

Per Cost: \$500 - \$1000

Agencies: Truancy Judges, Several Independent School Districts, MAW Charities

Opening Date:

2010

Number of Students: 50-250

Contact: Dr. Lisa Chappell

Contact Email: [super@texassuccessacademy.com](mailto:super@texassuccessacademy.com) Contact Title: Superintendent Contact Phone: 817-472-9889

Contact Address:

Evaluation: Based on our demographics, completion of the program and dropouts becoming graduates our program has an effective rate of 98%. Based on our graduation rates. The majority of our students have been referred to us by various schools, social workers and now truancy judges to help decrease the dropout rate and increase self-sufficiency.

Effectiveness Rating: Limited



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# The Academy

Address: 18300 Cochran Blvd. Port Charlotte FL

URL: <http://acad.ccps.k12.fl.us>

Demographic and Target Group: , , , Behind in credits, not successful in regular high school, teen parent, dropout.,

Disabilities: 21-25%

Other Descriptors: GED Exit Option

Description: The Academy is an alternative high school centrally located on the campus of the Charlotte Technical Center in Charlotte County, Florida. It serves students district wide that would otherwise not complete their high school experience. The motto for The Academy is "Whatever it Takes" for students to graduate and have a successful life. Many of the students attending participate in vocational classes, Edison Community College dual enrollment classes, or work part-time for on the job training experience. Academy students receive a standard high school diploma either by completion of 24 credits or with the GED Exit Option and have all passed the FCAT. The smaller caring community of teachers and support staff along with high expectations and lots of nurturing make all the difference in the world. Two graduations per year are held for the many students who complete all graduation requirements and many of these students receive scholarships to continue their studies in post-secondary opportunities.

Annual Cost: \$500,000 +

Per Cost: \$2000 +

Agencies: Simon Youth Foundation, Charlotte Behavioral Health Care, Edison Community College, Charlotte Technical Center

Opening Date: 1999

Number of Students: 250-500

Contact: Mrs. Chantal M Phillips

Contact Email: [chantal\\_phillips@ccps.k12.fl.us](mailto:chantal_phillips@ccps.k12.fl.us) Contact Title: Director of Interventions and Dropout Prevention Services Contact Phone: 941-255-7480

Contact Address: 3131 Lakeview Blvd. Port Charlotte FL 33948

Evaluation:



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Effectiveness Rating: Limited

# The Academy at Old Cockrill

Address: 610 49th Ave North Nashville TN

URL: <http://www.academy.mnps.org>

Demographic and Target Group: , , , The school is for 17-21 year olds. Students are in 12th grade.,

Disabilities: 1-5% Other Descriptors: legal assistance, health assistance, self-paced curricula, project-based with authentic assessment

Description: The Academy is for students who have not been, or will not be, able to earn a diploma from a regular high school. The Academy is a non-traditional school with a rigorous and accelerated curriculum. Students who attend our school may earn up to 2 high school credits or more every 10 weeks. The Academy offers two classes each day, and each class is 3 hours long. Many of our classes offer a self-paced and competency-based environment meaning that you work at your own pace. Many classes offer project-based styles of instruction so that what you learn will apply to the real world and your life. At The Academy we are also focused on providing each student with what s/he needs to move on to the next step in their life after high school, whether that is college, job training, or directly into the work force. Students at The Academy are serious about obtaining their high school diploma. Our students attend school regularly and focus on the work they need to finish to achieve their goals. Each student that enrolls in The Academy is accepted for who they are, recognized as an individual, and feels a sense of belonging in our school community.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$1000 - \$2000

Agencies: Children's Special Services (Lentz Health Center), Nashville College Connection, Nashville Career Advancement Center, ACLU, pro-bono private therapy, Child Care Resource and Referral (Signal Center), pro-bono lawyers

Opening Date: 2009

Number of Students: 50-250

Contact: Mrs. Elaine Fahrner

Contact Email: [elaine.fahrner@mnps.org](mailto:elaine.fahrner@mnps.org) Contact Title: Principal Contact Phone: 615-298-2294 3970

Contact Address:



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Evaluation: In just over 16 months of operation, The Academy at Old Cockrill has graduated close to 200 students that would not otherwise have had the opportunity to earn a high school diploma. Students at The Academy have not been able to finish school in a traditional high school due to an assortment of reasons ranging from child care issues to health and legal issues to family problems to name a few. For almost 200 students, The Academy has been a last chance to earn a high school diploma. The Academy is able to serve students through an accelerated schedule which allows students needing 8 credits or less to complete graduation requirements at any point within a school calendar year.

Effectiveness Rating: Moderate



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## The Academy located at Hickory Hollow

Address: 5252 Hickory Hollow Pkwy Suite 2083 Antioch TN

URL: <http://www.academy.mnps.org/>

Demographic and Target Group: , , , ,

Disabilities: 1-5% Other Descriptors:

**Description:** The Academy located at Hickory Hollow is a Simon Youth Academy. It is a non-traditional school for students 17-21 who would like to earn a high school diploma. The Academy is a school with a rigorous and accelerated curriculum. Students who attend the school may earn up to 2 high school credits or more every 10 weeks. The Academy requires 22 credits for graduation. Students attend the Academy who have had difficulty earning a high school diploma in a traditional setting. The students who attend The Academy may have had disruptions in their lives that made it difficult to finish high school. These students are serious about obtaining a diploma and know its value. **Flexibility & Relevance:** The Academy offers two classes each day, and each class is 3 hours long. Many of the classes are self-paced (meaning that students work at their own pace), project-based and/or competency-based learning environment. What students learn will apply to the real world and their lives. **Post-Secondary Focus:** The Academy is focused on providing each student with what s/he needs to move on to the next step in their life after high school, whether that is college, job training, or directly into the work force. **Rigor & Recognition:** Students at The Academy are serious about obtaining their high school diploma. Students attend school regularly and focus on the work they need to finish to achieve their goals. Each student that enrolls in The Academy is accepted for who they are, recognized as an individual, and feels a sense of belonging in our school community.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$1000 - \$2000

Agencies: Simon Youth Foundation, College Connection, Oasis Center, Nashville Chamber of Commerce, CBL Properties, Latino Achievers, Alliance Nashville  
 Opening Date: 2009  
 Number of Students: 50-250

Contact: Mr. Micheal Flushman

Contact Email: [michael.flushman@mnps.org](mailto:michael.flushman@mnps.org)

Contact Title: Principal Contact Phone: 615-687-4028

Contact Address:



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Evaluation: In two years of operation, The Academy located at Hickory Hollow has graduated 289 students that would not have otherwise had the opportunity to earn a high school diploma. Since Metro Nashville Public Schools started The Academies (there are two Academies in Nashville- one at the Hickory Hollow mall and one at Old Cockrill) the district's graduation rate has improved. The Academies, having graduated over 500 students combined in those two years have assisted in increasing graduation rates for the district. Over 2/3 of Academy students went on to attend a post-secondary school (certificate/training, 2 year college, and 4 year university).

Effectiveness Rating: Strong



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# The Classrooms for the Future

Address: Office of Elementary and Secondary Education Pennsylvania State Department of Education  
333 Market Street Harrisburg PA

URL: [http://www.portal.state.pa.us/portal/server.pt/community/classrooms\\_for\\_the\\_future](http://www.portal.state.pa.us/portal/server.pt/community/classrooms_for_the_future)

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The purpose of the Classrooms for the Future (CFF) initiative is to transform Pennsylvania's high schools, making them more engaging and more responsive to the economic challenges presented by globalization. This high school reform initiative is designed to: enhance teaching and learning, enhance the ability for our students and Commonwealth to compete in an increasingly global marketplace, promote access to technology, and foster the effective use of that technology.

Annual Cost: Per Cost:

Agencies: Pennsylvania State Department of Education Opening Date: 2006 Number of Students: 250-500

Contact: Holly Jobe

Contact Email: [c-hjobe@state.pa.us](mailto:c-hjobe@state.pa.us) Contact Title: Project Manager, Classrooms for the Future  
Contact Phone: 717-214-9393

Contact Address:

Evaluation: The evidence we have collected indicates that the anticipated changes in teacher and student activity are underway. Some of the statistically significant changes that were visible in data collected from CFF sites include: Changes in Teaching Activity Associated with Student Achievement

<http://cff.psu.edu/public/Home.html>

Effectiveness Rating: Moderate

# The Concilio's Parents Advocating for Student Excellence

Address: 400 S. Zang Boulevard Dallas TX

URL: <http://www.theconcilio.org/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Our PASE program makes a direct contribution toward high school graduation and post-secondary education attendance by actively engaging parents and families in the education of their children. It teaches parents of elementary, middle, and high school children how to identify and address social and academic problems, such as low academic performance, which contribute to the dropout crisis our schools face. Many of the families we work with are new to the educational system in America and encounter cultural and language barriers to working with educational system. The program is nine weeks, and during every week of the program participants get guided opportunities to practice being engaged in their child's school. The program includes an orientation session, seven lessons (a new lesson is introduced every week for 7 weeks), and a graduation ceremony. Our program and services are completely free of charge for families who participate.

