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The Evaluation of the School Dropout Demonstration Assistance Program

Design Report: Volume I

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The Authors

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I. OVERVIEW AND SUMMARY

In September 1991, the U.S. Department of Education (ED) awarded grants to 65 school districts, community organizations, and educational partnerships to support innovative dropout prevention projects, as part of the School Dropout Demonstration Assistance Program (SDDAP). Projects were to run for as long as four years and were to provide a variety of education and social services to youths at risk of dropping out of high school. At that time, ED also selected Mathematica Policy Research, Inc. (MPR) and its subcontractors, Policy Studies Associates (PSA) and RMC Research Corporation, to conduct an evaluation of projects funded under the SDDAP. The evaluation was to address a number of key questions on project implementation and change, the impacts of the projects on students in terms of improved educational, social, and personal outcomes, and the value of the projects as social investments.

This report presents the design of the Evaluation of the 1991 SDDAP. Chapter I provides an overview of the SDDAP and the evaluation. The remaining three chapters discuss plans for the implementation, impact, and cost-benefit analyses; the implementation of the evaluation; and plans for data collection.

A. THE SCHOOL DROPOUT DEMONSTRATION ASSISTANCE PROGRAM

The numerous special programs that have been established to help at-risk students complete high school are evidence that educators at the federal, state, and local levels believe that encouraging students to complete high school is an important goal. A 1986 nationwide survey by the U.S. General Accounting Office identified more than 1,000 local programs serving dropouts or youths at risk of dropping out (General Accounting Office 1987). However, concern about the dropout problem increased during the last decade, as data indicated that the dropout rate continued to be highest among minority populations (National Center for Education Statistics, 1992), and that the low

educational attainment and workforce readiness of dropouts was jeopardizing efforts by American producers to be competitive in world markets.

In 1988, to bolster the federal role in dropout prevention, the Congress created the SDDAP, Title VI of the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (PL 100-297). The program consisted of discretionary grants from the U.S. Department of Education to local education agencies and community organizations to establish and demonstrate:

- Effective programs to identify potential dropouts and to prevent them from dropping out
- Effective programs to identify and encourage dropouts to reenter school and to complete their education
- Effective early intervention programs designed to identify at-risk students
- Model systems to collect and report information on students who dropped out and on their reasons for dropping out of school

Under the 1988 SDDAP, the U.S. Department of Education awarded grants to 89 local dropout projects for two-year periods. Legislation passed in 1991 extended the program for a third year.

Subsequent events heightened interest in the dropout problem. In November 1989, the National Governors Association and the President met to establish six national performance goals for education. The second goal stated that, "By the year 2000, the high school graduation rate will increase to at least 90 percent." In 1991, the Congress passed legislation extending the SDDAP through 1994, stating that, "the Congress has been committed to achieving this goal [of a 90 percent completion rate] for a number of years. The School Dropout Demonstration Program is one of its most important tools for achieving this goal (U.S. House of Representatives, 1991)."

For the grant competition authorized by the 1991 legislation, ED specified that projects applying for funds were to replicate successful programs or were to expand a successful program operated by the host organization, and that projects were to operate in schools or areas with very high numbers or percentages of dropouts. Eighty percent of funds were reserved for local educational agencies,

community organizations, or education partnerships that applied for funds either as ***targeted*** projects, which were to provide specified services to a defined population of eligible youths within a school or community organization, or as ***restructuring*** projects, which were to undertake systemic changes to improve the overall learning environment of schools attended by large numbers of disadvantaged students. The remaining 20 percent of funds were available to fund ***field initiated*** innovative projects. Funds were allocated to categories defined by whether projects were operated by local educational agencies (LEAs), community organizations, or educational partnerships, and by the size of the LEAs.[1]

There were no specific requirements regarding the components or targeting of field initiated projects. However, the Department of Education required that targeted and restructuring projects include specific components that are judged to be important for promoting improved student outcomes:

- ***Targeted Projects.*** Targeted projects were expected to include (1) curricular approaches emphasizing accelerated and context-rich learning; (2) culturally sensitive outreach to help parents create a more supportive home learning environment; (3) systematic monitoring of attendance; (4) counseling, social support, and career awareness services; and (5) increased linkages among schools, the business community, and other community agencies.

- ***Restructuring Projects.*** Restructuring projects were expected to include (1) administrator and teacher autonomy to determine curriculum and instructional strategies, including accelerated learning and alternatives to standard retention practices; (2) efforts to create a positive school climate; (3) systematic monitoring of attendance; (4) coordinated services for at-risk students; (5) greater communication among elementary, middles and high schools to facilitate the transition of students; (6) greater parental and community involvement; and (7) staff training

[1]An educational partnership was defined as an LEA teamed with one or more of the following types of organizations: businesses, community organizations, nonprofit private organizations, institutions of higher education, state educational agencies, state or local public agencies, private industry councils established under the Job Training Partnership Act (JTPA), museums, libraries, or broadcasting stations.

Although projects were given scheduling flexibility for implementing the various components, they were expected to have all of the components in place by the end of the first year.

ED specified two priorities for selecting projects to be funded: (1) early intervention, and (2) parental involvement. For projects considered to be of comparable merit, projects were to be preferred if they proposed (1) to conduct intervention activities for elementary school or early middle school students, or (2) to conduct activities leading to greater parental involvement in the education process. In addition, ED encouraged applications from projects proposing to conduct activities to reduce dropout rates among Hispanic Americans.

The specification of approaches to be demonstrated under the 1991 SDDAP was a refinement from the 1988 SDDAP. For the 1988 program, projects applying for grants were not directed to use particular program approaches; in fact, the funded projects embodied many diverse approaches to reduce dropout rates. However, the diversity of the approaches and the relatively small numbers of participants served by each project limited efforts to use rigorous evaluation techniques to identify effective program models. For the 1991 program, ED laid the groundwork for rigorous evaluation by restricting the variety of program approaches that it supported, so that projects could be grouped for analysis, and by giving larger grants to a smaller number of projects, so that more participants could be served and sample sizes would be capable of yielding statistically defensible findings.

The specifications of the targeted and restructuring approaches to dropout prevention were grounded in research on effective methods for improving educational outcomes of at-risk youths. The components of the targeted approach derive from research findings about the characteristics of effective educational programs for at-risk youths (Orr 1987; Levin 1987; Wehlage et al. 1989; Young 1990). The components of the restructuring approach derive from the recent work of a group of education researchers, who have argued that the organization of schools should be changed so that academic subjects are taught in ways that promote better understanding and problem-solving, governance is delegated toward schools and the people who work in them, and educators are held

more accountable to their clients and to the general public (see for example, Raywid 1990; Elmore 1990; and Levin 1987). Strategies to implement these ideas include changing the way in which teaching and learning occur, enhancing the occupational situation of educators and giving them greater decision-making power, and changing the structure of school governance so that schools can address more directly the needs of parents and other community members.

Table I.1 describes the 65 projects funded in 1991 according to the self-identified project type (targeted, restructuring, or field-initiated), whether projects indicated that they had early-intervention or parental-involvement components or served large numbers of Hispanic students, the size of the LEA in which the project was located, whether the project was a community organization or an educational partnership, and the size of the first-year grants. More complete descriptions of the projects, including descriptions of project services and organization and contact information, are provided in Appendix A. The descriptions in Appendix A are based on materials provided by projects in the grant applications, information gained from site visits, and discussions with project directors and project staff.

The majority of funded projects (49 of 65 projects) predominantly used targeted models (Table I.1). The smallest grants were about $100 thousand and the largest approached $1.5 million. First-year grants for targeted projects averaged $500 thousand. Eight projects identified as restructuring models received first-year grants averaging roughly $1 million, and eight projects identified as field-initiated projects, received first-year grants averaging roughly $300 thousand. More than one-half of the funded projects were either community organizations (11 projects) or educational partnerships (28). A large majority of projects identified themselves as having early intervention components (55 projects) or parental-involvement components (53), and almost one-half indicated that they would serve large numbers of Hispanic students (29 projects).

Funded projects proposed a rich array of services and activities to be delivered to at-risk youths. Some projects proposed interventions to provide a broad range of services to a specific group of

TABLE I.1

SCHOOL DROPOUT DEMONSTRATION ASSISTANCE PROGRAMS
(1991 GRANTEES)

Grantee	Applicant Type	Priority			District Enrollment (1,000s)			Grant Amount
		Early Intervention	Parental Involvement	Target Hispanic	< 20	20 - 100	> 100	
Targeted Projects								
Chicanos Por La Causa, Inc., Phoenix, AZ	CBO	X	X	X	X			$484,633
San Juan Unified School District, Carmichael, CA	School	X	X			X		$258,426
Sweetwater Unified High School District, Chula Vista, CA	School	X	X	X		X		$665,452
Long Beach Unified School District, Long Beach, CA	School	X	X	X		X		$665,895
LA Unified School District, Los Angeles, CA	School	X	X	X			X	$400,669
Colonial School District, New Castle, DE	School	X	X		X			$679,203
Volusia/Lake/Flagler PIC, Daytona Beach, FL	Partnership					X		$105,404
School Board of Broward County, Ft. Launderdale, FL	School	X	X				X	$578,289
Cities in Schools of Miami, Miami, FL	CBO/Partnership		X	X			X	$300,321
Chicago Teachers Center, Chicago, IL	Partnership	X	X	X				$508,488
Rockford Public Schools #205, Rockford, IL	School	X	X	X		X		$494,708
Wichita Public Schools, Wichita, KS	School	X				X		$482,148
New Orleans Public Schools, New Orleans, LA	School	X	X			X		$761,824
Anne Arundel County Schools, Annapolis, MD	Partnership	X	X			X		$397,587
Baltimore City Schools, Baltimore, MD	Partnership	X	X				X	$761,937
Jobs for Youth, Inc., Boston, MA	CBO		X			X		$196,807
New Bedford Public Schools, New Bedford, MA	School	X	X	X	X			$603,243
School District/City of Flint, Flint, MI	School	X	X			X		$456,537
Economic Opportunity Corporation, St. Joseph, MO	School	X				X		$96,738
Human Development Corporation, St. Louis, MO	School		X		X			$183,075
Browning School District #9, Browning, MT	School	X	X		X			$293,331
Clark County School District, Las Vegas, NV	School	X		X			X	$741,916
Newark Board of Education, Newark, NJ	School	X	X			X		$320,952
Youth Development, Inc., Albuquerque, NM	School	X	X	X		X		$293,719
NYC Public Schools, Brooklyn, NY	School			X			X	$752,503
CSD #18, Brooklyn, NY	School	X	X		X			$768,154
Good Shepard Services, New York, NY	School	X	X			X		$271,826
CSD #3, New York, NY	School	X	X	X	X			$748,922
Flowers with Care, Queens, NY	School				X			$446,398
Cincinnati Public Schools, Cincinnati, OH	School	X	X			X		$585,118
Cushing Public Schools, Cushing, OK	School	X	X		X			$382,417
Indianola Public Schools, Indianola, OK	School	X	X		X			$297,453
Central Area Voc/Tech School, Sapulpa, OK	School	X			X			$261,253
Tulsa County Area Voc/Tech School, Tulsa, OK	School	X	X			X		$311,830

TABLE I.1 (continued)

Grantee	Applicant Type	Priority			District Enrollment (1,000s)			Grant Amount
		Early Intervention	Parental Involvement	Target Hispanic	< 20	20 - 100	> 100	
Umatilla Education Service District, Pendleton, OR	School	X	X	X		X		$475,165
Providence Public Schools, Providence, RI	School	X	X	X		X		$680,075
Anderson School District 5, Anderson, SC	School	X	X		X			$340,206
School District of Williamsburg Co., Kingstree, SC	School	X	X		X			$380,333
Jackson County Board of Education, Gainsboro, TN	School	X	X		X			$192,138
Houston Independent School District, Houston, TX	School	X	X	X			X	$519,502
San Antonio 70001, San Antonio, TX	School	X		X		X		$148,145
IDRA, San Antonio, TX	School	X	X	X		X		$315,891
Hampton City Schools, Hampton, VA	School	X	X			X		$570,590
Seattle School District #1, Seattle, WA	School	X	X			X		$692,991
University of Washington, Seattle, WA	School	X	X	X	X			$766,834
Career Path Services, Spokane, WA	School		X	X		X		$260,925
Tacoma-Pierce County E & T Consortium, Tacoma, WA	School			X		X		$456,750
Milwaukee Area Technical College, Milwaukee, WI	School	X	X	X		X		$512,266
Milwaukee Public Schools, Milwaukee, WI	School	X		X		X		$264,148
Restructuring Projects								
Phoenix Union High School District, Phoenix, AZ	School	X	X	X	X			$953,405
Santa Ana Unified School District, Santa Ana, CA	Partnership					X		$1,410,301
School District/City of Detroit, Detroit, MI	Partnership	X	X	X			X	$620,309
Grand Rapids Public Schools, Grand Rapids, MI	School	X	X	X		X		$980,257
School District of Philadelphia, Philadelphia, PA	School	X	X				X	$1,315,551
McCormick County School District, McCormick, SC	School	X	X		X			$298,550
Southwest Texas State University, San Marcos, TX	School	X	X	X			X	$1,167,467
San Juan School District, Monticello, VT	School	X	X	X	X			$929,593
Field Initiated Projects								
Butte County Office of Education, Oriville, CA	Partnership	X	X		X			$632,987
ASPIRA, Inc., Washington, DC	CBO	X	X	X				$144,477
Georgia Cities In School, Atlanta, GA	Partnership	X	X			X		$406,348
Community High School #165, Carbondale, IL	School				X			$198,016
Onaway Area Community School, Onaway, MI	School	X	X		X			$102,535
Jackson County School District, Pascagoula, MS	School	X	X		X			$497,528
SUNY Research Foundation, Binghampton, NY	School	X	X		X			$346,170
NYC Public Schools, New York, NY	School	X	X	X			X	$483,120

students (which we have termed "focused" projects), whereas other projects proposed interventions to provide different services to different groups of students (which we have termed "dispersed" projects). Moreover, projects vary both within and across funding categories in the degree to which services are focused on particular groups of students. A sampling of the types of funded projects indicates the variety of interventions in the demonstration program:

- ***Focused Targeted Projects.*** One project in a large urban district will provide students in five middle schools with after-school tutoring for as many as six hours per week. Teachers will refer students on the basis of a set of at-risk characteristics. The project also will offer peer counseling, career-awareness activities, and social-service referrals. Another targeted project, also in a large urban district, will identify students entering one of three heavily Hispanic high schools for a special curriculum program, which will group the students with a team of teachers for most of the school day. Teachers will coordinate instruction in thematic units. Attendance counselors will monitor student attendance and follow up with students whose attendance is poor.

- ***Dispersed Targeted Projects.*** One targeted project in a mid-sized urban district will implement a school-within-a-school program for at-risk high school students, provide tutors and mentors for at-risk middle school students, and, in one elementary school, implement the accelerated learning model popularized by Henry Levin (1987). Another targeted project in a small urban district will use its grant funds to support services for all at-risk students in the district. The services will include counseling, career development centers, job-placement services, social services for pregnant and parenting teenagers, and the development of an interdisciplinary curriculum to teach higher-order thinking skills.

- ***Dispersed Restructuring Projects.*** One restructuring project in a large urban district involves 14 elementary and middle schools feeding into a single high school. The project will set up school-based management committees and a single Cluster Council to make policy decisions about the curriculum, school climate, and activities involving parents. Extensive staff-development activities are planned. The project also will provide job-readiness services to parents, will encourage parents to receive additional education, and will increase parental involvement in school-related activities. Another restructuring project is a partnership between a university and 13 schools in a large urban district. The project will establish school governance and management teams, mental health teams, and a parental-involvement program, on the basis of the model developed by James Comer (1988).

- ***Focused Field-Initiated Projects.*** One field-initiated project in a rural district serving primarily Native Americans will use its funds to support counseling, remedial tutoring, and career exploration and vocational activities for a small school that has a high dropout rate.

- ***Dispersed Field-Initiated Projects.*** Another field-initiated project is a partnership between a university and a consortium of five school districts in a mid-sized urban area. The project provides home visitors to facilitate better parent-student interaction and learning for elementary school students identified as at-risk of poor school performance.

B. THE EVALUATION OF THE DROPOUT DEMONSTRATION ASSISTANCE PROGRAM

The diversity of projects funded under the 1991 SDDAP offers a natural setting for learning more about what works to reduce dropout rates and to improve other educational, social, and personal outcomes. This diversity will enable the evaluation to compare and contrast a wide range of approaches to addressing the educational and social problems of at-risk youths, in terms of the ease of implementation of the programs, their impacts on students, and their cost-effectiveness.

To ensure that the impact results of the program would be statistically defensible and credible in support of new policy initiatives, ED specified that, where feasible, the evaluation of the 1991 SDDAP use rigorous experimental methods to measure project impacts. For targeted projects, random assignment of eligible applicants into program and control groups was specified as the method of choice for measuring impacts. Under this strategy, impacts would be measured as the differences in average outcomes for the two groups at various follow-up points.[2] For restructuring projects, students in restructuring schools and similar students in comparison schools were to be sampled, with impacts measured as the differences in average outcomes of the restructuring and comparison student samples. In September 1991, Ed selected MPR and its subcontractors, PSA and RMC Research Corporation, to conduct the evaluation.

ED specified a two-part strategy for the evaluation. The evaluation team was to select 20 targeted projects and 5 restructuring projects for ***in-depth*** evaluation. These 25 projects were to have noteworthy program structures and be able to meet the sampling and data collection requirements

[2]Random assignment techniques have been used in recent years to measure the impacts of social programs and demonstration projects in a wide range of policy areas, including, for example, the JOBS JTPA program, the Job Opportunities and Basic Skills (JOBS) welfare program, the Minority Female Single Parent Demonstration, sponsored by the Rockefeller Foundation, and the Teenage Parent Demonstration, sponsored by the U.S. Department of Health and Human Services.

for rigorous evaluation.[3] For targeted projects, these requirements included the ability of the projects to implement random assignment designs. Projects that were not selected for the in-depth evaluation were to use local staff and resources to conduct evaluations. The evaluation team was to review and approve local evaluation plans, provide technical assistance to improve the quality of the local evaluations, and analyze and report on the results of the local evaluations.

The evaluation will draw on both descriptive data from all projects and an intensive field-research effort in selected sites in order to analyze a wide range of questions about the implementation experiences of the selected projects. It also will include a longitudinal data collection effort in a subset of the sites in order to analyze the impacts of the projects on students, parents, and teaching staff. The field research will collect data from interviews with administrators and staff, from focus groups with students, parents, and school staff, from classroom observations, and from reviews of materials provided by the projects. The longitudinal study will involve sampling 18,000 students, 2,500 parents, and 2,500 teaching staff, as well as administering baseline and follow-up student questionnaires annually for as long as three years.[4]

An additional component of the evaluation is an annual descriptive survey of all projects. The descriptive survey will gather data on the characteristics of the schools, school districts, and community organizations sponsoring the projects; the types of participants served by the projects; and school outcomes for participants. For restructuring projects, a supplement to the descriptive survey will gather analogous data for the previous five years in order to support a trend analysis of the effects of restructuring, which will use aggregate school-level and district-level data.

The remainder of this report provides more detailed plans for the implementation, impact, cost-benefit, and descriptive analyses (Chapter II); a discussion of the implementation of the in-depth

[3]ED initially anticipated funding 50 projects and specified that the in-depth evaluation was to include one-half of the funded projects. Ultimately, ED funded 65 projects but retained the target number of 25 projects for the in-depth evaluation.

[4]The questionnaires will be designed by MPR and will be administered locally by project staff trained by MPR.

evaluation, including random-assignment methods that were implemented in targeted projects and sampling plans for creating comparison groups in restructuring projects (Chapter III); and detailed plans for data collection to support the various analyses (Chapter IV). The instruments that have been developed for data collection are contained in the companion volume to this report.

II. ANALYSIS PLANS

The Evaluation of the School Dropout Demonstration Assistance Program is, in several respects, a large, complex undertaking, and the overall evaluation strategy and analysis plans must account for this complexity. The evaluation is based on a large number of projects, all of which have responded to design objectives of the U.S. Department of Education, but which are diverse in their program design, operational features, and target populations.

The evaluation will draw data from projects with differing relationships to the evaluation. Some projects are intensively involved with the national evaluation contractor as in-depth study sites, whereas others are expected to conduct their own evaluations and to share information about their experiences with the national evaluation contractor through periodic reporting and, in some cases, special data collection efforts. The evaluation will be based on a rich and varied set of data collection methods, including field research; administrative surveys; and surveys of large samples of students, parents, and staff that will use both longitudinal and repeated cross-section designs. A comparably broad range of analysis methods will be used, including descriptive and documentary presentations; qualitative methods for analysis of project implementation and operations; and quantitative methods for the analysis of impacts on students, parents, and staff, and cost-effectiveness. The analysis plan has been designed with flexibility, because the analysis issues of greatest interest are likely to evolve as the projects themselves develop, as our base of information about the projects deepens, and as contemporary policy concerns emerge.

This chapter of the evaluation design report presents the overall evaluation analysis plan, which is summarized in Table II.1. The chapter presents the relationships among the major types of analysis to be performed, the questions that each type will be used to address, and the projects that will be drawn on to support the analysis. The plan lays out the analytic methods to be used for each major area of analysis, the types of reports that will be prepared on the basis of these analyses, and the

TABLE II.1

ANALYSIS TOPICS AND SCHEDULE OF RELATED REPORTS

Project Data Sources	Major Topics	Schedule of Reports
Descriptive Analysis		
All Funded Projects		
All In-Depth Study Sites All Non-In-Depth Study Sites	***Educational environment*** of dropout prevention/recovery projects Local school finances, staff, and other resources Characteristics and performance measures for the general student population in the area served General ***project characteristics*** of dropout prevention/recovery efforts Grade levels served and types of institutional settings Range of new student services introduced Types of school reform and restructuring efforts ***Participant characteristics and performance measures*** for the student population served by the project, and ***trends over time*** ***Implementation status*** of dropout prevention/recovery projects Level and types of ***resources required*** to implement the projects	***Annual Descriptive Reports*** (March of each year 1993-1996)
Implementation and Process Analysis		
In-Depth and Selected Other Project Sites		
All In-Depth Study Sites (Targeting and Re-Structuring Projects) Selected Projects Not Included in In-Depth Evaluation	***Effects of organizational characteristics*** on program implementation Factors affecting the ***role of social and support services*** and their integration with educational services Factors affecting the design and successful introduction of new ***educational program features***, including new curriculum and instructional approaches Scope and success of restructuring efforts to achieve ***changes in school governance and school climate*** ***Interaction between school restructuring and educational program changes*** ***Cost of implementing and operating*** targeted interventions and restructuring initiatives	***Implementing Targeted Services*** (February 1994) ***School Restructuring*** (February 1994) ***Topical Reports*** (3) (February - May 1995) ***Topical Reports*** (3) (February - May 1996)

TABLE II.1 (continued)

Project Data Sources	Major Topics	Schedule of Reports
	Quantitative Analysis	
In-Depth Study Sites (Targeted and Restructuring Projects)	***Educational, social, and personal outcomes*** for students offered dropout prevention/recovery services ***Impacts on student outcomes***, as measured by differences between program group and control and comparison groups ***Potential for use of program targeting***, based on analysis of impacts for student subgroups ***Cost-effectiveness*** of student-centered interventions, based on impact and cost analysis ***Project impacts on parental involvement*** ***Project impacts on instructional staff attitudes and roles***, as a measure of effects on school climate and governance (*Restructuring projects only*)	***Preliminary Report on Program Impacts*** (February 1995) ***Final Report on Program Impacts*** (February 1996) ***Report on Program Cost-Effectiveness*** (February 1996)

schedules for preparing these reports. For each major type of analysis, the data collection methods that will provide the necessary data base are indicated; the details of the data collection plan are presented in Chapter IV.

The evaluation will use three types of analysis, which will be selected on the basis of the nature of the evaluation issues and the types of data pertaining to various issues that it is feasible to collect. In general terms, this matching of analysis methods and issues can be summarized as follows:

- ***Descriptive analysis*** will be used to portray the setting in which the dropout prevention and recovery projects are being conducted, the nature of the projects and the characteristics of the populations that they serve, the status of project implementation and operations, and the general types and level of resources used in the projects.

- ***Qualitative implementation and process analysis*** will be used to examine the organizational factors affecting dropout prevention efforts, to assess the operational success of the projects in implementing plans for educational programs and school restructuring, and to investigate the details of how particular program approaches appear to contribute to desired effects on students, parents, and the schools themselves.

- ***Quantitative analysis*** will be used to measure educational, social, and personal outcomes for students; to estimate the impact of the projects on students, parents, and instructional staff (the degree to which key outcomes differ from what they would have been in the absence of the projects); and to estimate the cost-effectiveness of the project interventions.

The presentation of the analysis plan that follows is organized around these three major analytic approaches to evaluation. For each approach, we discuss the analysis questions to be addressed, the range of projects that will contribute data for analysis, the methods of data collection, and the particular analysis methods that will be applied.

A. DESCRIPTIVE ANALYSIS

An important objective of the evaluation is a clear and systematic documentation of all projects funded under the SDDAP. Descriptive documentation provides an essential summary of the scope of the overall demonstration program and of the efforts that the program supports. The descriptive analysis will be organized around five major questions pertaining to (1) the educational environment;

(2) project characteristics; (3) the characteristics and performance of participating students; (4) the progress of project implementation and development; and (5) the use of resources to support the project. This descriptive analysis will include all of the projects funded under the SDDAP.

The first objective of the descriptive analysis will be to document the ***educational environments in which the projects are implemented.*** This analysis should provide answers to the following questions:

- ***What is the general level of resources available for education in the area served by the project?*** How does the public education system compare with other areas and national averages in terms of per-pupil expenditure, school tax-assessment rates, staff levels and staff mix, pupil-to-teacher ratios, and the stability of instructional staff?

- ***What are the characteristics of the general student population in the area served by the project?*** What is the racial/ethnic composition of the student population, in the district and in the specific schools in which the project operates? How great is student mobility and how severe is the overall dropout rate of students in various grade levels? What is the average level of attendance compared with enrollment? What is the incidence of limited English proficiency in the student population?

- ***What levels of school performance are achieved overall by students in the area served by the project?*** What average scores are achieved on standardized norm-referenced tests? What average grade levels are achieved, and what average progress in credits toward graduation is made? What percentage of students are retained in grade? What percentage of students graduate from high school?

The second objective of the descriptive analysis will be to provide documentation of ***project characteristics***. This documentation will cover the ages and grade levels served, the types of services introduced, the range of school reform and restructuring efforts made, and the types of organizations involved in creating and running the projects. The description of project characteristics is intended primarily to respond clearly to the basic question, "What types of dropout prevention and recovery strategies have been attempted under the SDDAP?"

