

Dropout Prevention in Wyoming

**A Toolkit Created for the
Wyoming State
Board of Education**

September, 2010



Contents

Wyoming Statistics on Graduation and Dropout Rates	Part I
Social and Economic Implications	Part II
Overview of the website	Part III
Overview of Regional Trainings	Part IV
Media , What's Next?, Phases II & III	Part V

Introduction

“Individuals who fail to earn a high school diploma are at a great disadvantage, and not only when it comes to finding good-paying jobs. They are also generally less healthy and die earlier, are more likely to become parents when very young, are more at risk of tangling with the criminal justice system, and are more likely to need social welfare assistance. Even more tragic, their children are more likely to become high school dropouts themselves, as are their children’s children.”¹

For the first time in American history, our new generation in the workforce will have less education, on average, than their parents’ generation.

This notebook will provide a brief description of the available statistics surrounding Wyoming’s graduation and dropout rates, state and national crises, the devastating effects at both the personal level and the national level, an overview of the new toolkit that will serve as a jumping off point for communities, and an over-view of regional trainings.

Created for The Wyoming State Board of Education by...

The Pinnacles Group Educational Consultants, LLC
Dropout Prevention Specialists

Susan M. Kinneman, Ed. S., CEO

P. O. Box 430 | Dubois, WY 82513 | (307) 455-2510 | (307-922-2517)

suskinneman@thepinnaclesgroup.com

www.thepinnaclesgroup.com

Contact us for information about upcoming dropout prevention workshops in Dubois

Choose from the following dates:

Dropout Prevention 2-day workshops:

March 7-8, April 4-5, May 2-3,

Dropout Prevention 4-day Institutes:

June 26-29 and July 31-Aug 2

¹From *Dropouts, Diplomas, and Dollars*, the Alliance for Excellent Education



Part I

Statistics on Children in Wyoming from the Children's Defense Fund

Chart showing combination of graduation and dropout rates in Wyoming, 2009, disaggregated by schools with alternative schools and those without.

State-wide graduation statistics disaggregated by race, gender, etc.

Children in Wyoming

Compiled from the most up-to-date data available as of November 2008

125,365 children live in Wyoming:

- 985 are Asian/Pacific Islander, non-Hispanic
- 2,124 are Black, non-Hispanic
- 3,002 are two or more races, non-Hispanic
- 4,028 are American Indian/Alaska Native, non-Hispanic
- 13,296 are Hispanic
- 101,930 are White, non-Hispanic

In Wyoming:

- A child is born into poverty every 9 hours.
- A child is abused or neglected every 12 hours.
- A child dies before his or her first birthday every 1 week.
- A child or teen is killed by gunfire every 7 weeks

Wyoming Ranks:*

- 12th among states in per pupil expenditures.
- Best state is New Jersey; worst state is Utah
- 25th among states in its infant mortality rate.
- Best state is Utah; worst is the District of Columbia
- 35th among states in percent of babies born at low birth weight.
- Best states are Alaska, Oregon, and Washington; worst state is Mississippi

*1st represents the best state for children and 51st represents the worst state for children in the country]

Child Poverty in Wyoming

- Number of poor children (and percent poor) 14,318 (11.6%)
- Number of children living in extreme poverty (and percent in extreme poverty) 6,314 (5.1%)
- Number of adults and children receiving cash assistance from TANF..... 513
- Maximum monthly TANF cash assistance for a family of three \$340

Child Health in Wyoming

- Number of children without health insurance (and percent uninsured) 13,000 (9.8%)
- Number of children enrolled in the Children's Health Insurance Program (CHIP) 8,570
- CHIP eligibility: 200 percent of federal poverty (\$44,100 for a family of four)
- Number of children enrolled in Medicaid 50,582
- Children as a percent of total Medicaid enrollment 63.6%
- Medicaid expenditures on children as a percent of total Medicaid expenditures 30.4%
- Percent of two-year-olds not fully immunized 29.8%

Child Hunger in Wyoming

- Number of children who receive food stamps 10,681
- Percent of eligible persons who receive food stamps 49%
- Number of children in the School Lunch Program 53,565
- Number of children in the Summer Food Service Program 3,056
- Number of women and children receiving WIC (Supplemental Nutrition Program for Women, Infants, and Children) 12,341



Education in Wyoming

- Amount spent per pupil in the public schools \$10,190
- Percent of public school fourth graders reading below grade level64%
- Percent of public school fourth graders below grade level in math 56%

Early Childhood Development in Wyoming

- Percent of children under age 6 with all parents in the labor force66.2%
- Number of children served by Head Start 1,840
- Number of children served by the Child Care Development Fund/CCDBG 4,700
- Average annual cost of child care for a four-year-old in a center \$6,248
- Percent of 3-year-olds enrolled in state pre-k, Head Start, or special ed programs.....21.2%
- Percent of 4-year-olds enrolled in state pre-k, Head Start, or special ed programs.....30.5%

Child Welfare in Wyoming

- Number of children who are victims of abuse and neglect 786
- Number of children in foster care 1,304
- Number of children adopted from foster care 57
- Number of grandparents raising grandchildren 4,564

Youth at Risk in Wyoming

- Percent of 16- to 19-year-olds not enrolled in school and not high school graduates7.4%
- Averaged freshman high school graduation rate76.1%
- Percent of 16- to 19-year-olds unemployed11.4%
- Number of juvenile arrests 6,682
- Number of children and teens in juvenile residential facilities 315
- Ratio of cost per prisoner to cost per public school pupil 4.3:1
- Number of children and teens killed by firearms: 7 (3 homicides; 4 suicides; 0 accidents; and 0 undetermined)

For more information on the state of America’s children contact:

Children’s Defense Fund
 25 E Street, NW
 Washington, DC 20001
 (202) 628-8787
 1 (800) 233-1200
 www.childrensdefense.org



