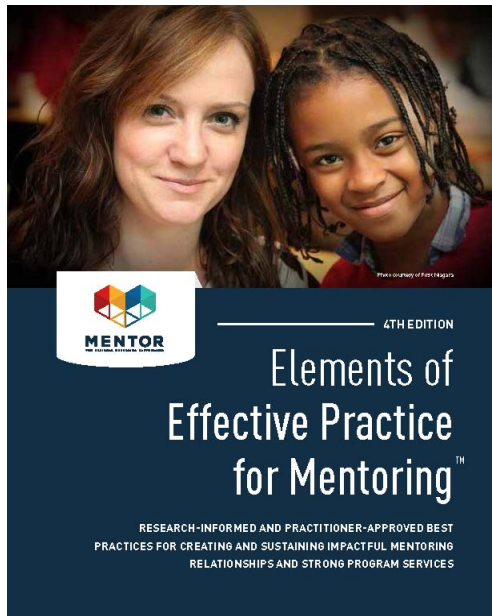


Project 10 Topical Briefs are published on a monthly basis. Each issue focuses on a specific topic or theme. This month the *Topical Brief* is focused on **Dropout Prevention and Mentoring**.

Elements of Effective Practice for Mentoring (September 2015)


<http://www.mentoring.org/program-resources/elements-of-effective-practice-for-mentoring/>

This publication, developed by MENTOR: The National Mentoring Partnership, details research-informed and practitioner-approved Standards for creating and sustaining quality youth mentoring programs and consequently, impactful mentoring relationships. The six evidence-based Standards are intended to be applicable across almost every type of youth mentoring program. Each Standard includes Benchmarks to ensure the safety and effectiveness of mentoring relationships, as well as Enhancements that may be promising, innovative and useful for programs. Additionally, a Program Planning and Management section offers recommendations for designing, building and strengthening mentoring programs and services.



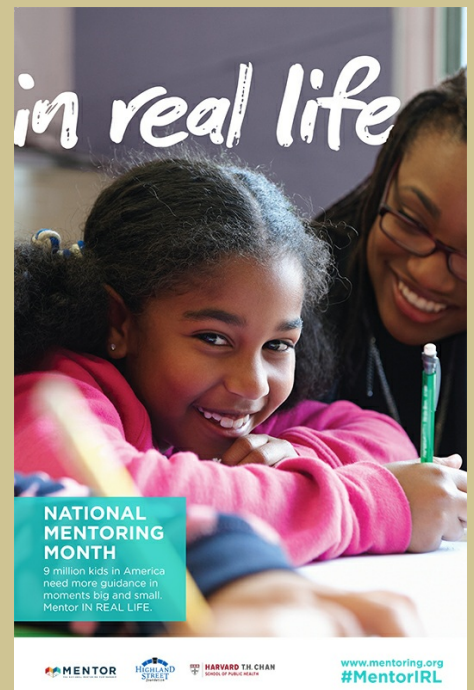
A Literature Map of Dropout Prevention Interventions for Students with Disabilities (April 2014)

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January 2016 is National Mentoring Month



<http://www.nationalmentoringmonth.org/>
The National Mentoring Month website features a toolkit of campaign materials, such as public service announcements and digital and print material, among other mentoring-related resources.

Graduation Pledge "Cap & Gown Project":

Table 3
Components of Comprehensive Dropout Prevention Program (n = 11)

| Program and Researchers | RENEW Malloy et al. (2010) | Check & Connect Sinclair, et al. (2005) | CIS ICF Int'l. (2008) | ELP Nowicki, et al. (2005) | FUTURES Lever, et al. (2004) | MORE Alvarez (2008) | TDRPP Arroyo Research Services (2009, 2011) | Back on Track White, et al. (2010) | Early Entrants Attwood, et al. (2005) | SDIP Graeff- Martins, et al. (2006) |
|---------------------------------|-------------------------------------|--|--------------------------------|-------------------------------------|---------------------------------------|---------------------------|---|--|---|---|
| Disability Categories in Sample | EBD | EBD, SLD, OHI | SPED | EBD, SLD, OHI | LD | LD | SPED | SPED | SPED, LD | EBD, ADHD |
| Interventions | | | | | | | | | | |

| | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| Family outreach (9) | X | X | X | X | X | X | X | X | X | X |
| Tutoring/academic support (8) | X | | X | X | X | X | X | X | X | X |
| Job training/career awareness (8) | X | | X | X | X | X | X | X | X | X |
| Attendance monitoring (8) | | X | X | X | X | X | X | X | X | X |
| Counseling, mental health services (8) | | X | X | | X | X | X | X | X | X |
| Social/cultural or school activities (8) | | X | X | X | X | X | X | X | X | X |
| Mentoring/adult advocates (7) | X | X | X | X | X | X | X | X | X | X |
| Behavior/social skills (7) | X | X | X | X | X | X | X | X | X | X |
| Life skills (6) | | X | X | X | X | X | X | X | X | X |
| Character development (6) | | X | | | X | X | X | X | X | X |
| College exposure (6) | | X | | | X | X | X | X | X | X |
| Self-paced/flexible programming (4) | X | | | | | | X | X | X | X |
| Incentives | | | | X | X | | X | X | X | X |
| Credit recovery (3) | X | X | | | | | X | X | X | X |
| Health services or referral (3) | | | X | | | | X | X | X | X |
| Childcare (2) | | | | | | | X | X | X | X |
| Transportation (1) | | | | | | | X | X | X | X |

Note: This table is based on program features and services described in the article cited in this report, and does not necessarily reflect all the services the program may have offered. Number of programs including each intervention is shown in parentheses. CIS = Communities In Schools, ELP = Effective Learning Program, TDRPP = Texas Dropout Recovery Pilot Program, SDIP = School Dropout Intervention Package.

www.ndpc-sd.org/documents/wilkins-huckabee-lit-review.pdf

This research synthesis, announced by the National Dropout Prevention Center for Students with Disabilities, represents the most up-to-date review of dropout interventions for students with disabilities. The authors conducted an extensive search of the literature to find articles that described school completion interventions that yielded positive outcomes for students with disabilities. The most commonly implemented interventions involved multiple components involving mentoring, family outreach, academic support, attendance monitoring, additional support services and students' participation in school-related activities. Several studies also targeted student's specific disability-related needs, such as self-determination skills, social skills, and vocational skills.

Dropout Prevention Resources

Early Warning System (EWS) Tool

<http://www.betterhighschools.org/ews.asp>

Using readily available student data, this MS Excel-based program identifies early warning signs of students who may be at risk of dropping out of high school. In addition to the tool, implementation and technical manuals as well as other resources are provided.

Institute of Education Sciences (IES) Practice Guide: Dropout Prevention

http://www.transitionta.org/sites/default/files/DO_Prev_Guide.pdf

This guide is designed with educators, administrators and policymakers in mind as it provides recommendations that focus on reducing high school dropout rates. Strategies presented include identifying and advocating for at-risk students, implementing programs to improve behavior and social skills and keeping students engaged in the school environment.

National Dropout Prevention Center/Network

<http://www.dropoutprevention.org>

Contains information and resources on dropout prevention for State and Local Education Agencies, practitioners, parents, students and community partners including strategies, research, model programs, conferences, statistics, and more.

NDPC/N Radio Webcasts

<http://www.dropoutprevention.org/webcast>

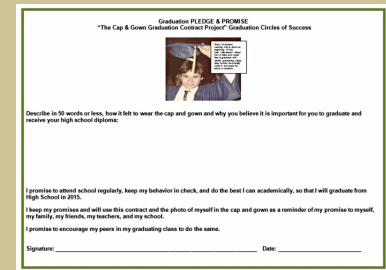
National Dropout Prevention Center for Students with Disabilities

<http://www.ndpc-sd.org/>

Provides information, guidance, and resources for State and Local Education Agencies, parents, and students in order to improve student outcomes by collaborating, developing knowledge, disseminating information and providing technical assistance.

NDPC-SD is committed to providing technical assistance to assist states in building capacity to design/select and implement effective, evidence-based interventions and programs to address dropout among students with disabilities. It employs various strategies to transfer knowledge and to support systems change and capacity building including direct consultation in

Effective Tools for Dropout Prevention and Graduation Success



The first step in using this tool is to identify students at risk of not graduating on-time and/or of dropping out. Then photograph the students wearing a cap and gown. Engage family members and include them in the photograph in order to motivate and inspire the student and their circle of support to work toward graduation. Apply the photograph of the student in their cap and gown to the graduation pledge, then have the student and family member(s) sign the pledge while reviewing what student needs to successfully graduate.

For more information on this tool and other dropout prevention strategies, please [contact](#) your local Project 10 Regional Transition Representative (RTR).

Check & Connect



<http://checkandconnect.umn.edu/>

Check & Connect is a model of ongoing, systematic intervention and support to promote students' engagement at school and with learning. Each student participating in Check & Connect is assigned a mentor. Check & Connect mentors seek to build long-term, sustained relationships with participating students that will connect them with their school and help them make academic progress.