The third topic to be addressed in the descriptive analysis is the ***characteristics and performance of the student population served by the projects***, and how these attributes compare with the overall student population in project sites. Aggregate data on the students included in the dropout prevention or recovery projects will be used to examine the extent to which the students served are

typical of or distinct from the broader student population in terms of racial/ethnic composition, attendance, dropout rates, and school performance.

The descriptive analysis also should help us to understand the ***implementation progress of the projects***. Although the implementation analysis will delve in detail into the factors affecting the operational success of the in-depth study projects, a broad description of the operational status of all funded projects is also important. Descriptive reports on implementation progress will examine whether the range of provided services fulfills project plans, whether project components have been modified or added, and whether the number and types of students served reflect project plans. It will also be useful, in a broad review of project implementation, to catalogue the factors identified by project staff that have affected project implementation and success in achieving the intended student outcomes.

Finally, the descriptive analysis will summarize the ***use of project resources***. On the basis of information reported by all projects, it will be useful to document the general scale of project costs and the types of resources obtained through project and other funds. However, it will be possible to perform detailed analysis of the often complex combinations of resources used to support a special project initiative only in the in-depth study sites, from which site-visit data will be available.

Data to support the descriptive analysis will be drawn largely from an annual administrative data form (ADF). The ADF will be completed each fall from 1992 through 1995 in all of the funded projects, and will provide data for the previous school year. In addition, restructuring projects will complete a historical supplement that will provide data on four previous years (school years 1987-1988 through 1990-1991); this information will provide a basis for examining overall school and student trends in the restructuring projects in the periods preceding and following the start of the restructuring efforts. Some of the information for the descriptive analysis--particularly information for the in-depth study sites--will also be drawn from site visits.[1]

[1]As we discuss below, we will conduct several rounds of site visits in the in-depth sites, as well as occasional visits to other sites in order to pursue particular study questions.

Descriptive reports will be issued after each annual round of ADF data collection. The reports will summarize the educational environments, project characteristics, characteristics and performance of the participating student populations, implementation statuses of the projects, and resource use, for all projects in the SDDAP. The reports will also plot trends in operational status and student and school climate outcomes in the restructuring projects.

B. IMPLEMENTATION AND PROCESS ANALYSIS

We will use implementation and process analysis techniques in order to address a basic question about the demonstration program--What factors contributed to effective service delivery and school change? Given the need to use a detailed, flexible approach to collecting and analyzing information about project experiences, the implementation and process analysis will focus on a more limited set of projects than will the basic descriptive analysis. For the most part, the more detailed examination will include the in-depth study sites. However, because some of the other sites are likely to offer opportunities for close examination of particular program features, data on selected projects that have not been designated as in-depth study sites will also be collected for analysis of specific topics.

As data collection proceeds, analyzing program implementation and operations inevitably involves the formulation and refinement of key issues and analysis priorities. Nevertheless, it is useful to begin the overall process with a set of defined issues that guide data collection. Five issues will be used to focus the data collection. These pertain to (1) organizational factors; (2) the role of social and support services; (3) the implementation of educational program innovations; (4) the scope of changes in school governance and school climate (and the interaction between restructuring and educational program changes); and (5) project costs.

We will prepare two types of implementation and process analysis reports. The first type of report will discuss ***program implementation and replication.*** Separate reports will be issued for targeted dropout prevention and recovery programs, and school restructuring programs. These reports will:

- Document the range and variety of service approaches used
- Discuss the factors promoting or limiting the effectiveness of particular organizational models, innovations in educational programs, and support and social services; and the interaction among the these three areas
- Report on the scope and apparent effects of targeted efforts and restructuring measures, and the factors that have affected their success.

In addition, these reports will present guidelines for replication of the kinds of dropout prevention and school restructuring efforts in the demonstration. The replication guidelines will identify critical practices, resources, personnel, or other variables that distinguish apparently successful projects.

The second type of report will discuss ***special topics.*** In the last two years of the evaluation, a series of reports will be issued on particular aspects of program design or implementation or on particular components of dropout prevention strategies. Topics will be chosen on the basis of field research in the first year and developing policy concerns. The format of these reports will be designed to ensure that lessons from the qualitative and quantitative analyses will be readily accessible to a broad policy and program audience.

1. Organizational Issues

A variety of organizations--school districts, schools serving multiple districts, non-profit organizations, community-based organizations, and universities--are involved in the demonstration projects. An important analysis issue is how the organizational structures of the projects affect their implementation.

We will develop the basis for the analysis of organizational issues by documenting organizational characteristics of the projects and the organizational settings in which the projects operate. This information will be collected primarily through site-visit interviews. The topics of interest will include:

- The nature and intensity of local need for the project intervention, and how needs were identified and defined

- The roles of individuals and organizations in planning and implementing the project
- The alignment between local needs and the design of the projects
- The place of the project within the overall array of programs for at-risk youths in the local area
- District and community support for the project
- The decision-making structure within and around the project
- The communication structure between the organizations participating in the project
- The extent to which new organizational roles and responsibilities were defined and implemented as part of the project

The analysis of this topic will focus on three issues. First, we will be interested in how some organizations may be effective in creating and operating certain types of services or in working with different types of at-risk youths. For example, we will examine the relative advantages and disadvantages of school districts and community organizations in operating alternative schools or in working with students who have already left the public schools. We will also examine whether project autonomy is related to project flexibility in meeting the needs of its participants.

Second, we will be interested in identifying organizational approaches that are effective in developing broad staff support and enthusiasm for changes in educational program or school governance. The role of school staff in defining the project or the restructuring objectives, the form of decisionmaking, and the manner in which decisions are communicated and implementation plans are developed may affect whether meaningful services or changes develop.

Third, we will be interested in how the process of gaining support for a dropout prevention initiative affected the design of the initiative. Gaining support for an initiative is an important step in securing financial commitments. However, the process of gaining support may broaden the range of services or the population served and, in the process, dramatically change the level, nature, or scope of services delivered to participants.

2. The Role of Social and Support Services

Both the targeted and the restructuring models of dropout prevention emphasize social and support services because previous research and experience have indicated that these services are important in promoting school retention (Morrill et al. 1991). We hope to draw lessons from the experiences of the demonstration projects about the types of services that are most appropriate in different project settings, the problems that must be solved in order to integrate these services with educational programs, and the success of various approaches to encouraging awareness and use of the services among students and their families.

The foundation for analysis of these issues will be built on site-visit interviews and focus groups. The interviews will document the approaches used to increase parental and community involvement, promote attendance, coordinate delivery of social services, and promote career awareness and job preparation. We will ask project staff about the degree of parental and community involvement in the schools and about the components of the project that specifically encourage and facilitate such involvement. We will ask parents about their relationships with the school or district, the barriers that prevent them from increasing their involvement in the schools, and the effects of the projects on their willingness and ability to increase their involvement. We will ask project administrators to discuss policies toward attendance, promotion, and retention, focusing on innovative approaches that the projects have undertaken. For some projects, attendance monitoring is a vehicle to increase parental community involvement with a project or school. When appropriate, site visitors will interview parents or community members who are hired to monitor student absences or to work with students and families in order to improve school attendance.

Factors affecting the coordination of social and support services with educational programs will be examined through interviews with project staff and community representatives, and through focus groups with students and parents. We will question project staff about linkages among participating organizations and staff. Representatives of the community--business leaders, providers of social

services, and others--will offer perspectives on their involvement in the project; the effect of the project on the community; the extent to which the services provided by the project were coordinated with other services; and the nature, extent, and significance of any changes in the delivery system since the inception of the project. Interviews with parents and students will also address the coordination of project services with other services, including the effectiveness of outreach efforts to explain the availability of the other services and the means to gain access to them. When appropriate, we will examine formal coordination and partnership agreements among participating agencies.

3. Educational Issues

The demonstration projects aim to introduce a variety of changes in educational programs. Changes are envisioned that affect academic content, class size and structure, instructional techniques, the authority and autonomy of teachers in instructional and curricular decisions, student accountability, and the use of remedial services. Staff training and other professional-development activities that can be expected to affect educational programs are key features in some projects.

Analysis of changes in educational programs will focus on several general questions:

- What changes in educational programs have occurred?
- What local factors have promoted or impeded progress in implementing the planned changes in educational programs?
- How has success in implementing intended changes been affected by the process of defining and planning those changes?
- What kinds of staff development are needed in various school settings in order to support particular curricular and instructional changes?
- What effect do changes in educational programs have on instructional staff? What kinds of changes are actually effective in tapping teacher skills and creativity?

The basic information about changes in educational programs that are undertaken by the projects will be collected in staff interviews and focus groups with teachers, students, and parents or other

community members who spend significant time in the project or school. Classroom observation and reviews of curricular materials and lesson plans will also be used.

We will address issues that are related to staff training and professional development in discussions with project staff and the planners of training events, and with participants in professional-development activities. We will pay particular attention to the content and intensity of staff training, the opportunities for teachers to offer input and feedback during planning for training activities, and the difference in the training available to teachers and other staff participating in the projects compared with that of other teachers or administrators.

For restructuring projects, a survey of instructional staff will supplement the field-research effort. A sample of instructional staff in restructuring schools and in comparison schools will be asked to complete a questionnaire about their perceptions of the school climate and instructional effectiveness. We will supplement the field research with the results of the survey in order to provide a basis for describing how restructuring efforts are reflected in teachers' perceptions of the educational program and in their actual instructional strategies. (The use of the survey results for formal analysis of impacts on instructional staff is described in more detail in Section II.C.)

4. Scope and Success of Changes in Governance and School Climate

The implementation analysis will examine factors affecting the scope and success of efforts to change school governance and school climate. Questions of particular interest include:

- What changes in governance and climate occurred?
- How was interest in change promoted?
- How did personnel and union rules affect the definition and success of restructuring efforts?
- How can successes be effectively used as models for other schools or staff?
- What particular changes most affected teacher perceptions of school climate?
- How did changes in school climate as perceived by staff affect the pace of additional change?

- How were efforts to change school governance and climate perceived by students and parents?

These questions will be answered on the basis of information collected during site visits--through staff interviews, focus groups with teachers and students, and observation of classroom activity. Data from the survey of instructional staff at restructuring projects will also be used to address these questions.

5. Cost of Implementing and Operating Projects

Although a general profile of project resources will be developed in the descriptive analysis for all funded projects, cost-effectiveness analysis must be based on a more careful and comprehensive analysis of costs. Therefore, for the in-depth study sites, we will conduct a detailed analysis of the resources used to implement the targeted and restructuring projects. The analysis will draw on data collected in preliminary form in the ADF, and then refined and clarified during site visits. The analysis will address three basic questions:

1. What types of resources do the projects use?
2. What are the costs of these resources?
3. What are the likely costs of replicating the project initiatives in similar contexts?

Using information obtained during site visits, from conversations with project directors and staff, and from the ADF, we will identify the services and resources used to operate the projects, including services and resources that the projects do not pay for directly. Key categories of resource use will include teacher labor, administrative labor, support-service labor, materials, facilities, supplies, subsidies provided to students, services provided by staff of other organizations, and such donated services as unbilled staff time.

Several methods will be used to attach costs to resources. District or project accounting information will provide a basis for computing the cost of resources that are purchased directly by projects. Costs incurred by other agencies that are connected with the project will be estimated by

measuring the degree of service use and then multiplying service use by the price of those services. Information about prices will be obtained directly from the involved agencies or from published data.

We will use three alternative measures in order to compute and report project costs:

1. **Total Costs.** Overall resource use associated with the projects over the period of their operation

2. **Average Cost per Enrollment Month.** Total costs divided by the total months of enrollment or school attendance, across all participants

3. **Average Cost per Participant.** Average cost per enrollment month multiplied by the average number of months enrolled per participant

All cost measures will be developed for segments of each project, as well as for the project as a whole. For example, costs will be estimated for various service components. Costs can also be broken down on the basis of the types of resources used, for example, to indicate the relative weight of staff costs and other types of costs in various dropout prevention approaches.

In conducting the cost analysis, we will be interested in both the "gross" and "net" costs of the project. Our first aim will be to estimate the overall, or gross, cost of the project intervention, even in situations in which projects draw support from sources other than the federal grant. Our second aim will be to estimate the net or incremental cost. The net cost may be substantially less than the overall gross cost, because, in the absence of the project, project participants may have been part of the regular school program in their local areas.

In practical terms, depending on the degree to which the project is integrated within a regular school program, we will estimate net cost in one of two ways. If the project operates an independent educational program, such as an alternative school, we will estimate the full cost of project services and then subtract the average cost of regular public school services. For newly initiated projects that enrich or supplement services within the regular school program, or that provide support for planning and implementing staff development or other restructuring activity, we will be able to estimate directly the incremental cost of the project. For intermediate cases (most likely, targeted projects in

which an existing set of dropout prevention services for high-risk students within a regular school program has been strengthened by the current project), we will estimate the overall cost of the special services that are delivered to participants, including services supported by the demonstration and other sources, and subtract the costs of the regular school program (excluding dropout prevention services).

C. QUANTITATIVE ANALYSIS: OUTCOMES, IMPACTS, AND COST-EFFECTIVENESS

The question of ultimate concern in the evaluation of the SDDAP is what difference the program makes in the lives of students. Therefore, a major focus of the evaluation is measuring educational, social, and personal outcomes for students, and estimating the impact that the various projects have on those outcomes. In addition, we are interested in determining the impact of the projects on teachers and parents, because some project interventions have the potential to affect students indirectly by changing the behaviors and attitudes of the teachers or parents.

We will conduct impact analyses only in the in-depth study sites. Moreover, some analysis components will focus only on a subset of the in-depth study sites. We will analyze impacts on students across the full spectrum of targeted and restructuring projects. We will examine impacts on parents and staff only for restructuring projects, because specific efforts to increase parental involvement and to change school climate and governance are strongest in such projects.

1. Student Impact Analysis

The student impact analysis is designed to measure the impacts of project interventions on a variety of outcome measures, and to help to determine the effectiveness of different dropout prevention strategies for different subgroups of students. As shown in Table II.2, the analysis will measure the effectiveness of the projects in promoting academic performance, reducing dropout rates, promoting more consistent school attendance, building more positive attitudes toward school, raising educational and other aspirations for the future, and a variety of other outcomes. In addition, the

TABLE II.2

OUTCOME MEASURES FOR THE STUDENT IMPACT ANALYSIS

School Participation and Completion

- Whether completed high school[a]
- Length of stay in high school
- Courses or credits completed
- Number of days absent from school
- Whether entered postsecondary training/education[a]
- Whether re-entered high school or GED program after dropping out[a]

School Performance

- Standardized test scores
- Average grades
- Disciplinary actions
- Time spent on homework
- Attitudes towards current school
- Attitudes toward value of schooling
- Education expectation

Personal Outcomes

- Occupational or career aspirations
- Locus of control
- Self-esteem
- Teenage parenthood[a]

Criminal Activity and Substance Use[a]

- Whether committed a crime
- Whether arrested or convicted
- Use of drugs/alcohol

TABLE II.2 (continued)

Labor-Market Outcomes[a]
Employment
Whether employed at follow-up
Months employed since leaving school
Number of jobs
Average hours per week
Wages at follow-up
Earnings over period prior to follow-up
Industry of most recent job
Occupation of most recent job
Training content of most recent job

NOTE: These measures will be collected through follow-up questionnaires and school records data. A clearance request for the follow-up data collection plan will be submitted to OMB in the fall of 1992.

[a]Applies mainly to high school students.

impact analysis will examine the types of projects that are most effective, and the types of students that receive the greatest benefits from program participation.

The outcomes of interest in the impact analysis include those that are directly related to school completion, as well as outcomes relating to in-school performance and behaviors that are likely to be indicative of later school completion. The ages of the students served by the in-depth projects range from high school-aged students to upper-elementary-aged students.[2] For projects serving high school-aged students, it will be possible to measure directly the impact of project participation on high school completion. For projects serving younger students it will be necessary to estimate the eventual impact of project participation on high school completion indirectly, by measuring impacts on school attendance, grades, test scores, school disciplinary actions, alcohol and substance abuse, and criminal activity. These impacts are well-known correlates of high school completion or dropping out (Barro and Kolstad 1987). Impacts on locus of control, self-esteem, and educational and career aspirations will be measured for students in all grades, as these factors have been found to be correlated with future success among at-risk youths (Furstenberg et al. 1987).

Measuring Student Impacts in Targeted Projects. For targeted projects, impacts will be measured through the implementation of an experimental design for 16 to 19 selected projects.[3] In general, project staff will identify a greater number of eligible "candidates" than the project can serve. Candidates will be identified on the basis of their own applications for the project, or by project and school staff's screening of eligible candidates. From the pool of eligible candidates, students will be selected randomly to be offered an opportunity to receive project services. Candidates who are not selected to receive services will form a control group. Over the course of the 1992-1993 and the 1993-1994 school years, about 400 students at each of the targeted project sites will be selected for

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[2]Projects serving only students younger than fifth grade were excluded from the in-depth study.

[3]Initial plans called for 20 targeted projects to be selected for the in-depth evaluation. Factors affecting the choice of 19 targeted projects are discussed in Chapter III. Unresolved issues may affect the implementation of the in-depth evaluation in 3 of the 19 projects.

the study and will be assigned to either the program group or the control group. To the extent possible, the groups will be constructed so that they are balanced, with one-half of the students in the treatment group, and one-half in the control group. However, to help to ensure that all projects program slots are filled, the proportion of eligible students assigned to the program sample can range as high as two-thirds. Participation in the project and outcomes will be monitored through the spring of 1995 by using school and project records and questionnaires administered to students by project staff.

Because random assignment will be used to form treatment and control groups, project impacts can be estimated by comparing the average outcomes of the two groups. However, for three reasons, statistical models will also be used: (1) statistical models yield more precise impact estimates, by adjusting for other factors that may affect outcomes; (2) they yield better impact estimates if follow-up data are affected by attrition bias, which is common in longitudinal studies; and (3) they facilitate estimation of impacts on subgroups of students.

A variety of statistical models will be used, depending on the type of outcome to be analyzed. For outcomes that can be measured in continuous terms (such as test scores, accumulated credits, and number of days of attendance), we will use standard least squares regression techniques. For binary outcomes (such as whether students are promoted to the next grade, or whether students complete high school), we will use probit or logit regression techniques. For outcomes that are spells of time (such as the length of stay in high school after assignment to the treatment or control group), we will use event-history techniques such as life tables and hazard-rate analysis.

The statistical models will include a variety of explanatory variables, which fall into three categories: (1) demographic characteristics, such as age, sex, and race-ethnicity; (2) educational characteristics at the time of enrollment in the evaluation sample, such as test scores, number of credits attained, rate of absenteeism, and limited English proficiency; and (3) other socioeconomic characteristics, such as whether students are parents or are employed, and the poverty and

unemployment rates in the local area (Table II.3). Most of the variables will be obtained from the baseline questionnaire and from school records. Several variables that reflect neighborhood conditions will be obtained from 1990 census data.

Measuring Student Impacts in Restructuring Projects. We will measure student impacts in five restructuring projects using two different strategies.[4] The first strategy will be to compare outcomes for two samples of students, one in schools that are involved in restructuring efforts, and a second in schools that are similar but that are not involved in restructuring projects. This strategy parallels the general method that will be used in the targeted projects. The second strategy will be to compare trends in aggregate outcomes for specific schools and grades, to measure changes associated with the implementation of the restructuring initiative.

The primary strategy to conduct the impact analysis at the five restructuring projects selected for in-depth evaluation is the comparison-group method. We will estimate impacts by comparing student outcomes for representative samples of 1,000 students attending restructuring schools and 1,000 students attending comparison schools. Comparison schools were selected to be as comparable as possible to the restructuring schools in the racial/ethnic composition of their student populations, attendance rates, percentile distribution of standardized test scores, reported dropout rates, incidence of suspensions and expulsions, percentage of students receiving free or reduced price lunches, and percentage classified as having limited English proficiency (see Chapter III).

The choice of a comparison-group approach for the impact analysis, rather than an experimental design based on random assignment, reflects the nature of the restructuring initiatives of the schools. These projects aim to achieve broad changes in educational systems, typically at a cluster of middle and high schools, potentially affecting all of the students who attend those schools. Therefore, we

[4]Only five of the eight restructuring projects are included in the in-depth study sample. The other three restructuring projects were too small to support a rigorous impact analysis.

TABLE II.3

EXPLANATORY VARIABLES FOR THE STUDENT IMPACT ANALYSES

Demographic Characteristics

- Age
- Sex
- Race/ethnicity
- Parental education level

Educational Attainment and Characteristics

- Courses/credits completed as of the most recent year attended
- Grade-point average in most recent year attended
- Number of days absent in most recent year attended
- Standardized test scores
- Behind grade level
- Dropped out before[b]
- Highest education level desired
- Limited English/non-English-proficient
- Presence of learning disability

Other Characteristics

- Lives in household receiving welfare
- Teenage parent[b]
- Dropout rate in local area[a]
- Education attainment in local area[a]
- Poverty rate in local area[a]
- Whether student was ever employed or is currently employed [b]
- Weekly earnings at last job[b]

[a]Local area characteristics will be obtained by matching ZIP codes with U.S. Census data.

[b]Applies mainly to high school students.

cannot create a true (randomly selected) control group in those schools that would not also exposed to the changes that may occur.

We will collect comparable baseline and follow-up data for the sample attending restructuring schools and the sample attending comparison schools. Baseline questionnaires will be administered in the fall of the school year in which students are selected for the sample, and baseline school records data will be collected at that time about student outcomes in the previous school year. Follow-up questionnaires will then be administered to students in both samples (even if students no longer are attending school) each spring after their sample selection, through the spring of 1995, and school-records information will be collected each school year through 1994-1995. The definition of data collected from school records and from student questionnaires will be the same as for targeted projects (see Tables II.2 and II.3)

The comparison-group design for student-level impact analysis in restructuring projects will be complemented by a second method of analysis--trend analysis of student and school outcomes based on aggregate school and district data. The trend analysis will compare various outcome measures of restructuring schools and comparison schools for the four years preceding the demonstration and the four years of the demonstration. The outcomes to be examined in the trend analysis include attendance, test scores, grades, number of credits earned, disciplinary incidents, and costs. The analysis will examine trends at the district level and at the level of individual schools in order to assess whether trends differ across schools. In addition, the analysis will examine the performance of specific class cohorts as they progress through successive grades in order to identify shifts in patterns of aggregate student performance over the course of the middle school years and high school years.[5]

[5]Successive aggregate measures of student performance at the school level--across grade levels--can yield misleading indications of the effects of school reform (Meyer 1992). Student performance at any one time is affected not only by recent reforms, but by past performance trends. Examining aggregate performance measures over time separately for successive class cohorts can help to mitigate this problem.

2. Analysis of Parental Involvement in Education

Some of the demonstration projects include conscious and focused efforts to increase parental involvement in education in the form of increased interaction and communication with their children, or increased and improved communication and involvement with the schools that their children attend. At these projects, we will augment the student-impact analysis by analyzing impacts on parental involvement.

The analysis of parental involvement is motivated by six broad questions:

1. What have projects done to increase the involvement of parents?
2. Which strategies have been most effective?
3. What factors constrain efforts by schools to increase parental involvement or the effectiveness of the strategies?
4. How do parents feel about becoming more involved? What barriers may prevent them from becoming more involved? What could schools do to lower these barriers?
5. How does increased parental involvement in schools change their relationship with their children?
6. How does increasing parental involvement contribute to impacts on students?

Addressing these issues will involve both qualitative and quantitative analysis; depending on project characteristics, these two approaches will be used in different ways. In most targeted projects, no components focusing specifically on increasing parental involvement have been identified, although parental involvement is recognized at many of these projects as a factor in student success. Therefore, at targeted projects, we will rely primarily on the qualitative implementation and process analysis, using executive interviews and focus groups with staff and the student survey data on parental involvement in order to investigate the role of parental involvement in dropout prevention efforts. Field research during the first program year may identify emerging efforts at some targeted projects aimed at promoting parental involvement; in such cases, we will conduct a limited number of focus groups with parents in order to broaden the qualitative aspect of the evaluation. However,

on the basis of our current understanding of project features, analysis of parental involvement at targeted projects will be limited to qualitative methods.[6] In conjunction with the student impact analysis, we also will look at program impacts on students' perceptions and reports of their parents' attitudes toward and involvement with their education.

At restructuring projects, which generally include planned components to increase parental involvement, surveys of parents will be used to measure changes in parental involvement and attitudes over time. In addition, more qualitative methods of the sort described in Section II.B above will be used to document efforts to increase parental involvement and to examine the factors affecting the success of these efforts.

As shown in Table II.4, impacts on parents at the five restructuring projects will be measured on the basis of comparison of key outcomes for samples of parents of children attending restructuring schools and comparison schools--the same schools in which student impacts will be estimated. Important outcomes include time spent assisting with homework or other education-related activities; the frequency and type of communication with the child's school; the frequency and purpose of visits to schools; direct assistance provided to the school; discussions with the child about education, academic performance, or school behavior; attitudes toward the value of schooling; and expectations for the child's educational performance and ultimate level of schooling.

Outcomes and explanatory variables will be measured in a repeated cross-section survey, to be conducted each spring from 1993 through 1995. In the first two years, to maximize the chance of using parent characteristics as explanatory variables in the student impact-analysis, the sample will be drawn from among the parents of students newly selected for the student-impact analysis. In the third year, parents will be sampled from lists of students at the specified grade levels. In each of the

[6]However, if substantial parent-involvement components are identified or are newly developed at some targeted projects, they would be included in the set of projects in which parent surveys are to be conducted as a basis for estimates of impacts on parents.

TABLE II.4

OUTCOME AND EXPLANATORY VARIABLES FOR THE ANALYSIS OF PARENTAL INVOLVEMENT

Outcome Variables

Frequency and type of communication with child's school
Frequency and purpose of visits to schools
Frequency and purpose of visits of school personnel to home
Direct assistance provided to school (as volunteer or in paid position)
Help provided with homework
Discussion with child about education, academic performance, school behavior
Support provided to child in extracurricular activities
Attitudes toward the value of schooling
Expectations for child's educational performance and ultimate level of schooling

Explanatory Variables

Race/ethnicity
Primary language
Family composition
Educational attainment
Welfare receipt
Occupation
Family income

five sites, a sample of 500 parents will be selected each spring. This sample will be split evenly between restructuring and comparison schools.

For several reasons, we have chosen a cross-section design, rather than a longitudinal design, to collect parent data. In restructuring projects, where general changes in school climate, governance, and staff roles have the potential to affect any parent, we are less interested in what happens to a particular sample of parents over time than in what happens over time to the general school-parent climate and relationships. By using a repeated cross-section design, we can, in effect, hold the age of the children constant; attitudes and perceptions will be consistently measured among parents who have children in the same specified grade.[7]

The repeated cross-section survey design, with data collected each spring from parents of children in a specified grade level, is also likely to yield more complete data for analysis. In a longitudinal survey, as a result of student transfers and dropouts, portions of the sample would inevitably be lost over successive years. In contrast, a cross-section design begins each spring with a newly identified sample. Consequently, this design is likely to achieve higher completion rates and to support more reliable estimates of the involvement and attitudes of parents whose children are in the selected schools.