Wyoming Districts Without Alternative Schools						
District	Graduation Rate	School	Dropout	Cohort	Graduates	Difference
Albany #1	88.36	Rock River High School	0.00%	7	6	1
Big Horn #1	94.64	Burlington High School	0.00%	22	21	1
Big Horn #1	94.64	Rocky Mountain High School	0.00%	34	32	2
Carbon #1	84.46	Little Snake River Valley School	0.00%	9	9	0
Carbon #2	92.59	Encampment K-12 School	0.00%	17	16	1
Fremont #24	96.15	Shoshoni High School	0.00%	26	25	1
Goshen #1	85.9	Southeast High School	0.00%	30	28	2
Johnson #1	88.89	Kaycee High School	0.00%	13	12	1
Lincoln #2	86.93	Cokeville High School	0.00%	12	12	0
Park #16	100	Meeteetse School	0.00%	9	9	0
Platte #1	79.78	Glendo High School	0.00%	<6		
Sheridan #3	100	Arvada-Clearmont High School	0.00%	8	8	0
Washakie #2	100	Ten Sleep K-12	0.00%	6	6	0
Weston #1	94.92	Newcastle High School	0.00%	59	56	3
Uinta #6	94.87	Lyman High School	0.52%	39	37	2
Campbell #1	84.46	Wright Jr. & Sr. High School	0.63%	37	33	4
Sheridan #1	92.73	Big Horn High School	0.74%	31	28	3
Converse #2	88.14	Glenrock High School	0.86%	59	52	7
Sublette #1	85.71	Pinedale High School	1.03%	56	48	8
Platte #2	96	Guernsey-Sunrise High School	1.05%	25	24	1
Big Horn #3	72	Greybull High School	1.28%	50	36	14
Hot Springs #1	89.13	Hot Springs County High School	1.52%	46	41	5
Sweetwater #1	71.43	Farson-Eden High School	1.82%	6	6	0
Johnson #1	88.89	Buffalo High School	2.14%	95	84	11
Big Horn #4	89.74	Riverside High School	2.40%	39	35	4
Park #6	92.05	Cody High School	2.44%	176	162	14
Natrona #1	74.81	Midwest School	2.53%	19	14	5
Big Horn #2	95.45	Lovell High School	2.58%	44	42	2
Sheridan #1	92.73	Tongue River High School	2.61%	24	23	1
Platte #1	89.66	Wheatland High School	2.83%	76	64	12
Weston #7	93.55	Upton High School	2.88%	31	29	2
Goshen #1	85.9	Lingle-Ft. Laramie High School	2.94%	28	26	2
Fremont #25	86.11	Riverton High School	3.10%	180	155	25
Carbon #2	81.45	Saratoga Middle/High School	3.16%	27	27	0
Converse #1	84.33	Douglas High School	3.31%	134	113	21
Uinta #4	87.5	Mountain View High School	3.35%	64	56	8
Niobrara #1	85	Niobrara County High School	3.82%	40	34	6
Sublette #9	95.56	Big Piney High School	4.37%	45	43	2
Laramie #2	79.17	Pine Bluffs Jr & Sr High School	4.42%	25	22	3
Goshen #1	85.9	Torrington High School	4.68%	98	80	18
Washakie #1	85.71	Worland High School	5.47%	112	96	16
Fremont #6	88.46	Wind River Middle/High School	5.74%	26	23	3
Fremont #2	78.26	Dubois High School	6.02%	23	18	5
Laramie #2	79.17	Burns Jr & Sr High School	6.71%	23	16	7
Carbon #2	81.45	HEM Junior/Senior High School	8.82%	10	7	3
Fremont #38	13.64	Arapaho Charter High School	9.84%	44	6	38
Fremont #14	41.79	Wyoming Indian High School	11.05%	67	28	39
Platte #1	79.78	Chugwater High School	25.00%	11	5	6
Fremont #21	18.42	Ft. Washakie Charter High School	25.35%	38	7	31
				2100	1760	340

Alternative Schools (Only separate schools-not programs or charter or virtual)						
District	Graduation Rate	Alt. School	Dropout	Cohort	Graduat	Difference
Carbon #1	81.45	Cooperative High	0.00%	9	6	3
Lincoln #1	92.96	Kemmerer Alternative Sch	0.00%	9	7	2
Uinta #1	80	Horizon Alternative School	0.00%	22	14	8
Teton #1	90.86	Summit High School	2.63%	19	17	2
Albany #1	88.36	Whiting High School	7.50%	12	9	3
Park #1	89.66	Shoshone Learning Center	8.11%	21	15	6
Campbell #1	84.46	Westwood High School	8.94%	130	114	16
Crook #1	96.51	Bear Lodge High School	10.00%	9	7	2
Sheridan #2	78.46	Ft. Mackenzie	11.76%	22	13	9
Sweetwater #1	71.43	Independence High School	21.67%	48	28	20
Fremont #1	82.82	Pathfinder High School	25.00%	19	10	9
Sweetwater #2	82.2	Expedition Academy	27.54%	55	28	27
Laramie #1	77.1	Triumph High School	28.42%	130	50	80
Natrona #1	74.81	Roosevelt High School	47.64%	144	144	0
Lincoln #2	86.93	Swift Creek Learning Cente	57.14%	15	6	9
				664	468	196

Schools who have access to alternative schools

District	Graduation Rate	High School	Dropout	Cohort	Graduat	Difference
Albany #1	88.4	Laramie High School	0.00%	213	190	23
Crook #1	96.51	Sundance Secondary Scho	0.00%	28	28	0
Crook #1	96.51	Hulett School	0.00%	15	15	0
Crook #1	96.51	Moorcroft Secondary Scho	0.00%	34	33	1
Lincoln #1	92.96	Kemmerer High School	0.00%	62	59	3
Uinta #1	80	Evanston High School	0.12%	188	154	34
Sweetwater #2	82.2	Green River High School	1.36%	181	166	15
Lincoln #2	86.93	Star Valley High School	1.50%	149	135	14
Carbon #1	81.45	Rawlins High School	1.88%	106	86	20
Park #1	89.66	Powell High School	2.00%	124	115	9
Fremont #1	85.82	Lander Valley High School	2.27%	122	111	11
Laramie #1	77.1	Central High School	3.50%	366	320	46
Teton #1	90.86	Jackson Hole High School	3.57%	156	142	14
Sweetwater #1	71.43	Rock Springs High School	4.16%	303	221	82
Sheridan #2	78.46	Sheridan High School	4.17%	238	191	47
Laramie #1	77.1	East High School	4.93%	461	374	87
Natrona #1	74.81	Kelly Walsh High School	5.24%	386	337	49
Natrona #1	74.81	Natrona County High Scho	5.43%	383	309	74
Campbell #1	84.46	Campbell County High Sch	5.63%	435	364	71
				3950	3350	600

Wyoming Graduation and Dropout Rates 2008-09

2008-2009 Number of dropouts disaggregated by grades 7-12

7 th	8 th	9 th	10 th	11 th	12 th	Total
13	31	131	312	284	273	1044

2008-2009 Number of dropouts disaggregated by race/ethnicity in grades 9-12

Am. Indian	Asian	Black	Hispanic	White	Male	Female	Total
70	4	16	137	765	599	401	1000

2008-09 Completion Rate (Reported rates are comparisons of completers to all exiters (dropouts + completers) from a four-year cohort of students. Completers receive any type of diploma or certificate.