Annual Cost: \$200,000 - \$500,000

Per Cost: less than \$500

Agencies:

Opening Date: 2002

Number of Students: 500+

Contact: Ms. Tara M. Dunn

Contact Email: [tdunn@theconcilio.org](mailto:tdunn@theconcilio.org) Contact Title: Director of Education Contact Phone: 214-818-0481

Contact Address:

Evaluation: Impact of Parents Advocating for Student Excellence (PASE): A survey of over 2,100 parent graduates of the PASE program indicated that: 90.2% of their children graduated from high school 78% of those who graduated went on to post-secondary education 2009-2010 Dallas Independent School District data showed that students of PASE parent graduates were less likely to repeat a grade than their non-



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participating peers, had better math TAKS scores than those of the District as a whole and had average attendance rates that were higher when compared to the District. 2009-2010 data showed that 400 parents read to their children for the first time; 910 parents met with their student's teacher during the semester that they took our program. That year we graduated 1,195 parents. 2011-2012 data showed that 99% of students of our parent graduates promoted to the next grade level. This was out of 828 students.

Effectiveness Rating: Moderate



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# The Corps Network/ Service and Conservation Corps

Address: 1100 G Street, NW, Suite 1000 Washington DC

URL: <http://www.nascc.org/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Corps are state and local programs engaging primarily youth and young adults (ages 16-25) in service. The majority of Corpsmembers come to Corps looking for a second chance to succeed in life. In return for their efforts, Corpsmembers receive guidance by adult leaders who serve as mentors and role models, a modest stipend and a wide range of member development services including significant educational opportunities, career preparation, and the opportunity to invest in their communities.

Annual Cost: Per Cost:

Agencies: US Department of Labor Corporation for National and Community Service Opening Date:  
1976 Number of Students: 500+

Contact: Prouty Sally

Contact Email: [sprouty@corpsnetwork.org](mailto:sprouty@corpsnetwork.org) Contact Title: President and CEO Contact Phone: 202-737-6272

Contact Address:

Evaluation: The largest-ever random assignment study of national service programs, the National Evaluation of Youth Corps, will assess how service changes young people. The study, which includes 22 Corps, 2,500 Corpsmembers, and rigorous treatment and control groups, examines whether participation improves educational attainment, employment success, workplace skills, civic engagement and citizenship, and avoidance of risk behaviors. Preliminary findings are expected in the Winter of 2010. This research is the second generation of a 1997 report by Abt Associates and Brandeis University, "Youth Corps: Promising Strategies for Young People and Their Communities." That earlier study documented positive impacts on



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Corpsmembers, especially on young African-American men. This new study, because of its greatly enlarged scope, will deliver even clearer evidence about the benefits of Corps for young people and their communities

Effectiveness Rating: Strong



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# The Diploma Project

Address: 333 South Beaudry Avenue 29th Floor Los Angeles CA

URL: <http://myfuturemydecision.org>

Demographic and Target Group: , , , ,

Disabilities: 6-10% Other Descriptors: 3 Tiered Approach to student interventions, state of the art, utilization of MyData a web based student tracking system, Student Recovery Day,

Description: The ultimate goal of the Diploma Project is to reduce dropout rates in this pilot program of six highest need high schools and selected corresponding feeder middle schools. The Diploma Project is designed to focus on specific, measurable outcomes for the identified participants at critical transition periods by improving middle school students' attendance and course achievement in Math and English Language Arts. Identified students will enter a Summer Bridge program prior to entering high school. At the second transition point to high school, these improvements will lead to increasing the critical 9th to 10th grade credit accrual and promotion rates. Re-entry students will be identified using The Potential Dropout Lists generated by LAUSD's Office of Data and Accountability. They will receive an Individualized Re-Entry Action Plan to move the student toward earning a high school diploma or equivalency.

Annual Cost: \$500,000 + Per Cost: \$1000 - \$2000

Agencies: City Year, America's Promise Alliance, United Way, LAUSD Parent Community Services Branch, City of Los Angeles Community Development Department, Alliance for a Better Community, City of Los Angeles Truancy Prevention Program Opening Date: 2010 Number of Students: 500+

Contact: Ms. Tawnya L. Perry LCSW

Contact Email: [tawnya.perry@lausd.net](mailto:tawnya.perry@lausd.net) Contact Title: Project Director Contact Phone: 213-241-3858

Contact Address: 333 South Beaudry Avenue, 29th Fl Los Angeles CA 90017

Evaluation: Projected annual measurable outcomes for Re-Entry students include 25% or more increase in the number of students re-enrolled in an educational placement. Projected measurable outcomes for middle school early intervention and prevention programs will reflect a 5% or more increase in number of



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students obtaining passing grades in English and Math. 10% or more attendance improvement for middle school students until cohort meets District standard of 80% in attendance, 96% of the time. Projected outcomes for high school students include an increase of 5% or more in number of students obtaining passing grades. 10% or more improvement in the number of high school students meeting District standards of 80% attendance, 96% of the time. The anticipated 5 year goal is a 4% increase in the overall graduation rate.

Effectiveness Rating: Limited



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# The Georgetown School

Address: 10000 Learning Lane Mechanicsville VA

URL: <http://hcps.us/georgetown>

Demographic and Target Group: , , , ,

Disabilities: 25% or more      Other Descriptors:

Description: The Georgetown School is an alternative education center that provides a supportive educational environment for students (in grades 6 through 12) that are at-risk for academic failure due to issues of truancy, discipline, and poor decision making skills. The Georgetown School utilizes strong community support through well established mentor, volunteer, and service learning partnerships. The Georgetown School uses a nationally recognized character education program as the fifth core curriculum. The Georgetown School also emphasizes parental support and involvement as well as flexibility in scheduling and provision of services. The mission of the Georgetown School is to prepare students and adults to be lifelong learners and responsible citizens. Recognizing the diverse and individual needs of students, we shall provide an academically enriched environment that promotes community stewardship and character enhancing behavior.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies:

Opening Date: 2007

Number of Students: 50-250

Contact: Dr. Stephen D Trexler

Contact Email: [strexler@hcps.us](mailto:strexler@hcps.us) Contact Title: Principal Contact Phone: 804-723-3460

Contact Address:

Evaluation: Since its inception, The Georgetown School has targeted students at-risk for academic failure due to discipline, truancy, and other issues. Our goal is to return students to their home school; therefore student rate of recidivism is an important measure. Beginning in 2005, our rate of recidivism (% of students re-offending or returning to TGS) went from 42% in 2005 to 3% in 2006, and 2% in 2007 & 2008. We credit a



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strong "wrap-around" program: character education, community involvement, parent support, and caring, well-trained staff.

Effectiveness Rating: Moderate



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# The Incredible Years

Address: 1411 Eighth Avenue WestSeattleWA

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Incredible Years program features three comprehensive, multifaceted, developmentally-based curricula for parents, teachers, and children. The program is designed to promote emotional and social competence and to prevent, reduce, and treat aggressive, defiant, oppositional, and impulsive behaviors in young children. The Incredible Years addresses multiple risk factors known to be related to the development of conduct disorders in children in both school and home. In all three training programs, trained facilitators use videotaped scenes to structure the content and stimulate group discussion and problem solving.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Carolyn H Webster-Stratton PhD

Contact Email: [lisastgeorge@comcast.net](mailto:lisastgeorge@comcast.net) Contact Title: Director Contact Phone: 888-506-3562

Contact Address:

Evaluation: All three program components have been extensively evaluated in randomized control group studies by independent investigators with different ethnic populations and age groups. Two randomized control group studies of outcomes of the teacher training indicated significant: increases in engagement in school activities, reductions in aggression in the classroom, increases in positive interactions with peers, and reductions in conduct problems at school. Six randomized control group evaluations conducted by the developer and several independent replications by other investigators have revealed that the parent training significantly increased parents' bonding and involvement with teachers and classrooms.

Effectiveness Rating: Strong



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# The Jason Project

Address: 44983 Knoll Square Ashburn VA

URL: <http://www.jason.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The JASON Project connects students with great explorers and great events to inspire and motivate them to learn science. Our award winning curricula: Embed cutting-edge research from NASA, NOAA, the U.S. Department of Energy, the National Geographic Society and other leading organizations. Allow leading scientists to work side by side with JASON students. Challenge students to apply their knowledge to the real-world scenarios scientists face every day.