Statistical models will be used in the analysis of parental involvement for similar reasons as in the student impact analysis. The types of explanatory variables that we will obtain from the parent survey, as shown in the lower half of Table II.4, include demographic characteristics and socioeconomic characteristics, such as family income, education, and occupation. Using statistical models that adjust for these types of background characteristics is particularly important for the parent analysis, because sample sizes will be smaller than for the student impact analysis; given a

[7]An additional reason favoring the cross-selection design is that longitudinal measures of the involvement and attitudes of parents in the sample are likely to be heavily affected by changes that typically occur as the parents' children grow older and progress to higher grades. These changes could obscure more subtle differences between samples that might result from the restructuring intervention.

particular sample size, statistical models can improve the precision of impact estimates over the precision achieved in simple comparisons of means across samples.

3. Analysis of Effects on School Climate

An important objective of restructuring is to improve school climate. To meet this objective, restructuring projects are implementing changes in instructional practice, enhancing the professional development of teachers by giving them more training and greater power over the types of instructional techniques used, and broadening the scope of school governance by giving teachers greater authority to set school policy. Qualitative methods, as described previously, will be used to examine closely the nature of the steps taken to improve school climate, and the factors affecting the definition and implementation of these measures.

A more quantitative approach to analyzing the effects of restructuring on school climate will be taken as well, using a survey of the perceptions and attitudes of instructional staff at the sites of restructuring projects. The survey will be based on a sample of staff drawn annually from the same restructuring schools and comparison schools that will be used to draw the samples of students and parents. As in the parent survey, the staff survey will focus on repeated cross sections of staff, rather than on longitudinal data collection for a single sample of staff. This design has been chosen because our analysis will focus on perceptions and opinions about the climate of particular schools. If staff leave the particular schools in the study in order to work in other schools, their perceptions of the climate in their new schools will not be relevant to the analysis.

We will be able to examine the effects on school climate in two ways. First, we will be able to compare average outcomes for the samples of teachers in restructuring and comparison schools. Particular areas to be examined include perceptions of instructional practices, the degree of teacher control over instructional practice, the extent of teacher training and professional development, and the degree to which teachers perceive that they play a role in developing school policy and in school governance. Second, we will be able to monitor changes in staff perceptions over time in the

restructuring schools. Table II.5 shows outcome and explanatory variables that will be used in both approaches to the analysis.

4. Cost-Effectiveness Analysis

The cost-effectiveness analysis will address two key questions:

1. How did the costs of the project interventions compare with the benefits achieved?
2. Which project components were most cost-effective?

Addressing these two issues will provide guidance on effective ways to spend scarce education funds in order to help at-risk students. The analysis involves comparing impacts and costs for different project interventions serving similar defined subgroups of students, as well as for particular interventions serving different student subgroups. The cost-effectiveness analysis is based on results of the cost analysis, described in section II.B, and the student-impact analysis, discussed in section II.C.

The cost-effectiveness analysis will incorporate both short- and long-term perspectives. This analytic structure is important because the costs of the interventions are clearly incurred in the short term, while students are in school, but benefits potentially accrue over the lifetime of participants, in the form of employment gains, increased earnings, and even improved health status. Obviously, given the short term of the evaluation follow-up period, it will be necessary to estimate long-term effects on the basis of short-term impacts, using extant research literature on the relationships between school completion outcomes and longer-term life prospects. Given the substantial uncertainties that inevitably surround this process, we will use several alternative estimates of long-term impacts in order to present a clear statement of the sensitivity of cost-effectiveness results to varying assumptions. The cost-effectiveness analysis will also be conducted from varying perspectives--those of the participating student, the government, and society.

TABLE II.5

OUTCOME AND EXPLANATORY VARIABLES FOR THE ANALYSIS OF INSTRUCTIONAL STAFF IMPACTS

Outcome Variables

Perceptions of student problems in the school (such as absenteeism, theft, and alcohol or drug use)
Relationships with administrators
Perceptions of goals and standards in the school
Types, frequency, and reasons for parent contacts
Participation in school management and planning
Perceptions of barriers to school improvements
Types of staff-development activities, and support for staff development

Explanatory Variables

Gender
Race/ethnicity
Age
Teaching experience
Education
Grade level taught
Subjects taught

III. IMPLEMENTING THE EVALUATION

The preliminary design of the evaluation called for the evaluation team to select as many as 20 targeted projects and 5 restructuring projects for in-depth evaluation. This chapter discusses the process used to select the targeted and restructuring projects, the characteristics of the selected projects, the sampling methods to be used (including the random-assignment methods), and the statistical properties of the samples. The chapter discusses targeted and restructuring projects separately because the sample designs and implementation issues differ substantially.

The major issues addressed in implementing the evaluation generally emerged as the evaluation team confronted project structures requiring expansions and modifications to the preliminary design for measuring project impacts. For targeted projects, the issues typically involved designing random assignment procedures to meet the overall research objectives of the evaluation while accommodating the particular intake procedures used by the projects. For restructuring projects, the issues involved selecting comparison schools and putting in place sampling plans for projects whose features generally differed significantly from the features that ED had envisioned would be in place when designing the preliminary evaluation plan. The result of these efforts is an evaluation design that retains most of the key features of the preliminary design, but that fits the individual circumstances and contexts of the numerous participating projects to the greatest extent possible within the overall constraints of the research objectives.

A. IMPLEMENTING THE IN-DEPTH EVALUATION IN TARGETED PROJECTS

The process of implementing the in-depth evaluation in targeted projects required the evaluation team to balance a number of objectives. On the one hand, the evaluation team recognized the crucial importance of using random-assignment methods to measure impacts of the targeted projects on participants. Compared with other evaluation methods, random assignment offers more power to detect program impacts and yields results that are more easily interpreted for policy input. On the

other hand, the team was aware that project directors and their staff would be concerned about denying services to eligible applicants, the burden of recruiting more applicants than their projects could serve, and involving program participants in data collection activities that could have been viewed as intrusive.

From a research perspective, two key issues were considered in narrowing down the list of targeted projects for the in-depth evaluation:

1. ***Could a project support adequate sample sizes, so that impacts could be measured reliably?*** Some targeted projects proposed to serve small numbers of participants. Because the impacts of these projects would not be measured reliably, these projects were poor candidates for the impact analysis. Other projects planned to serve all or a high proportion of eligible youths, so that a control group of adequate size would have been difficult to form.

2. ***Was there a possibility that the control group would be contaminated?*** For some projects, it was not possible to distinguish between project services funded by the ED grant and similar services provided by the same organization but funded by other sources. In effect, it would not have been possible to create a control group of applicants that did not receive essentially the same services as did the treatment group. For other projects, all applicants went through a common screening and assessment procedure before being placed in one of several program offerings, not all of which were funded by the ED grant. Conducting random assignment at the point of placement to the ED-funded program would have meant creating a control group that had received services in common with the treatment group.

Both questions pertain to the power of the experimental design to detect program impacts. Larger sample sizes allow the analysis to detect smaller program impacts, and an uncontaminated control group allows larger outcome differences to arise due to the intervention.

To address concerns of program operators about the evaluation, the following points were emphasized by members of the evaluation team in discussions with program operators and with other program staff:

- ***Random assignment as an applicant selection process is fair and equitable.*** Assuming an energetic recruitment effort and an attractive program, the number of applicants may exceed project capacity. Using random assignment can relieve staff of the burden of using other selection methods that applicants may view as arbitrary, such as "first come, first served," or staff judgment of the need for program services.

- ***The evaluation should be announced publicly and thoroughly.*** Clear information should be provided to referral sources and other sponsors about the limited project capacity, the fairness of the "lottery" approach, and the importance of learning about program effectiveness.

- ***Projects may need to have the ability to exclude certain applicants from the random-assignment process.*** Some projects were uncomfortable that random assignment would prevent them from serving youths whose circumstances were out of the ordinary, and who might have no other options for assistance. In these cases, project operators were told that it would be possible to design the random assignment process so that, at the discretion of the project operator, some applicants could bypass the regular random assignment process. However, these special applicants would not count toward the total sample size, and the evaluation would yield no results about the effectiveness of the program in serving the kinds of youths who are admitted under special circumstances.

- ***Commitments would be formalized for random assignment and data collection activities.*** Formal letters of commitment about project activities related to random assignment and data collection were to be drafted for each project by the evaluation team and were to be reviewed by project staff. Local review boards or research committees were to be advised about evaluation plans and the use of random assignment. Local requirements about confidentiality were to be acknowledged and addressed in designing data collection procedures. The purpose of adopting this process was to ensure that all parties to the evaluation understood their roles and had agreed to the key activities that would occur.

In selecting targeted projects for the in-depth study, the evaluation team first examined project grant applications to learn about project structures and to assess whether two preconditions for using random assignment were evident: (1) that a project proposed to serve an adequate number of participants, and (2) that the project did not propose to serve all or a large proportion of eligible youths within the project area. Projects meeting the preconditions were then contacted by telephone in order to determine whether events occurring since grants had been awarded made it necessary to modify the assessment. The telephone conversations identified some projects with grants that were smaller than the amounts requested and that were thus unable to serve an adequate number of participants to be appropriate for the impact analysis.

Members of the evaluation team then made one or more site visits to the targeted projects at which it was possible to conduct impact analyses. The visits gave the team members an opportunity to describe the objectives of the evaluation and the rationale for using random assignment, as well as to address project concerns about the use of random assignment. During the visits, team members

also discussed with project staff the importance of protecting the integrity of random assignment, and the reasons why program services could not be provided to control group members and why services from other programs could not be provided to control group members to compensate for their control group status.[1]

A final aspect considered in the selection process was that projects commonly had several components that served different populations or that provided different services to similar populations. For example, one project used grant funds both for an alternative high school and for outreach specialists to work with at-risk middle-school youths. For these projects, it was necessary to hold discussions with project staff in order to determine which particular project component was most appropriate for an evaluation that used random assignment. In principle, it was possible to conduct random assignment for the entire range of project services (subject to the sample size and contamination factors). However, the evaluation team felt that the burden of implementing random assignment and collecting data for separate project components would have been excessive for most of the projects.[2]

Design of the Random-Assignment Procedures. Extensive discussions with projects about their intake and assessment procedures led to the design of random assignment procedures that were intended to balance research objectives and project needs. From the research perspective, random assignment is more powerful when the assignment takes place as close to the point of actual program entry as possible. When randomization is performed much earlier than the time of actual program entry, some applicants who are assigned to the treatment group may choose not to participate in the program, which generally reduces average program impacts.

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[1]The evaluation team stressed that it was appropriate for projects to provide referrals to other programs for control group members, but that dedicated slots should not be created at other programs specifically for control group members.

[2]The full range of project components will be studied in the field research and will be part of the administrative data collection effort. However, impacts will be measured only for the project component for which random assignment was adopted.

However, within the constraints of the actual recruiting and intake processes used by the targeted projects, it was frequently not possible or desirable to randomize at the point of entry to a project. For example, the practice of a number of targeted projects was to recruit and schedule applicants in the spring for program activities that began in the following fall. For those projects, conducting the random assignment in the spring enabled selected applicants to be scheduled in advance for fall activities. Other targeted projects conducted intensive recruitment, screening, and assessment as part of their intake procedures. For those projects, it was better to conduct the random assignment before screening in order to reduce the burden on project staff of having to do intensive screening and assessment of applicants who were then assigned to the control group.

Figures III.1 and III.2 display the two primary models of random assignment that were adopted for the targeted projects. Each of the models also supports a waiting list feature and a subgroup feature, which we discuss in more detail in this section. Figure III.1 displays a "walk-in" model, which will be used for projects in which youths are referred to the project or in which the youths express interest on their own. When interested youths contact the program, they will be asked to complete the application forms and the baseline questionnaire, and project staff will determine whether the applicant is appropriate for the project. Names of appropriate applicants will then be transmitted to MPR for random assignment.[3]

Figure III.2 displays an "early assignment" model, which will be used for projects that identify eligible students in advance and that then recruit eligible students to the program. The key difference between the early assignment model and the walk-in model is that random assignment for the early assignment model will be done in a "batch" mode, whereas random assignment for the walk-in model will be ongoing. In addition, for the early-assignment model, depending on the particular projects,

[3]A selection probability of 50 percent will be used for most of the projects. However, unbalanced assignments will be used for some projects that had inadequate applicant flows to support balanced assignment, or that had subgroups requiring higher priority in the random assignment process.

FIGURE III.1
MODEL 1: WALK-IN MODEL OF RANDOM ASSIGNMENT

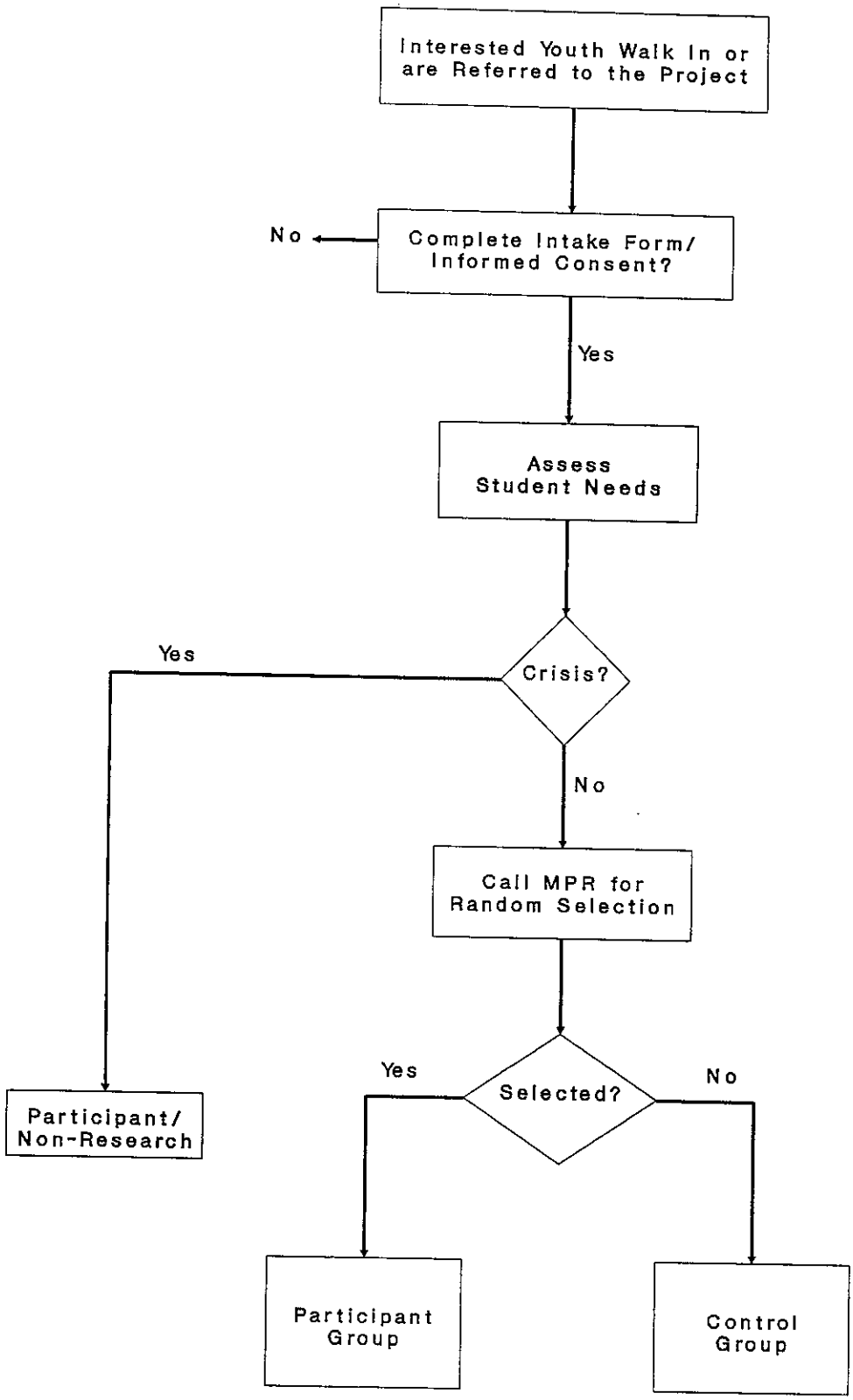
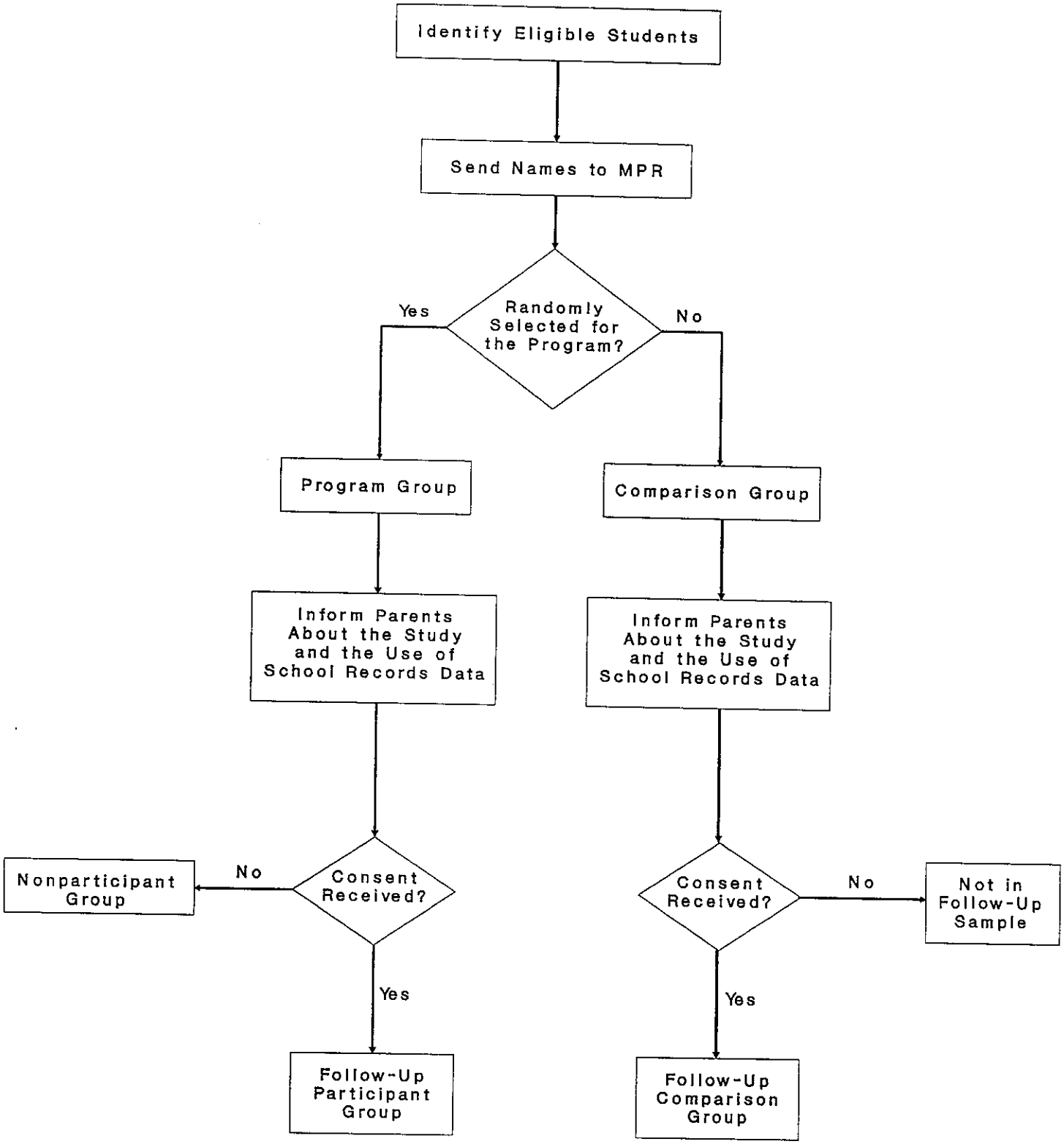


FIGURE III.2
MODEL 2: EARLY-IDENTIFICATION MODEL OF RANDOM ASSIGNMENT



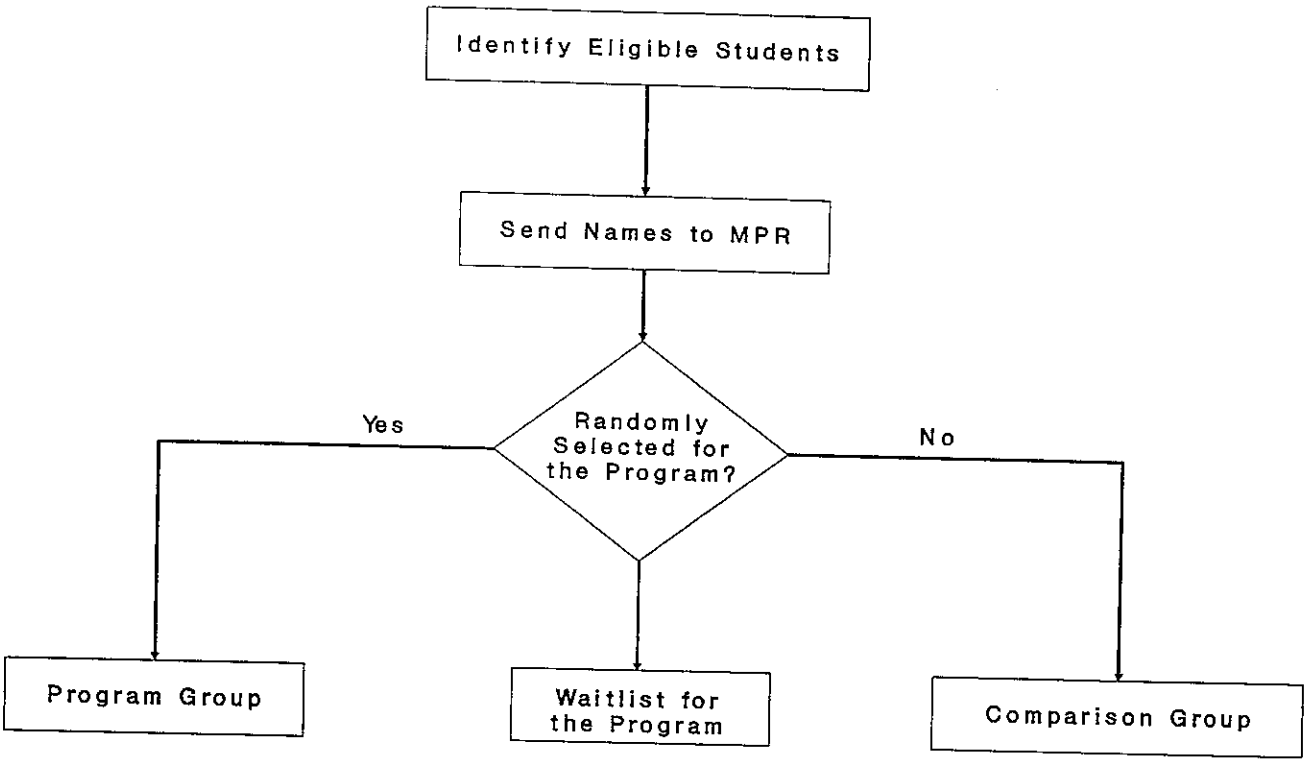
eligible students may or may not have expressed interest in the program before random assignment occurs.[4]

For the early-assignment model, the names of eligible students will be transmitted to MPR as a group, and MPR will assign the names randomly to be admitted to the program or to not be admitted to the program. Eligible students who are admitted to the program will be notified of their status, and parental consent to participate in the program and in the research study will be obtained. Eligible students who are not admitted to the program will be notified that they have been selected to be part of a research study, and parental consent to participate in the research study will be obtained.

For most targeted projects, two other features of the random assignment procedures were adopted. First, many of the projects using the early assignment model needed to be able to fill slots that were vacated or empty, without the burden of conducting additional rounds of recruitment. For these projects, it was desirable to create a waiting list of names to fill vacant slots. Figure III.3 displays a "waiting list" variant of the early assignment model. The waiting-list variant insures that ***randomly assigned*** applicants are available to fill slots, without projects having to undertake new rounds of recruitment. For the waiting-list variant, MPR will assign applicants randomly to one of three statuses: (1) admitted to the program; (2) not admitted to the program; or (3) on a waiting list for the program. Applicants on the waiting list will be offered admission to the program if slots open up as a result of the nonparticipation of those who had been admitted to the program. At that time, the status of applicants in the waiting list will be changed to that of a treatment group member. Applicants will remain on the waiting list for a predetermined period, after which those who are still

[4]For some projects, students were considered to be eligible on the basis of known factors identified from records data or referrals. Random assignment was then applied to apportion students into the program group and the control group, and the program group was notified of its selection. For other projects, large-scale recruitment of interested students was first conducted, after which random assignment was used to apportion eligible applicants into the program group and the control group.

FIGURE III.3
WAITING-LIST VARIANT OF EARLY IDENTIFICATION MODEL



on the waiting list will be notified that they were not admitted to the program and that their status will be changed to that of a control group member.[5]

The second important variant of the basic random-assignment scheme involved creating subgroups. The need for subgroup assignment arose for two reasons:

1. Some projects desired a certain mix of applicants in terms of demographic characteristics or risk factors and wanted to ensure that random assignment yielded the appropriate mix. For example, one project wanted a particular ethnic balance among applicants who were selected for the program group. Other projects wanted high-risk applicants (as determined by project staff) to receive greater priority (a greater probability of being selected for the program group) in the random-assignment process.

2. Some projects operated in more than one school or location and needed to ensure the selection of an adequate number of applicants at each location. For example, one project operated in four schools and needed to ensure that the same number of applicants were selected for the program at each school, although the number of applicants at each school could differ.

To accommodate the need for subgroups, random-assignment procedures were designed so that projects transmitted subgroup identification information, as well as standard applicant identification information to MPR. The number of subgroups and the selection probability to be applied for each subgroup were determined in advance through discussions with project staff and were programmed into the random-assignment system. For statistical reasons, subgroup-selection probabilities were generally limited to be no greater than 67 percent (two of three applicants selected for the program). However, for some projects, if the selection probability was less than 50 percent for some subgroups, selection probabilities were allowed to be greater than 67 percent for other subgroups, such that the overall selection probability was no more than 67 percent.

[5]The sample proportions will initially be designated as one-third for each the three statuses, so that the ultimate sample proportions after the waiting list has cleared will be unbalanced by no more than two to one.

