

Evidence Based Resources for Keeping Students on Track to Graduation Summary Table
Center for Equity and Excellence in Education and Selected Interventions from What Works Clearinghouse

Level; Type of Intervention	Program Website (if available)	Grade Levels	Description	Level of Evidence	WWC Review
All * Primary- School-wide	Talent Search	9 - 12	The Talent Search is a federal TRIO program administered out of the Office of Postsecondary Education and is designed to identify and assists individuals from disadvantaged backgrounds who have the potential to complete high school and enroll in and complete the postsecondary education. The program provides tutorial services, career exploration, aptitude assessments, counseling, information on postsecondary institutions, guidance on and assistance in secondary school reentry and alternative education programs for secondary school dropouts.	WWC Potentially positive effects for staying in school	Talent Search
All* Primary- School-wide	Talent Development High Schools	9 - 12	The Talent Development High School reform initiative, a program of John Hopkins University, is a research-based model that aims to improve the academic achievement of students in high schools. The main features of the model includes: small learning communities, a strong ninth-grade intervention, curriculum that meets students where they are and move them where they need to be. Other features include the extended class period, a ninth-grade academy, upper-grade career academies, peer coaches for English and math teachers, a Freshman Seminar course and teacher teams.	WWC- Potentially positive effects on progressing through school	Talent Development High School
All* Primary- School-wide	Career Academies-- Manpower Development Research Center (MDRC)	9 - 12	Career Academies are school-within-school programs operating in high schools. They offer career-related curricula based on a career theme, academic coursework, and work experience through partnerships with local employers.	WWC- Potentially Positive Effects for Staying in School and Progressing in School	Career Academies

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All* Primary- School-wide	Equity Planning Tool (EPT) MAEC.CEE.GWU.EDU/ept/		The Equity Planning Tool (EPT) is a research-based instrument designed to assist schools and district to assess how well they are progressing toward the goal of providing equitable schooling for all students. It provides a framework for helping districts and schools use equity relevant data to inform the school improvement process.	N/A	N/A
All* Primary- School-wide	Project GRAD	9-12	Project GRAD partners with communities interested in creating a rigorous college-bound culture for their students. It targets schools serving economically disadvantaged students with the aim of increasing high school graduation and college entrance rates. Project GRAD USA is a national nonprofit education reform model serving more than 134,000 economically disadvantaged youth in 213 schools across the nation. Studies were conducted in 13 Houston, Texas high schools and reviewed by WWC.	WWC-No Discernible Effects for Progressing in School or for Completing School	Project GRAD
All* Primary- School-wide	First Things First, Institute for Research and Reform in Education (IRRE)	9-12	Designed by the Institute for Research and Reform in Education, First Things First is a comprehensive school reform model focused on developing small learning communities and implementing a family advocate system for monitoring student progress. Additional research results are available on the IRRE website.	WWC-No Discernible Positive Effects for Staying in School, first year evaluation study; other evaluations are available on IRRE website.	First Things First

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All* Primary- School-wide	High Schools That Work, Southern Regional Education Board	9-12	High Schools that Work is a Southern Regional Education Board (SREB) program that focuses primarily on articulating key reform principles and providing professional development aimed at increasing the rigor and engaging quality of classroom instruction.	N/A	N/A
Some & Few* Secondary- Targeted & Tertiary- Intensive	Check and Connect.org	9 - 12	<i>Developed at the University of Minnesota, Check & Connect</i> is a dropout prevention, student-engagement strategy that relies on close monitoring of school performance, as well as mentoring, case management, and other supports. The program has two main components: “Check” and “Connect.” The Check component is designed to continually assess student engagement through close monitoring of student performance and progress indicators. The Connect component involves program staff giving individualized attention to students, in partnership with school personnel, family members, and community service providers.	WWC- Positive Effects for Staying in School; Potentially Positive Effects for Progressing in School Additional evaluations are available on Check and Connect website.	Check & Connect