Annual Cost: Per Cost:

Agencies: National Geographic Opening Date: 1989 Number of Students: 500+

Contact: Dr. Robert Ballard

Contact Email: [info@jason.org](mailto:info@jason.org) Contact Title: Chairman Contact Phone: 703-726-4232

Contact Address:

Evaluation: Multiyear independent evaluations by the Center for Children and Technology indicate the JASON curriculum has: had a positive impact on students' science learning, positively influenced their perceptions of scientists and of becoming scientists, and helped diverse students grasp a deeper understanding of complex scientific content, concepts, and technologies. Read this report [SRI Independent researchers at SRI International also found that teachers who completed JASON's online graduate courses made statistically significant gains in content knowledge compared with a control group.](#)

<http://www.jason.org/public/Works/WorksResearch.aspx>

Effectiveness Rating: Moderate



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# The Mattie C. Stewart Foundation

Address: 600 University Park Place Suite 200 Birmingham AL

URL: <http://www.mattiestewart.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: Dropout Prevention

Description: The Mattie C. Stewart Foundation was created to help educators, community leaders and other interested groups reduce the dropout rate and increase the graduation rate through the creation of relevant and effective tools and resources such as the powerful InsideOut documentary and toolkit; The Choice Bus "experience" and the BeWhoYouWanna BE career mentoring program.

Annual Cost: \$200,000 - \$500,000

Per Cost: less than \$500

Agencies: America's Promise Alliance, Communities In Schools, US Department of Education, State and Local Education Associations, Corporate America  
Opening Date: 2007  
Number of Students: 500+

Contact: Phil Christian

Contact Email: [philc@mattiestewart.org](mailto:philc@mattiestewart.org) Contact Title: Executive Director Contact Phone: 205-212-6400

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# The National CARES Mentoring Movement

Address: 230 Peachtree Street Suite 530 Atlanta GA

URL: <http://caresmentoring.com>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The National CARES Mentoring Movement has one purpose: to end the state of emergency in Black America by connecting you and other caring adults in your network to the mentoring opportunities presently in your community. The goal of National CARES is to recruit dedicated men and women who will commit at least an hour a week for a year to guide and encourage challenged youngsters in one-to-one or group mentoring relationships - where several adults spend time with a larger number of children. National CARES is not a mentoring organization, nor does it duplicate the efforts of other initiatives. Rather, it serves as a resource, linking caring adults to mentoring opportunities right in their communities. On a national level, NCMM consists of partner organizations such as the National Urban League, the 100 Black Men of America, Children's Defense Fund, the YWCA, the United Negro College Fund, the NAACP, major African American faith communities, fraternities, sororities and a host of other renowned organizations whose labor and reputations have tremendous influence on public policy and programs that affect young people.

Annual Cost: Per Cost:

Agencies: Anheuser-Busch, 100 Black Men of America, Inc., National Urban League, YWCA USA,

Opening Date: 2006 Number of Students: 500+

Contact: Susan Taylor

Contact Email: Contact Title: Director Contact Phone: 404-584-2744

Contact Address:

Evaluation: Numerous examples of success stories are available at the web site.

<http://caresmentoring.com/about-us/success-stories.php>



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Effectiveness Rating: Limited

# The National Network of Youth Ministries

Address: 12335 World Trade Drive Suite 17 San Diego CA

URL: <http://www.nnym.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The National Network of Youth Ministries is a coalition of the nation's leading Christian youth-serving organizations and denominations collectively serving more than 100,000 churches, 250,000 adult youth workers/mentors and more than 3,000,000 teenagers. This coalition is represented in virtually every community in every state through local networks of faith-based youth workers representing diverse churches, denominations and youth-serving organizations. Active local chapters exist in more than 600 cities. The Network members collaborate as national and local partners to reach out, care for and mentor teenagers. In 2004, MentorYouth.com was launched to mobilize thousands of Mentor Recruitment Ambassadors to recruit thousands of adult mentors for the enormous numbers of youth on waiting lists. National Network of Youth Ministries has a cooperative agreement with The Department of Justice to find caring adults to serve as mentors. The organization also works in partnership with MENTOR.

Annual Cost: Per Cost:

Agencies: Opening Date: 1981 Number of Students: 500+

Contact: Paul Fleischmann

Contact Email: Contact Title: President Contact Phone: 858-451-1111

Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# The Odyssey School

Address: 6550 East 21st Ave Denver CO

URL: <http://www.odysseydenver.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: Expeditionary learning

Description: The Odyssey School is a dynamic Expeditionary Learning community dedicated to fostering each child's unique potential and spirit of adventure through exemplary standards of character, intellectual achievement, and social responsibility. The Odyssey School is chartered by Denver Public Schools. As a public school we are tuition free, except for our full-day Kindergarten program

Annual Cost: Per Cost:

Agencies: Denver Public Schools

Opening Date: 1998

Number of Students: 50-250

Contact: Marcia Fulton

Contact Email: [marcia@odysseydenver.org](mailto:marcia@odysseydenver.org)  
303-316-3944

Contact Title: Executive School Director Contact Phone:

Contact Address:

Evaluation: Odyssey does well in state assessments. Although we do not "teach to the test" we do teach our students test taking skills. We score significantly higher than Denver Public Schools in all categories for students being proficient or above. We also score higher than the state average.

Effectiveness Rating: Limited



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# The Parent-Child Home Program, Inc

Address: 1638 Mineola Boulevard Mineola NY

URL: <http://www.parent-child.org>

Demographic and Target Group: , , , low incomes, parents with limited education,

Disabilities: Other Descriptors: Home Visiting

Description: The Parent-Child Home Program is a research-based and research-validated school readiness, early literacy and parenting program, which for forty years has been successfully utilizing intensive home visiting to help families challenged by poverty, limited education, homelessness, recent immigration, and/or literacy and language-barriers to prepare their children to enter school ready to be successful students and to continue to be successful in school through high school graduation.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: school districts, social service agencies, community-based organizations, hospitals, community health centers, charter schools, early childhood centers, United Opening Date: 1965

Number of Students: 500+

Contact: Sarah E Walzer

Contact Email: [swalzer@parent-child.org](mailto:swalzer@parent-child.org) Contact Title: CEO Contact Phone: 516-883-7480

Contact Address:

Evaluation: The Parent-Child Home Program (PCHP) works with 7,300 families per year, at an average cost of \$3,500 per child per year. Children who participate in PCHP benefit from increased caregiver-child verbal interaction and exposure to high-quality learning materials. When they enter the classroom, they are better prepared than their socio-economic peers and are on the path to success. PCHP has been proven to increase performance on cognitive assessments on average 17 points, decrease by 50% the need for special education by grade 3, and increase graduation rates by 30% - to the same rate as middle income students. Not only do the "target" children benefit from PCHP, parents are also able to support their older children in school as they begin to feel comfortable in their role as academic advocate. Subsequent children born into these



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learning-rich environments develop school readiness skills at home without the family participating in PCHP again. For every 10,000 vulnerable children reached, PCHP's impact extends to at least another 20,000 children.

<http://www.parent-child.org/research/index.html>

Effectiveness Rating: Strong



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# The Partnership for Results

Address: 34 Wright Avenue, Suite B-3AuburnNY

URL: [http://www.partnershipforresults.org/about\\_us.html](http://www.partnershipforresults.org/about_us.html)

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Partnership for Results is an innovative quasi-governmental entity dedicated to promoting the positive social, emotional, and educational development of youth and their families. Directed by leaders of public education, mental health, social services, health, and law enforcement agencies in Cayuga County, the Partnership has: Implemented over 20 evidence-based educational and human services programs (both therapeutic and non-therapeutic) in the site of its principal activities, Cayuga County, NY; these programs run across the entire age spectrum of children and the life cycles of families (see accompanying chart); Developed reliable and valid screening and multi-disciplinary assessment instruments that permit early identification of at-risk children and cross-system service planning and coordination for children and their families; Facilitated a rights protective information collection system at the County level for the purposes of effectively evaluating and treating children, youth, and their families; Developed and implemented a range of inter-agency databases that facilitate service integration and enhance accountability; and Supported replication of its model in Washington, D.C. and other communities.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 2000

Number of Students: 500+

Contact: Katie Moran

Contact Email: [kmoran@partnershipforresults.org](mailto:kmoran@partnershipforresults.org) Contact Title: Executive Director Contact Phone: 315-282-0005 10

Contact Address:

Evaluation: Levels of substance use in the last 30 days declined by statistically significant levels from 2003 to 2007, including: a 35% decrease in alcohol use among Auburn students (6th -12th grade); a 20% drop in the



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use of tobacco products; and a 39% decline in marijuana use; Standardized test scores increased significantly from 1999 to 2007, particularly in elementary schools with high poverty levels; The rate of arrests for violent crimes in Cayuga County declined 44% for 10 to 15 year olds and 46% for 16 to 19 year olds from 1997-1999 to 2004-2006. By comparison, for the same time period, the rate of decline in arrests for violent crimes across upstate NY was 21% for 10 to 15 year olds and 26% for 16 to 19 year olds. The rate of arrests for property crimes in Cayuga County declined 62% for 10 to 15 year olds and 42% for 16 to 19 year olds from 1997-1999 to 2004-2006. By comparison, for the same time period, the rate of decline in arrests for property crimes in upstate NY was 43% for 10 to 15 year olds and 5% for 16 to 19 year olds. Cayuga County juvenile detention expenditures decreased 55% from 1999 to 2006; and The County's foster-care population declined over 45% from 1998-1999 to 2005-2006.