1. Site Selection

Figure III.4 displays the in-depth targeted project selection process as a flow chart. Grant applications were reviewed for 57 targeted projects, telephone conversations to assess feasibility were held with 27 projects, and site visits were made to 23 projects.[6] Nineteen targeted projects comprising 20 program components were preliminarily selected for the in-depth evaluation in March 1992.[7] After further discussions with projects and funding shifts by the U.S. Department of Education, 18 targeted projects had agreed to participate in the in-depth evaluation as of September 1992.

Table III.1 shows the names of selected projects grouped into one of four model types, on the basis of whether a project served high school students or middle school students, and whether a project primarily enhanced services over what was provided in regular schools or whether a project was an alternative to regular schools. The resulting groupings include eight high school alternative programs or schools within schools; three high school enrichment, acceleration, or re-entry programs; five middle school alternative programs; and three middle school enrichment, case management, or mentoring programs.

In most cases, the high school programs are either entry-level programs that target ninth graders or tenth graders or alternative schools that serve all grade levels. Most of the middle-school programs are for seventh graders. However, one targets fifth graders (the Miami-CIS COMET program), two target sixth graders (the Georgia-CIS SUCCESS program and Project ACCEL in Newark), and one targets eight graders (the Albuquerque Stay-In-School program).

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[6]Formally, 49 projects designated themselves as targeted on their grant applications. After reviewing the grant applications, the evaluation team determined that the 8 field-initiated projects could be reclassified as targeted projects for the purposes of evaluation. The 49 targeted projects plus the 8 field-initiated projects yielded the 57 projects shown at the top of Figure III.4.

[7]One project, the Miami CIS program has two distinct components that will be included in the in-depth study. Each component will be treated as a separate project for evaluation purposes.

FIGURE III.4
THE SELECTION PROCESS FOR IN-DEPTH TARGETED PROJECTS

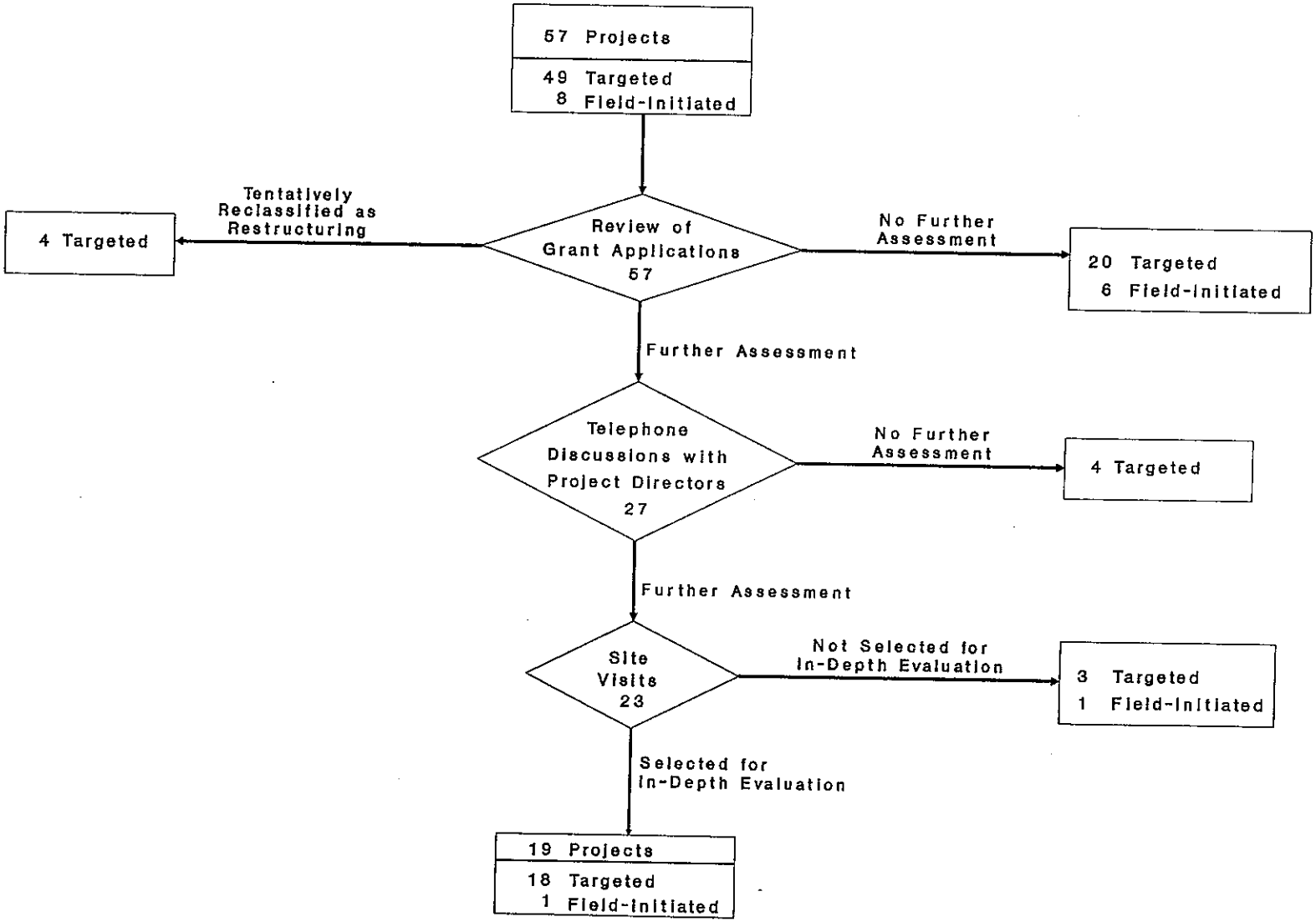

TABLE III.1

TARGETED PROJECTS SELECTED FOR THE IN-DEPTH EVALUATION

Project/Sponsor/City	Grade Level at Program Entry	Estimated Sample Size		
		Total	Treatment Group	Control Group
Alternative High Schools/Schools-Within-Schools				
Corporate Academy, Miami Cities in Schools, Miami, FL	9-12	400	150	250
Benito Juarez High School Wells Community Academy, Lake View High School, Northeastern Illinois University, Chicago, IL	9	400	200	200
Boston Alternative School Consortium, Jobs for Youth-Boston, Inc., Boston, MA	9-12	420	140	280
Metropolitan Youth Academy, Human Development Corporation, St. Louis, MO	9-12	400	250	150
Horizon High School, Clark County School District, Las Vegas, NV	9-10	400	200	200
Youth Services, Flowers with Care, Queens, NY	9-12	400	200	200
Clark Academy, Cincinnati Public Schools, Cincinnati, OH	9-12	400	200	200
Middle College High School, Seattle School District #1, Seattle, WA	9-12	450	300	150
Pooled Sample Size		**3,270**	**1,640**	**1,630**
High School Enrichment, Acceleration, or Re-Entry Programs				
Youth Experiencing Success, Anne Arundel County Public Schools, Annapolis, MD	10	450	300	150
Student Training and Re-Entry, Tulsa Area Vocational Technical School, Tulsa, OK	9-12	400	200	200
WAVE In-School Program, San Antonio 70001, San Antonio, TX	9	400	200	200
Pooled Sample Size		**1,250**	**700**	**550**

TABLE III.1 (continued)

Project/Sponsor/City	Grade Level at Program Entry	Estimated Sample Size		
		Total	Treatment Group	Control Group
Middle School Alternative Curriculum Programs				
COMET, Miami Cities in Schools, Miami, FL	5	400	200	200
SUCCESS, Georgia Cities in Schools, Atlanta, GA	6	400	200	200
Early Identification and Intervention Program, Rockford School District, Rockford, IL	7	400	200	200
Accelerated Academics Academy, Flint Community Schools, Flint MI	7	400	175	225
Project ACCEL, Newark School District, Newark, NJ	6	450	300	150
Pooled Sample Size		**2,050**	**1,075**	**975**
Middle School Enrichment, Case Management and Mentoring Programs				
Twelve Together, Sweetwater Union High School District, Chula Vista, CA	7	400	200	200
Stay in School Program, Youth Development, Inc., Albuquerque, NM	8	450	175	275
Up with Literacy, Long Beach Unified School District, Long Beach, CA	7	400	200	200
Pooled Sample Size		**1,250**	**575**	**675**
Total Sample Size		**7,820**	**3,990**	**3,830**

2. Sample Sizes and Statistical Power for the Impact Analysis of Targeted Projects

The sample sizes shown in Table III.1 are estimates that are based on information from site visits about project size, the length of project stay and participant turnover, and whether the evaluation will use unbalanced assignments to the treatment or control groups. A key question in any evaluation is whether sample sizes are adequate to detect changes in outcomes that are likely to arise as a result of the intervention. Alternatively stated, when sample sizes are known in advance, the minimum impact that could be detected by conventional statistical tests can be computed and compared with previous research results in order to determine whether the impacts are likely to be observed. Technically, detectable impacts are related to two factors: (1) the statistical characteristics of the outcome being studied and (2) the parameters chosen for the statistical tests that will be used.[8] Detectable impacts will be larger if outcomes are highly variable or if the parameters of the statistical tests are chosen so that the tests will be more likely to detect any impacts.

Table III.2 displays detectable impacts for the targeted projects that are shown in Table III.1. Detectable impacts on dropout rates and percent of the school year absent are shown for full project samples, for 50 percent and 25 percent subgroups of the project samples, and for pooled samples and subgroups of the pooled samples. To calculate detectable impacts, we assumed that a one-tailed t-test of differences between treatment group and control group average outcomes was performed at the 95 percent confidence level and with 80 percent power, and that subgroups of unbalanced samples are unbalanced in the same proportion.

As shown in Table III.2, to be detected by a standard difference-of-means test, a project would need to reduce dropout rates by about 12 percentage points, which is about one-quarter of the assumed average dropout rate of 50 percent. To be detected, a project would need to reduce the

[8]The two parameters that must be chosen are the level of significance (the probability that the test rejects the null hypothesis, when the null hypothesis is true), and the level of power (the probability that the test does not reject the null hypothesis, when the null hypothesis is not true). When these two parameters and the variance of the outcome are specified, the detectable impact can be computed from well-known statistical formulas.

TABLE III.2

DETECTABLE IMPACTS FOR STUDY OF TARGETED INTERVENTIONS

	Estimated Sample Size			Detectable Impact on Dropout Rate[a]			Detectable Impact on Percent of School Year Absent[b]		
	Total	Treatment Group	Control Group	Full Sample	50% Subgroup	25% Subgroup	Full Sample	50% Subgroup	25% Subgroup
Alternative High Schools/Schools-Within-Schools									
One Project	400	200	200	12.5	17.6	24.9	3.0	4.2	6.6
Pooled Sample (8 projects)	3,200	1,600	1,600	4.4	6.2	8.8	1.1	1.5	2.1
High School Enrichment, Acceleration, or Re-Entry Programs									
One Project	400	200	200	12.5	17.6	24.9	3.0	4.2	6.0
Pooled Sample (3 projects)	1,250	700	550	7.3	10.3	14.6	1.7	2.4	3.4
Middle School Alternative Curriculum Programs									
One Project	400	200	200	12.5	17.6	24.9	3.0	4.2	6.0
Pooled Sample (5 projects)	2,050	1,075	975	5.5	7.8	11.2	1.3	1.9	2.6
Middle School Enrichment, Case Management and Mentoring Programs									
One Project	400	200	200	12.5	17.6	24.9	3.0	4.2	6.0
Pooled Sample (3 projects)	1,250	575	675	7.1	10.0	14.1	1.7	2.4	3.4
Total Sample	7,770	3,950	3,830	2.8	4.0	5.7	0.7	1.0	1.4

NOTE: These estimates assume one-tailed t-tests of differences in the average outcomes for treatment and control groups, 95 percent confidence levels, and 80 percent power. They also assume that one-half of the sample is in the participant group. Single project detectable impacts for the dropout rate are about 6 percent larger when the full sample is unbalanced in a two-to-one ratio, and 14 percent larger when the full sample is unbalanced in a three-to-one ratio.

[a]Assumes an average dropout rate of 50 percent, which is the most conservative assumption.

[b]Assumes an average absenteeism rate of 12 percent and a standard deviation of 12 percent.

percent-of-school-year-absent by 3 percentage points. Assuming a 180-day school year, a 3-percentage point impact is equivalent to a reduction in absenteeism of between 5 and 6 days per year. For subgroups, the detectable impacts are much larger. For 25-percent subgroups, the detectable impact is one-half the average dropout rate.[9]

Pooling projects by model types increases statistical power considerably. For example, if the samples for all projects in the high-school alternative category are pooled, the detectable impact for the dropout rate is less than 5 percentage points, one-tenth of the assumed average dropout rate. The detectable impact for absenteeism is about 1 percent, which is equivalent to about two school days per year. For 50-percent subgroups of the pooled sample of high school alternative projects, the detectable impact for the dropout rate is between 6 and 7 percentage points; for absenteeism, the impact is between 1 and 2 percentage points, or about 2 to 4 school days per year.

Pooling all targeted projects will yield detectable impacts of 3 percentage points for the dropout rate and 0.7 percentage points for absenteeism, which is about 1 school day per year. Impacts of this size seem highly plausible. Subgroup impacts for the pooled project sample are also plausible.

Because projects will be using different models and providing different services, impact results for a pooled set of projects will not have the same interpretation as will impact results for a single project. Impact results for a single project provide information about the effect of a particular project intervention on participants. Impact results for a pool of projects provide information about the average effect of a class of project interventions on participants. For example, results may be significant for the pooled set of "alternative high schools," but may not be significant for any single alternative high school in the pool. These results would be interpreted to mean that alternative high

[9]Nonparticipation can increase detectable impacts considerably. If it is assumed that the outcomes for nonparticipants are the same as the outcomes for control group members, detectable impacts increase by 11 percent when 90 percent of the treatment group participates, increase by 25 percent when 80 percent of the treatment group participates, and increase by 43 percent when 70 percent of the treatment group participates.

schools generated impacts, but that no specific model of an alternative high school would be validated.

B. IMPLEMENTING THE IN-DEPTH EVALUATION IN RESTRUCTURING PROJECTS

The preliminary design for the in-depth evaluation called for the evaluation team to implement an impact analysis at five selected restructuring projects. The impact analysis was to be based on a comparison group methodology; according to this methodology, the outcomes of samples of students chosen in schools that were restructuring are compared with the outcomes of samples of students chosen in schools that were not restructuring. Because we expected restructuring to be implemented in a cluster of schools (a high school and its feeder middle and elementary schools), the preliminary design called for comparison samples of students to be chosen from clusters of schools having aggregate characteristics similar to those of the restructuring clusters.

The first step for the evaluation team was to review the restructuring grant applications and to discuss the project with the directors of each of the eight restructuring projects. On the basis of the review and discussions:

- Impact analysis was judged to be feasible at five restructuring projects. Site visits were made to these five projects in order to discuss the impact analysis with project directors and to learn more about the projects.

- Impact analysis was determined to be infeasible at two rural projects, because restructuring was occurring throughout the two districts hosting the projects. After further discussions with ED and with the advisory panel for the evaluation, we decided to include the two rural projects in the in-depth implementation analysis, so that more could be learned about the potential for restructuring in rural districts.

- One restructuring project, which proposed to serve a small number of at-risk male students, was judged to be more similar to a targeted project than to a restructuring project. Random assignment was not feasible at the project because it served all at-risk youths in the participating schools. The project was dropped from additional consideration for the in-depth evaluation.

The second step was to identify comparison schools in each of the five urban districts for the impact analysis. In general, the research objectives were to identify comparison schools that were as

similar as possible to the restructuring schools in terms of key at-risk indicators, but which were not restructuring or implementing other major initiatives. A two-step method was used to identify the comparison schools. First, school-level data were obtained from districts on attendance rates, dropout rates, minority populations, limited English proficiency, free or reduced-price lunches, and standardized test scores. The choice of variables was based on previous research indicating correlations between the variables and dropout rates (Barro and Kolstad 1987). Cluster analysis was then applied to identify comparison-school candidates, and a regression analysis was used to identify comparison-school candidates that were most similar to the restructuring schools.[10] Second, the preliminary choices for comparison schools were discussed with district and project staff in order to determine whether other initiatives were under way at the schools or whether other factors at the schools, would potentially affect the in-depth analysis. In some cases, as a result of local factors, the preliminary choices for comparison schools were determined to be undesirable, and other candidate schools were discussed.

The results of the comparison-school selection process are shown in Tables III.3 through III.7, which present the statistical characteristics of the restructuring and comparison schools for each of the five districts. Specific factors that were considered in the process of choosing comparison schools are discussed separately for each district.

Phoenix, Arizona. The Phoenix Dropout Prevention Project is a collaboration of the Phoenix Union High School District (PUHSD), which is implementing the project at Central High School, and the Phoenix Elementary District, which is implementing the project at the Phoenix Preparatory Academy. The choice of a comparison high school was relatively straightforward. The results of analysis of data provided by the PUHSD indicated that several high schools would serve equally well

[10]Cluster analysis allocates schools to clusters in a way that minimizes differences in the characteristics of schools within each cluster. The result of applying cluster analysis is that schools within the cluster containing the restructuring school are more similar to the restructuring school than to schools in other clusters and are thus natural candidates to be comparison schools.

TABLE III.3

CHARACTERISTICS OF RESTRUCTURING SCHOOLS AND COMPARISON SCHOOLS IN THE IMPACT ANALYSIS: PHOENIX, ARIZONA

		Enrollment (Number)	Attendance Rate (Percent)	Dropout Rate (Percent)	Percent Black	Percent Hispanic	Percent Limited/ Non-English Proficient	Percent Receiving Free/Reduced-Price Lunch	Test of Achievement and Proficiency[a] (Percentile Rank)	
									Language	Math
Phoenix Dropout Prevention Project Phoenix, Arizona										
Restructuring High School:	Central High School	2,672	91.1	14.4	10.0	38.0	9.4	28.0	45	40
Comparison High School:	Camelback High School	2,820	88.8	12.0	13.0	36.0	10.0	26.0	42	36
Restructuring Middle School:	Phoenix Preparatory Academy	1,167	94.0[b]	NA	10.4[b]	74.6[b]	37.5[b]	91.0[b]	48	34[b]
Comparison Middle School:	Creighton Middle School	929	90.0	NA	9.0	45.0	22.8[b]	65.0	42	37

[a]For high schools, percentile ranks are for the ninth-graders. For middle schools, percentile ranks are for the seventh-graders.

[b]Figures are for the total district. Figures are not available at the school level, because the school opened in September 1991.

TABLE III.4

CHARACTERISTICS OF RESTRUCTURING SCHOOLS AND COMPARISON SCHOOLS IN THE IMPACT ANALYSIS: SANTA ANA, CALIFORNIA

									Comprehensive Test of Basic Skills, Spring 1991 Total Battery			
									Percent of Students In:			
		Enrollment (Number)	Attendance Rate (Percent)	Dropout Rate (Percent)	Percent Black	Percent Hispanic	Percent Limited/ Non-English Proficient	Percent Receiving Free/Reduced-Price Lunch	≤ 25th Percentile	26-50 Percentile	51-75 Percentile	Median Percentile
Santa Ana 2000 Santa Ana, California												
Restructuring High School:	Century	2,157	86.5	5.5	1.5	85.2	37.5	50.0	47.0	28.0	17.0	29.0
Comparison High School:	Santa Ana	2,901	85.9	14.2	0.1	92.8	61.9	48.0	55.0	32.0	10.0	21.0
Restructuring Middle School:	Car	1,771	91.5	NA	1.8	91.7	42.6	73.0	58.0	25.0	14.0	20.0
	Lathrop	1,519	93.6	NA	0.0	93.9	67.1	85.0	59.0	26.0	12.0	19.0
	Willard	1,470	93.2	NA	1.2	89.9	59.4	74.0	62.0	18.0	14.0	16.0
Comparison Middle School:	Sierra	1,116	92.2	NA	1.5	85.6	66.5	77.0	50.0	27.0	15.0	25.0
	Spurgeon	1,486	92.3	NA	1.5	90.9	56.1	83.0	61.0	25.0	9.0	17.0

SOURCE: Research and Evaluation Department, Santa Ana Unified School District.

[a]High school data refer to ninth-graders.

[b]Middle school data refer to sixth graders.

TABLE III.5

CHARACTERISTICS OF RESTRUCTURING SCHOOLS AND COMPARISON SCHOOLS IN THE IMPACT ANALYSIS: GRAND RAPIDS, MICHIGAN

		Enrollment (Number)	Attendance Rate (Percent)	Dropout Rate (Percent)	Percent Black	Percent Hispanic	Percent Limited/ Non-English Proficient	Percent Receiving Free/Reduced-Price Lunch	Percent Scoring in Stanines 1-3 California Achievement Test	
									Reading	Math
Grand Rapids Dropout Restructuring Project Grand Rapids, Michigan										
Restructuring High School:	Ottawa Hills High School	1,100	90.0	5.0	57.0	2.0	<1.0	21.0	21.0	20.0
Comparison High School:	Creston High School	1,098	88.0	1.0	39.0	3.0	3.0	22.0	11.0	10.0
Restructuring Middle School:	Iroquois Middle School	599	90.0	NA	62.0	3.0	3.3	43.0	19.0	22.0
Comparison Middle School:	Northeast Middle School	743	87.0	NA	39.0	4.0	3.0	53.0	22.0	16.0

SOURCE: Unpublished data provided by the Educational Research and Development Center, Grand Rapids Public Schools.

TABLE III.6

CHARACTERISTICS OF RESTRUCTURING SCHOOLS AND COMPARISON SCHOOLS IN THE IMPACT ANALYSIS: PHILADELPHIA, PENNSYLVANIA

		Enrollment (Number)	Attendance Rate (Percent)	Dropout Rate (Percent)	Percent Black	Percent Hispanic	Percent Limited/ Non-English Proficient	Percent Receiving Free/Reduced-Price Lunch	Percent of Ninth Grade Students Receiving Course Credit	
									English	Math
The Gratz Connection Philadelphia, Pennsylvania										
Restructuring High School:	Simon Gratz High School	1,859	66.2	25.0	99.0	1.0	0.0	50.1	42.0	34.0
Comparison High School:	University City High School	1,807	67.3	28.0	88.0	1.0	5.0	54.0	40.0	44.0
									Percentile Rank of the Mean: Seventh Grade[a]	
Restructuring Middle School:	Gillespie Middle School	922	77.1	NA	98.0	2.0	0.0	64.1	30.0	35.0
Comparison Middle School:	Mayer Sulzberger Middle School	866	77.5	NA	100.0	0.0	0.0	73.6	35.0	35.0

SOURCE: Management Information Control, School District of Philadelphia.

NOTE: All data are for the 1989-1990 school year.

[a]Achievement tests were developed by the school district and were nationally normed.

TABLE III.7

CHARACTERISTICS OF RESTRUCTURING SCHOOLS AND COMPARISON SCHOOLS IN THE IMPACT ANALYSIS: DALLAS, TEXAS

		Enrollment (Number)	Attendance Rate (Percent)	Dropout Rate (Percent)	Percent Black	Percent Hispanic	Percent Limited/ Non-English Proficient	Percent Receiving Free/Reduced-Price Lunch	Test of Achievement and Proficiency[a]			
									% ≥ 25th	% ≥ 50th	% ≥ 75th	Median
Spruce Cluster Dropout Prevention Project Dallas Texas												
Restructuring High School:	Spruce High School	2,246	86.6	9.8	49.0	30.3	9.0	28.0	76	34	10	40
Comparison High School:	Pinkston High School	1,120	80.8	11.0	68.2	28.8	10.0	51.0	51	15	4	25
Restructuring Middle School:	Comstock Middle School	1,318	91.3	NA	45.0	35.4	14.0	57.0	61	27	6	31
	Edison Middle School	1,262	90.4	NA	47.9	49.9	18.0	85.0	61	28	9	32

SOURCE: Unpublished data, Research and Development Department, Dallas Independent School District.

[a]For high schools, percentile ranks are for tenth-graders. For middle schools, percentile ranks are for seventh- and eighth-graders combined.

as comparison schools. The final choice of Camelback High School was influenced by the fact that the choice for a comparison middle school was Creighton Middle School, which feeds students primarily to Camelback High School. Preliminary evaluation plans had called for sampling at the tenth grade level for high schools. However, in Phoenix, the ninth grade was chosen for the impact analysis because both discussions with project staff and site visits indicated that the focus of the restructuring initiative was on the ninth grade, in which the district felt the dropout problem to be most severe.

The choice of a comparison middle school was less straightforward because the Phoenix area has one high school district (grades 9 to 12), which is fed by students from 14 elementary districts (grades K to 8). The elementary districts and the high school district are governed separately. The Phoenix Elementary District, the largest of the 14 elementary districts, is collaborating with the high school district in the restructuring initiative, with restructuring efforts focused on the single middle school in the district, the Phoenix Preparatory Academy. Therefore, no comparison middle schools were available within the Phoenix Elementary District. Instead, data from other elementary districts were examined in order to identify comparison middle school candidates. The statistical analysis identified Creighton Middle School as the best candidate as a comparison school, and negotiations were initiated with the Creighton Elementary District to participate in the impact analysis.[11] As noted, the choice of Creighton also influenced the choice of Camelback High School as a comparison school. Data from the PUHSD indicated that students from Creighton Middle School fed primarily into Camelback High School, which thus obviates the potential analytic problem of having middle school students in the comparison school feeding into the restructuring high school.

Two additional considerations will affect the impact analysis of the Phoenix restructuring initiative. First, as Table III.3 indicates, the characteristics of the students of Creighton Middle School differ in several key dimensions from the characteristics of the students of the Phoenix

[11]Negotiations with the Creighton District had not been finalized as of September 1992.

Preparatory Academy: fewer Creighton students are black or Hispanic, fewer are limited-English proficient, and fewer receive free or reduced-price lunches. These differences suggest that Creighton students may be at lower risk of dropping out than Phoenix Preparatory Academy students.[12] Statistical techniques (i.e., regression analysis) will be needed in the impact analysis to adjust for these differences in student characteristics.

The second consideration is that the Phoenix Preparatory Academy is a new middle school, which opened in the fall of 1992. Previously, schools in the Phoenix Elementary District comprised grades K through 8. With the building of the new school, existing schools will serve grades K through 6 and the Phoenix Preparatory Academy will serve grades 7 and 8. Because the restructuring initiative is occurring simultaneously with the creation of a new middle school, it will not be possible to separate outcome differences due to restructuring from outcome changes due to the change to a middle school structure.