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Some* Secondary- Targeted	ALAS	7, 8, 9	<p>“ALAS (Spanish for “wings”) is a comprehensive intervention for middle and high school students that is designed to address student, school, family, and community factors that affect dropping out. Each student is assigned a counselor/mentor who monitors attendance, behavior, and academic achievement. ... Parents are trained in parent-child problem solving, how to participate in school activities, and how to contact teachers and school administrators to address issues.” The four program components are</p> <ol style="list-style-type: none"> 1. <i>Training for Success</i>, a year-long support class taught by the Success Coach; 2. <i>Resilience Builder</i>®, a skill-based behavioral curriculum—self-control, problem solving, assertiveness skills—taught in Training for Success; 3. <i>Student Success Coach</i>, a school-based teacher advocate and performance monitor who monitors daily attendance, provides feedback to students and parents, coordinates resources, interventions, and communicates with families, school staff, and community; and 4. <i>Power With</i>, a whole school staff development program to increase student engagement and persistence. 	WWC – potentially positive effects for staying in school and progressing in school	ALAS
Some* Secondary- Targeted	Financial Incentives for Teen Parents Staying in School	7 - 12	Financial incentives for teen parents are components of state welfare programs intended to encourage enrollment, attendance, and completion of high school as a means of increasing employment and earnings and reducing welfare dependence. The incentives take the form of bonuses and sanctions to the welfare grant related to school enrollment, performance, and completion. The programs typically provide case management and social services to supplement financial incentives.	WWC- Potentially Positive Effects for Staying in School	Financial Incentives for Teen Parents to Stay in School

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Few* Tertiary- Intensive	Job Corps	9 - 12	“Job Corps is a free education and training program that helps young people learn a career, earn a high school diploma or GED, and find and keep a good job. For eligible young people at least 16 years of age that qualify as low income, Job Corps provides the all-around skills needed to succeed in a career and in life” (www.jobcorps.gov) There are three Job Corps sites in Virginia—Marion, Monroe, and Coeburn—for high school students in grades 9 to 12.	WWC Potentially Positive Effects for Completing School	Job Corps
Few* Tertiary- Intensive	Twelve Together	8 to 10	“Twelve Together is a one-year peer support and mentoring program for early high school students. The groups are led by trained volunteer adult facilitators. The group is a diverse mix of students who are at high risk of academic failures and others who are at lower risk. Each peer discussion group consists of about 12 participants. The group discussions are based on student interest and focus on a variety of topics including personal, family, and social issues. In addition to the group discussions, the program also offers other activities including homework assistance, trips to college campuses, and an annual weekend retreat. Twelve Together has been endorsed and supported by the State of California Department of Education and the San Diego Community Foundation.” (http://www.healthmattersinsf.org/modules.php?op=modload&name=PromisePractice&file=promisePractice&pid=3107)	WWC Potentially Positive Effects for Staying in School	Twelve Together

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Few* Tertiary- Intensive	National Guard Youth ChalleNGe Program	10-12	The <i>National Guard Youth ChalleNGe Program</i> is a residential education and training program designed for youth ages 16 to 18 who have dropped out of or been expelled from high school. During the 22-week residential period, participants are offered GED preparation classes and other program services intended to promote positive youth development, such as leadership, job skills, and service to the community. The residential period is quasi-military (youth live in barracks, wear uniforms, and experience military-style discipline), but there are no requirements for military service. After the residential period, trainees participate in a one-year structured mentoring program. Trainees select their own mentors who are then screened and trained by the program.	WWC- Potentially Positive Effects for Completing School	National Guard Youth ChalleNGe Program
Few* Tertiary- Intensive	New Chance	9 - 12	<i>New Chance</i> is a program for young welfare mothers who have dropped out of school. The aim of the program is to improve both their employment potential and their parenting skills. Participants enroll in General Educational Development (GED) classes and complete a parenting and life skills curriculum. Upon completion of this phase of the program, participants can receive occupational training and job placement assistance which also offers case management and child care. The final evaluation report of <i>New Chance</i> is on the MDRC Website (http://www.mdrc.org/publications/145/execsum.html)	WWC Potentially positive effects for completing school	New Chance
Few* Tertiary- Intensive	JOBSTART	10-12	An alternative education and training program designed to improve the economic prospects of disadvantaged high school drop outs. Main components of the program include: academic instruction with a focus on General Education Development (GED) preparation, occupational skills training, and training-related support services, such as, transportation and child care, and job placement assistance. Participants receive at least 200 hours of basic education and 500 hours of occupational training.	WWC- Potentially Positive Effects for completing school	JOBSTART

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