Effectiveness Rating: Strong



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# The School Archive Project

Address: 2700 Remond Dr.DallasTX

URL: <http://www.studentmotivation.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: student motivation to work

Description: The School Archive Project is simple, inexpensive (\$2 per 8th grade student), and helps focus students in a credible manner onto their own futures. We now have it at both the middle school and high school level. The high school involved is setting historic graduation records due to this effort and many other happening in this impoverished inner-city school. The full benefit of the project will not be seen until the 10-year 8th grade class reunions start in 2014! It is certain to help the positive changes continue to expand.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 2005

Number of Students: 500+

Contact: Mr. Bill R. Betzen

Contact Email: [bbetzen@aol.com](mailto:bbetzen@aol.com) Contact Title: Teacher Contact Phone: 214-957-9739

Contact Address: 6717 Cliffwood Dr. Dallas TX 75237

Evaluation: Since 2005 when program began the high school 12th grade enrollment at both high schools affected has grown until a 12+ year record has been set. 9th to 10th grade attrition has gone down over 25%. See multiple pages on program web site.

<http://www.studentmotivation.org>

Effectiveness Rating: Moderate



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# The Seed (Schools for Educational Evolution and Development) School

Address: 1776 Massachusetts Avenue, N.W.Suite 600WashingtonDC

URL: [http://www.seedfoundation.com/seed\\_schools/dc.aspx](http://www.seedfoundation.com/seed_schools/dc.aspx)

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: Boarding School

Description: The SEED Foundation is a national nonprofit that partners with urban communities to provide innovative educational opportunities that prepare under-served students for success in college and beyond. The SEED Foundation is a catalyst for change in urban education: it developed the SEED boarding school model and opened its first school, The SEED School of Washington, D.C., in 1998. The SEED Foundation opened its second school in Maryland in August 2008. SEED's innovative model integrates a rigorous academic program with a nurturing boarding program, which teaches life skills and provides a safe and secure environment. This boarding school model provides a comprehensive solution to the challenges facing urban students and serves as a prototype for expansion nationwide.

Annual Cost:

Per Cost:

Agencies:

Opening Date: 1998

Number of Students: 250-500

Contact: Charles Adams

Contact Email: Contact Title: Director Contact Phone: 202-785-4123

Contact Address:

Evaluation: 97 percent of our graduates thus far have been accepted to college!

Effectiveness Rating: Moderate



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# TLC at Neshaminy (Formerly Tawanka Learning Center)

Address: 2001 Old Lincoln HighwayLanghornePA

URL: <http://www.neshaminy.k12.pa.us/tlc/site/default.asp>

Demographic and Target Group: , , Academic failure, chronic attendance issues, emotional, social, behavioral and/or familial issues,

Disabilities: 16-20% Other Descriptors:

Description: TLC @ Neshaminy a public alternative school serving Neshaminy School District. The program is relationship based. Students generally exhibit one or more at-risk factors. Approximately 15% of the students have IEPs. Several Once identified and after RTI has been implemented, the social worker presents the student's case to a Review Committee(Pupil Services Director, Special Ed. Supervisors, Social Workers, Director of K12 Education). In limited cases, students with Board Policy Violations are considered for approval. Once approved, the student and parent meet with the TLC principal, counselor and social worker at an intake interview. Following the meeting, the potential student is asked to discuss attending TLC with his/her support people and then contact the principal to express his/her wishes to/not to attend TLC. This is the student's first step in taking responsibility. In addition to academic, students engage in weekly service learning projects, Individual Service Plan mentoring,

Co-op, and elective courses. The most coveted electives are those having to do with personal wellness (weightlifting, meditation, etc.) All students participate twice a week in Educational Support Groups with a certified therapist. Some students receive additional mental health support with school psychologist and or inter-agency wrap around. TLC students have the opportunity to take academic/elective classes at the regular high school as well as participate in the HS athletic and co-curricular programs. The TLC program is situated in a secure and separate building located on the main high school campus. The school day is condensed yet exceeds the 990 hours required of annual instruction. Enrollment is capped at 75 concurrent students. The maximum class size is eighteen. TLC students are encouraged to "do well, and stay and do well" until they begin to transition back to their home school, or in some cases, go directly into community college as a Dual Enrollment students.

Annual Cost: \$500,000 +

Per Cost: \$2000 +



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Agencies: Bucks County Community College, Bucks County Juvenile Probation, Child, Home and Community,  
Bucks County of Employment and Training                      Opening Date: 2002                      Number of  
Students: 50-250

Contact: Mrs. Joann Holland

Contact Email: [jholland@neshaminy.k12.pa.us](mailto:jholland@neshaminy.k12.pa.us)      Contact Title: Principal      Contact Phone: 215-809-6240

Contact Address:

Evaluation: Graduation Rate for 2009-2010 School Year 100%.

Graduation Rate for years 2002-2009 96-98%.

Granted US Presidential Volunteer Service Silver Award. Project Wisdom Character Education 2009-10 Year.  
Currently implementing School Wide Positive Behavior Support(SWPBS).

Effectiveness Rating: Limited



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# Too Good for Violence

Address: Mendez Foundation 601 South Magnolia Avenue Tampa FL

URL: <http://www.mendezfoundation.org/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Too Good for Violence (TGFV) is a school-based violence prevention/character education program that improves student behavior and minimizes aggression. TGFV helps students in kindergarten through 12th grade learn the skills they need to get along peacefully with others. In both content and teaching methods, the program teaches students positive attitudes, beliefs, and behaviors. It builds skills sequentially and at each grade level provides developmentally appropriate curricula designed to address the most significant risk and protective factors. TGFV promotes what it calls a "C.A.R.E.-ing" approach to violence prevention by teaching Conflict resolution, Anger management, Respect for self and others, and Effective communication.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date:

Number of Students:

Contact: Regina Birrenkott

Contact Email: [rbirrenkott@mendezfoundation.org](mailto:rbirrenkott@mendezfoundation.org)

Contact Title: Contact Phone: 800-750-0986

Contact Address:

Evaluation: Five studies conducted by independent evaluators have examined the effectiveness of TGFV, primarily examining pre-/post-test comparisons between treatment and control groups. Teachers generally observed significantly more prosocial behaviors by students. Among high school students, grades 9–12, there were reductions in intentions to: drink alcohol, smoke marijuana, and fight.

Effectiveness Rating: Strong



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# Tools for Getting Along: Teaching Students to Problem Solve

Address: 1403 Norman Hall University of Florida Gainesville FL

URL: <http://education.ufl.edu/conflict-resolution/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Tools for Getting Along is designed to help upper elementary school teachers establish a positive, cooperative classroom atmosphere. Tools for Getting Along enables students to become effective, proactive problem solvers as they encounter social challenges. Its instructional focus is on understanding and dealing with frustration and anger, since anger is a frequent correlate of disruptive and aggressive behavior and is often preceded by frustration. The lessons help students learn how to recognize and manage anger, how anger may lead to or exacerbate social problems, and how students can use problem-solving steps to generate, implement, and evaluate solutions to problems they face every day. Tools for Getting Along lessons include concepts and skills related to anger management and problem solving and incorporate direct instruction, modeling, guided practice, independent practice, and skill generalization. Five lessons are devoted to practicing learned skills through role-plays, and there are six booster lessons to assist in the generalization of learned skills.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: Office of Special Education Programs; Institute of Education Sciences  
2008

Opening Date:

Number of Students: 500+

Contact: Prof. Stephen W. Smith

Contact Email: [swsmith@coe.ufl.edu](mailto:swsmith@coe.ufl.edu)

Contact Title: Professor Contact Phone: 352-273-4263

Contact Address:

Evaluation: Across two studies we report outcomes for Tools for Getting Along, a social problem solving universally delivered curriculum designed to reduce the developmental risk for serious emotional or



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behavioral problems among upper elementary grade students. We analyzed pre-intervention and post-intervention teacher-report and student self-report data from 14 schools, 87 classrooms, and a total of 1,296 students in one study and 165 students in a second study using multilevel modeling. Results indicated that students who were taught TFGA had a more positive approach to problem solving and a more rational problem-solving style. Treated students with relatively poor baseline scores benefited from TFGA on (a) problem-solving knowledge; (b) teacher-rated executive functioning, proactive aggression, and social skills; and (c) self-reported trait anger and anger expression. Thus, TFGA may reduce risk for emotional and behavioral difficulties and drop out by improving students' cognitive and emotional self-regulation and increasing their pro-social choices.

Effectiveness Rating: Moderate



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## Transfer High Schools

Address: South Brooklyn Community High School 173 Conover Street Brooklyn NY

URL: <http://www.goodshepherds.org/programs/community/transfer-schools.html>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: In New York City, there are nearly 140,000 young people who have dropped out or are significantly off-track for graduation. Good Shepherd Services' transfer high schools offer these young people a second chance to complete their educations. Based on more than 25 years of work with this population, our nationally recognized transfer high school model integrates the youth development practices and expertise of Good Shepherd within a rigorous, standards-based instructional setting. Operated in seamless collaboration with the New York City Department of Education (DOE), we offer a full-day, year-round academic program in a small school setting of between 150 and 200 students. The result is a highly personalized school environment where each student is known, respected, and supported.