Santa Ana, California. The choice of comparison schools for the Santa Ana 2000 Project, as the restructuring initiative is known, was relatively straightforward. The Santa Ana Unified School District (SAUSD) has five high schools, and the statistical analysis identified one of the four potential comparison high schools, Santa Ana, as the best match for the restructuring high school, Century.[13] The SAUSD also has seven middle schools, three of which are participating in the restructuring initiative. Statistical analysis indicated that, of the remaining four middle schools, two were similar to the restructuring middle schools, and two were noticeably different. Therefore, the two similar middle schools, Sierra and Spurgeon, were selected as comparison schools for the three restructuring middle schools, Carr, Lathrop, and Willard. District feeder patterns also indicate that Sierra and

[12]Analysis of data from other elementary districts indicates that, compared with other elementary districts in the Phoenix area, the Phoenix Elementary District serves the largest proportion of at-risk students. Creighton Elementary District serves the second-largest proportion of at-risk students.

[13]The restructuring high school, Century, is unique among Santa Ana high schools in that it occupies a new building and has ample computer technology. From an analytic perspective, it will not be possible to separate outcome differences attributable to the technology and outcome differences attributable to restructuring.

Spurgeon feed students primarily to Santa Ana High School, making these schools suitable comparison schools.

Grand Rapids, Michigan. The Grand Rapids restructuring initiative is based primarily in Ottawa Hills High School and Iroquois Middle School. Discussions with staff indicated that high schools and middle schools in Grand Rapids were not organized as traditional clusters, with middle schools feeding into specific high schools. Rather, middle schools in Grand Rapids are magnet schools that have open enrollment, so it is possible for high schools to enroll students from any middle school. Hence, the choices for comparison high schools and comparison middle schools were made independently of each other. The statistical analysis identified Creston High School as the comparison high school and Northeast Middle School as the comparison middle school. Further discussions with district staff indicated that these preliminary choices were suitable comparison schools.

Philadelphia, Pennsylvania. The Gratz Connection, as the restructuring initiative is known, is based in 1 high school, Gratz, 2 middle schools (grades 6 through 8), and 11 elementary schools, all of which are organized into a traditional cluster. After the initial site visit was made and the impact analysis plan was discussed, restructuring project staff examined a variety of school indicators compiled by the Management Information Control system maintained by the Philadelphia school district. According to these indicators, other clusters adjoining the Gratz cluster were less similar to the Gratz cluster than the University City High School cluster, which is located to the southwest of Gratz High School in the neighborhood around the University of Pennsylvania. Table III.6 shows that University City High School and Gratz High School were quite similar in terms of at-risk indicators. Moreover, the middle schools feeding the two high school, Sulzberger and Gillespie, were also quite similar.

Dallas, Texas. The Spruce Connection, as the restructuring initiative is known, consists of Spruce High School, 2 middle schools (Florence and Comstock), and 11 elementary schools, which

are organized as a traditional cluster, except that Florence Middle School sends most of its students to a neighboring high school, Samuell. The process of choosing a comparison cluster in Dallas was complicated by two factors. First, the statistical analysis indicated that the Samuell High School cluster was the best choice for a comparison cluster. However, students from Florence Middle School, part of the Spruce Connection, feed into Samuell High School, which thus created potential analytic problems. Second, the next choice for a comparison school on the basis of the statistical analysis was the Kimball cluster. However, Browne Middle School, the primary middle school feeding Kimball High School, was itself participating in a major school-based management initiative using the Comer model, which is the model that will be implemented in the Spruce Cluster. The third choice of a comparison cluster, Pinkston, was thus chosen for the impact analysis.

As Table III.7 indicates, Pinkston High School students differ from Spruce High School students in several key dimensions. Pinkston High School is considerably smaller than Spruce, and compared with Spruce students, its students are more heavily minority, poor, and low-achieving. Statistical adjustments will be needed to account for these differences in the impact analysis. On the other hand, Edison Middle School, the primary middle school feeding into Pinkston High School, is quite similar to Comstock Middle School in the Spruce Cluster.

1. Sample Design and Statistical Power for the Impact Analysis of Restructuring Projects

Table III.8 shows the sample design for the five restructuring projects. The sampling plan includes students, parents of students, and instructional staff. The plan will sample two cohorts of middle school students when they enter the seventh grade, in the fall of 1992 and in the fall of 1993, and two cohorts of high school students when they enter the tenth grade (except in Phoenix, at which students will be sampled in the ninth grade). Given the three-year period for follow-up, selecting seventh-grade and tenth-grade students creates opportunities to observe outcomes associated with two important transitions: (1) from high school through the point of expected graduation for the tenth-grade cohort, and (2) from middle school to high school for the seventh-grade cohort. The

TABLE III.8

SAMPLING PLAN FOR IMPACT ANALYSIS OF RESTRUCTURING PROJECTS

Project Name	Grade Level	Student Sample Size		Staff Sample Size[b]			Parent Sample Size		
		Fall 1992	Fall 1993	Winter 1993	Winter 1994	Winter 1995	Winter 1993	Winter 1994	Winter 1995
Phoenix, Arizona									
Central High School	9	250	250	125	125	125	125	125	125
Camelback High School	9	250	250	125	125	125	125	125	125
Phoenix Preparatory Academy[a]	7	250	250	125	125	125	125	125	125
Creighton Middle School	7	250	250	125	125	125	125	125	125
Total		1,000	1,000	500	500	500	500	500	500
Santa Ana, California									
Century High School[a]	10	250	250	125	125	125	125	125	125
Santa Ana High School	10	250	250	125	125	125	125	125	125
Carr Intermediate[a]	7	83	83	42	42	42	42	42	42
Lathrop Intermediate[a]	7	84	84	41	41	41	41	41	41
Willard Intermediate[a]	7	83	83	41	41	41	41	41	41
Sierra Intermediate	7	125	125	63	63	63	63	63	63
Spurgeon Intermediate	7	125	125	63	63	63	63	63	63
Total		1,000	1,000	500	500	500	500	500	500
Grand Rapids, Michigan									
Ottawa Hills High School[a]	10	250	250	125	125	125	125	125	125
Creston High School	10	250	250	125	125	125	125	125	125
Iroquois Middle School[a]	7	250	250	125	125	125	125	125	125
Northeast Middle School	7	250	250	125	125	125	125	125	125
Total		1,000	1,000	500	500	500	500	500	500

TABLE III.8 (continued)

Project Name	Grade Level	Student Sample Size		Staff Sample Size[b]			Parent Sample Size		
		Fall 1992	Fall 1993	Winter 1993	Winter 1994	Winter 1995	Winter 1993	Winter 1994	Winter 1995
Philadelphia, Pennsylvania									
Gratz High School[a]	10	250	250	125	125	125	125	125	125
University City High School	10	250	250	125	125	125	125	125	125
Gillespie Middle School[a]	7	250	250	125	125	125	125	125	125
Sulzberger Middle School	7	250	250	125	125	125	125	125	125
Total		1,000	1,000	500	500	500	500	500	500
Dallas, Texas									
Spruce High School[a]	10	250	250	125	125	125	125	125	125
Pinkston High School	10	250	250	125	125	125	125	125	125
Comstock Middle School[a]	7	250	250	125	125	125	125	125	125
Edison Middle School	7	250	250	125	125	125	125	125	125
Total		1,000	1,000	500	500	500	500	500	500
Total Sample		**5,000**	**5,000**	**2,500**	**2,500**	**2,500**	**2,500**	**2,500**	**2,500**

[a]Participating in the restructuring project.

[b]All instructional staff will be sampled if there are fewer than 125 staff in the school.

restructuring samples and comparison samples will each contain 500 middle school students and 500 high school students. Students will be sampled randomly from lists of students enrolled in the specified restructuring schools and comparison schools.

Instructional staff and parents will also be sampled at the restructuring and comparison schools. The design allows for as many as 250 instructional staff and 250 parents to be sampled at each of the five restructuring projects, split equally between restructuring schools and comparison schools. Three cohorts of staff and parents will be sampled. As discussed in Chapter II, because the intent of the staff and parent surveys is to gauge perceptions of school climate and staff-parent interaction, staff and parents will not be followed longitudinally. Instead, fresh samples of staff and parents will be drawn yearly for three years. Staff will be sampled randomly from lists provided by the school districts. Parents will be sampled randomly by choosing one-half of the students enrolled in the student sample and then sending questionnaires to their parents.[14]

For restructuring projects, it is tempting to think of statistical precision in terms of conventional difference-of-means tests with, for example, two samples of 500 students. However, precision is lower than indicated by conventional tests because average outcomes will be affected by random factors at the school level. The variance in average outcomes due to student-level factors is relatively small because large student samples will be drawn. However, the variance in average outcomes due to school-level factors is significant because small ***school*** samples will be drawn. Factoring in school-level variance causes statistical precision to be lower than for conventional differences-of-means tests.

Table III.9 shows that, if as little as 1 percent of the variance of the dropout rate, for example, were due to random factors at the school level, the detectable impact is 20 percentage points for a comparison of two high schools with samples of 500 students selected in each school. If samples for

[14]Students are not sampled in the third year of the study. However, parents of students in the appropriate grades will be sampled by having school districts send lists of enrolled students in the third year to MPR. Students will be randomly sampled from the lists, and the students' parents will be sent a questionnaire.

TABLE III.9

DETECTABLE IMPACTS FOR IMPACT ANALYSIS OF RESTRUCTURING PROJECTS

	Sample Size	Number of Schools	Minimum Detectable Impacts (School-Level Variance)			
			1 Percent	2 Percent	1 Percent	2 Percent
High School Cohort			**Dropout Rate[a]**		**Percent of School Year Absent[b]**	
One Project	1,000	2	20.0	26.1	4.6	6.3
Two Projects	2,000	4	18.5	25.5	4.4	6.1
Five Projects	5,000	10	9.2	12.7	2.2	3.1
Middle School Cohort			**TABE Score[c]**		**Percent of School Year Absent[b]**	
One Project	1,000	2	19.7	26.6	4.6	6.3
Two Projects	2,000	4	18.8	26.0	4.4	6.1
Five Projects	5,000	10	9.3	13.0	2.2	3.1
Parents and Staff			**50 Percent Outcome**		**25 Percent Outcome**	
One Project	250	2	23.5	29.4	20.2	25.3
Two Projects	500	4	20.8	27.2	17.9	23.4
Five Projects	1,250	10	18.0	20.0	15.5	17.2

NOTE: These estimates assume one-tailed t-tests of differences in the average outcomes for treatment and control groups, 95 percent confidence levels, and 80 percent power. They also assume that one-half of the sample is in the participant group.

[a]Assumes a mean dropout rate of 50 percent, which is the most conservative assumption.

[b]Assumes a mean absenteeism rate of 12 percent, with a standard deviation of 12 percent.

[c]Assumes a mean total Test of Adult Basic Education score of 719, with a standard deviation of 51.

two restructuring projects were pooled, the detectable impact falls to 18.5 percentage points; if samples for five projects were pooled, the detectable difference falls to 9 percentage points. If 2 percent of the variance of the dropout rate were due to random factors at the school level, detectable impacts increase to 26 percentage points for one site, to 25.5 percentage points for two sites, and to 13 percentage points for five sites.

For the analysis of parent and staff differences, the smaller sample sizes and the single-cohort structure imply larger detectable impacts. For a 50-percent outcome, such as the proportion of parents who have had contact with their children;s schools, the detectable impact for one site is 24 percentage points with 1 percent school-level variance and is 27 percentage points with 2 percent school-level variance. Pooling five sites reduces detectable impacts to 18 percentage points for 1 percent school-level variance and to 20 percentage points for 2 percent school-level variance.

C. IMPLEMENTING THE EVALUATION IN NON-IN-DEPTH PROJECTS

The preliminary two-part strategy for the evaluation specified that the evaluator would conduct intensive qualitative and quantitative data collection at in-depth projects, and would synthesize and report on the results of local evaluations conducted at non-in-depth projects. The evaluator was to review the plans for the local evaluations, recommend enhancements, and provide technical assistance as needed to support the local evaluations. However, the strategy was modified as implementation proceeded, to more fully integrate the non-in-depth projects into the overall evaluation.

The initial review and technical assistance strategy comprised two activities: (1) assessing local evaluation plans submitted with project grant applications and recommending modifications so that the modified plan would be capable of yielding informative results, and (2) providing ongoing technical assistance, primarily through telephone contacts initiated by the projects, to address questions that arose as the local evaluations were implemented and to make recommendations to improve the local evaluation plans. However, after local evaluation plans were reviewed by members of the evaluation team, it became evident that the local evaluations as planned were not likely to

provide much useful information for the overall evaluation. The local evaluation plans indicated that projects had widely differing objectives, budgets, and evaluation expertise, and the resulting evaluations were likely to yield only fragmented information for the overall evaluation. Many projects also reduced the scope of their local evaluations in response to reduced project funding levels in the second year of the grant, which further limited the likely contributions of the local evaluations to the overall evaluation.

The modified strategy designed by the evaluation team to optimize what can be learned from the non-in-depth projects involves two activities: (1) working actively with selected non-in-depth projects to have their local evaluations address key implementation and process issues that are important for the overall evaluation and which were described in Chapter II, and (2) making site visits to selected non-in-depth projects as part of the analysis of special implementation and process topics, also described in Chapter II. The first activity will be implemented by classifying the key program components of each non-in-depth project, on the basis of information obtained from grant applications and telephone discussions, and then asking project directors to include in their local evaluations discussions of implementation and process issues for the key components. For example, the classification of the non-in-depth projects may indicate that some have parental involvement components that are similar in design to the parental involvement components in the in-depth projects. In this case, the non-in-depth projects will be asked to respond in their local evaluations to questions about parental involvement that will be similar to those asked during the in-depth site visits. In this way, the responses from non-in-depth projects can be used to bolster the results obtained from the in-depth site visits.

The second activity would be implemented as part of the field research effort addressing special issues in program design, implementation, and effectiveness (described in Chapter II). For this effort, all projects will be grouped according to their service components rather than to whether they are in-depth or non-in-depth projects. The qualitative analysis will then examine special issues using a

data collection strategy that may involve site visits to projects in a group, as well as telephone discussions and reviews of project materials (including any local evaluations conducted up to that time). This strategy will allow the overall evaluation to be informed by project experiences regardless of whether projects are able to support rigorous impact analysis.

IV. DATA COLLECTION PLAN

This chapter presents an overview of the data collection plan and discusses data collection methods, instruments, and reporting procedures. The data collection plan was designed to work flexibly across projects that exhibit highly variable features. Attempts have been made to accommodate the different data collection and reporting practices in place at the projects. Because many different sources at the project sites may become involved in accumulating the data, the administrative data collection instruments have also been designed as modules that can be separated and sent to the appropriate staff for completion. The different data collection responsibilities of the projects, defined by their school type and evaluation status, are noted in Table IV.1.

A. OVERVIEW OF THE DATA COLLECTION PLAN

Six major data collection activities will be undertaken in the evaluation:

1. An ***administrative survey*** will be used to collect aggregate information on the host organizations operating the dropout projects and on the projects themselves. This survey will be conducted annually from the fall of 1992 through the fall of 1995 and will include all projects. The survey will be conducted by mail, with a telephone follow-up.

2. ***Student questionnaires*** will be used to collect baseline data from all students enrolled in the in-depth evaluation sample, as well as follow-up outcome data each subsequent spring through the spring of 1995. These questionnaires are essential for measuring impacts in the in-depth evaluation projects.

3. ***Parent questionnaires*** will be administered at in-depth restructuring projects in order to measure the effect of such efforts on parents' attitudes toward education and their involvement in their children's education. Parent questionnaires will be administered to the parents of students in the restructuring sample and the comparison sample.

4. ***Individual student records*** will be collected for treatment group and control or comparison group members. These records will provide key outcome variables for the impact analysis.

5. ***Staff questionnaires*** will be administered at in-depth restructuring projects in order to measure the effects of restructuring on school climate, staff training and development, and staff involvement in governance and management. Staff questionnaires will be administered to samples of staff in the restructuring and comparison schools that are participating in the impact analysis.

TABLE IV.1

PROJECT DATA COLLECTION RESPONSIBILITIES

Data Collection Instrument/Method	Non-In-Depth Evaluation Projects		In-Depth Evaluation Projects	
	Targeted	Restructuring	Targeted	Restructuring
Administrative Survey				
Administrative Data Form	X	X	X	X
Historical Supplement		X		X
Student Questionnaires			X[a]	X[a]
Student Records			X[b]	X[b]
Parent Questionnaires				X
Staff Questionnaires				X
Site Visits				
In-Depth Executive Interviews			X	X
Focus Groups			X	X

[a]Student questionnaires will be administered to students in treatment groups and control or comparison groups.

[b]Student records will be collected for treatment groups and control or comparison groups.

6. *Site visits* to in-depth evaluation projects will be conducted approximately twice yearly during the school years 1992-1993 through 1994-1995. During these visits, field staff will conduct interviews with project staff, and focus groups with staff, program participants, and program dropouts. These data collection methods will provide important information on the operations, organization, and implementation of projects, and on project costs.

Each of these components of the data collection plan is discussed in greater detail in the remainder of this chapter. Data collection instruments are in Volume II.

B. THE ADMINISTRATIVE SURVEY

The administrative survey will provide a common base of information on all dropout projects in four broad areas:

1. ***In what context is the project being conducted?*** What are the characteristics of the school-aged population? What level of resources are available for education in the area?

2. ***Who is being served by the projects?*** What are the characteristics of the students who participate in the projects?

3. ***What resources are devoted to the projects?*** What resource costs have been explicitly provided for, and what additional resources are brought to bear?

4. ***What are the major components of the projects, and what is their implementation status?*** Which components are operating, which students and schools are affected, and what factors have affected the implementation of the program design?

The approach to the administrative survey is affected by several concerns. On the one hand, it would be useful to obtain detailed information on the design and implementation of each project and on how each project has responded to the combination of local needs and resource constraints. However, given the diversity of program designs and circumstances, constructing a detailed description of each project would require either extensive site visits or complex survey instruments, in which questions would be highly tailored to each program model. However, as a result of limited evaluation resources, extensive site visits are practical only for in-depth evaluation projects, whereas complex survey instruments would impose excessive response burden on project staff.

The administrative data form (ADF) represents a compromise to these concerns. It provides a consistent set of questions for all projects, and, thus, a basis for a consistent description of the full range of projects. It is designed to allow responses to most questions in a structured format, and it requires limited descriptive text, in order to reduce the burden on respondents.

To address the four major questions listed previously, the ADF collects information on:

- ***The Characteristics of the Student Population.*** Total enrollment, racial/ethnic composition, student turnover, and aggregate attendance and dropout statistics (Module 1)
- ***Student Performance and Progress.*** Aggregate measures of standardized test scores, grade-point averages, rates of retention-in-grade, number of high school credits earned, and rates of success on required proficiency exams (Module 2)
- ***Disciplinary Actions.*** Rates of suspension and expulsion in grades affected by the project intervention (Module 3)
- ***Overall Educational Resources.*** Funding, staffing levels, and per-pupil expenditures (Module 4)
- ***Project Budget.*** Funds committed explicitly to the dropout project (Module 5)
- ***Actual Project Resource Use.*** Actual expenditures of funds to support project activities, plus other resources (for example, staff, equipment, and facilities) that have been contributed to support the targeted services or restructuring initiative at no explicit cost (Module 6)
- ***Implementation Status.*** Students and schools affected by the project or by specific project components, whether the project or component is in operation or is being planned, how students are selected for participation, who is involved in delivering services, and general progress and problems (Module 7)

The administrative survey will be mailed to project directors each fall, from 1992 through 1995. Depending on the relationship between the project and the public school system, the project director may distribute sections of the form to particular public school administrators in order to obtain some of the information. The project director will be asked to serve as the coordinator for the completion of all the modules. MPR staff will contact project directors by telephone if the forms are not received by a specified date and will help to resolve questions about how items on the form should be interpreted.

Staff of all restructuring projects will also be asked to complete a ***historical supplement*** for each of the four years preceding the 1991-1992 school year. Historical trends for restructuring projects will be an important backdrop for interpreting changes in school and student-performance indicators over the course of the restructuring years.

C. STUDENT QUESTIONNAIRES

The student questionnaire will provide data to support three analytic purposes. First, the questionnaire will collect key baseline characteristics that can be used as explanatory variables in the impact analysis that explain variations in student outcomes. Second, when the questionnaire is repeated to collect follow-up data, it will provide outcome measures for the impact analysis. Third, certain items in the student questionnaire will allow comparisons to be made of the evaluation sample with student samples used in other national studies. Wherever possible, question items were adapted from questions used in other major surveys (NELS:88 and High School and Beyond) in order to allow comparisons with these data.

The student questionnaire poses questions in five topic areas:

1. ***Demographic Characteristics, Household Composition, and Family Background.*** Sex, ethnic background, teenage parent status, adults in household, school mobility, language of common use, quality of relationship with parents, and parents' occupation and employment status

2. ***Educational Aspirations and Plans.*** Hopes for high school completion and postsecondary education, educational plans and expectations, parents' aspirations for their childrens' education, perceptions of the link between education and good employment, and occupational expectations

3. ***Self-Esteem/Locus of Control.*** Agreement or disagreement with statements of personal effectiveness and accomplishment

4. ***School Experiences and Attitudes About School.*** Perceptions of social acceptance in school, perceptions of teachers' expectations and supportiveness, assessment of factors in the school environment that affect students' education, self-reports of academic performance and efforts devoted to homework, parental assistance with school work and contacts with school staff, and self-reports of disciplinary problems and attendance/tardiness problems

5. ***Involvement in School and Out-of-School Activities.*** Participation in extracurricular activities, independent reading outside of school, time spent watching television, and past and current paid employment

The baseline student questionnaire will be administered when a student is included in the evaluation sample. In most instances, most students will enter targeted projects at the beginning of the school year, although recruitment and enrollment in many projects might continue throughout the school year. Thus, baseline questionnaires sometimes will be administered to groups of students entering targeted programs in the fall, and sometimes to individual students later in the school year. In restructuring projects, student samples will be identified at the start of the school year, and all baseline questionnaires will be administered in the fall.

The follow-up student questionnaire will be administered in the spring following enrollment in the sample, and in each subsequent spring through 1995. However, because enrollment in the sample may occur at various times of the school year, individual sample members will be scheduled for spring follow-up on the basis of the time of their entrance into the sample. Individuals who enter the sample before January 1 will be scheduled for their first spring follow-up at the end of the school year of their enrollment. Those who enter after January 1 will have their first follow-up questionnaire scheduled for the spring of the subsequent school year.

Project staff will also be expected to administer follow-up questionnaires to sample members regardless of whether they are still in school. For students who are in school, follow-up questionnaires will probably be administered in a group setting. For sample members who are no longer in school, project staff will be expected to contact them and to ask that the sample member visit the project offices to complete the questionnaire, or that the sample member complete the questionnaire by mail.

However, some exceptions to the administration of follow-up questionnaires by project staff will be made. If project staff determine that a sample member has moved out of the school district in which the project operates, they will notify MPR. MPR will then assume responsibility for locating

the individual and completing the data collection by telephone or in person. In addition, projects that operate dropout ***recovery*** (as opposed to ***prevention***) programs may require special consideration. These projects will not have ongoing in-school contact with control group members after the baseline questionnaire is completed and thus will likely encounter difficulties in tracking control group members.

D. PARENT QUESTIONNAIRES

Questionnaires will be administered to the parents of students in the evaluation sample of in-depth restructuring projects, in which explicit efforts are being made to increase the level of parents' involvement in their children's education. The questionnaire will measure the parents' level of involvement in their children's education generally, and their level of contact with the school; the parents' attitudes toward education generally, and toward their children's school; the parents' expectations for their children's academic performance and future attainment; and family background and the characteristics of the family's home life and environment that can affect the student's study habits and commitment.

To select parents to receive questionnaires, MPR will select a random subsample of students from the treatment group and from the comparison group. MPR will provide this list of students to the restructuring projects as the sample for the parent questionnaires. Project staff will be asked to mail these questionnaires to parents in the spring, and to track returns and promote response. Subsequent rounds of parent questionnaires will be administered in the same manner.

E. STAFF QUESTIONNAIRES

Questionnaires will be administered to instructional staff in the restructuring projects, where explicit attempts are being made to improve school climate and have staff become more involved in school governance and management. The staff questionnaire will measure perceptions of

instructional practices, the extent of teacher training and development, the degree of teacher control over instructional practice, and the degree of teacher input into school policy-making and goal-setting.

Instructional staff will be sampled annually for three years from lists of instructional staff in the restructuring schools and comparison schools participating in the impact analysis. Project staff will be asked to distribute the questionnaires to staff in the sample and monitor response. Completed questionnaires will be returned to MPR.

F. STUDENT RECORDS

Student records from the in-depth evaluation sites will provide data on key measures of student achievement, performance, behavior, and program participation. Student-records data from the pre-project year will serve as baseline measures that will be incorporated into the impact analysis as explanatory variables. Records data from the project operations period will provide outcome measures. The essential variables to be collected or constructed from student records are:

- Attendance
- Class grades and grade-point average
- Standardized test scores
- The frequency and type of disciplinary actions
- Promotion and retention in grade
- Graduation
- Periods of project participation and, if possible, particular project component services received

Collecting data from school records on individual students requires a clear recognition of several potentially competing concerns. First, all data items must be requested in a clear and structured format, as records data will be received in very large volumes. Thus, any data conveyed in inconsistent or unstructured form would need to be coded before data entry, which could not be

accommodated within evaluation resources. However, the structure of the data collection format must acknowledge that the records information of school districts will vary. Furthermore, information for some projects may be retrievable from centralized data files, whereas information for other projects may be available only from records systems specially developed for the demonstration project or from decentralized school records. Finally, some school districts, particularly large ones, will prefer to provide part or all of the requested data as computer file extracts (to disk or tape), rather than on manually completed forms.

Our approach to student-records data collection considers these competing concerns. The basic school-records form has been designed to capture data in the categories listed above. However, within each segment, data element definitions and coding structures will be tailored to project-specific practices, and agreed upon with project staff. We will assume that data will be received in two modes (individual-level forms and computer files) and that, at any given project, some data may be provided in each mode.

In-depth evaluation projects will be expected to assemble and provide student-records data and to designate a data liaison as a primary contact with MPR. The records data forms in Volume II represent a starting point for negotiations with the projects about how records data will be collected. Discussions with the projects will focus on the following questions:

- Which data elements are relevant, given school procedures and project design
- Which data elements are currently recorded and maintained, and how they are defined
- Where data records are maintained (at the school level, district offices, or project offices)
- How data are maintained (hard-copy student report cards or transcripts, main-frame computer files, or personal computer files)

Answers to these questions will form the basis for tailoring the student-records data collection process to each project.

Records data will be collected for each of the sample cohorts (those selected in school years 1992-1993 and 1993-1994), for the period from the point of selection for the sample through the spring of 1995. In addition, at the targeted in-depth evaluation projects, individual records data will be collected, if available, for the year prior to the students' enrollment in the evaluation sample (1991-1992 and 1992-1993 for the two cohorts, respectively).