Am. Indian	Asian	Black	Hispanic	White	Male	Female	Total
46.64%	91.03%	77.65%	73.52%	84.85%	79.72%	84.98%	1000

2008-09 Graduation Rate Graduates are regular diploma recipients.

Am. Indian	Asian	Black	Hispanic	White	Male	Female	Total
45.94%	88.46	76.47	71.78	84.04	78.72	84.18	81.35





Part II

Implications of dropout rate on Wyoming and the US

Executive Summary from Dropouts, Diplomas, and Dollars

Rates of Unemployment and Income Based on Educational Attainment

Ten-year History of Wyoming Unemployment Rates Disaggregated by Level of Education

Wyoming High Schools

DROPOUTS AND POORLY PREPARED STUDENTS HAVE A NEGATIVE IMPACT ON THE ECONOMY

Nearly 2,000 students did not graduate from Wyoming's high schools in 2009; the lost lifetime earnings in Wyoming for that class of dropouts alone total nearly **\$519 million**.¹

Wyoming would save more than **\$22.8 million** in health care costs over the lifetimes of each class of dropouts had they earned their diplomas.²

If Wyoming's high schools graduated all of their students ready for college, the state would save almost **\$10.1 million** a year in community college remediation costs and lost earnings.³

Wyoming's economy would see a combination of crime-related savings and additional revenue of about **\$9.5 million** each year if the male high school graduation rate increased by just 5%.⁴

THE BEST ECONOMIC STIMULUS IS A DIPLOMA

Wyoming High School Graduation Rates (Class of 2006)

State-Reported ⁵	U.S. Department of Education-Reported ⁶	Independently Reported ⁷
82%	76%	73%

Wyoming High School Graduation Rates by Race (Class of 2006)⁸

	Wyoming	Nation
All Students	73%	69%
White	77%	76%
Native American	26%	50%

Insufficient or no data was reported for other subgroups.

Wyoming College Graduation Rates⁹

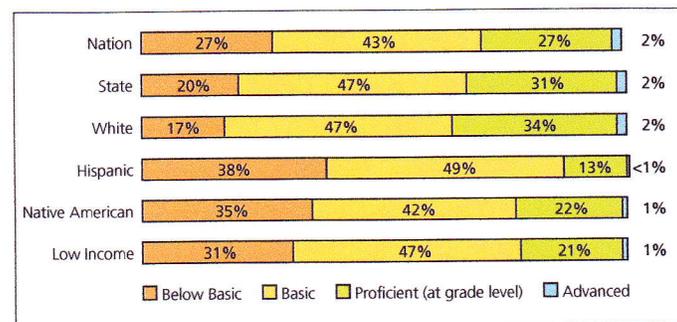
	Four-Year Institution*	National Average*	Two-Year Institution**	National Average**
All Students	56%	56%	59%	32%
White	57%	59%	59%	33%
Black	38%	41%	42%	27%
Hispanic	53%	48%	71%	34%
Asian	50%	66%	71%	34%
Native American	29%	39%	46%	29%

*Graduation within six years of entrance (Cohort from 2000–2006)

**Graduation within three years of entrance (Cohort from 2003–2006)

THE ACHIEVEMENT GAP REMAINS A CHALLENGE

National Assessment of Educational Progress (NAEP) Reading Scores for Wyoming Eighth Graders¹⁰



Insufficient or no data was reported for other subgroups.

28% of Wyoming eighth graders report being eligible for free or reduced-price lunch.¹¹

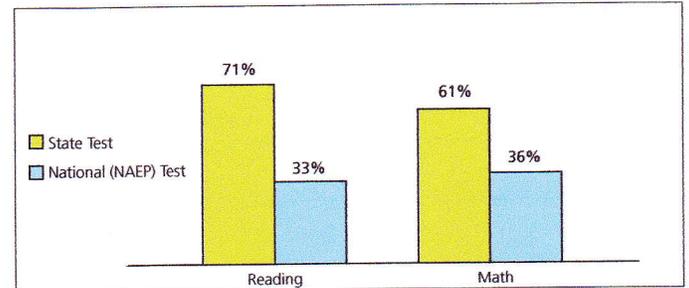
THE HIGH SCHOOL CRISIS IS CONCENTRATED IN THE NATION'S DROPOUT FACTORIES

Dropout factories are high schools in which the number of seniors is routinely 60% or fewer than the number of freshmen three years earlier. These dropout factories generally have high proportions of minority and/or low-income students.

	Number of Federally Reported Regular High Schools ¹²	Number of Dropout Factories ¹³ (three-year average)
Wyoming	63	2
Nation	15,813	1,907

STATE AND FEDERAL PROFICIENCY MEASURES DIFFER

Wyoming Eighth-Grade Proficiency as Measured by Wyoming State Tests and the National Assessment of Educational Progress (NAEP)¹⁴



The average gap nationally between state- and NAEP-reported reading scores is 39 percentage points.

The average gap nationally between state- and NAEP-reported math scores is 30 percentage points.

COMPREHENSIVE DATA SYSTEMS ARE NEEDED

Wyoming has in place eight of the ten elements recommended by the Data Quality Campaign as the start of a robust P–12 longitudinal data system.¹⁵

	Wyoming
1. The ability to track individual students over time	YES
2. Student-level demographic information	YES
3. The ability to track individual students' test records from year to year to measure academic growth	YES
4. The ability to know which students have not been tested	NO
5. The ability to match teachers to students by classroom and subject	YES
6. Student-level transcript information	NO
7. Information on student performance on college-readiness examinations like the SAT, ACT, and AP	YES
8. Student-level graduation and dropout data	YES
9. The ability to match student records between the K–12 and higher education systems	YES
10. System in place to evaluate data system quality	YES

To date, only six states have all ten elements in place.

