

Research-Informed Dropout Prevention Programs

Summary Table
Samantha Kane Salvador, M.A.

--	--	--

2012

--	--	--

--

Research Notes

The Research-Informed Dropout Prevention Programs Summary Table was created to provide summary information about research-informed dropout interventions and practices. To create this document, the UNC-Charlotte library databases (e.g., ERIC, Education Abstracts, Psychological Abstracts) were searched for journal articles with keywords such as “dropout interventions”, “school completion interventions”, and “Evidence based strategies”. Evidence Based Practice Registries (e.g., What Works Clearinghouse, Promising Practices Network, and OJJDP Model Programs Guide) were also searched for programs related to dropout prevention and intervention. Because there is a paucity of programs that directly measure impacts on high school graduation, the search was expanded to include programs in which the measured outcomes were strong correlates of drop-out/high school graduation (e.g., academic achievement, school engagement). Program rating criteria were established and are similar to those that are used by the Evidence Based Practice Registries (LKC chose slightly less stringent criteria than that used by What Works Clearinghouse but slightly more stringent than the Promising Practices Network and OJJDP). Finally, LKC noted where there is local implementation of the interventions included in this document. This document is not intended to serve as an endorsement of any program.

Program Rating Criteria

Rating	Label	Level of Research
+++	Well Supported	At least 2 rigorous randomized control trials (RCTs), published in peer reviewed journals, implemented in the community, significant effect size measures.
++	Supported	At least 1 RCT, published in peer reviewed journal, may be demonstration project, significant effect size measures
+	Promising	At least 1 study in which a matched comparison group was used, published in peer reviewed journal, weight of evidence supports the benefit of the practice.

**Please note that the age range provided for each program is based on the ages of the children included in the studies reviewed and does not necessarily reflect the entire age range served by the program.

Research-Informed Dropout Prevention Programs Summary Table

Program Name	Age Range	Domains Addressed	Description	Key Findings	Rating	Local Implementation
Abecedarian Project	0-5	Child	<ul style="list-style-type: none"> High quality child Care 	<ul style="list-style-type: none"> Increased reading, math, and IQ scores. At age 21: higher % enrolled in school, attending 4 year college, fewer teenage pregnancies (Coalition for Evidence Based Policy). Large effect size (Child Trends). 	++	<ul style="list-style-type: none"> None identified
Newborn individualized developmental care and assessment program (NIDCAP)	0-1	Family	<ul style="list-style-type: none"> Family centered developmental care program for premature and low birth-weight infants. NIDCAP incorporates family training in NICUs and home visitations aimed at avoiding developmental delays and impairment. 	<ul style="list-style-type: none"> NIDCAP is associated with positive short-term outcomes such as length of hospital stay, weight gain, reduced developmental delays, and cognitive development. Findings are mixed regarding longer-term outcomes (Rand PPN). 	+	<ul style="list-style-type: none"> Some individuals trained locally
Infant Health and Development Program (IHDP)	0-3	Child Family	<ul style="list-style-type: none"> Home visits, child attendance at child development center, and parent group meetings for low birth weight infants and their families. 	<ul style="list-style-type: none"> Children in IHDP outperformed comparison children on assessments of mental and physical development for ages 0-5, and improving outcomes for low birth weight babies (medium effect size). Smaller effects were seen on measures of academic achievement in elementary school (Rand PPN). 	++	<ul style="list-style-type: none"> None identified
Nurse-Family Partnership	0-2	Family	<ul style="list-style-type: none"> Nurse home visitation program for first time mothers during pregnancy and infancy. 	<ul style="list-style-type: none"> Improvements in children's cognitive and educational outcomes in grades 1-6 (Coalition for Evidence Based Policy). Medium effect size (Child Trends). 	+++	<ul style="list-style-type: none"> Care Ring
Parent-Child Home Program	0-2	Family	<ul style="list-style-type: none"> Home-based intervention that seeks to increase parent-toddler verbal interactions through home based reading and playing 	<ul style="list-style-type: none"> Lower HS dropout rates than comparison group. Marginally significant results, medium effect size (Child Trends). 	+	<ul style="list-style-type: none"> None identified
Perry Preschool Project	3-4	Child	<ul style="list-style-type: none"> high quality preschool for 3-4 year olds. 	<ul style="list-style-type: none"> 44% higher high school graduation rate than control group, less time spent in 	++	<ul style="list-style-type: none"> None identified