Annual Cost:

Per Cost:

Agencies: Good Shepherds Organization  
250-500

Opening Date: 2001

Number of Students:

Contact: Millie Henriquez McArdle

Contact Email: [Millie\\_Henriquez@goodshepherds.org](mailto:Millie_Henriquez@goodshepherds.org) Contact Title: School Director Contact Phone: 718-327-8902 3021

Contact Address:

Evaluation: Each young person who graduates from one of Good Shepherd's three transfer schools has created a realistic post-graduate plan. Our students have gone on to pursue college degrees, full-time jobs, and vocational programs. On graduation day we are enormously proud of all that our youth have overcome and achieved in earning their high school diplomas.



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Effectiveness Rating: Moderate

# Trauma Focused Cognitive Behavioral Therapy (TF-CBT)

Address: Center for Traumatic Stress in Children and Adolescents Allegheny General Hospital, Four Allegheny Center Pittsburgh PA

URL: <https://tfcbt.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Trauma-Focused Cognitive Behavioral (TF-CBT) is a psychotherapeutic intervention designed to help children, youth, and their parents overcome the negative effects of traumatic life events such as child sexual or physical abuse; traumatic loss of a loved one; domestic, school, or community violence; or exposure to disasters, terrorist attacks, or war trauma. It was developed by integrating cognitive and behavioral interventions with traditional child abuse therapies that focus on enhancement of interpersonal trust and empowerment. It targets symptoms of posttraumatic stress disorder (PTSD), which often co-occurs with depression and behavior problems. The intervention also addresses issues commonly experienced by traumatized children, such as poor self-esteem, difficulty trusting others, mood instability, and self-injurious behavior, including substance use.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students:

Contact: Judith A Cohen

Contact Email: [Judith.cohen@ahn.org](mailto:Judith.cohen@ahn.org) Contact Title: Professor of Psychiatry Contact Phone: 412-330-4321

Contact Address:

Evaluation: There have been several randomized controlled trials demonstrating the efficacy of TF-CBT in children of various ages. Children treated through TF-CBT had significantly fewer behavior problems and significantly fewer posttraumatic stress disorder symptoms. Studies have found that a year after treatment,



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compared with children who received supportive therapy, children who received TF-CBT had significantly less acting-out behavior and greater improvement in defiant and oppositional behaviors.

Effectiveness Rating: Moderate



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# Triple P America

Address: 1201 Lincoln St., Suite 201 Columbia SC

URL: <http://www.triplep.net>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Triple P draws on social learning, cognitive-behavioral and developmental theory, as well as research into risk and protective factors associated with the development of social and behavioral problems in children. The program's multi-level framework aims to tailor information, advice and professional support to the needs of individual families. It recognizes that parents have differing needs and desires regarding the type, intensity and mode of assistance they may require. Triple P interventions range from the provision of media message on positive parenting, through to brief information resources such as tip sheets and videos, and brief targeted interventions (for specific behavior problems) offered by primary care practitioners at Levels 2 and 3, to more intensive parent training at Level 4 and Level 5 programs targeting broader family issues such as relationship conflict and parental depression, anger and stress.

Annual Cost: Per Cost:

Agencies: Opening Date: Number of Students: 250-500

Contact: Mary Echols

Contact Email: [contact.us@triplep.net](mailto:contact.us@triplep.net) Contact Title: Director Contact Phone: 803.451.2278 203

Contact Address:

Evaluation: The evidence base for Triple P is extensive. Various components of the Triple P system have been subjected to a series of controlled evaluations, and have consistently shown positive effects on observed and parent-reported child behavior problems, parenting practices, and parents' adjustment across sites, investigators, family characteristics, cultures, and countries.

<http://www.triplep-america.com/documents/Prinz>

Effectiveness Rating: Strong



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# Truancy Assessment and Service Centers (TASC)

Address: OSSRD/SSW/LSU226B Huey P Long FieldhouseBaton RougeLA

URL: <http://www.socialwork.lsu.edu/OSSRD/TASC/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors: Addresses risk factors underlying truant behavior in child and family

Description: TASC is a research-based, early identification, rapid assessment, and intensive intervention truancy reduction program for at-risk children in grades K to 5, currently in 21 sites state-wide. TASC addresses the underlying causes of the truancy, which can include educational, behavioral, medical, mental health, basic needs, family social support, substance abuse, and problem behaviors identified by the program's assessment instruments for both the child and family. TASC sites provide case management, and occasionally programs. After assessment, children and families are referred to service providers and progress is monitored. Children are referred to tutoring, mentors, parent education, recreational activities and financial, medical and mental health services, among others. Individual sites are monitored and evaluated by the Office of Social Service Research & Development (OSSRD) in the LSU School of Social Work. Site assessments are fostered by an extensive database for case management to improve long term outcomes for Louisiana's public school children.

Annual Cost: \$500,000 + Per Cost: \$500 - \$1000

Agencies: Opening Date: 1999 Number of Students: 500+

Contact: Dr. Denese A Vlosky

Contact Email: [denese@lsu.edu](mailto:denese@lsu.edu) Contact Title: Research Associate V Contact Phone: 225-578-9314

Contact Address: 226B Huey P Long Fieldhouse LSU/SSW/OSSRD Baton Rouge LA 70803

Evaluation: Since, 2001, there were 7.7 unexcused absences on average at referral, and 5.2 unexcused absences after referral, equaling a 33% reduction in unexcused absences. For 2006-2008, children missed 10% of school days at referral, and 6% of days after referral, a 40% reduction in the proportion of days



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missed. Since 2001, 1% of the youth that TASC served were petitioned to juvenile court. For the 2007-2008 school year 11 out of 16 offices improved retention rates, 3 stayed the same, 3 sites had increased rates. The results of a 2006-2007 Regression Discontinuity (RD) design at one inner city site showed that being in TASC significantly reduced unexcused absences after referral at an .05 level, whereas those cases that were closed successfully had reduced unexcused absences at 3 times that rate (and at the .000 level).

Effectiveness Rating: Strong

# Truancy Habits Reduced, Increasing Valuable Education

Address: 900 North Klein Room 211 Oklahoma City OK

URL: <http://www.youthcornerstone.com/>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: THRIVE focuses on mediating students and parents outside of the court system, in order to prevent charges from being filed under the Compulsory Education Law. Once a student is identified as truancy (over 10 unexcused absences), a letter is sent and 2 or 3 calls are made to mediate a family. In the mediation, problems and hindrances to attendance are discussed. THRIVE mediators offer tools for better communication, education on district policy, referrals to outside agencies and counseling when necessary. The Oklahoma County District Attorney supports THRIVE's involvement in the court room for those families who do not complete the mediation program. THRIVE is again able to intervene and work with parents to recommit to their child's education.

Annual Cost: Per Cost:

Agencies: Oklahoma County District Attorney's Office, Youth Services of Oklahoma County, and Oklahoma City Police Department Opening Date: 2008 Number of Students: 500+

Contact: Ms. Stacy R. Webb

Contact Email: [srwebb@okcps.org](mailto:srwebb@okcps.org) Contact Title: Employee Contact Phone: 405-587-0028

Contact Address:

Evaluation: Since its implementation in 2008, the THRIVE program has reduced truancy rates in the Oklahoma City Public Schools system by 40%. Truancy, according to Oklahoma State Law, is defined as more than 10 unexcused absences in a semester. These statistics were obtained by generating attendance reports that included students with more than 10 absences.

Effectiveness Rating: Limited



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## Tutor/Mentor Connection

Address: 800 W. HuronChicagoIL

URL: <http://www.tutormentorconnection.org>

Demographic and Target Group: , , , focus on students living in low income neighborhoods,

Disabilities: Other Descriptors: network building, capacity building

Description: The mission of the Tutor/Mentor Connection (T/MC) is to provide an organized framework that empowers and encourages adult volunteers to contribute their time, effort, ideas and advocacy toward creating life-changing solutions for children in educationally and economically disadvantaged areas. This mission is accomplished through a four part strategy. 1) Collect knowledge from key stakeholders about volunteer-based tutor/mentor programs: how programs succeed, where programs are located, and where more programs and resources are needed. 2) Aggressively share this knowledge through marketing and public awareness campaigns, capitalizing on the Internet as a chief vehicle of communication. 3) Facilitate understanding and collaboration among stakeholders to develop the long-term, integrated actions needed to help youths move from birth in poverty to a job or career by age 25. 4) Strengthen involvement of community and industry leaders to increase essential resources to tutor/mentor programs. The Tutor/Mentor Connection maintains a data base consisting of more than 200 Chicago area non-school tutoring and/or mentoring programs.