1. Alliance for Excellent Education 2009
2. Alliance for Excellent Education 2006
3. Alliance for Excellent Education 2006
4. Alliance for Excellent Education 2006
5. (For Federal Accountability Reporting) Wyoming Department of Education 2009
6. U.S. Department of Education 2007
7. Editorial Projects in Education Research Center 2009
8. Editorial Projects in Education Research Center 2009
9. National Center for Education Statistics 2007
10. National Center for Education Statistics 2007
11. National Center for Education Statistics 2007
12. National Center for Education Statistics 2008
13. Center for Social Organization of Schools, Johns Hopkins University 2009
14. National Center for Education Statistics 2007; Wyoming Department of Education 2007
15. National Center for Education Accountability 2008

Potential Economic Impacts of Improved Education on Wyoming

Approximately one-third of the students who enter ninth grade each year drop out of school; that's over a million each year. Another third of students graduate without the knowledge and skills necessary for success in college or the workplace. These individuals are likely to face serious economic challenges throughout their lives, but the country's low graduation rate also has a negative economic impact on communities, states, and the nation.

To help policymakers and the public understand the extent of the economic costs to society of an educational system that is serving two-thirds of its students poorly, the Alliance for Excellent Education conducted national and state-level analyses of some of the economic and social benefits of increasing high school graduation rates. The Alliance's analyses are based on a number of national research studies and the methodology, along with figures for all fifty states and the District of Columbia, are detailed in a series of briefs available at http://www.all4ed.org/publication_material/issue_policy_briefs. The data and assumptions are not necessarily consistent across different research studies so the figures should not be added together. The "total" economic impact is not a sum of the numbers presented here.

These figures help illustrate the potential economic benefits to individuals and the state of investing in an improved high school system that better prepares all high school students for graduation.

Nearly 2,000 students did not graduate from Wyoming's high schools in 2009; the lost lifetime earnings in Wyoming for that class of dropouts alone totals nearly \$519 million.

Wyoming would save more than \$22.8 million in health care costs over the course of the lifetimes of each class of dropouts had they earned their diplomas.

Wyoming households would have more than \$83 million more in accumulated wealth if all heads of households had graduated from high school.

More than \$105 million would be added to Wyoming's economy by 2020 if students of color graduated at the same rate as white students.

If Wyoming's high schools graduated all students ready for college, the state would save almost \$10.1 million a year in community college remediation costs and lost earnings.

Wyoming's economy would see a combination of savings and revenue of about \$9.5 million in reduced crime spending and increased earnings each year if the male high school graduation rate increased by just 5 percent.

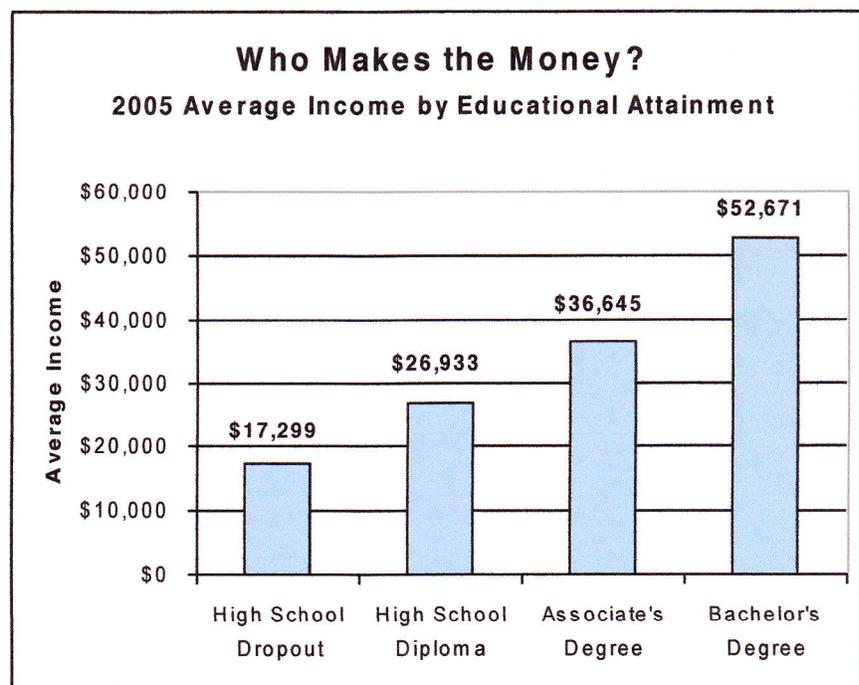


The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools

Every school day, more than seven thousand students become dropouts. Annually, that adds up to about 1.3 million students who will not graduate from high school with their peers as scheduled. Lacking a high school diploma, these individuals will be far more likely than graduates to spend their lives periodically unemployed, on government assistance, or cycling in and out of the prison system.

Most high school dropouts see the result of their decision to leave school very clearly in the slimness of their wallets. The average annual income for a high school dropout in 2005 was \$17,299, compared to \$26,933 for a high school graduate, a difference of \$9,634.¹ The impact on the country's economy is less visible, but cumulatively its effect is staggering.

If the nation's secondary schools improved sufficiently to graduate all of their students, rather than the 69 percent of students who currently graduate annually,² the payoff would be significant. For instance, if the students who dropped out of the Class of 2009 had graduated, the **nation's** economy would have benefited from nearly \$335 billion in additional income over the course of their lifetimes.