Check & Connect is a nationally recognized program with proven success. Of the dropout prevention interventions reviewed by the U.S. Department of Education's What Works Clearinghouse, Check & Connect is the only program found to have strong evidence of positive effects on staying in

designing state-level initiatives based on state-identified needs, product and document reviews, technical assistance, professional development institutes, and Web-based resources.

NDPC-SD Data Probe Worksheet

<http://www.ndpc-sd.org/documents/NDPC-SD-DataProbesWorksheet.pdf>

National Technical Assistance Center on Transition (NTACT) Data Analysis and Use

<http://www.transitionta.org/dataanalysis>

Collecting, analyzing and using data in meaningful ways at the student level are important aspects of Transition Planning and a critical component of efforts to increase the likelihood of Graduation. The resources located in this area of NTACT's website are focused on systems level (schools, districts, community agencies, councils, state agencies) analysis and use of data to improve the quality of transition education and services.

Core Data Tools for Dropout Prevention

The NDPC-SD originally developed a set of Excel-based data tools to help districts and schools organize, examine, analyze and share their data that impact graduation and dropout rates. NTACT will continue to update and provide technical assistance for use of these tools, which can support a school team's work carrying out a root cause analysis of the factors that impact school completion rates. They also can inform the development and evaluation of a local intervention plan.

Discussion Guide for the Dropout Data Tools

<http://www.transitionta.org/sites/default/files/dataanalysis/new/NDPC-SD%20Data%20Tools%20Ver%201.2%20Discussion%20Guide%20-%2010-09-2014.pdf>

Project 10: Transition Education Network, Dropout Prevention for Students with Disabilities

<http://project10.info/DetailPage.php?MainPageID=253>

This webpage from Project 10 features local, state and national resources related to dropout prevention for students with disabilities.

Why Students Drop Out

<http://dropoutprevention.org/resources/statistics/quick-facts/why-students-drop-out/>

Doll, Eslami and Walters (2013) present data from seven nationally representative studies (spanning more than 50 years) regarding reasons students drop out of high school. Excerpts are presented in tables on this webpage as well as a link to the original article, "Understanding Why Students Drop Out of High School, According to Their Own Reports."

Mentoring Resources

Community Tool Box, Youth Mentoring Programs

<http://ctb.ku.edu/en/table-of-contents/implement/youth-mentoring>

The Community Tool Box is a free, online resource for those working to build healthier communities and bring about social change. This section of the Community Tool Box features sections on building mentoring programs, recruiting and training mentors, as well as building relationships and monitoring mentoring programs.

National Dropout Prevention Center/Network, Mentoring/Tutoring

<http://dropoutprevention.org/effective-strategies/mentoring-tutoring/>

This website features an overview of mentoring, including a rationale for and the impact of mentoring. This page also features key elements of successful mentoring programs and a link to related resources.

PACER Center, Dropout Prevention

<http://www.pacer.org/parent/dropout-prevention/>

This website features several resources related to student dropout prevention, including an information sheet entitled "Dropout Prevention and Youth with Disabilities: The Role of Mentors" (2009) as well as links for additional

school.

Key Features of Check & Connect

- **Preventive:** Check & Connect focuses on watching for signs of withdrawal and providing timely interventions to keep students engaged.
- **Builds Capacity:** Check & Connect works with students to build new skills such as problem solving and goal setting.
- **Efficient and Adaptable:** Check & Connect builds on existing programs, services and resources within the home, school and community.
- **Provides Outreach:** Check & Connect creates long-term trusting connections between schools, youth and families.
- **Individualized:** Check & Connect uses a systematic and organized approach, focusing on the needs of each individual student.

Check & Connect in Florida

<http://project10.info/ConLogin.php>

The Check and Connect project in Florida is part of the Transition Education Network (Project 10) which is focused on implementation of Check & Connect in secondary schools. Nationally, Check and Connect is implemented in grades K-12. For more information, please contact Lael Engstrom, Project Director, Check & Connect, at lengstrom@usfsp.edu or (727) 873-4369.

Check & Connect Training

The State Personnel Development Grant

(SPDG) provides two types of training for Check & Connect: a one-day Preparation and Implementation session and a two-day Mentor training. The Preparation and Implementation session is targeted at school and district leadership teams. This session walks the team through an 11-step planning process to prepare for implementation at a specific local site. Mentor training prepares the individual mentors to implement the Check and Connect model. SPDG offers this training in locations throughout the state and there is no cost for the training for non-SPDG schools. The training is on a space-available basis. For information about upcoming sessions and training opportunities, contact Peg Sullivan, Director, SPDG Administration Project, at msulliva@fgcu.edu.