Annual Cost: \$200,000 - \$500,000

Per Cost: less than \$500

Agencies:

Opening Date: 1993

Number of Students: 500+

Contact: Dr. Daniel F Bassill

Contact Email: [tutormentor2@earthlink.net](mailto:tutormentor2@earthlink.net)

Contact Title: President, CEO Contact Phone: 312-492-

9614

Contact Address:

Evaluation: The Tutor/Mentor Connection is an on-line resource similar to this prevention web site. We measure impact by a) our ability to maintain information about more than 200 Chicago are tutoring and/or



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mentoring programs; b) our ability to maintain an extensive library of links; c) our ability to attract 125-175 people to May and November conferences each year; and d) measures of visits and hits on our web sites by potential users of the information we collect and share.

Effectiveness Rating: Limited

# Ulysses Career Learning Academy

Address: Joyce School Building 111 S. Baughman Ulysses KS

URL: <http://www.ulysses.org>

Demographic and Target Group: , , , ,

Disabilities: 1-5% Other Descriptors:

Description: Ulysses Career Learning Academy is a charter school that was started to address the high dropout rate in our small city. Our academic classes are taught through a computer program with teachers in the classroom to monitor students and help them when they have difficulty understanding the content. We have 12 computers in each of our 3 classrooms so teachers should not have a higher ratio than 12:1. We also have full time paraprofessional staff on hand to help with our students learning needs. We do support special education students with a teacher or paraprofessional from our local special education cooperative who is in our school 2 hours each day. We can accommodate up to 36 students with last years enrollment being 25 students. We provide job shadow, on the job training, and work experience for our students. They obtain high school credit while at the work site. We also engage our students in service learning projects and have a class in which all students are required to participate. The students address a service learning need that our community has. Our students identify the need, problem solve a solution, and implement a plan. We have had support from both individuals, companies, and the Kansas State Department of Education in funding for these projects.

Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies: USD #214, State Farm Insurance, Bob Wilson Memorial Grant County Hospital, Grant County Chamber of Commerce, Grant County Economic Development, Grant County Drug, City of Ulysses, Numerous Businesses within the community who share resources and offer on t

Opening Date: 2008

Number of Students: less than 50

Contact:

Contact Email: [skoop@ulysses.org](mailto:skoop@ulysses.org)

Contact Title: Principal Contact Phone: 620-356-3644

Contact Address:



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Evaluation: A high percentage of our students have parents who have not graduated from high school which puts them at a higher risk of not graduating as well. Last year we had 11 seniors enrolled in our school. One senior transferred out and the remaining 10 graduated. Of the 10 that graduated all responded that they would most likely not have graduated from high school if it had not been for our program. We have met AYP both years of our existence, with scores improving each year. Over the past 2 years we have had 7 who have withdrawn from school indicating they would transfer to another program but most have them did not re-enter the school system. Some of them plan to go through an adult education program. It is our hope that they will decide at some point that they want to re-enter the educational world.

Effectiveness Rating: Moderate



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# Union Alternative School

Address: 5656 S. 129th E. Ave. Tulsa OK

URL: <http://www.unionps.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Union Alternative School serves 120 at-risk students in grades 9 through 12. Enrollment is completely voluntary, and students must be willing to consistently abide by a student contract in order to maintain their positions in the program. It is not a punishment program. Instead, it is intended to take students who have had significant struggles in the regular education program and lead them back into academic and social success in an atmosphere based on kindness and mutual respect. Major intake categories involve social and emotional issues, returning dropouts, drug or alcohol abuse, poor attendance, behavioral issues, pregnancy, juvenile justice involvement, and low academic achievement. The program features block scheduling and innovative teaching strategies. Student progress in grades, attendance, behavior, and social skills is closely monitored. Counseling plays an integral role in the program, with the average student receiving two counseling sessions per week.

Annual Cost: \$500,000 + Per Cost: \$2000 +

Agencies: Parents as Teachers, CREOKS

Opening Date: 1995

Number of Students: 50-

250

Contact: Mr. Richard T. Storm

Contact Email: [storm.richard@unionps.org](mailto:storm.richard@unionps.org)

Contact Title: Principal Contact Phone: 918-357-7080

Contact Address:

Evaluation:

Effectiveness Rating: Strong



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## Unique Blend Of Young Men

Address: 1740 Walton Way Augusta GA

URL:

Demographic and Target Group: , Boys, , ,

Disabilities: Other Descriptors: Transportation

Description: This program is basically designed to aid the young men and encourage academics, positive behavior and attendance through incentives, Paine College student involvement and many other contributing factors. The Judge Not Program sponsored by area Judges like Judges Caryle Overstreet, Carl Brown, Willie Saunders, David Roper and some West Augusta Judges and William Blanchard has helped greatly.

Annual Cost: less than \$25,000

Per Cost: \$500 - \$1000

Agencies: Thumbs-Up Community Center, Inc., Judge Not, 100 Black Men, Dads in Action

Opening Date: 2007

Number of Students: 250-500

Contact: Mr. Larry Fryer Reverend

Contact Email: fryerla@boe.richmond.k12.ga.us Contact Title: Graduation Coach Contact Phone: 706-737-7250

Contact Address: 1740 Walton Way Augusta GA 30901

Evaluation:

Effectiveness Rating: Moderate



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# University at Buffalo Liberty Partnerships

Address: 3435 Main Street Diefendorf Annex, Room 1 Buffalo NY

URL: <http://ublibertypartnerships.weebly.com/>

Demographic and Target Group: , , , Poor Academic Performance,

Disabilities: Other Descriptors: Visual Arts, Music, Poetry, Media Production

Description: The University at Buffalo Liberty Partnerships Program is a premier provider of drop-out prevention services and opportunities in Buffalo and Erie County for young people enrolled in grades 5 - 12 who are at-risk of dropping out of school. Situated in the Graduate School of Education's Office For University Preparatory Programs, Liberty Partnerships is supported by world-class faculty, staff, and institutional resources. The University at Buffalo Liberty Partnerships serves over 600 students from Buffalo and Western New York. Program components include Academic Support and Intervention; Academic Instruction; School and Home Visits; Tutoring; Arts Instruction; Media Production; Summer Enrichment; Cultural Enrichment; Service Learning; SAT Prep; Regents Exam Prep; Career Development; College Admissions Counseling; Financial Aid Counseling; College Tours; After-school Program; Governmental Participation and Awareness

Annual Cost: \$500,000 + Per Cost: \$500 - \$1000

Agencies: University at Buffalo Graduate School of Education, Teacher Education Institute, Reading First, Buffalo Public Schools, Buffalo and Erie County Workforce Investment Board Opening Date: 1989 Number of Students: 500+

Contact: Mr. Ramone Alexander

Contact Email: [raa1@buffalo.edu](mailto:raa1@buffalo.edu) Contact Title: Project Director Contact Phone: 716-829-3474

Contact Address:

Evaluation: 94-100% graduation of high school seniors, statewide high recruitment and retention of African American males



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Effectiveness Rating: Limited



# Upper Classman Mentoring Program (Freshman Focus)

Address: Milton-Union High School 221 S Jefferson Street West Milton OH

URL: <http://www.milton-union.k12.oh.us>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Freshmen Focus contains two components - Freshmen Orientation Camp and a curriculum that is implemented during the school year. The camp takes place in the week just before the start of school; while the class runs throughout the school year. During the year, student leaders lead the class portion of the program. They work with freshmen teaching them to stay organized and to deal with the overall demands of high school. The Orientation Camp is organized into two separate days. During this time, freshmen are given their schedules and have the opportunity to walk through their schedules so that they can find each of their classrooms. Students also find their lockers and go through the lunch line. At the core of the camp is our student leaders. They lead freshmen through each activity and answer questions to calm their fears. It is also a good time for the student leaders to begin building relationships with the freshmen that they work with throughout the year.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: West Milton Rotary, West Milton Council of Churches, Miami County Foundation

Opening Date: 2007

Number of Students: 50-250

Contact: Ms. Paula L Shaw

Contact Email: [shawp@milton-union.k12.oh.us](mailto:shawp@milton-union.k12.oh.us) Contact Title: Counselor Contact Phone: 937-884-7940  
2009

Contact Address:



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Evaluation: Freshmen Focus has changed the atmosphere of the high school to a welcoming, friendly place. It has been successful in decreasing the freshmen retention rate by 4% over a period of three years. The average GPA is up so that none of the freshmen had a failing GPA in the first quarter of the 2009-2010 school year. Camp results indicate that 58% of the freshmen felt camp was helpful in acclimating them to their new environment. End-of-year surveys show that 73% of the freshmen felt that the mentors helped them during their freshman year.

Effectiveness Rating: Limited



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# Upward Bound Math-Science

Address: 1990 K Street NW, Suite 7000 Washington DC

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The US Department of Education developed a math and science initiative within Upward Bound (UB) to address the under-representation of low-income and minority students in math and science careers. Added to the federal TRIO programs 280 in 1990, Upward Bound Math-Science (UBMS) provides grants to institutions to develop college preparatory programs geared toward these fields. Like regular UB, the program features academic enrichment opportunities offered after school and during the summer, and most projects are hosted by two- and four-year colleges and universities. UBMS is unique in its emphasis on applied math and science courses that include laboratory, computer, and field site experience.