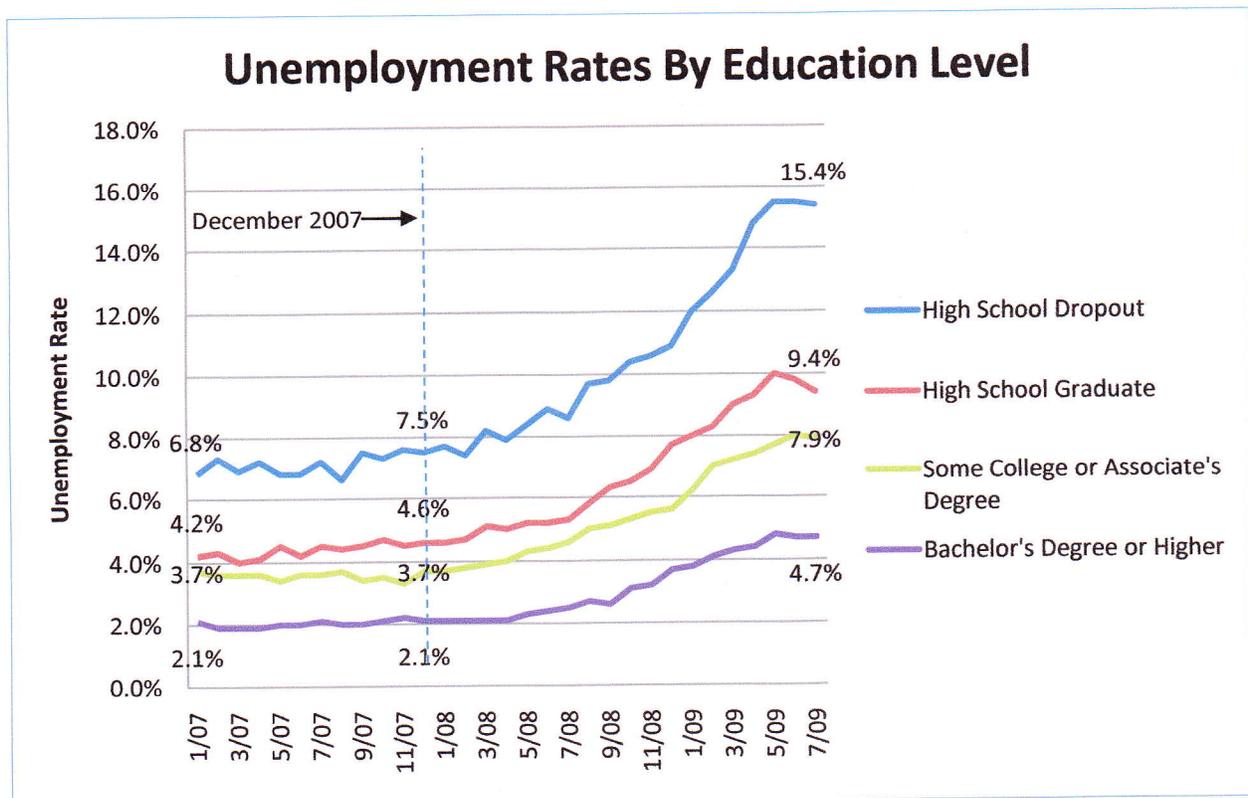
Source: U.S. Bureau of the Census. 2006

Everyone benefits from increased graduation rates. The graduates themselves, on average, will earn higher wages and enjoy more comfortable and secure lifestyles. At the same time, the nation benefits from their increased purchasing power, collects higher tax receipts, and sees higher levels of worker productivity.

Economic Recession More Likely to Impact High School Dropouts

Not only do high school dropouts earn less when they are employed, they are much more likely to be unemployed during economic downturns. Since the economic recession began in December 2007, the national unemployment rate has gone from 5 percent to 9.4 percent in July 2009, and the nation has lost more than 6.5 million jobs, with more losses expected before the economy rebounds.³

As shown in the graph below, the unemployment rate for individuals of all education levels has skyrocketed since December 2007, but high school dropouts have faced the most difficulty finding a job. According to data from the Bureau of Labor Statistics, the unemployment rate for high school dropouts in July 2009 was 15.4 percent, compared to 9.4 percent for high school graduates, 7.9 percent for individuals with some college credits or an associate's degree, and 4.7 percent for individuals with a bachelor's degree or higher.



Source: Bureau of Labor Statistics, Table A-4: Employment Status of the Civilian Population 25 Years and Over by Educational Attainment, <http://www.bls.gov/news.release/empsit.t04.htm> (accessed August 10, 2009).

Students Who Learn More Earn More

Research conducted in October 2005 by Cecilia Rouse, when she was professor of economics and public affairs at Princeton University, shows that each dropout, over his or her lifetime, costs the nation approximately \$260,000.⁴ Unless high schools are able to graduate their students at higher rates, nearly 13 million students will drop out over the next decade. The result will be a loss to the nation of *\$3 trillion*.



The calculations on page five show the monetary benefits each state would accrue over the lifetimes of just one year's worth of dropouts if those students were converted to graduates. The numbers vary from state to state, of course: Vermont (at the low end) would see its economy increase by \$459 million; Massachusetts (near the middle) would add \$3.96 billion to its economy, and California's economy (at the high end) would accrue an additional \$45.5 billion over the lifetime of each graduating class. These figures are conservative, and do not take into account the added economic growth generated from each new dollar put into the economy.

More Graduates Benefit Society

Obviously, dropouts are a drain on the nation's economy and the economies of each state. Lower local, state, and national tax revenues are the most obvious consequence of higher dropout rates; even when dropouts are employed, they earn significantly lower wages than do graduates. State and local economies suffer further when they have less-educated populaces, as they find it more difficult to attract new business investment. Simultaneously, these entities must spend more on social programs when their populations have lower educational levels.

The nation's economy and competitive standing also suffer when there are high dropout rates. Among developed countries, the United States ranks eighteenth in high school graduation rates and fourteenth in college graduation rates.⁵ Dropouts represent a tremendous loss of human potential and productivity, and they significantly reduce the nation's ability to compete in an increasingly global economy.

High school graduates, on the other hand, provide both economic and social benefits to society. In addition to earning higher wages—resulting in attendant benefits to local, state, and national economic conditions—high school graduates live longer,⁶ are less likely to be teen parents,⁷ and are more likely to raise healthier, better-educated children. In fact, children of parents who graduate from high school are far more likely to graduate from high school than are children of parents without high school degrees.⁸ High school graduates are also less likely to commit crimes,⁹ rely on government health care,¹⁰ or use other public services such as food stamps or housing assistance.¹¹ Additionally, high school graduates engage in civic activity, including voting and volunteering in their communities, and at higher levels.¹²

Who Does Not Graduate From High School?

Only about 55 percent of Hispanic students and 51 percent of black students will graduate on time with a regular diploma, compared to 79 percent of Asian students and 76 percent of white students.ⁱ

Among all races and ethnicities, females graduate at a higher rate than do their male peers—72 percent versus 65 percent.ⁱⁱ

Graduation rates are significantly lower in districts with higher percentages of students who are eligible for free or reduced-price lunches (a measure of poverty).ⁱⁱⁱ

High school students of low-income families drop out of high school at six times the rate of their peers from high-income families.^{iv}

The lowest-achieving 25 percent of students are twenty times more likely to drop out of high school than students in the highest achievement quartile.^v

ⁱ Editorial Projects in Education, "Diplomas Count 2009: Broader Horizons: The Challenge of College Readiness for All Students," *Education Week* 28, no. 34 (2009).

ⁱⁱ *Ibid.*

ⁱⁱⁱ C. Swanson, *Who Graduates? Who Doesn't? A Statistical Portrait of Public High School Graduation, Class of 2001* (Washington, DC: Urban Institute, Education Policy Center, 2004).

^{iv} U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2004* (Washington, DC: U.S. Government Printing Office, 2004), Indicator 16, p. 61.