The schedule on which successive updates of records data will be provided by projects will be negotiated with each project, depending on where different types of data are stored and on how frequently each record system is updated. For example, files containing only attendance data might be updated frequently, so that attendance data would be conveyed frequently, whereas academic grade files might be updated only once each semester, so that grades data would be collected less frequently.

G. SITE VISITS

Site visits to in-depth projects will yield the most detailed contextual information for the evaluation. Site visits will provide an opportunity for three primary forms of data collection: (1) staff executive interviews; (2) focus groups; and (3) the development of measures of the full resource costs of the projects.

1. Staff Interviews

The most important part of on-site data collection will be discussions with project staff who deliver services to students, design and manage projects, conceive and manage restructuring initiatives, and establish the necessary links between regular school operations and projects operating within or outside the public schools. During each site visit, interviews will be held with key staff in order to establish basic descriptive information about program design and to continue to explore in greater detail the evolution of the program design, its implementation progress, and the factors that have affected its implementation and perceived effectiveness.

The staff interview guide (see Volume II) establishes the overall agenda for the site-visit interviews with staff. The guide provides the broad objectives and detailed questions to which staff interviews are addressed. Although in practice the guide will not necessarily followed in a structured sequence, it provides a consistent framework of questions to be addressed.

Because staffing configurations vary from project to project, site visitors will, on the basis of discussions with the project data liaison, match the issues covered in the guide with the particular staff whom they will interview, in order to explore with each respondent the issues relevant to the individual's role and perspective. However, particular issues will sometimes be discussed in meetings with several staff in order to capture different opinions and perspectives. The focus of discussion will also vary from visit to visit, because time limitations will preclude addressing all issues in one visit, and because program evolution will change the nature of the salient issues.

Some on-site interviews will be in the form of staff focus groups, with groups of as many as eight to ten staff, depending on local staffing patterns. These staff focus groups will be useful when a project involves a substantial number of staff in comparable roles. Focus groups with staff will concentrate on the staff's perceptions of the key ingredients that contribute to or undermine success with students.

2. Focus Groups with Students

Focus groups will be held with current and former project participants at each of the in-depth evaluation projects. We anticipate that a total of approximately 60 focus groups will be held over the three years of data collection. The focus groups will address such issues as:

- In targeted projects, student motivation for participation and the factors that contributed to their participation
- Student expectations about the program and their views about how it has helped them
- Factors affecting educational progress of participants that are not addressed by the program

- Student aspirations for educational and occupational attainment, and how they have been affected by the program

3. Development of Cost Data

An important objective of the evaluation is to develop measures of the costs of providing the dropout program services. In order to construct measures of the cost-effectiveness of projects, measures of project costs must complement the measures of program impacts.

Cost measurement will take place in several steps. The ADF will gather data on the project budget, the use of resources in the project, and the use of in-kind resources from other agencies. This information will then be used as the basis for further discussions of resource and cost information during the site visits. Researchers will focus on four issues during the site visits:

1. ***Staff Utilization.*** Which staff are involved in developing, managing, or delivering the targeted services (or leading restructuring efforts)? How much of their time is devoted to these roles, and over what periods? Are all involved staff included, regardless of their funding support or home agency?

2. ***Resources Donated by Other Organizations.*** In addition to staff time, what other resources are provided without explicit cost to the project (for example, office or classroom space, special equipment or supplies, and services provided on referral)?

3. ***Functional Allocation of Resources.*** What portions of staff time and other resources are devoted to particular program functions or objectives (for example, classroom instruction, counseling/case management, curriculum development, support services, social services, and administration/management)?

4. ***Cost Parameters.*** What are the values of the parameters that are needed to convert resource use into cost estimates (for example, general salary levels, fringe-benefit rates, indirect-cost rates, space-rental costs, equipment costs)?

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APPENDIX

SCHOOL DROPOUT DEMONSTRATION ASSISTANCE PROGRAM: PROFILES OF 1991 GRANTEES

CHICANOS POR LA CAUSA, INC.

BASIC INFORMATION

PROJECT NUMBER: 1

PROJECT NAME: Cultural Pride Linking Communities

CATEGORY: Targeted

LOCATION(S): Tempe, Arizona

CONTACT: Domingo Rodriquez
1112 East Buckeye Road
Phoenix, AZ
602-257-0700

GRANT AMOUNT: $ 484,633

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Since its establishment in 1969, Chicanos Por La Causa has been addressing the needs of youth. This model--Cultural Pride Linking Communities Model--was implemented at Thew Elementary School in July 1990.

PROJECT DESCRIPTION

Cultural Pride Linking Communities serves at-risk Chicano and other minority youth in grades 3-8. An at-risk student is defined as exhibiting three or more high risk/low resiliency factors. A total of 450 students will be served each year. Some participants will be enrolled for multiple years.

Students will be recruited through school and community referrals. Families and community agencies will be notified of the project through mailings, phone contacts, and individual and group presentations.

The project integrates the efforts of parents, community residents, schools, and a network of social service and community based agencies to provide a coordinated and sustained service model for high risk youth. Each of the six target schools will have a school-based team consisting of a prevention specialist, a case manager, four mentors, a complement of grandparents and eight trained peer tutors. In addition, each school will have an intervention team, or at-risk team, comprised of project and school personnel.

The project model stresses parental involvement and has a goal of achieving an 85% level of active parental participation.

PHOENIX UNION HIGH SCHOOL DISTRICT

BASIC INFORMATION

PROJECT NUMBER: 2

PROJECT NAME: Articulated Restructuring Dropout Prevention

CATEGORY: Restructuring

LOCATION(S): Phoenix, AZ

CONTACT:
Norma Tisdel
Director of Dropout Prevention Programs
4502 North Central Avenue
Phoenix, AZ 85012
602-271-3551

GRANT AMOUNT: $ 953,405

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Phoenix Union High School District has had experience with dropout prevention programs.

PROJECT DESCRIPTION

All students in grades K-1 and in the five project schools are served by this program.

After a full year of planning, staff training, and curriculum development, the project will have the following components: (1) Early elementary intervention, including the addition of guidance counselors, tutoring, and parent involvement; (2) Late "elementary" intervention (7th and 8th grades), including change to a junior high model, and restructuring to an interdisciplinary, team-taught, outcome-based curriculum and instruction; and (3) Early high school (9th grade) intervention, with an extended day, community involvement, and an accelerated curriculum that also uses an integrated, thematic approach. Business and various CBOs will be involved in all phases of the program.

SAN JUAN UNIFIED SCHOOL DISTRICT

BASIC INFORMATION

PROJECT NUMBER: 3

PROJECT NAME: Alliance for Excellence

CATEGORY: Targeted

LOCATION(S): Sacramento County, CA

CONTACT:
Robert Ogle
Director
P.O. Box 477
Carmichael, CA 95609-0477
916-971-7221

GRANT AMOUNT: $ 258,426

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? San Juan Unified School District has not had extensive experience with dropout prevention programs.

PROJECT DESCRIPTION

At-risk students (K-12) in one cluster of schools will be served annually by this project. The cluster serves immigrant children from many nations.

This project is implementing many different programs: (1) partnership career academies (school-within-a-school) at the high school level; (2) tutor/mentor services; (3) a pilot Accelerated Schools Model, developed with the assistance of Stanford University staff; (4) parent education and involvement; and (5) career awareness programs for the feeder schools. A Health Academy serving 100 students, is already in place at the high school. A Business Academy for 50 students will be implemented in fall 1992.

Attendance monitoring is an important part of the project. Family services will be provided in cooperation with the Cities in Schools program, using a case management approach.

SWEETWATER UNION HIGH SCHOOL DISTRICT

BASIC INFORMATION

PROJECT NUMBER: 4

PROJECT NAME: The Sweetwater School Dropout Demonstration Assistance

CATEGORY: Targeted

LOCATION(S): South San Diego City, CA

CONTACT:
Tom Williams
Sweetwater Union High School District
1130 Fifth Avenue
Chula Vista, CA 91911
619-691-5575

GRANT AMOUNT: $ 665,452

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The project will replicate a nationally recognized project. The district already has Learning Centers in operation and intends to expand on the concept.

PROJECT DESCRIPTION

Twelve Together is a peer counseling program for middle school youth. Participants are recruited through presentations made in the middle schools. Interested students receive applications and parental consent forms. Program staff make selections from the completed applications.

"Twelve Together" strives to keep youths in school, to make their school experience more valuable, and to help youths face and solve personal and academic problems. Each group consists of about twelve youths and two trained adult facilitators (also called advisors or mentors). Participants agree to study one and a half hours a day, attend after-school two-hour weekly peer group meetings, not skip classes, do everything they can to improve their grades, bring their report cards to peer group meetings, and attend all academic forums, which meet one Saturday a month. The program operates in nine middle schools and one high school, with between 40 and 80 participants in each school.

LONG BEACH UNIFIED SCHOOL DISTRICT

BASIC INFORMATION

PROJECT NUMBER: 5

PROJECT NAME: Up with Literacy

CATEGORY: Targeted

LOCATION(S): Long Beach, CA

CONTACT: Johnetta Fleming
701 Locust Avenue
Long Beach, CA 90813
310-437-6711

GRANT AMOUNT: $ 665,895

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Up with Literacy has been funded under the Dropout Demonstration Assistance Program since the 1988-89 school year. This application proposes to continue the successful components of that program and to add additional components and schools to the program.

PROJECT DESCRIPTION

The Up with Literacy Program serves at-risk students in grades K-12. The students are identified by teachers and counselors in the host schools. The program will serve from 30-100 students in each of the six participating schools.

Under the supervision of the program facilitator and the on-site coordination of the instructional assistant, teachers and teacher aides will provide up to 1-1/2 hours of afterschool tutoring sessions four days a week for the six target schools. Literacy activities and higher-order thinking skills will be emphasized.

LOS ANGELES UNIFIED SCHOOL DISTRICT

BASIC INFORMATION

PROJECT NUMBER: 6

PROJECT NAME: Early Intervention for At-Risk Elementary Students

CATEGORY: Targeted

LOCATION(S): Los Angeles, CA

CONTACT: Linda Taylor
6651 Baboa Blvd.
Van Nuys, CA 91406
818-997-2640

GRANT AMOUNT: $ 400,669

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The program has already been in operation with federal support.

PROJECT DESCRIPTION

This program targets at-risk elementary level youth, newcomers into the school and students with adjustment problems.

The project aims to demonstrate school-wide and classroom strategies to ameliorate school adjustment and related learning problems for at-risk elementary level youth, and to diffuse the program throughout the school system.

The Kindergarten and Elementary Intervention Program (KEIP) component will be expanded to be both prevention-oriented for successful adjustment of newly entering students and their parents, and interventionists for students with significant school adjustment and learning problems.

A major new component provides a welcoming service, first to teachers new to the school, second to children and their families. Special attention is paid to families who are late arrivals. An attempt is being made to identify barriers that prevent families from being integrated into the school culture.

BUTTE COUNTY OFFICE OF EDUCATION

BASIC INFORMATION

PROJECT NUMBER: 7

PROJECT NAME: Oroville Area Stay in School (OASIS)

CATEGORY: Targeted

LOCATION(S): Butte County, CA

CONTACT: Ms. Lee Wood
1969 Bird Street
Oroville, CA 95965
916-538-7249

GRANT AMOUNT: $ 632,987

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The project replicates and modifies local and national models of dropout prevention, "High Scope" (elementary) and "Strategies Intervention Model" (secondary).

PROJECT DESCRIPTION

The Oroville stay in school (OASIS) project targets approximately 950 students in grades K, 3, 7, and 9 and 600 at-risk students in grades K, 6, and 8. Teachers and administrators at the eight participating school districts will identify the at-risk children and refer them to the school's site coordinator.

The student study team, consisting of a site coordinator, a PTA representative, two teachers, a counselor, and a multicultural subcommittee member, will recommend appropriate actions and/or services. Activities include: truancy mediation, counseling, academic remediation, community-student/family activities, and referrals. The 950 primary target students represent about 33% of the enrollment for those grades in the eight districts.

There is also an expectation that the program will eventually change the ways in which the schools operate.

SANTA ANA UNIFIED SCHOOL DISTRICT

BASIC INFORMATION

PROJECT NUMBER: 8

PROJECT NAME: Santa Ana 2000

CATEGORY: Restructuring

LOCATION(S): City of Santa Ana, Orange County, CA

CONTACT: Linda Marie Delgiudice
Project Director
714-558-5891

GRANT AMOUNT: $ 1,410,301

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Santa Ana Unified School District has had experience with dropout prevention programs.

PROJECT DESCRIPTION

Santa Ana 2000 is a consortium of a number of community agencies and the school district. The dropout funds will be used to integrate dropout identification, prevention, intervention, and recovery activities for students in preschool through grade 12.

One elementary school, three intermediate schools, and one high school are participating in Santa Ana 2000. The major focus is on grades 6-12. Santa Ana serves large numbers of students for whom English is a second language.

The project draws on and expands a number of dropout prevention models, including High/Scope, TRIBES, and Career Beginnings.

The intermediate schools are moving toward a house system, with a focus on interdisciplinary and thematic instruction. The high school is restructuring its curriculum and instruction in ways that will prepare all students for college. The project will support a family counselor at all participating schools.

COLONIAL SCHOOL DISTRICT

BASIC INFORMATION

PROJECT NUMBER: 9

PROJECT NAME: Colonial School District Dropout Demonstration Assistance Program

CATEGORY: Targeted

LOCATION(S): New Castle County, DE

CONTACT: Ron L. Gottshall
318 East Basis Road
New Castle, DE 19720
302-429-4039

GRANT AMOUNT: $ 679,203

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? This program expands on the District's 1987-91 School Dropout Demonstration Assistance Program.

PROJECT DESCRIPTION

The services of this program are targeted to at-risk students in grades K-12 as well as dropouts and re-entry students. Student intervention teams identify at-risk students for special intervention services and all early withdrawal and expelled students for recovery and re-entry services. All identified at-risk students will receive prevention services.

At the elementary and middle schools level a Student Intervention Team, composed of an administrator, counselor, nurse and support staff, is established to support the components. At the high school levels the teams consist of the associate principal(s), school counselor(s), at-risk staff persons, and necessary support staff in each of five centers. The components are: a prevention curriculum for all students, alternative learning centers for grades 3-12, an after-hours program, a mentoring program, a bridge program to assist with transitions in grades 3, 6, and 9, drug and alcohol counseling, a teen parenting program, summer intervention classes, family support programs, recovery and reentry program for dropouts, and administration, monitoring, and evaluation. These services will be provided as a menu and the students will receive the services that they need.

ASPIRA ASSOCIATION, INC.

BASIC INFORMATION

PROJECT NUMBER: 10

PROJECT NAME: The ASPIRA Teachers, Organizations and Parents for Students (TOPS) Partnership Project

CATEGORY: Targeted

LOCATION(S): Miami, Florida and Carolina, Puerto Rico

CONTACT:
Elena Pell
1112 16th Street, NW
Suite 340
Washington, DC 20036
202-835-3600

GRANT AMOUNT: $ 144,477

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? ASPIRA was founded in 1961 to encourage and promote education and leadership development among Latino youth.

PROJECT DESCRIPTION

The Teacher Organizations and Parents for Students (TOPS) program targets at-risk Hispanic middle-school students (7th and 8th grades) in Miami, Florida, and Carolina, Puerto Rico. The program will serve 60 students, who will be recruited by the ASPIRA TOPS partnership coordinator. Students will be in 6th grade when recruited and 7th grade when they enter the program.

TOPS establishes educational partnerships between 60 Latino middle-school youth, community-based organizations, parents, and schools. There will be two components: 1) an integrated services package with individual case records; and 2) the TOPS team model.

VOLUSIA, LAKE, FLAGLER-PIC, INC.

BASIC INFORMATION

PROJECT NUMBER: 11

PROJECT NAME: Storefront Education Alternative

CATEGORY: Targeted

LOCATION(S): Daytona Beach, FLA

CONTACT: Laurence Tomasetti
P.O. Box 351
Daytona Beach, FL 32115
904-258-7072

GRANT AMOUNT: $ 105,404

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Martin Luther King Conservation Corps (MLKCC) is an existing program providing youth with work experience and basic education services. This program expands on the education component of the program.

PROJECT DESCRIPTION

The storefront education alternative provides an alternative school for dropouts. Dropouts will be adjudicated to the program by Juvenile court or referred by schools as dropouts.

The storefront school serves 68 students. Students will have access to the education component and to the employment and training services of the MLKCC. The storefront school is an addition to an existing program funded by JTPA.

THE SCHOOL BOARD OF BROWARD COUNTY, FLA

BASIC INFORMATION

PROJECT NUMBER: 12

PROJECT NAME: Model School Adjustment Program

CATEGORY: Targeted

LOCATION(S): Broward County, Florida

CONTACT: Gail Sauer
701 N.W. 31st Avenue
Ft. Lauderdale, FL 33311
(305) 797-4679

GRANT AMOUNT: $ 578,289

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The program is already operating in four middle schools. Participating students have been tracked since 1984.

PROJECT DESCRIPTION

The Model School Adjustment program identifies students as at-risk beginning in the 5th grade. Invitations to participate are then made to the 6th graders who qualify. It is expected that 1,750 students entering the middle schools will participate in the first year of the expanded project. Enrollment will expand to 2,290 in the fourth project year.

Throughout the grades, program participants are provided with activities to encourage them to remain in school. A child study team will be established in middle and high schools to create individualized education plans. The program is currently being expanded to include five new high school sites.

CITIES IN SCHOOLS OF MIAMI

BASIC INFORMATION

PROJECT NUMBER: 13

PROJECT NAME: Public/Private Partnership to Benefit Youth At Risk of Dropping Out

CATEGORY: Targeted

LOCATION(S): Dade County, FLA

CONTACT:
Marion Hoffman
Executive Director
330 Byscayne Blvd.
Suite 709
Miami, FL 33132
305-358-0717

GRANT AMOUNT: $ 300,321

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Cities in Schools of Miami became operational in July 1989 and opened its first program for at-risk youth, the Corporate Academy, in September 1989.

PROJECT DESCRIPTION

The program sponsored by Cities in Schools of Miami under the demonstration grant are collaboratives with the Dade County Public Schools and, in the case of the Corporate Academy, with Burger King. An important function of CIS in both programs is the enrichment of the social and support services and the addition of the mentoring component.

Corporate Academy

The Corporate Academy is a free-standing alternative school that serves at-risk 9th through 12th graders throughout Dade county. Youth must meet two of eight state criteria for identifying potential dropouts, including poor grades, previous suspensions, high school absenteeism, high mobility among schools, low reading skills, over age for their grade, pregnancy or parenthood, or one or more incidences of dropping out of school. Moreover, they must be motivated and not have significant behavior problems.

The Corporate Academy serves about 150 at-risk youth throughout the county on an application basis. This school offers not only a full educational curriculum leading to a Dade County Public school diploma, but it also offers work experience/skills instruction and social support services, including mentoring.

COMET Program

The COMET (Career Opportunities Motivated through Educational Technologies) program is a one-year alternative educational curriculum for underachieving 5th graders in ten Dade county elementary schools. Students for this program are hand picked by the COMET teachers.

The COMET program will serve sixteen at-risk 5th graders in each of ten elementary schools. Students in the COMET program spend half a day doing regular academic coursework. Then by performing well in their regular work, they earn the privilege of spending the other half day in a work experience lab, where they work at simulated jobs. Participants receive special social services, including mentoring.

GEORGIA CITIES IN SCHOOLS, INC.

BASIC INFORMATION

PROJECT NUMBER: 14

PROJECT NAME: Turning Kids Around

CATEGORY: Targeted

LOCATION(S): Burke, Hancock, McDuffie, Troup, and Spalding Counties, GA

CONTACT:
Aaron Worthy
Georgia Cities in Schools, Inc.
1252 West Peachtree Street, NE
Atlanta, GA 30309
404-873-3979

GRANT AMOUNT: $ 406,346

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Georgia Cities in Schools has been running dropout prevention programs in the area for several years and currently serves roughly 600 middle school and high school students.

PROJECT DESCRIPTION

SUCCESS Curriculum

The SUCCESS curriculum is targeted at at-risk middle school students, who are identified as at-risk by their profile of performance through the 5th grade. This program is targeted on youth who have been retained one or more years and who have excessive absences, poor academic performance, and/or behavioral problems.

The SUCCESS seminar is offered to middle school students in four rural counties. This seminar is a six unit curriculum developed by CIS designed to promote self esteem. The curriculum is delivered by trained public school teachers in 45 minute class periods. Students generally enroll in the seminar in 6th grade and remain with the program throughout middle school. In addition to the SUCCESS seminar, participants have the services of a home visitor who maintains ongoing contact with the school to identify and address social service needs, and a parent involvement coordinator, who seeks to promote parental participation in the education of their child.

In the largest school district (Griffin-Spalding), there are about 210 students in SUCCESS seminars. There are smaller numbers (50 to 100 students) in each of the other three counties being served by the demonstration (LaGrange, McDuffie, Burke, and Hancock).

High School Academy

The High School Academy is an alternative educational program which serves about 50 9th and 10th graders who made little credit accumulation during their first 9th grade year.

The High School Academy was established last fall in the Griffin-Spalding School District. The school has a capacity for 47 students and serves only 9th and 10th grade students who have fallen significantly behind in credit accumulation for graduation. The school offers an accelerated learning curriculum designed to prepare students to enter 11th grade "on track." The academy offers four academic periods of instruction in core courses, then busses students to their home school for two periods of electives each day.

CARBONDALE COMMUNITY HIGH SCHOOL #165

BASIC INFORMATION

PROJECT NUMBER: 15

PROJECT NAME: Operation Rebound

CATEGORY: Targeted

LOCATION(S): Carbondale, IL

CONTACT: Kay Parrish
300 North Springer Street
Carbondale, IL 62901
618-549-8232

GRANT AMOUNT: $ 198,016

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Operation Rebound has been in operation for 21 years. It has been funded by SDDAP funds for 3 years.

PROJECT DESCRIPTION

To be eligible for Operation Rebound, youths must be at least 16 years of age and have been out of school for at least 60 days, or be defined as at-risk due to slow progress towards graduation. Dropouts enroll voluntarily except when ordered to be in attendance by the courts. A large network of social-service agencies and community service providers also make referrals. The at-risk students are referred to the program by their schools. Approximately 300 eligible high school dropouts and at least 80 at-risk students will enroll in FY92.

The purpose of the program is to assist persons whose schooling has been interrupted to complete high school diploma requirements, or to prepare to pass the GED examination.

BOARD OF GOVERNORS OF STATE COLLEGES AND UNIVERSITIES

BASIC INFORMATION

PROJECT NUMBER: 16

PROJECT NAME: Northeastern Illinois University Dropout Prevention Educational Partnership Program

CATEGORY: Targeted

LOCATION(S): Chicago, Illinois

CONTACT:
Betty Brace
5500 N. St. Louis Avenue
Chicago, IL 60626
312-478-2506

GRANT AMOUNT: $ 508,488

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? This project replicates and expand the 1987 Hispanic Policy Development Project and the 1988-91 Department of Education School Dropout Demonstration Project serving the Lake View and Well School communities.

PROJECT DESCRIPTION

The program targets at-risk students in grades K-12, with a focus on entering high school students. At-risk students will be identified by counselors visiting middle schools in the spring.

There will be a school-within-a-school at Wells Community Academy, an urban studies option program and support groups at Lake View High School, and an intensive curriculum intervention program at Juarez High School. Targeted at-risk students will be blocked together in classes through the school day and teachers will be grouped into teams to develop curricula that more effectively address students' cultural needs.

At Lake View, 120 freshmen, 90 sophomores, 25 juniors will participate in the Cooperative Curriculum Project and the Bilingual Urban Studies program. At Wells, 100 incoming freshmen, 60 sophomores, and 40 juniors will participate in the school-within-a-school. At Juarez, 100 at-risk students will be selected for year 1. A total of 535 students in the three high schools will be identified for services.

At the elementary level, activities will be implemented to identify and monitor potential dropouts.

ROCKFORD PUBLIC SCHOOL #205

BASIC INFORMATION

PROJECT NUMBER: 17

PROJECT NAME: Early Identification/Intervention Middle School Program

CATEGORY: Targeted

LOCATION(S): Rockford, Illinois

CONTACT: David Rehnberg
201 South Madison Street
Rockford, IL 61104
815-966-3111

GRANT AMOUNT: $ 494,708

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? This project expands an existing program.

PROJECT DESCRIPTION

The three components of this program serve at-risk middle-school students from four district middle schools. These students are selected based on recommendations from teachers, parents and counselors, and four at-risk indicators: non-attendance/truancy; achievement scores; retention/over-age; and dysfunctional family. First priority will be given to incoming seventh graders.

Teacher Resource Program

One teacher at each middle school will free up five regular teachers to work with 15 students per day. Students receive one period per day of intense academic help. A total of 75 students per school will participate.

At Risk Counselor

One counselor will be located at each school, to provide counseling, family outreach services, liaison services, and linkages among feeder schools.

Self-contained program

The Eisenhower middle school will serve 40 of the most at-risk seventh graders. Students will be taught using accelerated learning strategies.

WICHITA PUBLIC SCHOOL DISTRICT

BASIC INFORMATION

PROJECT NUMBER: 18

PROJECT NAME: Project West

CATEGORY: Targeted

LOCATION(S): Wichita, Kansas

CONTACT: James Gates
217 North Water Street
Wichita, KS 67202
316-833-4145

GRANT AMOUNT: $ 482,148

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The program is based on Cities In Schools (CIS).

PROJECT DESCRIPTION

Participants in Project West are students in grades K-5. Eligibility is based on at-risk factors such as low school attendance, race/ethnicity, poor academic performance, and low economic status. These students will then be selected for participation through a review of student performance and attendance by the school support team and teachers and counselors in the target schools.

Project West will provide a coordinated program of individual services for at-risk elementary students and their families. Three school support teams, each consisting of a social worker, a counselor, a nurse, and a CIS coordinator, will serve six elementary schools. Services will be provided through an integrated case management approach.

NEW ORLEANS PUBLIC SCHOOLS

BASIC INFORMATION

PROJECT NUMBER: 19

PROJECT NAME: Successful Utilization of Concentrated, Collective Efforts for Student Success (SUCCESS)

CATEGORY: Targeted

LOCATION(S): New Orleans, LA

CONTACT:
James Lloyd
4100 Touro Street
New Orleans, LA 70122
504-286-2836

GRANT AMOUNT: $ 761,824

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? SUCCESS has operated for three years in the New Orleans Public Schools District. This proposal expands the program from one three-school feeder system to three such systems.

PROJECT DESCRIPTION

The Successful Utilization of Concentrated, Collective Efforts for Student Success (SUCCESS) program targets at-risk students in grades K-12 and their parents. All students identified as at risk, which is based on remediation levels, grade retention, poor attendance, and health problems, are served by the program. The program will operate in nine target schools. In the three elementary schools, the focus will be on grades K, 1, 4.