RECOMMENDED Trainings

Dropout Prevention for Students with Disabilities, Part 1: Florida's Current Status

Trainings Available



- **Dropout Prevention for Students with Disabilities, Part 1: Florida's Current Status**
This training presents information on Florida dropout graduation and student exit survey data; discusses dropout risk factors, prevention strategies, and state and national promising practices. (2-3 hours)
- **Dropout Prevention for Students with Disabilities, Part 2: Strategies for Improvement**
This training presents information on graduation success and dropout prevention tools, including Check and Connect and Florida's other effective practices. (2-3 hours)

Present information on Florida dropout and student exit survey data; discusses dropout risk factors, prevention strategies, and state and national promising practices. (2-3 hours)

Dropout Prevention for Students with Disabilities, Part 2: Strategies for Improvement

Presents information on graduation

success and dropout prevention tools, including Check and Connect and Florida's effective practices. (2-3 hours)

Using School-level Data to Increase Graduation Success of Students with Disabilities

Details how schools and districts can use early warning system (EWS) data to promote timely graduation and post-school success. This training will include information on how to access and utilize data to impact graduation rates at the school level and interventions to help students graduate. In addition, effective practices implemented in other districts across the state will be shared. (2-3 hours)

[Contact](#) your Regional Transition Representative (RTR) to schedule training or technical assistance related to dropout prevention and mentoring today!



project10 transition education network

Using School-level Data to Increase Graduation Success of Students with Disabilities

save the date

April 27-29, 2016
Lake Mary Westin
Lake Mary, FL

VISIONS XXIII



Are you connected?

A Transition Planning Institute

Sponsored by Florida Division on Career Development and Transition (FLDCDT)

www.FloridaDCDT.org

Registration and additional information will be forthcoming!

REGISTER now!

Project 10: Transition Education Network Regional Winter Institutes 2016

District transition contacts and teams: Join us to hear the latest transition updates and report on transition progress and activities since the VISIONS/Transition Planning Institute.

- **February 1, 2016: Region 2 (Northeast Florida)**
Agenda and registration available at https://docs.google.com/forms/d/1fpetQ62JHkhH_xAM-v_MPR2NczGXpBrJOTKj8GChWUI/viewform
- **February 2, 2016: Region 1 (Northwest Florida)**
Agenda and registration available at

<https://docs.google.com/forms/d/1EZCOnoimPkiSzhcNEPH-Wx7eDSob33Y1fPK1FAWCvE/viewform>

- **February 4, 2016: Region 5 (South Florida)**

Agenda and registration available at

<https://docs.google.com/forms/d/1tCxHR2F9vbT7Ecd5HMp1cYOOjx8X2NTyPtwFvCfyqx0/viewform>

- **February 5, 2016: Regions 3 and 4 (Central Florida)**

Agenda and registration available at

https://docs.google.com/forms/d/1KpYp0r10sL-bNNv7j5Ve7AxEHloq1kio4JMzAlg_19s/viewform

For more information, please visit the Project 10 website at www.Project10.info/WhatsNew.php.



Archived Webcasts

National Dropout Prevention Center/Network: Solutions to the Dropout Crisis Webcast Archive

<http://dropoutprevention.org/webcast/>

Related webcasts:

- School Transformation Through a Social and Emotional Learning Based Freshman Seminar (December 8th, 2015)
- Public Schools at the Crossroads: Addressing the Dropout Challenge in Rural America (August 11th, 2015)
- Family Engagement as a Dropout Prevention Strategy (June 9th, 2015)
- Data Analysis for Graduation Improvement (April 14th, 2015)
- Making Sense of the Evidence: A Review of Dropout Prevention Strategies (December 9th, 2014)
- Using Social Media to Engage Learners (January 20th, 2015)

[Join Our Mailing List](#)



About Project 10 Topical Briefs:

Project 10 *Topical Briefs* provide short information summaries and resource links related to secondary transition.

Have a question? Want to find or recommend a resource? Have some great news to share?

Send us an email at

project10@stpete.usf.edu

For back issues of Project 10 Topical Briefs, visit the newsletter page on the Project 10 website at

<http://www.project10.info/Newsletter.php>.

Project 10:

Transition Education Network

assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes.

Project 10: Transition Education Network

University of South Florida St. Petersburg

Questions or comments?

Email us at

project10@stpete.usf.edu

www.Project10.info