^v A. P. Camevale, *Help Wanted ... College Required* (Washington, DC: Educational Testing Service, Office for Public Leadership, 2001).



Reducing Dropouts by Improving High Schools

To increase the number of students who graduate from high school, the nation's secondary schools must be dramatically improved. Although the investments made in the early grades are beginning to pay off, with higher fourth-grade reading scores and a reduction in the achievement gap between white and minority students,¹³ too many of America's high schools fail to serve their students' needs.

In a recent survey of high school dropouts, respondents indicated that they felt alienated at school and that no one noticed if they failed to show up for class. High school dropouts also complained that school did not reflect real-world challenges. More than half of the respondents said that the major reason for dropping out of high school was because they felt their classes were uninteresting and irrelevant.¹⁴

Others leave because they are not doing well academically. According to the 2007 National Assessment of Educational Progress in reading, only about 30 percent of entering high school freshmen read proficiently, which generally means that as the material in their textbooks becomes more challenging, they drop even further behind.

Whatever the causes, the nation can no longer afford to have one third of its students leaving high school without a diploma. High schools must be improved to give all students the excellent education that will prepare them for college or a career, and to be productive members of society.

For more information about the state of America's high schools, and to find out what individuals and organizations can do to support effective reform at the local, state, and federal levels, visit the Alliance for Excellent Education's website at www.all4ed.org.

MetLife Foundation

The Alliance for Excellent Education is grateful to MetLife Foundation for providing the generous support to develop the first edition of this brief in January 2007. The findings and conclusions presented are those of the Alliance and do not necessarily represent the views of the funder.

How Much Does a High School Dropout Cost?

Researchers have started to examine various annual and lifetime costs associated with high school dropouts.

The United States would save between \$7.9 and \$10.8 billion annually by improving educational attainment among all recipients of Temporary Assistance to Needy Families, food stamps, and housing assistance.ⁱ

A high school dropout contributes about \$60,000 less in taxes over a lifetime.ⁱⁱ

If the male graduation rate were increased by only 5 percent, the nation would see an annual savings of \$4.9 billion in crime-related costs.ⁱⁱⁱ

America would save more than \$17 billion in Medicaid and expenditures for health care for the uninsured by graduating all students.^{iv}

ⁱ I. Garfinkel, B. Kelly, and J. Waldfogel, "Public Assistance Programs: How Much Could be Saved with Improved Education?" paper prepared for the Symposium on the Social Costs of Inadequate Education, Teachers College, Columbia University, October 2005.

ⁱⁱ C. E. Rouse, "Labor Market Consequences of an Inadequate Education," paper prepared for the Symposium on the Social Costs of Inadequate Education, Teachers College, Columbia University, October 2005.

ⁱⁱⁱ Alliance for Excellent Education, *Saving Futures, Saving Dollars: The Impact of Education on Crime Reduction and Earnings* (Washington, DC: Author, 2006).

^{iv} Alliance for Excellent Education, *Healthier and Wealthier: Decreasing Health Care Costs by Increasing Educational Attainment* (Washington, DC: Author, 2006).



Executive Summary

For decades, Americans have been warned that U.S. dominance in the world's economy is fading because of the country's poor educational performance. Yet during these years, the Dow Jones Industrial Average has climbed to record highs, the U.S. gross domestic product has continued to grow, and the nation has enjoyed the longest economic expansion in its history.

At the same time, however, shifts have been taking place in society that portend—unless Americans begin to pay attention and make some significant changes—a major alteration in this positive economic status. Among the largest shifts is that the educational requirements of the jobs that have supported a strong economy are changing. The U.S. Department of Labor estimates that 90 percent of new high-growth, high-wage jobs will require some postsecondary education, in comparison to decades past, when even a high school dropout could find a position in the manufacturing or agricultural sectors that would support a family in a middle-class lifestyle.¹ Today, many jobs once held by high school dropouts or by individuals who had attained only a high school diploma are being automated or going overseas, leaving minimally educated Americans with increasingly diminished options to support themselves and their families.

No longer is the United States the world leader in graduating students from high school and college. This fall, more than four million students across the country will enter the ninth grade. Over the next four years, a third of these students will drop out before attaining a diploma; another third will graduate without having gained the skills and knowledge necessary to succeed in work or postsecondary education. In fact, for every one hundred ninth-grade students, only forty enroll in college immediately after high school, only twenty-seven are still enrolled in their sophomore year, and only eighteen graduate from two-year colleges within three years or four-year colleges within six.²

Individuals who fail to earn a high school diploma are at a great disadvantage, and not only when it comes to finding good-paying jobs. They are also generally less healthy and die earlier, are more likely to become parents when very young, are more at risk of tangling with the criminal justice system, and are more likely to need social welfare assistance. Even more tragic, their children are more likely to become high school dropouts themselves, as are their children's children, and so on, in a possibly endless cycle of poverty.

Over the next twenty-five years the challenges are unlikely to diminish. The world will continue to change, and good jobs will require even higher levels of education. And the retirement of the baby boom generation will create even more demand for new well-educated candidates to replace them in the workforce.

Another factor influencing the future of the nation's economy is the country's increasing racial and ethnic diversity. In the coming decades, the labor force is expected to become even more diverse than it is now, as minorities, with higher population growth through immigration, higher fertility rates, and higher labor force participation rates, are projected to expand their proportion of the workforce considerably.

But currently, America's high schools are failing to educate large percentages of the minority population. While about 70 percent of all American high school students graduate in the expected four years, the figures are much lower for minority populations. Only 57.8 percent of Hispanic, 55.3 percent of African American, and 50.6 percent of Native American students graduate on time, compared to 77.6 percent of white students.

If minority populations continue to grow larger as a percentage of the population, as predicted, and if their low graduation rates remain the same, the national graduation rate will begin to fall as a growing number of minority students are left behind. Already, minority students account for more than half of the nation's dropouts, even though they make up less than half of the nation's total public school population.