Targeted students participate in remediation and self-esteem sessions that are taught by project teachers, within their regular classes. Some sessions may be conducted outside of the classroom. SUCCESS also provides participants with counseling and encourages the students' parents to participate in their children's education.

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

BASIC INFORMATION

PROJECT NUMBER: 20

PROJECT NAME: Youth Experiencing Success (YES)

CATEGORY: Targeted

LOCATION(S): Anne Arundel County, Maryland

CONTACT: Thomas Miller
2644 Riva Road
Annapolis, MD 21401
301-224-5489

GRANT AMOUNT: $ 397,587

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? This program expands Youth Experiencing Success, which was designed and implemented under the Vocational Education Drop Out Demonstration Assistance Program.

PROJECT DESCRIPTION

The Youth Experiencing Success (YES) program is a multi-faceted program to offer expanded educational opportunities, as well as increased monitoring and social support to youth pursuing a vocational curriculum. The program targets at-risk 9th and 10th grade students who attend the vocational technical centers. Risk status is determined by scores on the Dropout Prediction Scale developed by Clemson University.

The core of the program is a one-year alternative language arts curriculum (applied communication), offered at the vocational education center, which integrates vocational training and language arts. In addition, students have assigned counselors who monitor their academic and vocational performance and follow-up on emerging problems. Moreover, participants are assisted in finding work experience opportunities. Other features of the initiative include parent involvement and summer camps. The program will serve up to 50 new participants each year in each of two centers. (Students who had completed the language arts curriculum would continue to receive other intervention services.)

BALTIMORE CITY PUBLIC SCHOOLS

BASIC INFORMATION

PROJECT NUMBER: 21

PROJECT NAME: Baltimore City Public Schools' Dropout Demonstration

CATEGORY: Restructuring

LOCATION(S): Baltimore, MD

CONTACT: Winfred Cottman
200 East North Avenue
Baltimore, MD 21202
410-396-8619

GRANT AMOUNT: $ 761,937

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The proposal expands on two programs already operating in Baltimore: Success for All and Sizer's Essential Schools model.

PROJECT DESCRIPTION

Success For All

In the four participating elementary schools, all students experience the Success for All package of curriculum and instruction. At the transition to middle school, Success for All students will be kept together in a group for core subjects.

Under the grant, Success For All is being extended from Pre-K-3rd grade to grades 4-6. Three curriculum-specific team learning models will be implemented for 4th and 5th graders. Students will also have access to tutoring. A component called Magic Me will assist some 5th graders in making the transition to middle school and will continue as a community service requirement in 6th grade.

Essential Schools Project

At the high school, the Essential Schools program serves 9th and 10th graders at high risk for dropping out.

This component establishes a school-within-a-school for incoming 9th graders and maintains the program throughout high school. Each group of students is taught by a trained, supportive team of five instructors. There are summer programs to ease incoming 9th graders into high school and to offer students the opportunity to pass courses that were failed during the previous school year. One hundred students will participate per grade.

JOBS FOR YOUTH-BOSTON, INC.

BASIC INFORMATION

PROJECT NUMBER: 22

PROJECT NAME: Boston Alternative School Consortium (BASC)

CATEGORY: Targeted

LOCATION(S): Boston, MA

CONTACT: Ephraim Weisstein
312 Stuart Street, Third Floor
Boston, MA 08116
617-338-0815

GRANT AMOUNT: $ 196,807

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The Boston Alternative School Consortium (BASC) is an extension and expansion of a model operated by Jobs for Youth and Action for Boston Community Development, Inc. (ABCD) since 1987.

PROJECT DESCRIPTION

The Jobs for Youth-Boston, Inc. demonstration projects currently operational serve at-risk youth (16 to 22 years old) who have substantial skills (7th grade reading and math). JFY also has plans to implement alternative educational programs for 9th graders with skills but who have made essentially no progress toward graduation and for very low-skilled youth (6th grade reading or below). Two of the operating projects are alternative school programs offering Boston Public high school diplomas. These serve youth in grades 9 through 12. Another program serves seniors who are at risk of not graduating.

Jobs For Youth-Boston, Inc. offers a wide range of education, training, and employment services for youth. The demonstration funds are targeted at expanding its educational initiatives. In particular, it will support the Jobs for Youth alternative school program and a similar alternative school program operated by the Action for Boston Community Development. The alternative schools, operated in cooperation with the Boston Public schools, will offer three different curricula for youth with different needs: (1) Students with reasonable skills and who are making progress toward graduating; (2) youth with reasonable basic skills but who have made little progress toward graduation; and (3) those with low basic skills. Classes are small (maximum of 15 students). The first curriculum for the first group of students is competency based. The second group will have no discreet competencies, but will address a complete high school curriculum through projects (adapted from Gardner's teaching across the curriculum and Sizer's portfolio approaches to education). The curriculum for the third group is at the conceptual stage of development. This will follow a basic skills emersion model, emphasizing reading, writing, and computation skills. The curriculum will be modeled around the ABE/GED classes, but use a more holistic approach to learning.

In total, Jobs for Youth plans to serve about 200 youth a year, 100 in the regular alternative school curriculum; 60 in the second curriculum model and about 60 in the third model.

Other counseling, employment, and support services offered through Jobs for Youth will be available to participants in the demonstration educational programs.

NEW BEDFORD PUBLIC SCHOOLS

BASIC INFORMATION

PROJECT NUMBER: 23

PROJECT NAME: Comprehensive Dropout Prevention Program

CATEGORY: Targeted

LOCATION(S): New Bedford, MA

CONTACT: Mary Louise Francis
455 County Street
New Bedford, MA 02740
508-997-4511 (X3214)

GRANT AMOUNT: $ 603,243

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The project is an expansion and coordination of several existing programs operating within the school system.

PROJECT DESCRIPTION

This is a coordinated program of dropout prevention services designed to pull together existing district services and new activities. The program targets at-risk students in grades K-12.

Various programs include: the integration of an interdisciplinary curriculum introducing higher order thinking skills using Interactive Video Technology in all classrooms, grades 1-6; a collaboration with project RISE, a junior high program, adding career awareness, parental involvement, attendance monitoring and family outreach; a comprehensive system of remedial instruction and ESL instruction at the high school level; a collaboration with the Pregnant and Parenting Teens program and the Division of Adult Education Literacy component. This program will serve 850 students: 250 from the elementary level; 80 junior high students; 425 high school students; 75 from the alternative secondary level; and 20 adult education students.

DETROIT PUBLIC SCHOOLS

BASIC INFORMATION

PROJECT NUMBER: 24

PROJECT NAME: Detroit's Restructure and Keep Students (RAKS) Program

CATEGORY: Restructuring

LOCATION(S): Detroit, MI

CONTACT:
Viola Walker
Grant Procurement Office
Detroit Public Schools
5057 Woodward Avenue
Room 1056
Detroit, MI 48202
(313) 494-1690

GRANT AMOUNT: $ 620,309

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Some initiatives already under way in the district have been incorporated as part of the RAKS program. Most notably, the vocational centers that serve as the inspiration for the program were specially designed to keep at-risk students in school.

PROJECT DESCRIPTION

The Restructure and Keep Students (RAKS) program serves selected students in grades 3-12. Eighty percent of participants will be minority males, with the remaining slots reserved for females, bilingual students, and the handicapped. The program operates in one of the district's five Vocational Technical Centers, two of its feeder middle schools, and two feeder elementary schools.

The RAKS philosophy draws on research showing that vocational education is more effective at keeping at-risk students in school; its planners believe that making a connection between school and the workplace is an effective strategy for reducing the tendency of low achievers to drop out. In early grades, the program aims to provide educational alternatives to conventional strategies (i.e., retention) for students showing signs of school failure. A Cluster Planning Team, including school staff and parent representatives from each school along with personnel from a local university, serves as a steering committee, with a major goal of changing district policies to provide more autonomy to principals and teachers. A weekend retreat for all participating students, staff, and parents will kick off the program. Older students will mentor younger students.

GRAND RAPIDS PUBLIC SCHOOLS

BASIC INFORMATION

PROJECT NUMBER: 25

PROJECT NAME: The Significant Reduction of Dropouts

CATEGORY: Restructuring

LOCATION(S): Grand Rapids, MI

CONTACT: Robert Gill
Asst. Supt. for School Improvement
143 Bostwick Avenue, NE
Grand Rapids, MI 49503
616-456-4705

GRANT AMOUNT: $ 980,257

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Several initiatives at the elementary level were begun under a previous federal dropout demonstration assistance grant.

PROJECT DESCRIPTION

The project will work with eight elementary schools, one middle school, and one high school.

At kindergarten entry, an elaborate screening procedure will be used to identify at-risk students and make suitable placements. At other grade levels, at-risk criteria include: one or more grade levels behind in reading or math; disruptive behavior; withdrawn, underachieving, or rebellious; absenteeism and tardiness; poor social skills; indications of physical abuse or neglect; indication of dysfunctional family and/or mental illness.

This project combines established targeted interventions for at-risk students with a loosely specified plan to allow ten schools to undertake restructuring. Key components include staff development, school improvement teams, and community-based attendance officers/child advocates. Participating teachers and administrators will be developing and implementing outcomes-based curriculums in math and language arts.

CITY OF FLINT SCHOOL DISTRICT

BASIC INFORMATION

PROJECT NUMBER: 26

PROJECT NAME: Toward a More Successful Student

CATEGORY: Targeted

LOCATION(S): Flint, MI

CONTACT: Lawrence Cywin
923 East Kearsley
Flint, MI 48502
313-760-1120

GRANT AMOUNT: $ 456,537

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The program is based on an alternative school model developed in Flint for seriously at-risk students in grades 6-8.

PROJECT DESCRIPTION

The program will be open to all students, ages 12-16 years old, in the Flint area considered to be potential dropouts, as indicated by repeated failure in school; being economically disadvantaged; being a child of a drug user; being a victim of abuse; having committed violent or criminal acts; or being unable/reluctant to attend traditional school.

The project provides for an Ungraded Alternative Middle School for students who show early signs of school failure or other behavior which leads to dropping out. Students will develop an individual education plan with a counselor. The academic setting will provide core classes during the morning and "hands-on" types of activities in the afternoon. A key objective will be to accelerate students through the middle-school program so they can be prepared to enter high school. Promotion into the regular classes will be based on a demonstrated competency. The program will serve at least 100 students.

ONAWAY AREA COMMUNITY SCHOOL

BASIC INFORMATION

PROJECT NUMBER: 27

PROJECT NAME: Project Hope II

CATEGORY: Targeted

LOCATION(S): Onaway, MI

CONTACT: James Hall
4475 M-33 South
Onaway, MI 49765
517-733-8423

GRANT AMOUNT: $ 102,535

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Onaway has been running this program for a few years.

PROJECT DESCRIPTION

Project Hope II targets at-risk students in grades K-12 and dropouts. The at-risk participants are identified by at least two criteria of dropout prone youth.

The key program elements are: early identification of at-risk students in grades K-12; the identification and retrieval of dropouts, and a series of early prevention programs, such as follow-up on absences; remediation programs; individual counseling; career exploration and vocational programs.

JACKSON COUNTY SCHOOL DISTRICT CONSORTIUM

BASIC INFORMATION

PROJECT NUMBER: 28

PROJECT NAME: Dropout Prevention Consortium Project

CATEGORY: Targeted

LOCATION(S): Jackson County, MS

CONTACT: Dr. Lloyd Jones
Jackson County School District
3103 Magnolia Street
Pascagoula, MS 395678
601-392-9973

GRANT AMOUNT: $ 497,528

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? This project incorporates programs that have been conducted successfully.

PROJECT DESCRIPTION

The Motivation and Maintenance Program

The Motivation and Maintenance (M&M) program is a multifaceted initiative designed to motivate and maintain school attachment among middle school students. As student needs are identified, they will be addressed through case management and access to a variety of services on an as needed basis, parental education and involvement, counseling, guidance, and tutoring. A special team has been identified under grant funding to identify at-risk students and move them into appropriate services. There are no "hard" criteria for defining "at-risk." Rather, the teams will begin by identifying and serving the most obviously at-risk students and over time work their way up to the less at-risk students

The project expects to serve most, if not all, students needing the demonstration services. As such, this intervention can be viewed as a general enrichment of the social and support services available in the schools. In total, the project expects to serve about 850 students a year in 10 schools.

Partnership Academy

The Partnership Academy is a school within a school, housed at St. Martin High School. This school offers the academic courses in an environment of smaller class sizes. It also offers technical training for part of the day and offers trained mentors. The academy serves students with grade point averages below 2.0, who are deficient in credit accumulation, who have limited English proficiency and/or who have a history of unexcused absences. The academy has a capacity of about 60 students in the first year and about 100 in the second year. Students are expected to remain in the program through graduation.

Summer Training and Education Program (STEP)

The demonstration will provide student Advocates for participants, ages 14 and 15, in the local STEP program. These advocates will work with about 120 students each summer.

ECONOMIC OPPORTUNITY CORP. OF GREATER ST. JOSEPH

BASIC INFORMATION

PROJECT NUMBER: 29

PROJECT NAME: Project Discovery

CATEGORY: Targeted

LOCATION(S): Buchanan County, MO

CONTACT: Ms. Karlan Dishon
817 Monterey Street
P.O. Box 3068
St. Joseph, MO 64503
816-233-8281

GRANT AMOUNT: $ 96,738

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Project Discovery is a nationwide program. It has been implemented by The Economic Opportunity Corp. since August 1989 in northwest Missouri.

PROJECT DESCRIPTION

Project Discovery targets at-risk students in grades K-12. To be eligible students must be referred by the school they attend, exhibit five or more at-risk characteristics, and consent to participate.

Under this grant, the county's existing Project Discovery program will be expanded to 450 students in the St. Joseph School district. The program will serve 10 groups of 15 students in each of 3 years. Students meet for one hour weekly with the project coordinator for classroom instruction and group activities.

HUMAN DEVELOPMENT CORPORATION OF METROPOLITAN ST. LOUIS

BASIC INFORMATION

PROJECT NUMBER: 30

PROJECT NAME: Metropolitan Youth Academy (MYA) School Dropout Demonstration Assistance Program

CATEGORY: Targeted

LOCATION(S): St. Louis, MO

CONTACT: Jill Goodman
929 North Spring Avenue
St. Louis, MO 63108
314-652-5100 (ext. 226)

GRANT AMOUNT: $ 183,075

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The Human Development Corporation (HDC) has operated various anti-poverty programs for 25 years including job training programs and Youth and Adult Basic Education.

PROJECT DESCRIPTION

The Metropolitan Youth Academy serves minority low-income youth, between the ages of 15-18, who reside in the city of St. Louis and have three or more of nine risk factors.

The program offers a six-month comprehensive individual and family development skill building curriculum including assessment; individual counseling; family case management group counseling; academic instruction; substance abuse issues education; pre-employment skills training; basic life skills education and training; and follow-up and on-going aftercare groups. It will serve 50 youth over each six-month cycle of the project's four-year life.

BROWNING SCHOOL DISTRICT

BASIC INFORMATION

PROJECT NUMBER: 31

PROJECT NAME: Browning Public Schools Dropout Demonstration Assistance Program

CATEGORY: Targeted

LOCATION(S): Blackfeet Reservation, MT

CONTACT: Carol Juneau
P.O. Box 610
Browning, MT 59417
406-338-2715

GRANT AMOUNT: $ 293,331

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? This project expands some of their district's programs and uses parts of successful programs operating elsewhere.

PROJECT DESCRIPTION

The various program components target students in grades K-12.

Some of the program components are: a young mother's program which provides parental training, a tutoring program to serve all grades (120 at risk students), teacher and teacher assistant inservice training to provide training on how to work with at-risk children, parental inservice programs to provide for specific parental training/activities to help parents with their children, a summer institute for students who want remediation, and an accelerated learning program for all grades. Services will be delivered as individualized integrated packages.

CLARK COUNTY SCHOOL DISTRICT

BASIC INFORMATION

PROJECT NUMBER: 32

PROJECT NAME: The Las Vegas Plan

CATEGORY: Targeted

LOCATION(S): Clark County, Nevada

CONTACT: Maria Chairez
2832 East Flamingo Road
Las Vegas, NV 89121
702-799-8636

GRANT AMOUNT: $ 741,916

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The District has piloted the program and wants to complete implementation and expand the population served. The Plan was activated in the 1990-91 school year.

PROJECT DESCRIPTION

The Las Vegas Plan serves all at-risk youth in the Clark County School District.

The two key components of the project are the Clearinghouse of Student Tracking and Replacement (COSTAR) center, and Horizon High School. COSTAR will assess at-risk youths and make appropriate referrals. Horizon High School will offer a full basic high school curriculum, using a choice of structured attendance classrooms, open entry/exit labs, and independent study formats, occupational/vocational programs, and social services.

NEWARK SCHOOLS

BASIC INFORMATION

PROJECT NUMBER: 33

PROJECT NAME: Project Accel

CATEGORY: Targeted

LOCATION(S): Newark, NJ

CONTACT: John Duggins
2 Cedar Street
Newark, NJ 07102
201-733-6437

GRANT AMOUNT: $ 320,952

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? This project was initiated in 1989-90.

PROJECT DESCRIPTION

Project Accel, a school-within-a-school, targets 6th and 7th graders who are at least one grade level behind their age-appropriate grade. Students are selected for the program based on their potential to accelerate and rejoin their peers.

The basic intervention is an alternative curriculum delivered by four staff members in each school. The program provides two years of school within one intervention period, so that students can rejoin their age-appropriate grade. However, some students may remain in the program for two years. The curriculum also includes twenty hours of career awareness and is supplemented by extensive social supports.

YOUTH DEVELOPMENT, INC.

BASIC INFORMATION

PROJECT NUMBER: 34

PROJECT NAME: Project Succeed

CATEGORY: Targeted

LOCATION(S): Albuquerque and Bernalillo, NM

CONTACT:
Augustine Baca
Youth Development, Inc.
6301 Central, N.W.
Albuquerque, NM 87105
505-831-6038

GRANT AMOUNT: $ 293,719

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Youth Development, Inc. (YDI) has been serving youth and their families since 1971. This application is to expand and replicate YDI's Stay-In-School project.

PROJECT DESCRIPTION

Elementary School Component

The Elementary School component serves at-risk 4th graders in four selected elementary schools.

Selected students are tutored by high school students who are participating in the high school Stay-in-School program, under the supervision of one teacher in each high school.

Middle School Leadership Component

The Middle School component targets 8th graders in four selected middle schools (estimated 200 students/year). Students are selected who have leadership potential but are having trouble in school.

Three-hour group activities are conducted once a week after school (field trips, speakers, dinners, recognition ceremonies, etc.)

Stay-in-School Program

The Stay-in-School program serves 9th-12th graders in four high schools (estimated 400 students/year). Students are selected based on a combination of low math and/or English grades, high absenteeism, and past suspensions.

Students are placed in small math and English classes taught by specially trained teachers. Special intensive counseling is provided to this group. Placements in part-time jobs are available, as well as life skills classes, field trips, and special events. Family support groups are conducted, open to parents of SIS program participants and other students.

RESEARCH FOUNDATION OF SUNY BINGHAMTON

BASIC INFORMATION

PROJECT NUMBER: 35

PROJECT NAME: A Partnership Program for the Prevention of School Dropout

CATEGORY: Targeted

LOCATION(S): Broome and Tioga Counties, NY

CONTACT:
Ian Evans
P.O. Box 6000
Binghamton, NY 13902
607-777-4604

GRANT AMOUNT: $ 346,170

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The Partnership has a history of working together. This program was implemented at three elementary schools in Binghamton over a five year period.

PROJECT DESCRIPTION

This program targets students with two or more at-risk criteria in grades K-3. The students are referred to the program by their teachers. A cohort of students will be identified each year, provided with direct services for one year, and then followed in subsequent years. The program will serve 240 at-risk children each year.

The Partnership Program has developed a home-visitor model. Home visitors foster home-school communication and problem solving. They do not work with students directly, but try to facilitate parental involvement in their children's education. Each home visitor will have a "caseload" of about 40 families at any one time (in addition they will have about 40 control families).

NYC PUBLIC SCHOOLS

BASIC INFORMATION

PROJECT NUMBER: 36

PROJECT NAME: Project Achieve Transition Services (PATS)

CATEGORY: Targeted

LOCATION(S): NYC

CONTACT:
Hilda Gore
110 Livingston Street
Room 840
Brooklyn, NY 11201
718-935-5515

GRANT AMOUNT: $ 752,053

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Project Achieve Transition Services expands the services of Project Achieve, an innovative dropout prevention program operating in 32 of 122 NYC high schools.

PROJECT DESCRIPTION

Project Achieve Transition Services targets late-entry, high risk students in seven high schools through two different models. These schools were selected because of their large number of late-entry students, most of whom are new immigrants to the United States.

Entry House

Entry House is a transitional program that offers enrichment classes to late enrolling students. If these students enrol after the first marking period of each semester, they students are assigned to the program. Most of the students will be new immigrants to the United States.

The program provides a variety of academic and support services to prepare the student to enter the regular school curriculum at the start of the next term. The support services include case management, family outreach, counseling, and remedial instructional services.

Support Services Model

The Support Services Model serves at-risk students transferring into the school before the first marking period of each semester.

Students in the program receive appropriate social services coordinated by the project ombudsman.

NYC COMMUNITY SCHOOL DISTRICT #18

BASIC INFORMATION

PROJECT NUMBER: 37

PROJECT NAME: Project Stay in School

CATEGORY: Targeted

LOCATION(S): Brooklyn, NY

CONTACT: Linda Kuznesoff
755 East 100 Street
Brooklyn, NY 11236
718-927-5240

GRANT AMOUNT: $ 768,154

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Community School District #18 has implemented Project Turnaround and the School Dropout Demonstration program. The District would like to build on these projects for Project Stay in School.

PROJECT DESCRIPTION

Project Stay in School targets at-risk students in grades K-8. At-risk students are identified by absenteeism rates, suspension records, and being one year or more below grade level on the most recent standardized test.

The project has four components: (1) teacher training on identifying at-risk children and how to teach them; (2) individual and small group counseling; (3) parent involvement; and (4) district-wide coordination of services in the community. Project teachers rotate among the six participant schools and conduct lessons to target classes in grades K-5. Hourly teachers will serve as ombudsmen for a maximum of 15 students. A project teacher will be assigned to each project elementary school two days each week and will be responsible for teaching five high risk target classes from grades K-5. Services will be delivered as integrated, individualized packages.

NYC PUBLIC SCHOOLS

BASIC INFORMATION

PROJECT NUMBER: 38

PROJECT NAME: Project Return Expansion

CATEGORY: Targeted

LOCATION(S): NYC, NY

CONTACT: Marie Torchia
22 East 128th Street
New York, NY 10035
212-427-5060

GRANT AMOUNT: $ 483,120

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? This project expands an existing program, Project Return.

PROJECT DESCRIPTION

Babygram Hospital Outreach

A family assistant is assigned to interview every pregnant or parenting adolescent attending the clinic. Through this process, the family assistant identifies students who need assistance completing his/her education.

Community Education Initiatives

This initiative provides case managers for parents of elementary school students wishing to complete their education. The parents are encouraged to enroll in the appropriate educational and/or vocational program.

GOOD SHEPARD SERVICES

BASIC INFORMATION

PROJECT NUMBER: 39

PROJECT NAME: Community School Partnership Model

CATEGORY: Targeted

LOCATION(S): NYC, NY

CONTACT: Jean Thomases, Executive Director
Susan McDonald, Project Director
337 East 17th Street
New York, NY 10003
718-788-0666

GRANT AMOUNT: $ 271,826

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? This model will expand and elaborate on the partnership's previous experience with implementing successful models to prevent school dropouts.

PROJECT DESCRIPTION

The Community School Partnership Model, a 52 week non-instructional, comprehensive service delivery system in partnership with the LEA, targets families with at least two children at the elementary or middle school level who have had a history of bad attendance. The program will serve 300-325 students and approximately 100 parents/adults.

The components are: identification of families; daily attendance monitoring and attendance outreach; family oriented casework; a program that strengthens parents' access to support services and coordinated continuation of services through school.

NYC BOARD OF EDUCATION

BASIC INFORMATION

PROJECT NUMBER: 40

PROJECT NAME: Cooperative Early Intervention Dropout Prevention Program

CATEGORY: Targeted

LOCATION(S): Community School District #3, NY

CONTACT: Michael Weinberg
300 West 96th Street
New York, NY 10025
212-678-2809

GRANT AMOUNT: $ 748,922

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Program components replicate programs in operation elsewhere.

PROJECT DESCRIPTION

The Cooperative Early Intervention Dropout Prevention program targets at-risk students in grades K-6. Approximately 1,500 students will be served.

The program will provide rigorous attendance monitoring and follow-up, ombudsmen for students, junior high at-risk students tutoring early grade at-risk students, extended school day programs, and off-site activities.

FLOWERS WITH CARE

BASIC INFORMATION

PROJECT NUMBER: 41

PROJECT NAME: Dropout Demonstration

CATEGORY: Targeted

LOCATION(S): New York, NY

CONTACT: Wally Lindsley
Flowers with Care Youth Services
23-40 Astoria Blvd.
Astonia, NY 11102-2941
718-726-9790

GRANT AMOUNT: $ 446,398

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Flowers with Care (FWC) has been serving at-risk teenagers for 16 years.

PROJECT DESCRIPTION

Flowers with Care Youth Services offers an alternative educational program for school dropouts and other youth who are not succeeding in the public school environment. The school serves 16 to 21 year olds who have 7th grade reading and math skills and are motivated to continue their education. (Students with very low basic skills are generally referred out to ABE or LD programs.) Referrals are by word of mouth, from school guidance counselors, and, sometimes, from the courts.

The school aims to prepare these young people for a GED that will open doors to college, vocational training, and/or better jobs. The school can serve about 115 students at any time in a comprehensive educational program, supported by an array of support services, including individual counseling, vocational workshops and job search coaching, health screening and care, school breakfast and lunch, and recreation. (As many as 300 students may flow through the program in a year.) The school is open from 8:30 am to 5:00 pm, 12 months a year.

CINCINNATI PUBLIC SCHOOLS

BASIC INFORMATION

PROJECT NUMBER: 42

PROJECT NAME: Dropout Prevention Demonstration Project

CATEGORY: Targeted

LOCATION(S): Cincinnati, OH

CONTACT: Zulfi Ahmad
230 East Ninth Street
Cincinnati, OH 45202
513-369-4090

GRANT AMOUNT: $ 585,118

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Peter H. Clark Academy was established in 1988 to provide nontraditional instructional approaches in core subjects for students 16 years old or older. This project will maintain this program and expand it to Merry Middle School.

PROJECT DESCRIPTION

The two schools that are part of this project will provide alternative instruction to students. Key components are an intensive reading program (STAR), small class sizes, and personalized attention.