**Research-Informed Dropout Prevention Programs
Summary Table**

				special education services, fewer teen pregnancies, higher median income at age 40 (Coalition for Evidence Based Policy).		
Child Parent Centers	3-5	Child Family	<ul style="list-style-type: none"> high quality preschool and kindergarten program focused on developing basic reading and math skills. Family outreach components included parent education, home visitation, health services, and parent volunteering. 	<ul style="list-style-type: none"> Follow up at 28 years showed that participants completed more years of school, were more likely to complete high school, graduate on-time from high school, and attend 4 year college (WWC 2012). 	+	<ul style="list-style-type: none"> None identified
Interactive Shared Book Reading	3-5	Child	<ul style="list-style-type: none"> Adults read aloud to children and use variety of techniques to engage children with text. 	<ul style="list-style-type: none"> Found to have a positive impact on early reading/writing, medium-large effect size (WWC 2007). 	++	<ul style="list-style-type: none"> None identified
The Incredible Years	3-5	Family	<ul style="list-style-type: none"> Parent, teacher and child training series designed to promote positive parenting and teaching practices 	<ul style="list-style-type: none"> Improvements in parenting practices and discipline, improvements in child behavior. One study found improved academic competence (Child Trends). 	+	<ul style="list-style-type: none"> Thompson Child & Family Focus
Reach out and Read	0-5	Family	<ul style="list-style-type: none"> Partners with doctors to incorporate literacy support into regular well child visits from 6 mos- 5 years. 	<ul style="list-style-type: none"> Children in the ROR program evidenced higher receptive and expressive language, higher scores on observations of home literacy activities, had more books at home, and parents reported reading more often to children (What Works for Health). 	++	<ul style="list-style-type: none"> Three pediatric clinics: CW Williams, CMC-Pediatric Clinic, Charlotte Pediatrics
Parents as Teachers	0-5	Family	<ul style="list-style-type: none"> Family support through home visits by a parent educator, group connections, and relationships with community organizations that serve families 	<ul style="list-style-type: none"> Children in families receiving PAT had higher scores on measures of cognitive development at 24 months, were more likely to go to preschool, scored higher on measures of school readiness, and had higher achievement in 3rd grade than comparisons. 	++	<ul style="list-style-type: none"> YMCA CIS Safe Journeys Program Children's Home Society Right Start for Life
Annual Book Fairs	7-10	Child	<ul style="list-style-type: none"> Provides books for 3 consecutive summers, starting at the end of 1st 	<ul style="list-style-type: none"> After 3 years of receiving books, students performed significantly better 	++	<ul style="list-style-type: none"> None identified

**Research-Informed Dropout Prevention Programs
Summary Table**

			or 2 nd grade, to children in high poverty elementary schools	than the control group on reading assessments. Medium effect size (WWC, 2010).		
Start Making a Reader Today (SMART)	5-8	Child	<ul style="list-style-type: none"> Community volunteers tutor low performing K-2 students in reading. Volunteers work with 1-2 students twice a week for 30 minutes. 	<ul style="list-style-type: none"> At the 2-year follow up, students in the SMART group outperformed the control group on measures of word identification, word comprehension, reading fluency, and reading comprehension. Medium effect size (WWC, 2007; Coalition for Evidence Based Policy) 	++	<ul style="list-style-type: none"> None identified
Early Risers "Skills for Success"	6-10	Child Family	<ul style="list-style-type: none"> Aimed at elementary school children who display aggressive/disruptive behavior. Child components include social skills training, reading/education enrichment activities, contingency management of aggressive behavior. Family components include parent education and skills training, proactive parent-school consultation, family support, consultation and brief interventions to cope with stress. 	<ul style="list-style-type: none"> Participants in the program showed academic achievement gains beyond that of the control group (OJJDP Model Program Guide). 	+	<ul style="list-style-type: none"> None identified
Positive Action	5-12	Child	<ul style="list-style-type: none"> Curriculum-based approach to effectively increase positive behaviors and decrease negative ones 	<ul style="list-style-type: none"> Participants in the program engaged in less risky behavior, were less likely to be retained, suspended, or absent, and had higher academic achievement than the comparison group (WWC 2007). 	++	<ul style="list-style-type: none"> None identified
Families and Schools Together (FAST)	4-9	Family	<ul style="list-style-type: none"> Multifamily group intervention program in which 8-12 families of children at risk for serious 	<ul style="list-style-type: none"> Some improvements in aggressive behavior, academic competencies, academic achievement, child social 	+	<ul style="list-style-type: none"> None identified

