

Dropout Prevention Update
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National Dropout Prevention Center/Network

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Plan to attend this year's Annual At-Risk Youth National FORUM! Come to Myrtle Beach, SC, February 17-20, 2008 for the best in professional development!
<http://www.dropoutprevention.org/conferen/conferen.htm>

Top Stories

Numbers and Rates of Public High School Dropouts: School Year 2004-05. This NCES report presents findings on the numbers and rates of public school students who dropped out of school in school years 2002-03, 2003-04, and 2004-05.
<http://nces.ed.gov/pubs2008/2008305.pdf>

January is National Mentoring Month! This Web site includes information and activities you can do in your own community to promote mentoring during the month-long campaign.
<http://www.hsph.harvard.edu/chc/wmy2008/index.html>

The National Women's Law Center's groundbreaking new report, *When Girls Don't Graduate, We All Fail*, finds that one in four girls drops out of school, and that the numbers are even worse for girls of color.
<http://www.nwlc.org/pdf/DropoutReport.pdf>

Videos

Over two hundred educators, advocates, and other key stakeholders gathered December 4 to discuss the results of the 2006 Programme for International Student Assessment (PISA). You can be there, too, by connecting to this Web site and watching it on video!
<http://www.all4ed.org/events/losingedge>

Two Million Minutes: A Global Examination tracks several high school students from India, China and the U.S. The film attempts to underscore the different direction the U.S. education system is going in relation to those in India and China. The film's trailer (second link) provides a vivid, compelling and almost frightening account.
<http://www.edin08.com/NewsArchives.aspx?id=2750>
<http://www.youtube.com/watch?v=niU1E3SSTAM!>

Sound Connections

Learn about the upcoming Radio Webcast, produced by the National Dropout Prevention Center/Network with support from Penn Foster. This test broadcast will tell you about our plans for 2008 and the first Webcast scheduled for Tuesday, February 26, 2008.
<http://www.dropoutprevention.org/webcast/default.php>

Funding Sources

The federal Centers for Disease Control and Prevention (CDC) will award \$1 million in grants for a pair of projects that "assess the efficacy or effectiveness of interventions designed to change community characteristics and social processes to reduce rates of youth violence perpetration and victimization."
Deadline: February 5, 2008.
<http://www.jointogether.org/news/funding/opportunities/2007/grants-for-youth-violence.html>

Sponsored by State Farm and the National Youth Leadership Council, Project Ignition is a national service-learning grant program that promotes safe teen driving.

Deadline: May 16, 2008.

<http://www.sfprojectignition.com>

The Libri Foundation is a nationwide nonprofit organization which donates new, quality, hardcover children's books to small, rural public libraries in the United States through its BOOKS FOR CHILDREN program.

<http://www.librifoundation.org/>

The Coming Up Taller Awards recognize and reward outstanding after-school and out-of-school arts and humanities programs for underserved children and youth. Maximum Award: \$10,000.

Deadline: January 31, 2008.

<http://www.cominguptaller.org/>

Policy Updates

NCLB had a beneficial impact on standardized tests that measure English language proficiency. The findings of a new report from the University of California at Davis suggest that tests attempting to measure students' English proficiency have improved significantly, nationwide.

http://education.ucdavis.edu/research/ELP_Report.pdf

A briefing memo from the Education Commission of the States details how best to benchmark education to international standards, while at the same time protecting a local community's traditional responsibility in creating a comprehensive education.

<http://www.ecs.org/html/newsMedia/docs/Briefingmemo3.pdf>

International Notes

The West Dunbartonshire council in Scotland recently announced that it had virtually eradicated illiteracy among school-leavers, an achievement believed to be unique in the United Kingdom.

<http://education.guardian.co.uk/schools/story/0,,2214503,00.html>

UNESCO's report, *Towards a Convergence of Knowledge Acquisition and Skills Development*, summarizes some recent trends in secondary education policy in its Member States and proposes a model for this crucial phase of education that integrates many of those innovations.

<http://unesdoc.unesco.org/images/0014/001424/142463e.pdf>

Students with Disabilities

Project Forum, with support from the U.S. Office of Special Education Programs, recently conducted a survey of all State Education Agencies to determine how individual states determine and define significant disproportionality in relation to identification, placement, and disciplinary actions.

<http://projectforum.org/docs/StateDefinitionsofSignificantDisproportionality.pdf>

Teachers who work with parents of challenging children may want to explore this Web site developed by a group of parents. It's called "A Wild Ride."

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

Effective Strategies

Active Learning

Sharing Student Voice: Students Presenting at Conferences was created by the Generation YES project and offers ideas and tips applicable to any situation in which students are (paraphrasing John Dewey) given something to do, not just something to learn.

http://snipurl.com/student_voice

After-School Opportunities

The Afterschool Investments State Profiles Series highlights the ranges of policies and practices that support after-school programs, most of which are publicly financed. Afterschool Investments finds that high quality after-school programs can have significant positive effects on student outcomes, while at the same time low-quality programs can have negative impacts.
<http://nccic.acf.hhs.gov/afterschool/PDFDocs/nationalprofile.pdf>

A Web site for afterschool program planners is provided by the National Partnership for Quality Afterschool Learning.
<http://www.sedl.org/afterschool/>

Recently updated by UCLA School Mental Health Project. *After-School Programs and Addressing Barriers to Learning*.
<http://smhp.psych.ucla.edu/pdfdocs/afterschool/afterschool.pdf>

Safe Learning Environments

A new report by the Justice Department's Bureau of Justice Statistics (BJS) and the Department of Education's National Center for Education Statistics. *Indicators of School Crime and Safety: 2007*.
<http://www.ojp.usdoj.gov/bjs/pub/pdf/iscs07.pdf>

A new report, *Jailing Juveniles: The Dangers of Incarcerating Youth in Adult Jails in America*, released by the Campaign for Youth Justice provides a summary of the risks that youth face when incarcerated in adult jails.
http://www.campaignforyouthjustice.org/Downloads/NationalReportsArticles/CFYJ-Jailing_Juveniles_Report_2007-11-15.pdf

Resources and Tools

Implementing Evidence-Based Practices: Six "Drivers" of Success.
http://www.childtrends.org/files/child_trends-2007_10_01_RB_6successdrivers.pdf

This new report from the Southern Education Foundation finds that low-income children constitute a majority of public school students in the south. The south is also currently the only region where low-income students are 50% or more of public school enrollment.
<http://www.southerneducation.org/pdf/A%20New%20Majority%20Report-Final.pdf>

This tool from the Academy for Educational Development and the Annenberg Institute for Social Reform outlines what it takes to develop a system of excellent high schools.
<http://scs.aed.org/publications/43730AED.pdf>

Feedback

We appreciate comments from our readers. We invite new subscribers to receive the Dropout Prevention Update. Please contact us at ndpc@clemson.edu.

Sources: Alliance for Excellent Education, American Youth Policy Forum, ECS, Equinews, IES Newslflash Join Together, MiddleWeb, OJJDP, PEN Weekly Newslblast, Portland Data Trends, Rural Trust, UCLA School Mental Health Project, Youth Service America.