

## National Recommendations: Dropout Prevention, Intervention & Reengagement

This briefing paper summarizes recommendations from the following papers:

1. **Achieving Graduation for All**-- National Governors Association's Center for Best Practices, 2009
2. **Considerations for Dropout Prevention and Recovery**-- CLASP, March, 2010

### Policy and Funding

- a. Champion higher graduation rates.**
  - Leaders should rally people to the cause (such as state convenings).
  - Set goals to improve the graduation rate.
  - Develop statewide communications campaigns.
- b. Prioritize high school graduation and dropout recovery funding; ensure the appropriation of resources commensurate with the scale of the dropout crisis.**
  - Target dropout prevention funds to schools and districts in need.
  - Allocate funds for "high needs students" (per ARRA Race to the Top fund rules).
  - Appropriate a sufficient percentage of funds to be used to implement a robust dropout recovery strategy.
  - Provide sustainable funding formulas beyond competitive grants that support multiple pathways and expanded learning options.
  - Allow education dollars to support educational services provided by community-based organizations and institutions of higher education.
- c. Raise the maximum compulsory and allowable school attendance ages.**

### Prevention and Intervention

- a. Invest in early education programs.**
- b. Provide personalized learning plans.**
- c. Target youth at risk of dropping out.**
  - Identify students in danger of dropping out of school through an early warning system.
- d. Provide extra supports (academic and non-academic) for targeted students.**
  - Provide student support specialists/graduation coaches/mentors.
  - Expand learning opportunities (after-school, summer school, tutoring).
  - Provide specialized supports for parenting students.

## Dropout Reengagement

- a. Assign responsibility for dropout recovery.**
- b. Create incentives for dropout recovery.**
  - Ensure education funding can flow to students in alternative education settings.
  - Provide enhanced funding for recovery based on performance (dollars for interim successes).
  - Create a statewide dropout recovery award.
- c. Employ community-wide outreach strategies; include strategies for outreach and re-enrollment.**
  - Open one-stop service centers.
- e. Create a seamless P-20 route for students who have dropped out.**
- d. Establish school re-entry options for juvenile offenders.**
  - Adopt strategies for the transition process to re-enroll.

## Collaboration Among Youth-Serving Agencies

- a. Build state-level, cross-agency collaboration; make deliberate efforts to establish “horizontal alignment” with all other youth-serving organizations.**
  - Develop a shared vision.
  - Establish a state-level, multi-agency, collaborative body to bring resources to the table (include public and private).
  - Include representatives from local workforce investment, juvenile justice, and child welfare systems as partners in planning for turning around struggling high schools and recovering high school dropouts.
- b. Foster local collaboration; encourage collaboration between school districts and local community-based agencies to provide comprehensive services to dropouts.**
  - Build school/community partnerships (Building Bridges, Community Schools; Communities in Schools; family resource centers).
  - Coordination of referrals to support services.
  - Share data among education, foster care and juvenile justice.

## Multiple Education Pathways/Options

- a. Create new effective schools.**
  - Establish career-focused models in partnership with industry; school/work models in partnership with workforce investment boards.
  - Provide dropout recovery alternative schools, such as high quality alternative programs, online schools, charter schools, early college high schools, twilight academies.
  - Develop applied learning approaches.
- b. Award credit for performance versus seat time; based on demonstrated competency instead of seat time.**
  - State School Board rules should authorize granting credit for performance.

- Support credit recovery programs; accelerated learning.
- c. Develop connections to postsecondary and work opportunities.**
  - Provide concurrent enrollment in high school and community college.
  - Establish GED Plus/Diploma Plus models.

## Performance Accountability

- a. Weigh graduation rates heavily in state accountability systems.**
  - Include four- and six-year cohort graduation rates in accountability requirements.
  - Include alternative education students and students in GED programs.
  - require that graduation rates be disaggregated by race, socioeconomic status, and disability.
- b. Develop longitudinal data systems.**
  - track when students enter, exit, drop out, re-enroll, and complete high school or recognized equivalent, enroll in postsecondary education, engage in remedial coursework, and complete postsecondary education
- c. Evaluate local efforts.**
  - Target state-level investments in promising strategies.
  - Implement early intervention strategies (middle school).
  - Calculate return on investment.