**Research-Informed Dropout Prevention Programs
Summary Table**

			behavioral and academic problems meet for 8 2.5 hour weekly meetings. Meetings include structured family activities, parent support, and parent-child play therapy.	skills, and family functioning (OJJDP Model Program Guide).		
Schools and Families Educating Children (SAFEChildren)	4-6	Child Family	<ul style="list-style-type: none"> Targets first grade children and their families living in inner city neighborhoods. Twenty weekly sessions include a multi-family group approach that focuses on parenting skills, family relationships, parent support, engaging with school, and problem solving. Also includes twice weekly tutoring in reading for the child. 	<ul style="list-style-type: none"> Children in the program evidenced higher reading achievement scores in 2nd grade, decrease in aggression, increase in concentration (small effect size). Parents showed increases in parental monitoring and parental involvement (small effect size) (SAMHSA-NREPP) 	++	<ul style="list-style-type: none"> None identified
Caring School Community Program	5-12	Community	<ul style="list-style-type: none"> Focuses on building classroom and school community to strengthen students' connectedness to their school. Components of the program include: class meetings, cross-age buddies, home-school connection activities, school-wide community building activities. 	<ul style="list-style-type: none"> Students in CSC schools showed a greater sense of school community, stronger academic motivation, and fewer risky behaviors than students in matched comparison schools. Students from high implementing schools continued to show better attitudes, behaviors, and academic achievement in middle schools. Small effect sizes, marginal significance for academic outcomes (OJJDP Model Programs Guide, WWC 2007). 	+	<ul style="list-style-type: none"> None identified
Big Brothers Big Sisters	10-16	Child	<ul style="list-style-type: none"> One to one mentoring program in community or school 	<ul style="list-style-type: none"> Compared to a control group, children in BBBS reported lower levels of drug use, fewer conduct problems, and higher academic achievement (small to medium effect sizes) (Rand PPN). 	++	<ul style="list-style-type: none"> Big Brothers Big Sisters
ALAS	12-15	Child Family	<ul style="list-style-type: none"> Student assigned a counselor/mentor who monitors attendance, behavior, and 	<ul style="list-style-type: none"> ALAS students were more likely to be enrolled in school and be on track to graduate at the end of 9th grade. Large 	++	<ul style="list-style-type: none"> None identified

**Research-Informed Dropout Prevention Programs
Summary Table**

			<p>academic achievement, coordinates resources, and advocates on student's behalf. Student also receives problem solving, assertiveness, and self-control training.</p> <ul style="list-style-type: none"> Mentor coordinates family resources. Parents are trained in parent-child problem solving, school participation, and parent-teacher interaction. 	<p>effect size- though not significant at 11th grade follow-up (WWC, 2006).</p>		
Strengthening Families Program	10-14	Family	<ul style="list-style-type: none"> Parents and children attend 7 two hour weekly sessions that focus on parent and youth skill building and family interaction activities 	<ul style="list-style-type: none"> Increased parent competencies, reduction in substance related risk in 6th grade, increased school engagement in 8th grade, increased academic success in 12th grade (OJJDP Model Programs Guide). 	++	<ul style="list-style-type: none"> None identified
Check and Connect	14-18	Child	<ul style="list-style-type: none"> A "monitor" reviews student attendance, behavior, and academic achievement, advocates for student, coordinates services, and gives individualized attention to student. 	<ul style="list-style-type: none"> Students participating in Check and Connect earned more credits and were less likely to drop out of school than comparison students. Medium to large effect sizes (WWC, 2006). 	++	<ul style="list-style-type: none"> None identified
New Hope Project	0-18	Community	<ul style="list-style-type: none"> A 3 year program which offered low income individuals the opportunity to use a comprehensive set of services aimed to increase income, financial security and access to full time employment. 	<ul style="list-style-type: none"> Significant benefits found in employment, earnings, poverty, children's cognitive and social skills and academic achievement (small to medium effect sizes) (Rand PPN). 	++	<ul style="list-style-type: none"> None identified