Annual Cost: Per Cost:

Agencies: Opening Date: 1990 Number of Students: 500+

Contact: Geraldine Smith

Contact Email: geraldine.smith@ed.gov Contact Title: Contact Phone: 202-502-7600

Contact Address:

Evaluation: Overall, the Mathematica evaluation found that UBMS was associated with improved high school grades in math and science, as well as an increased likelihood of completing chemistry and physics in high school, enrolling in four-year institutions of higher education, majoring in math and science, and completing a four-year degree in math and science. The RTI report found that increased length of participation in UBMS was associated with higher post-secondary enrollment rates.

<http://www.aypf.org/publications/SuccessAtEveryStep.pdf>

Effectiveness Rating: Strong



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# Valley High School

Address: 2839 S. Burnham Ave.Las VegasNV

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: Valley High School was recently awarded the distinction of being named a "high-achieving turnaround" school by the federal government. The campus id redesigned into small learning communities with each group of students having the same core group of teachers who work as a team to address the needs of the students.

Annual Cost: Per Cost:

Agencies: Clarke County School District Opening Date: Number of Students: 500+

Contact: Ronald Montoya

Contact Email: Contact Title: Principal Contact Phone: 702-799-5450

Contact Address:

Evaluation: Valley High School went from a school that had not met AYP requirements for three years to a high school designated as a "high-achieving turnaround" school under the federal No Child Left Behind Act. In five years the math proficiency scores went from 44% to 80% passage. ELA scores went from 54% to 92% passage.

<http://www.ccsd.net>

Effectiveness Rating: Strong



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# Washington State Achievers

Address: 1300 I Street NW #200 Washington DC

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Washington State Achievers (WSA) program was created by the Bill & Melinda Gates Foundation as a model that integrates high school reform, early college awareness, and college advising, mentoring, scholarships, and student supports. This program targeted 16 high schools in Washington State with large proportions of low-income populations and awarded five-year grants to redesign these schools based on the Gates Foundation's core beliefs and strategies, which emphasize personalized learning environments, rigorous curricula, and instructional improvements. The Gates Foundation collaborated with the College Success Foundation (CSF) to provide college scholarships, early college outreach, and mentoring to a select group of eligible students, known as Achievers, from these schools. The program's goal is to "provide economically disadvantaged and underrepresented students the educational and financial incentives necessary to enroll in the colleges and universities of their choice and to successfully complete four-year degree programs."

Annual Cost: Per Cost:

Agencies: Opening Date: 2001 Number of Students: 500+

Contact: Margot Tyler

Contact Email: [Margot.tyler@gatesfoundation.org](mailto:Margot.tyler@gatesfoundation.org) Contact Title: Senior Program Director Contact Phone: 202-662-8125

Contact Address:

Evaluation: WSA schools increased their standard math course offerings and their honors/advanced English course offerings. Students at WSA schools were more likely to complete a college-ready curriculum. African American and Native American students at the WSA schools completed college entrance requirements at



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substantially higher rates than at similar schools. Recipients of the Achievers scholarship were more likely to enroll in college than similar peers, and those who applied for, but did not receive the scholarship, also had greater odds of college enrollment than similar peers who did not apply.

<http://www.aypf.org/publications/SuccessAtEveryStep.pdf>

Effectiveness Rating: Strong



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## Wayne Enrichment Center

Address: 5248 W. Raymond St. Indianapolis IN

URL: <http://www.wayne.k12.in.us/wec/index.htm>

Demographic and Target Group: , , , ,

Disabilities: 16-20% Other Descriptors:

Description: The Wayne Enrichment Center is an alternative program for the secondary schools in the MSD of Wayne Township in Indianapolis, Indiana. The program has two components - a junior high section (7th - 8th) and a high school (9th -12th) section. The 7th/8th grade program serves 40 students as an alternative to expulsion from Lynhurst 7th/8th Grade Center and Chapel Hill 7th/8th Grade Center. Students attend a regular school day (9:30 a.m. - 4:00 p.m.) The purpose of this program is to create a positive learning environment that teaches students the skills necessary to be successful in their home junior high school. The program focuses on the academic success of students with a behavior management structure through positive behavior supports and interventions, level system, affective education and counseling groups. Three classroom teachers and a special education teacher support the junior high students. The teachers are highly qualified in their academic areas and have attended multiple trainings to learn the most effective strategies for working with at-risk youth. The second component of the alternative program serves students in Grades 9-12 from Ben Davis Ninth Grade Center, Ben Davis University High School and Ben Davis High School. This part of the program serves students for many different reasons. These reasons include: a) students who intend to withdraw before graduation, b) students that have not complied academically and would benefit from instruction offered in a manner different than the instruction available in a traditional school, c) students who are a parent or expecting parent and are unable to regularly attend the traditional school program, d) students who are employed and the employment is necessary for the support of the student or the student's immediate family and/or interferes with a part of the student's instructional day and e) students that are disruptive (as defined in Indiana Code 20-30-8-2). The high school program has two sessions. The morning session is a 3 hour 20 minute block of time (9:30 a.m. - 12:50 p.m.) and serves an average of 75 students. The morning session serves mostly students who attend for reasons a - d listed above. The afternoon session is a 2 hour block of time (2:00 - 4:00 p.m.) and also serves an average of 75 students. The afternoon session mostly serves students who attend for reason (e) above. The students in the high school program use an online learning curriculum supported by five classroom teachers and a special education teacher. The teachers are highly qualified in the academic courses they supervise. The high school teachers have also attended workshops and courses in order to effectively work with at-risk students and to employ dropout prevention strategies.



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Annual Cost: \$200,000 - \$500,000

Per Cost: \$2000 +

Agencies: Cummins Behavior Health Services, Indiana Department of Education  
1988                      Number of Students: 250-500

Opening Date:

Contact: Ms. Sally Hoffman

Contact Email: [sally.hoffman@wayne.k12.in.us](mailto:sally.hoffman@wayne.k12.in.us)      Contact Title: Principal      Contact Phone: 317-248-8685 6300

Contact Address:

Evaluation: Over the last three years, the number of credits earned has increased from 564 to 1078 (with the same number of students enrolled). We are projecting 1400 credits for the 08-09 school year. We use the "Circle of Courage" model from Reclaiming Youth at Risk network to establish a positive, safe environment. The junior high students work through the Steps to Success to return to their home school. 88% of students successfully completed the program. Our program meets or exceeds the state alternative standards.

Effectiveness Rating: Moderate



# West Allis West Milwaukee Learning Center

Address: 1135 S. 70th Street West Allis WI

URL: <http://www.wawm.k12.wi.us/>

Demographic and Target Group: , , , ,

Disabilities: 11-15% Other Descriptors:

Description: Our program serves 210 students including teen parents, adjudicated youth, credit deficient youth, youth with mental health, and youth with AODA issues. 60+% of our students are minority, 95+% receive free or reduced lunch. We offer programs for credit recovery, service learning, community outreach, GED credentials, alternative high school, freshman academy and online learning.

Annual Cost: \$25,000 - \$100,000 Per Cost: \$500 - \$1000

Agencies: West Allis West Milwaukee Education Foundation People Power West Allis Chamber of Commerce  
Aurora Health Services Opening Date: 1984 Number of Students: 50-250

Contact: Mr. Greg Goelz

Contact Email: [goelzg@wawm.k12.wi.us](mailto:goelzg@wawm.k12.wi.us) Contact Title: Administrator Contact Phone: 414-604-3511

Contact Address:

Evaluation: Program was made annual yearly progress on state assessments 2008-2012. 60% minority 95% free and reduced lunch, 96% graduation rate.

Effectiveness Rating: Insufficient



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## West Oso ISD Intervention Team

Address: 5050 Rockford  
Corpus Christi TX

URL: <http://westosoisd.esc2.net>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: A team approach is the key to this positive program. Organizational change with systematic changes occurring within the existing system. A team meets every Monday morning and reviews every students' attendance, students who have withdrawn, students who have had discipline referrals. Key Question: What do we need to implement so this student will experience success. Team member is assigned to key students and report back within a 48 hour period. Follow-up is key and administrative responsibility has been the key. Every student is accounted for everyday. If students withdraw, a follow-up is conducted via telephone and or in person.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies: Juvenile Justice Court System; Community in Schools

Opening Date: 2008

Number of Students: 500+

Contact: Dr. Mary Jane Garza

Contact Email: [mary.garza@verizon.net](mailto:mary.garza@verizon.net) Contact Title: Assistant Superintendent Contact Phone: 361-580-5908

Contact Address:

Evaluation: West Oso ISD has gone from a 15.1% drop-out rate to a 2% in one year's time

Effectiveness Rating: Limited



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# Why Try Program

Address: PO Box 970907 Orem UT

URL: <http://www.whytry.org>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Why Try Program is a strength-based approach to helping youth overcome their challenges and improve outcomes in the areas of truancy, behavior, and academics. Youth are taught social and emotional principles through a series of 10 pictures that teaches a discrete principle. These visuals are then reinforced by music and physical activities.