Clark Academy

The Academy serves at-risk students 16 years old or older.

Merry Middle School

Merry targets 7th and 8th graders who are considered at risk because of grade retention, poor attendance, pregnancy, court referral and/or disciplinary problems.

CUSHING, OK PUBLIC SCHOOLS

BASIC INFORMATION

PROJECT NUMBER: 43

PROJECT NAME: Project Advantage

CATEGORY: Targeted

LOCATION(S): Cushing, Ripley, Perking, and Drumright Counties, OK

CONTACT:
Sylvia Olesen
123 E. Broadway
Cushing, OK 74023
918-225-1882

GRANT AMOUNT: $ 362,897

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The consortium of four rural schools will replicate and expand on a Dropout Demonstration Assistance program that was operated in Cushing Public Schools.

PROJECT DESCRIPTION

Project Advantage is a model dropout prevention, intervention, and recovery system for rural school districts. The program targets students in grades pre-K-12th. Program eligibility will be determined by an "at-risk" score calculated on the basis of four factors.

The model stresses an array of interventions to be implemented at the earliest possible stage of a student's school career. It includes family counseling, extended day and year, alternative educational components, career awareness, social support services, after school homework assistance, and an alternative classroom. The program is being expanded to three new schools.

INDIANOLA PUBLIC SCHOOL

BASIC INFORMATION

PROJECT NUMBER: 44

PROJECT NAME: Changing Expectations

CATEGORY: Targeted

LOCATION(S): Pittsburg County, Oklahoma

CONTACT: George Ellin
P.O. Box 119
Indianola, OK 74442
918-823-4231

GRANT AMOUNT: $ 297,453

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Three out of the four schools have been running the program for the last three years.

PROJECT DESCRIPTION

Changing Expectations targets all students in grades K-12 who meet certain at-risk criteria and dropouts. Students will be recruited from a variety of sources: self-referral, parent survey forms, teacher referrals, school counselors, county agencies, and churches. Most of the participants will be identified by counselors and teachers.

Four schools in Pittsburg County, Oklahoma are providing a variety of services to the students identified as at risk. Students in the program will attend regular classes and will receive individualized services from the program. These services include activities, such as visiting college campuses, interactive television, and a PC based student/curriculum information system.

CENTRAL AREA VOCATIONAL TECHNICAL SCHOOL

BASIC INFORMATION

PROJECT NUMBER: 45

PROJECT NAME: Grads II

CATEGORY: Targeted

LOCATION(S): Payne, Creek, and Lincoln Counties, OK

CONTACT: Kathy McKean
1720 South Main
Sapulpa, OK 74066
918-225-1882

GRANT AMOUNT: $ 261,253

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Project GRADS is based upon a model developed by the Oklahoma Child Service Demonstration Center (OCSDC), which is working with CAVT, to serve learning-disabled adolescents. This model, Project Adapt, was developed through a 14-year process.

PROJECT DESCRIPTION

Vocational Technical School Component

This component services high-risk 11th and 12th graders attending an area vocational technical school (AVCTS). Students are identified based on specified risk factors. Eighty students will be identified; half will be randomly assigned to program and half to control group.

Students make more systematic and intensive use of a special "resource center" with CAI and special educational software, beyond what is accessible to most students. A counselor works with participants (no counseling is available to other students). Participants will be able to (and in some cases encouraged to) attend a summer school that focuses on home-school academic subjects; summer school at vocational technical schools is not otherwise available. A lead teacher will work with all AVTS teachers to improve teaching methods, curriculum, and testing.

Home High School Component

This component serves at-risk students in 9th and 10th grades at the high schools that feed AVCTS. The students are identified in the same manner as at AVCTS. An estimated 60 students will be identified; half will be assigned to the program and half to the control group.

Counselors will work with program participants to encourage staying in school and plan for later high school years.

TULSA COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL

BASIC INFORMATION

PROJECT NUMBER: 46

PROJECT NAME: Student Training and Reentry (STAR) Program

CATEGORY: Targeted

LOCATION(S): Tulsa County, OK

CONTACT: Leslie Hale
Tulsa County Area Vocational/Technical School
3420 South Memorial Drive
Tulsa, OK 74145
918-627-7200 (X221)

GRANT AMOUNT: $ 311,830

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? STAR has been in operation in Tulsa County since 1989.

PROJECT DESCRIPTION

Student Training and Reentry (STAR) Program

The STAR program serves youth 14-21 who have already dropped out or are on the verge of dropping out (estimated 350 served per year).

The program offers a 9-week course as transition back to regular high school, vocational technical school, job training, or other community education options. Classes are limited to 15-17 students, and focus on math, language arts, computer literacy, life skills, and pre-employment skills. Intensive counseling and support are provided, included child care and transportation assistance. Successful students can gain free access to AVCTS vocational programs when they complete STAR.

NOVA Component

The program serves high-risk 7th graders. Students are nominated by teachers and counselors at the participating middle schools (estimated 36 to be served each summer).

Nova is a six-week summer catch-up/remediation program, focusing on academic skills, motivation and positive attitudes, and attendance

Dream Teams and Network Club

This component offers technical assistance (annual workshops and follow-up) for administrators and teachers from 12-15 schools each year to promote strategic planning for dropout prevention. Quarterly meetings of professionals from feeder school districts are held to disseminate information about community services and programs.

UMATILLA EDUCATION SERVICE DISTRICT

BASIC INFORMATION

PROJECT NUMBER: 47

PROJECT NAME: Alternative Strategies for Academic Progress

CATEGORY: Targeted

LOCATION(S): Pendleton and Hermiston, Oregon

CONTACT:
Kay Fenimore-Smith
2001 S.W. Nye
P.O. Box 38
Pendleton, OR 97801
503-276-6616

GRANT AMOUNT: $ 475,165

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The project adds to preexisting programs. Two alternative schools and an English Skills Center have been in operation for four years.

PROJECT DESCRIPTION

Alternative Schools

Two small schools, in Pendleton and Hermiston, Oregon, serve at-risk youth, mostly 16 and 17 years old but some older and some younger. These youth are referred by teachers and principals, are brought in by their parents, or come in on their own. Schools accept youth who have already dropped out and transfers. Program capacity is 50 students in each of two schools.

The schools provide self-paced, individual instruction. The program is for one-half day; students spend the other half day either attending their home high school or, in some cases, in employment.

Home School Dropout Retrieval

Special staff will do field work to make rapid contact with youth who leave school and with their parents, to promote rapid reentry to either regular or alternative schools.

SCHOOL DISTRICT OF PHILADELPHIA

BASIC INFORMATION

PROJECT NUMBER: 48

PROJECT NAME: The Gratz Connection

CATEGORY: Restructuring

LOCATION(S): Philadelphia, PA

CONTACT: Linda Gottlieb
Project Coordinator
(215) 684-5200

GRANT AMOUNT: $ 1,315,551

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The district has implemented a number of initiatives to address dropout issues.

PROJECT DESCRIPTION

This project involves Gratz High School, its three feeder middle schools, and 13 elementary schools.

Through the project, 17 schools from a single feeder pattern will each form a school-based management committee and a single joint Cluster Council to make policy decisions regarding curriculum, school climate, parent involvement activities, and other matters. All teachers, principals, and support staff will receive extensive training in alternative instructional techniques and student assessment, shared decisionmaking strategies, and more. Through the expansion of an existing parental involvement program, parents will receive job-readiness training in the form of academic coursework and counseling. They will also assist in monitoring attendance and encouraging additional parental involvement in participating schools.

PROVIDENCE PUBLIC SCHOOL SYSTEM

BASIC INFORMATION

PROJECT NUMBER: 49

PROJECT NAME: Providence School Dropout Demonstration Assistance Program

CATEGORY: Targeted

LOCATION(S): Providence, RI

CONTACT:
Dr. Marcia Feld
Providence Public Schools
797 Westminster Street
Providence, RI 02903-4045
401-277-3982

GRANT AMOUNT: $ 680,072

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The Partnership has been working on dropout prevention for the past three years. This project will replicate four programs from other districts and a Providence pilot program.

PROJECT DESCRIPTION

Providence is using their demonstration grant to support three separate initiatives: (1) a teenage parent initiative; (2) a child care center; and (3) a middle school case management/mentoring program.

The Teenage Parent Program

This project offers quality school-based day care for teenage parents at Central High School. The program is operated by a community based organization and serves about 14 young mothers and their children. Mothers receive parenting training. The plan is to expand the program to serve about 28 students.

Project Sunrise

Project Sunrise is a family-oriented program, offering child care to low-income working parents of pre-school and children attending one of two city elementary schools. The project offers childcare for the preschool children and after school care and tutoring to their school-age siblings. Moreover, there are parent training sessions and rap groups in the evening.

The Case Management and Mentoring Program

Five community groups will provide case management and mentoring to at-risk middle school children. Three of the community groups will target at-risk 6th graders in particular middle schools. The others will target Hispanics and students in a quasi-private accelerated program. Participants for the program are identified by teachers and counselors in the feeder elementary schools, using the school district's criteria for "at-risk." Each community center is expected to serve between 30 and 60 students per year. Participants will remain in the program throughout middle school.

CENTERVILLE ELEMENTARY

BASIC INFORMATION

PROJECT NUMBER: 50

PROJECT NAME: Centerville At Risk Program

CATEGORY: Targeted

LOCATION(S): Anderson, South Carolina

CONTACT: Linda Vaughn
1529 Whitehall Rd.
Anderson, SC 29625
803-260-5100

GRANT AMOUNT: $ 340,208

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The extent of Centerville Elementary's experience with dropout prevention is unknown.

PROJECT DESCRIPTION

Centerville At Risk Program

The Centerville At Risk Program (CARP) targets at-risk students in grades K-5. At-risk students will be identified using Hawthorne tests, achievement tests, participation in school-lunch program, and teacher recommendations.

CARP provides seven separate programs for their K-5 students. **Parents as School Supporters** will improve parental involvement through a literacy program, GED program, parenting classes, counseling, and home visits. **Early Prevention of School Failure** provides early intervention for kindergarten at-risk students; **Reading Recovery** will provide at-risk 1st graders with reading remediation; **Alternative Learning Strategies** for classroom teachers improves student achievement through cooperative learning and whole language; **Computer Assisted Instruction** motivates and challenges students to achieve; and **Summer Camp** keeps the at-risk students involved with learning and enrichment.

Taking At-Risk Ahead

For this component of CARP, 5th grade students are identified by prior retentions, reading and math achievement on standardized tests, reading and math instructional level, and teacher recommendations. The program accelerates at-risk 5th graders into middle school.

THE SCHOOL DISTRICT OF WILLIAMSBURG COUNTY, SC

BASIC INFORMATION

PROJECT NUMBER: 51

PROJECT NAME: Children at-Risk In Education (CARES)

CATEGORY: Targeted

LOCATION(S): Kingstree, SC

CONTACT: Pamelia Cromer
P.O. Box 1067
417-A School Street
Kingshee, SC 29556
803-354-5571

GRANT AMOUNT: $ 380,333

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The CARES program has been in operation for one year through funding from the South Carolina State Board of Education.

PROJECT DESCRIPTION

Children At-Risk in Education (CARES) is a comprehensive program for at-risk students in grades K-12. Eligible students will be those who have the ability to succeed in school but whose achievement, attitude, and behaviors put them at greatest risk of dropping out. Selection will be based on multiple factors which include: numbers of retentions, absences, discipline referrals, achievement on standardized tests, and family status.

CARES will provide an alternative setting where positive support and active learning experiences will enable them to succeed. Three CARES units will be organized: one at the primary level (2nd and 3rd grades), the elementary level (4th-6th grades), and junior high level (7th and 8th grades). There will be 36, 45, and 45 students respectively in each of the units. Classes are taught by a team of three teachers and a teachers' assistant under the supervision of a program coordinator and take place within an open classroom setting. At the senior high school level, the CARES program will incorporate a trained counselor who will act as liaison and ombudsman.

MCCORMICK COUNTY SCHOOL DISTRICTS

BASIC INFORMATION

PROJECT NUMBER: 52

PROJECT NAME: New Visions

CATEGORY: Restructuring

LOCATION(S): McCormick County, South Carolina

CONTACT:
Dr. Sandra Calliham
Director of Instruction
P.O. Box 548
McCormick, SC 29835
(803) 465-2435

GRANT AMOUNT: $ 298,000

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The district has been engaged in school restructuring for the purpose of reducing the dropout rate and improving the quality of their educational services since 1988.

PROJECT DESCRIPTION

The New Visions project is a comprehensive strategy to reduce the dropout rate in small rural school districts. All three schools in the district are involved. Total enrollment is about 1400 students.

The restructuring strategies that New Visions will implement include: preparing teachers for and then implementing participatory management at the school level, adopting a JDRP-validated intervention that provides home-based parenting training, developing an outcome-based interdisciplinary curriculum and a Tech-Prep program, and expanding effective channels of communication among schools. An interagency council will coordinate the multiple restructuring activities and work on improving communication between various educational and social service agencies.

JACKSON COUNTY BOARD OF EDUCATION

BASIC INFORMATION

PROJECT NUMBER: 53

PROJECT NAME: LEARNing Visions

CATEGORY: Targeted

LOCATION(S): Gainesboro, Tennessee

CONTACT: Karen Cook
205 W. Gibson Ave.
Gainesboro, TN 38562
615-268-0119

GRANT AMOUNT: $ 192,138

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The project builds on a previous dropout prevention effort implemented with Appalachian Regional Commission support at Fox Middle School.

PROJECT DESCRIPTION

Learning Visions is a K-12 intervention program for all at-risk Upper Cumberland youth.

Various programs are offered throughout the school system to improve the academic performance of students in grades K-12. In addition, the program hopes to increase student attendance, parental involvement, career awareness and preparation services, and to coordinate social services.

HOUSTON INDEPENDENT SCHOOL DISTRICT

BASIC INFORMATION

PROJECT NUMBER: 54

PROJECT NAME: Beating the Odds II

CATEGORY: Targeted

LOCATION(S): Houston, TX

CONTACT:
Harriet Avery
Assistant Superintendent
3830 Richmond Ave.
Houston, TX 77027
713-892-6670

GRANT AMOUNT: $ 519,502

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Beating the Odds II is the second phase of the Houston Independent School District's dropout prevention program.

PROJECT DESCRIPTION

Beating the Odds II will serve 6,373 at-risk students in grades K-12.

The program operates in two comparable feeder clusters from elementary school to high school. The key components are: social services provided by project-supported social workers; a teacher training program that will present accelerated learning strategies for improving academic performance; diagnosis of students' learning problems; a model data collection and reporting system; vocational enhancement; and culturally sensitive support services.

SAN ANTONIO 70001

BASIC INFORMATION

PROJECT NUMBER: 55

PROJECT NAME: San Antonio Dropout Demonstration Project

CATEGORY: Targeted

LOCATION(S): San Antonio, TX

CONTACT:
Arturo Suarez
Director
302 South Florez
San Antonio, TX 78204
512-299-1025

GRANT AMOUNT: $ 148,145

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? San Antonio 70001 has been helping at-risk youth for more than twelve years. WAVE, the program to be implemented, is based on the model developed by WAVE, Inc. and is in operation in more than 70 public schools nationwide.

PROJECT DESCRIPTION

WAVE Program

The program serves selected at-risk 9th-graders in two high schools. A total of 120 students are expected to be served in the first year, and perhaps 200 in the second year.

The program consists of one class per day, five days per week for each student. The class focuses on motivation and self-esteem.

Community-Based Recovery and Prevention

This component targets high school students who have failed the Texas Achievement Test, and dropouts referred by school staff.

Participating students are able to enroll in existing JTPA-funded services, including ABE/GED classes, English as a Second Language, pre-employment and motivation classes, life skills, counseling, and in some cases job training. These services will also be available to high school WAVE participants if they drop out of school.

INTERCULTURAL DEVELOPMENT RESEARCH ASSOC.

BASIC INFORMATION

PROJECT NUMBER: 56

PROJECT NAME: Valued Youth Border Schools Initiative

CATEGORY: Targeted

LOCATION(S): Brownsville, TX

CONTACT:
Maria del Refugio Robledo
Project Director
5835 Callaghan Road
Suite 350
San Antonio, TX 78228
512-684-8180

GRANT AMOUNT: $ 315,891

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The program replicates an empirically validated program, the Valued Youth Program.

PROJECT DESCRIPTION

The project serves at-risk 7th and 8th graders, selected based on standard State definition of at-risk factors, combined with school staff's efforts to avoid having the group dominated by students with particular types of problems. A total of 45 7th graders and 45 8th graders will be selected in the first year, and an additional 45 7th graders in the second year for a total of 135 participants.

In this project, participants serve as tutors for elementary school pupils in the elementary school classrooms, under the guidance of the regular teacher. Participant tutors thus get to go over and learn material they failed to master in elementary school. When tutors move on to 9th grade, they will become "mentors" to later groups of tutors.

SOUTHWEST TEXAS STATE UNIVERSITY

BASIC INFORMATION

PROJECT NUMBER: 57

PROJECT NAME: Spruce Cluster Partnership

CATEGORY: Restructuring

LOCATION(S): Dallas County, Dallas TX

CONTACT:
Margaret E. Dunn
Center for Initiatives in Education
Southwest Texas State University
1002 Education Building
San Marcos, TX 78666
512-245-2438

GRANT AMOUNT: $ 1,167,467

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The district has implemented dropout prevention programs in other schools.

PROJECT DESCRIPTION

This project will work with Spruce High School and its 12 feeder schools. All students in the cluster will be potentially affected by the restructuring effort.

Spruce Cluster bases its restructuring plans on the Comer Process, a model of school reform that stresses principles of social, emotional, and psychological child development. The design of the Comer Process, which includes a school governance and management team, a mental health team, and a parent involvement program, fits well with the stated criteria for grantees. Principal components include staff development, attendance monitoring, and a clinic for secondary school students. The project is a partnership between the Center for Initiatives in Education (CIE) at Southwest Texas State University and the Dallas Independent School District (DISD).

SAN JUAN (UT) SCHOOL DISTRICT

BASIC INFORMATION

PROJECT NUMBER: 58

PROJECT NAME: San Juan School District Restructuring and Reform: A Program to Enhance Completion/Graduation

CATEGORY: Restructuring

LOCATION(S): San Juan County, UT

CONTACT:
Dr. Melvin Walker
Asst. Supt. for Elementary Education
17 North First Street
P.O. Box 219
Monticello, VT 84535
801-587-2251

GRANT AMOUNT: $ 929,593

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? San Juan's previous experience with dropout prevention programs is unknown.

PROJECT DESCRIPTION

This project will involve all schools staff and students in a small, remote rural district with an enrollment of 3,500.

Although all students in the district will be affected, this project will pay particular attention to addressing the serious attrition rate among Native American students in a school district that is the size of Connecticut, Delaware, and Rhode Island combined. Principal components include a staff development initiative, including extended peer coaching and an on-line Student Information System.

HAMPTON CITY SCHOOLS

BASIC INFORMATION

PROJECT NUMBER: 59

PROJECT NAME: Hampton City Schools Dropout Prevention Plan/Project Success

CATEGORY: Targeted

LOCATION(S): Hampton, VA

CONTACT:
Linda Hanchey
Project Director
1819 Mickerson Blvd.
Hampton, VA 23663
804-850-5068

GRANT AMOUNT: $ 570,590

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? For the past several years, the Hampton City School District has been running several programs, such as the pre-school GROW program, the elementary SPARK remediation program, and an alternative high school.

PROJECT DESCRIPTION

This project will serve about 5,500 at-risk K-12th grade students in one cluster of four schools. All participating students live in a housing project.

The project will serve a cluster of schools with a community center, Lincoln Park, serving as the initial identification site for pre-schoolers. The model focuses on early childhood intervention, coordination of effort between the school, parents, and community services, and a comprehensive preschool through 12th grade approach for serving the needs of potential dropouts. Special school-based interventions will be available for all grade levels.

SEATTLE SCHOOL DISTRICT #1

BASIC INFORMATION

PROJECT NUMBER: 60

PROJECT NAME: Middle College High School (MCHS)

CATEGORY: Targeted

LOCATION(S): Seattle, WA

CONTACT:
Susan Beyers
Project Director
815 Fourth Avenue N.
Seattle, WA 98109
(206) 298-7220

GRANT AMOUNT: $ 692,991

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? This project expands and replicates a successful program of MCHS and adds successful programs from other school districts. MCHS was opened in January, 1990.

PROJECT DESCRIPTION

Middle College High School, an alternative school located on the campus of a community college, serves youth ages 15-20 who have dropped out of school (at least 20 days). The school has 200 slots and some turnover during the year; an estimated 240 students will be served each year.

The school provides a core academic curriculum of math/science and integrated humanities, plus electives (Spanish, computer resources, physical education, paid career internships), and daily group counseling. Students can take community college courses and use the college facilities.

UNIVERSITY OF WASHINGTON

BASIC INFORMATION

PROJECT NUMBER: 61

PROJECT NAME: Washington Coordinated Service Initiative for At-Risk Youth and Families

CATEGORY: Targeted

LOCATION(S): Washington State

CONTACT:
Albert Smith
C-STARS Director
4725-30th Avenue NE, GG-12
Seattle, WA 98195
206-543-3815

GRANT AMOUNT: $ 766,834

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? The case management model to be expanded and replicated through this project will build on an earlier version of the model developed by the University of Washington Center for the Study and Teaching of At-Risk Students (C-STARS). The original model has been field tested over the past three years in eighteen Idaho and Washington school districts.

PROJECT DESCRIPTION

This project will serve at-risk youth in five school districts. A Computerized Risk Index Screening Program is used to identify students at risk.

This project integrates successful accelerated learning strategies with a case management model for dropout prevention. There are three organizational components: case manager; interprofessional case management team; and the community service network. In addition, school staff will be trained in the philosophy of Stanford University's Accelerated Learning Model. Each of the five participating districts will tailor this model to their own needs, and populations.

CAREER PATH SERVICES

BASIC INFORMATION

PROJECT NUMBER: 62

PROJECT NAME: School Dropout Teen Parent and Pregnant Teen Intervention Project

CATEGORY: Targeted

LOCATION(S): Spokane, Grant & Stevens Counties, WA

CONTACT:
William Marchioro
1020 North Washington
Spokane, WA 99201
509-326-7520

GRANT AMOUNT: $ 260,925

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Career Path Services (CPS) has offered education and job training services to school dropouts for twenty years. This application is to expand their Education Clinic model to teen parents and pregnant teens and to two additional counties.

PROJECT DESCRIPTION

This project targets parenting and pregnant teenage dropouts who meet JTPA low-income eligibility criteria. The ED grant will fund services to support 30 program slots (although other very similar CPS services funded by JTPA can also serve pregnant/parenting teen dropouts.) The total number of teenagers served in the first year will be 80.

The grant is supporting the expansion of Spokane Countys' services to teen parent dropouts and the initiation of similar CPS services in Grant and Stevens Counties. Services include GED classes, job training, job search training, and child care assistance (also available to JTPA-funded participants). Additional services created under this grant include a parenting class (four hours per week), more liberal child care assistance, ongoing life skills classes one hour per week, and intensive job search assistance. Participants can take classes geared to GED completion or to high school re-entry.

TACOMA-PIERCE COUNTY EMPLOYMENT AND TRAINING CONSORTIUM

BASIC INFORMATION

PROJECT NUMBER: 63

PROJECT NAME: Transitional Learning Centers for At-risk Youth

CATEGORY: Targeted

LOCATION(S): Tacoma and Pierce County, WA

CONTACT:
Colin Conant
Executive Director
747 Market Street
Room 644
Tacoma, WA 98402
(206) 591-5450

GRANT AMOUNT: $ 456,750

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? Two of the Transitional Learning Centers, the Tacoma Urban League and Continuous Progress Center, have been in operation.

PROJECT DESCRIPTION

The Transitional Learning Centers (TLCs), provide short-term transition programs to help dropouts make transition back into most appropriate educational program, serve high school dropouts in the Tacoma and Bethel School Districts. Teenagers aged 14-21 are served in three of the four centers and teenagers aged 16-21 are served in the fourth.

With the help of the TLC, students can reenter regular high school, or enroll in one of the many ongoing alternative programs available in Tacoma. TLCs provide high school credit for accelerated completion of high school courses. Instruction is individualized and students come to TLC twice a week to meet State instruction-hour requirements with documented home study. Students take regular high school exams to acquire credits, and are paid incentives for rapid course completion. Each TLC has employment/support counselors for job placement, help with child care, housing assistance, and guidance.

MILWAUKEE AREA TECHNICAL COLLEGE

BASIC INFORMATION

PROJECT NUMBER: 64

PROJECT NAME: Project HOLD II

CATEGORY: Targeted

LOCATION(S): Milwaukee, WI

CONTACT:
Joseph Pellegrin
Project Director
700 West State Street
Milwaukee, WI 53233
244-278-6426

GRANT AMOUNT: $ 512,266

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? HOLD II builds on the district's experiences with Second Chance, HOLD I, and "Advance" programs.

PROJECT DESCRIPTION

Project HOLD serves dropouts and at-risk students in grades K-12. Referrals to the program will made by teachers, guidance counselors, community professionals, JTPA, parents, and other dropout prevention programs.

The primary component of Project HOLD is an alternative high school on the Milwaukee Area Technical College campus for dropouts. The alternative school will provide GED preparation with a strong vocational emphasis. The second component of Project HOLD is outreach specialists who work in identified elementary and middle schools containing large numbers of at-risk students. The specialists provide tutorial services, mentoring, and career awareness.

MILWAUKEE PUBLIC SCHOOLS

BASIC INFORMATION

PROJECT NUMBER: 65

PROJECT NAME: Elementary Student Dropout Prevention Program

CATEGORY: Targeted

LOCATION(S): Milwaukee, WI

CONTACT:
L. Lynn Krebs
Director of Guidance and Career Education
5225 West Vliet Street
Milwaukee, WI 53208
404-475-8142

GRANT AMOUNT: $ 264,148

PREVIOUS EXPERIENCE WITH DROPOUT PREVENTION PROGRAMS? This program builds on an elementary guidance program that has been in development for four years.

PROJECT DESCRIPTION

The Elementary Student Dropout Prevention Program targets at-risk students in grades K-6. At-risk pupils are defined as: dropouts; parents; adjudicated delinquents; or absent in any school semester for more than 10% (grades 5-8) or 15% (grades 1-4) of hours required. Counselors will help schools to identify these at-risk elementary students.

The program has three components: (1) a classroom-based, developmental guidance curriculum, CHANGE; (2) support services and counseling provided by guidance counselors, and (3) a system of early identification. CHANGE has been introduced in all schools and about one fourth of elementary schools provide the support component. The CHANGE curriculum incorporates activities in five areas: self concept/self-esteems; communication skills and attitudes; problem solving and decisionmaking; learning skills; and career/vocational development.