The United States can no longer absorb the costs and losses associated with an education system that already produces more than 1.2 million dropouts every year. Clearly, the dropouts themselves suffer the most direct impact. But the economy, social fabric, and security of the nation, states, and local communities are also affected. The opportunities these young people will miss throughout their lives will have cumulative costs for them as individuals and also represent a significant lost opportunity for the country. Consider the following:*

- Over the course of his or her lifetime, a single high school dropout costs the nation approximately \$260,000 in lost earnings, taxes, and productivity. So, if the nation's secondary schools improved to the point at which they were able to graduate all of their students, the payoff would be significant. If the students who dropped out of the Class of 2008 had graduated, for example, the nation's economy would have benefited from an additional \$319 billion in income over their lifetimes.
- High school dropouts are far more likely than high school graduates to be arrested or incarcerated. Increasing the high school graduation rate and college matriculation for male students by only 5 percent would lead to combined savings and revenue of almost \$8 billion each year.
- Each student who graduates from high school will save states an average of \$13,706 in Medicaid and expenditures for uninsured care over the course of his or her lifetime. States could save more than \$17 billion if those young people earned their high school diplomas.
- For every \$500 of wealth that households headed by a high school dropout accumulate, households headed by high school graduates possess approximately \$5,000. This means that there would be an additional \$74 billion in collective wealth in the United States if every household were headed by an individual with at least a high school diploma.
- Because too many students are not learning the skills they need to succeed in college or work while they are in high school, the nation loses more than \$3.7 billion a year in costs associated with college remediation.
- If high schools and colleges were able to raise the graduation rates of Hispanic, African American, and Native American students to the levels of white students by 2020, the potential increase in personal income across the nation would add, conservatively, more than \$310 billion to the U.S. economy.

* These costs should not be aggregated.

The stunning potential economic benefit to the nation and the states of improving outcomes for academically underserved youth through improved schooling should be a wake-up call. The importance of reforming America's high schools cannot be understated; the nation truly needs the economic and social contributions these young people can make. The realities of global competitiveness, the rapidly diminishing prospects of those students whose high schools fail to prepare them for college and work, and the resulting widening opportunity gap all make high school reform an imperative from an economic, national security, and civil rights perspective.

Reforming the nation's high schools will not be an easy process, and the kind of comprehensive school reform needed to ensure that all students have the opportunity to succeed and graduate prepared for the future is not simple. But knowledge is growing, and research and proven practice are providing the lessons that educators, policymakers, and others need to move forward toward effective reforms that will benefit all students and have a lasting and positive impact on America's economy and global competitive position.

The time to act is now. In an increasingly global economy, American secondary schools and their students must achieve at increasingly higher levels to allow the country to maintain its competitive advantage. Ensuring that all secondary students are prepared to succeed in college and work is a giant step in the right direction and will benefit individuals and society for decades to come.

Without systemic reform, prospects for the nation's economic prosperity will be severely damaged; today's dropouts and undereducated graduates will become tomorrow's poorly educated workers, struggling to find jobs and support their families. Instead of an education system that ensures that every child is a high school graduate prepared for college and success in life, the nation will be left with middle and high schools that typify the old adage, "You get what you pay for."

Estimated additional lifetime income if high school dropouts graduated with their class in 2007-2008

	Estimated Graduation Rate 2005	Projected Number of Non-Graduates 2008	Total Lifetime Additional Increase in Income
WY	74.2	\$1,861.00	\$483,876,885.00
US	70.86	\$1,229,277.00	\$319,611,922,500.00

Impact of a 5% increase in male high school graduation rates on crime reduction and earnings

	Annual Crime-Related Savings	Additional Annual Earnings	Total Benefit to State Economy
WY	\$4,467,005.00	\$5,081,534.00	\$9,548,539.00
US	\$4,939,017,909.00	\$2,799,523,519.00	\$7,738,541,428.00

Lifetime Savings for Medicaid and uninsured medical coverage costs if all students in the class of 05-06 graduated from high school

	State Medicaid savings per student	State uninsured savings per additional graduate	Total Health Savings per additional graduate	Total Lifetime health savings if all students in the class of 05-06 graduated
WY	\$10,891.00	\$917	\$11,808	\$22,752,102.00
US			\$13,706	\$17,090,887,263.00

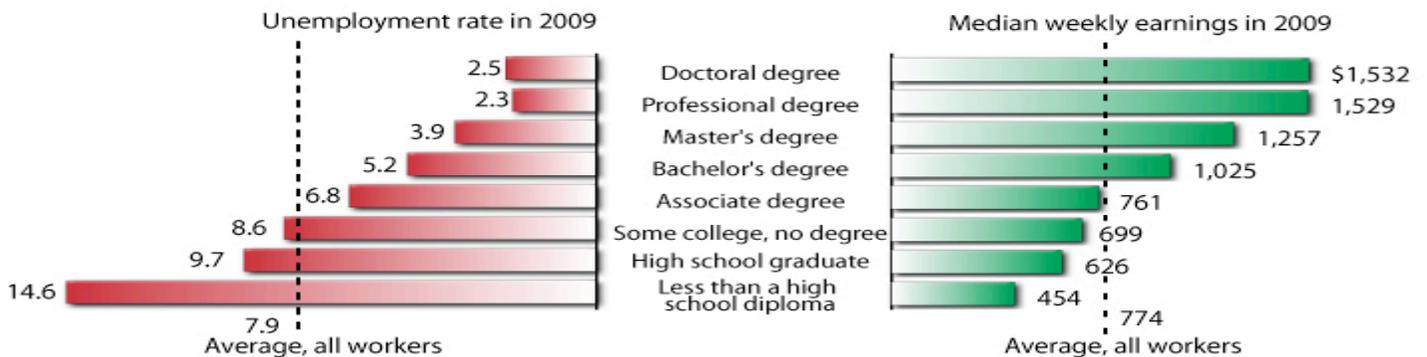
Increase in wealth if all heads of households were high school graduates

	# of households head by hs dropouts	Household wealth accumulated by hs dropouts	# of households headed by graduates	Household wealth accumulated by hs graduates	Potential additional household wealth if all heads of household were hs graduates
WY	18,568	\$9,284,000.00	64,002	\$320,010,000.00	\$83,556,000.00
US	16,518,815	\$8,259,407,500.00	31,117,809	\$155,589,045,000.00	\$74,334,667,500.00

Annual Savings and earnings benefits from a reduced need for community college remediation

	Annual Remediation Savings	Additional Annual Earnings	Total Benefit to State Economy
WY	\$3,564,487.00	\$6,550,822.00	\$10,115,309.00
US	\$1,417,258,558.00	\$2,292,808,179.00	\$3,710,066,738.00

Education pays



Source: Bureau of Labor Statistics, Current Population Survey

Data from Dept. of Labor regarding Wyoming employment rates in the last ten years for teens, and those over age 25 with and without a diploma.