Annual Cost: less than \$25,000

Per Cost: less than \$500

Agencies:

Opening Date: 1996

Number of Students: 500+

Contact: Christain Moore

Contact Email: [christian@whytry.org](mailto:christian@whytry.org)

Contact Title: Director Contact Phone: 866-949-8791

Contact Address:

Evaluation: Students who completed the Why Try Program showed significant improvement in GPA, had fewer absences than the control group, and showed significant reduction in number of failed courses.

<http://www.whytry.org/research.php>

Effectiveness Rating: Moderate



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# WINGS Academy at Flagstaff High School

Address: Flagstaff High School 400 West Elm Flagstaff AZ

URL:

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: The Wings Academy at Flagstaff High School (FHS) targets entering freshmen who are academically at risk. The program offers academic and behavioral interventions during part of the school day, while maintaining the students' freedom to explore a wide range of course offerings outside the Academy. Flagstaff High School's goal is to divert the failure syndrome and to retain the integrity of the freshman class through promotion and completion of all introductory high school course work. The Wings Academy embeds three year-long courses into a block schedule, providing the Wings freshmen with English, Math, and Projects on a year-long basis within the Academy. The school manipulates the Master Schedule to foster a small learning community and culture within the walls of a large comprehensive high school. This allows FHS the chance to advocate for the most "at-risk" students by designing a learning community which fosters relationships, communication, systematic interventions, and accountability for students, parents, teachers, and administrators. The Wings Academy operates during first and second periods (8:00 am to 10:55 am) daily. Students reenter the flow of the traditional high school for third and fourth periods. This hybrid design provides for a common team preparation period, so team teachers can establish clear parameters and priorities that will guide their work toward the goal of improved learning and promotion of every member of the Academy. The Wings Academy provides systematic interventions during the day, a more personal learning environment, strong communication between school and home, and an enriched curriculum with the infusion of technology. "Wings" represents a part of the school mascot, the Eagle.

Annual Cost: Per Cost:

Agencies: Flagstaff Chamber of Commerce, Northern Arizona University and Coconino Community College

Opening Date: Number of Students: 50-250

Contact: Sharon Falor

Contact Email: [sfalor@fUSD1.org](mailto:sfalor@fUSD1.org) Contact Title: Assistant Principal Contact Phone: 928-773-8106



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Contact Address:

Evaluation:

Effectiveness Rating: Limited



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# Work, Achievement Values & Education (WAVE) In Schools

Address: 525 School St., SW, Suite 500 Washington DC

URL: <http://www.waveinc.org/intro/educators/educatorsSupportFullProgramWIS.html>

Demographic and Target Group: , , , ,

Disabilities: Other Descriptors:

Description: WAVE In Schools is for students in grades 9-12 who would benefit from a more supportive classroom, experiential instruction, and content relevant to success in school, careers, and life. Schools can operate a distinct WAVE class, use the advisory period, or infuse WAVE into academic classes. The curriculum covers 120 lessons on 11 core competencies related to school success skills, career exploration, work maturity, and interpersonal skills. Programs also establish an extracurricular Leadership Association to reinforce new skills and give students opportunities to confront challenges, experience success, and gain recognition. WAVE In Schools is designed with flexibility so that schools can meet local needs, special student situations, funding mandates, and other classroom requirements. Implementation requires an administrative commitment to changing the educational environment for students. WAVE's national office offers training, technical assistance, and on-going partnership to help schools customize and implement the program.

Annual Cost: less than \$25,000

Per Cost: \$500 - \$1000

Agencies: Local employers

Opening Date: 1969

Number of Students: 500+

Contact: Mrs. Deborah R. Stine

Contact Email: [dstine@waveinc.org](mailto:dstine@waveinc.org)

Contact Title: Senior Vice President for Programs and Services

Contact Phone: 202-250-3744

Contact Address: 525 School St., SW, Suite 500 Washington DC 20024



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Evaluation: Dozens of WAVE In Schools programs have been implemented across the nation. Information from eight independent studies shows that WAVE improves the developmental trajectories of youth by influencing key factors that lead to success in school, careers, and life. "Disconnected" youth tend to seek more adult guidance, feel a sense of belonging in school, demonstrate increased self-regulation and professional conduct, and build leadership and related skills. The more hours of WAVE In Schools a student completes, the more likely he or she will advance to the next grade level. WAVE In Schools works with even the most at-risk youth. In one study, 79% of the participants had already repeated a grade. Certain program implementation decisions improve program performance, such as how closely the school follows WAVE's program approach, the number of hours of WAVE instruction a student receives, and the amount of WAVE training provided to teachers.

[http://www.waveinc.org/intro/donors/WAVE\\_Research\\_2008.pdf](http://www.waveinc.org/intro/donors/WAVE_Research_2008.pdf)

Effectiveness Rating: Strong



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# Youth Build USA

Address: 58 Day StreetSomervilleMA

URL: <http://www.youthbuild.org>

Demographic and Target Group: , , , Low income,

Disabilities: Other Descriptors:

Description: YouthBuild is a youth and community development program that simultaneously addresses core issues facing low-income communities: housing, education, employment, crime prevention, and leadership development. In YouthBuild programs, low-income young people ages 16-24 work toward their GEDs or high school diplomas, learn job skills and serve their communities by building affordable housing, and transform their own lives and roles in society.

Annual Cost: Per Cost:

Agencies: Workforce Investment Act  
500+

Opening Date: 1990

Number of Students:

Contact: Dorothy Stoneman

Contact Email: [info@youthbuild.org](mailto:info@youthbuild.org)

Contact Title: President and Founder Contact Phone: 617-623-9900

Contact Address:

Evaluation: 76,000 YouthBuild students have produced more than 17,000 units of affordable housing. Nationwide, 90 percent of YouthBuild students enter the program without their high school diplomas, and 26 percent receive public assistance prior to joining YouthBuild. In spite of these overwhelming odds, a study of nearly 900 YouthBuild graduates found that 75 percent were enrolled in postsecondary education or working at jobs averaging \$10 an hour. The average cost per participant is less than many fulltime options for unemployed young adults, such as the military, Job Corps, prison, and many colleges.

[http://www.youthbuild.org/site/c.htIRI3PIKoG/b.4997851/k.95F4/Annual\\_Reports.htm](http://www.youthbuild.org/site/c.htIRI3PIKoG/b.4997851/k.95F4/Annual_Reports.htm)

Effectiveness Rating: Moderate



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# Youth Mentoring Connection

Address: 1818 S. Western Ave Suite 505 Los Angeles CA

URL: <http://www.youthmentoring.org/>

Demographic and Target Group: , , , ,

Disabilities: None

Other Descriptors:

Description: YMC's proven group and 1:1 mentoring, extensive staff monitoring, life skills workshops, and parental involvement produces exemplary outcomes for our youth, such as improvement in school grades, graduating from high school, problem solving and communication skills, self-esteem, and staying away from drugs, violence and gangs. Each youth has their own mentor and the mentoring takes place in a community setting. All mentors and mentees get together on a regular basis as a group and individually. YMC's unique brand of mentoring includes four key components that make its community-mentoring program stable and therefore extremely successful. The four focal points of YMC's program are: initiation techniques, emphasis on creating community, innovative mentoring methodology, and the understanding of the relationship between each young person's wounds and his or her unique gifts.

Annual Cost: \$500,000 +

Per Cost: \$1000 - \$2000

Agencies: Jefferson High School, LATT (Los Angeles Trade Tech), Manual Arts High School, Santee High School, Adams Middle School, West Adams High School, Helen Bernstein High School, Los Angeles High School of the Arts, Santee Educational Complex, Frida Khalo High

Opening Date: 2001

Number of Students: 500+

Contact: Ms. Anne B. Pearson

Contact Email: [anne@youthmentoring.org](mailto:anne@youthmentoring.org)

Contact Title: Director of Major Gifts

Contact Phone: 323-731-8080

Contact Address:

Evaluation: YMC produces positive program outcomes. Results from the survey conducted at the end of the last program year for mentees include: Academic Achievement and Aspirations: 78% improved school grades; 66% improved school attendance; 85% improved their attitude about completing high school; and



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91% felt more likely they will attend college; High School Completion: 95% graduated from high school; Conflict Resolution: 70% improved problem solving skills; and 89% improved in their ability to react positively to life challenges; Communication: 89% improved their ability to express feelings; and 81% improved their ability to ask for help; Relationships: 81% improved their relationships with their parents; 70% with their teachers; and 83% with people of other cultures and ethnicities; Risk Taking Behaviors: 72% are less likely to use drugs; 68% are less likely to use threats or violence; Self Worth: 86% improved confidence; and 90% improved self-esteem.

Effectiveness Rating: Insufficient



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