Labor Force Statistics from the Current Population Survey												
Original Data Value												
Series Id:	LNS14027659											
Seasonally Adjusted												
Series title:	(Seas) Unemployment Rate - Less than a High											
Labor force status:	Unemployment rate											
Type of data:	Percent or rate											
Age:	25 years and over											
Educational attainment:	Less than a high school diploma											
Years:	2000 to 2010											
Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2000	6.4	6.0	6.6	6.2	6.9	6.3	6.4	6.2	6.2	6.4	6.5	5.9
2001	6.7	7.5	6.8	6.8	6.6	6.9	6.8	7.2	7.7	7.6	8.0	8.3
2002	8.2	8.3	8.1	9.1	8.3	7.8	8.6	8.4	7.8	8.7	9.0	8.9
2003	8.8	8.9	8.6	8.5	9.0	9.4	8.8	9.3	8.6	9.0	8.7	7.9
2004	9.1	8.6	8.8	8.6	8.8	8.7	8.2	8.1	8.7	8.4	8.0	8.1
2005	7.7	7.8	7.8	8.2	7.8	6.9	7.5	7.5	8.2	7.3	7.4	7.4
2006	7.0	7.1	6.9	6.9	7.0	7.0	7.0	6.8	6.4	5.8	6.6	6.7
2007	6.9	7.2	6.9	7.1	6.6	6.7	7.2	6.5	7.6	7.4	7.8	7.8
2008	7.7	7.3	8.3	7.7	8.2	8.7	8.5	9.6	9.9	10.4	10.9	11.2
2009	12.4	13.0	13.8	14.9	15.4	15.4	15.3	15.5	15.0	15.5	15.0	15.3
2010	15.2	15.6	14.5	14.7	15.0	14.1	13.8	14.0				

Labor Force Statistics from the Current Population Survey												
Original Data Value												
Series Id:	LNS14027660											
Seasonally Adjusted												
Series title:	(Seas) Unemployment Rate - High School											
Labor force status:	Unemployment rate											
Type of data:	Percent or rate											
Age:	25 years and over											
Educational attainment:	High school graduates, no college											
Years:	2000 to 2010											
Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2000	3.4	3.4	3.3	3.3	3.4	3.4	3.4	3.7	3.5	3.6	3.5	3.5
2001	3.8	3.7	3.8	3.7	3.9	3.8	4.1	4.4	4.4	4.7	5.0	4.9
2002	5.3	5.3	5.4	5.5	5.5	5.4	5.1	5.2	5.0	4.9	5.2	5.3
2003	5.2	5.4	5.5	5.7	5.6	5.7	5.4	5.4	5.3	5.5	5.3	5.4
2004	4.9	5.0	5.3	5.3	5.1	5.2	5.0	4.9	4.7	4.8	4.8	4.8
2005	4.7	4.9	4.7	4.4	4.5	4.8	4.8	4.7	4.9	4.8	4.8	4.5
2006	4.4	4.4	4.2	4.4	4.3	4.1	4.4	4.6	4.1	4.1	4.3	4.3
2007	4.2	4.3	4.0	4.1	4.4	4.2	4.5	4.4	4.5	4.7	4.5	4.7
2008	4.7	4.7	5.0	5.0	5.1	5.2	5.3	5.9	6.2	6.5	7.0	7.8
2009	8.1	8.4	9.1	9.4	10.0	9.8	9.4	9.8	10.8	11.2	10.4	10.5
2010	10.1	10.5	10.8	10.6	10.9	10.8	10.1	10.3				

Labor Force Statistics from the Current Population Survey												
Original Data Value												
Series Id:	LNS14000012											
Seasonally Adjusted												
Series title:	(Seas) Unemployment Rate - 16-19 yrs.											
Labor force status:	Unemployment rate											
Type of data:	Percent or rate											
Age:	16 to 19 years											
Years:	2000 to 2010											
Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2000	12.7	13.8	13.3	12.6	12.8	12.3	13.4	14.0	13.0	12.8	13.0	13.2
2001	13.8	13.7	13.8	13.9	13.4	14.2	14.4	15.6	15.2	16.0	15.9	17.0
2002	16.5	16.0	16.6	16.7	16.6	16.7	16.8	17.0	16.3	15.1	17.1	16.9
2003	17.2	17.2	17.8	17.7	17.9	19.0	18.2	16.6	17.6	17.2	15.7	16.2
2004	17.0	16.5	16.8	16.6	17.1	17.0	17.8	16.7	16.6	17.4	16.4	17.6
2005	16.2	17.5	17.1	17.8	17.8	16.3	16.1	16.1	15.5	16.1	17.0	14.9
2006	15.2	15.3	16.1	14.6	14.0	15.7	15.9	16.1	16.3	15.2	14.9	14.7
2007	14.8	14.9	14.9	15.6	15.9	16.2	15.3	16.0	16.0	15.5	16.2	16.9
2008	17.8	16.5	16.0	15.6	18.9	19.0	20.8	18.9	19.3	20.3	20.3	20.8
2009	20.9	21.8	22.0	21.8	23.2	24.3	24.5	25.7	26.1	27.6	26.8	27.1
2010	26.4	25.0	26.1	25.4	26.4	25.7	26.1	26.3				



Part III

List of web sites

Major Heading of Tool Kit Web Site

Addresses of Major Community
Partnership Web Sites

Examples of Resources in Categories

Screen Shots of Tool Kit Web Site

Web Sites of Interest

National Organizations

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

With more than 400 national partner organizations and their local affiliates, the Alliance is uniquely positioned to mobilize Americans to act. We have made a top priority of ensuring that all young people graduate from high school ready for college, work and life through our **Grad Nation** movement. Our work involves raising awareness, encouraging action and engaging in advocacy to provide children the key supports we call the **Five Promises**:

- Caring adults such as parents, teachers, mentors, coaches and neighbors
- Safe places that offer constructive activities when young people are not in school
- A healthy start and healthy development
- An effective education that prepares young people for college and work
- Opportunities to help others through service
-

<https://louisville.edu/education/jespar>

JESPAR: Journal of Education for Students Placed at Risk

<http://asq.org/index.html>

American Society for Quality-ASQ is the world's leading membership organization devoted to quality. We have the knowledge, tools, expertise and resources to inspire you and your organization. Join ASQ and we'll help you Make Good Great®. One area is devoted to k-12 Education.

<http://www.ers.org/abouters.php>

Educational Research Service-Using Research to Improve Student Achievement. For over 35 years Educational Research Service has been the nonprofit organization serving the research and information needs of the nation's K-12 education leaders and the public.

And for over 35 years our mission has remained the same...to improve the education of children and youth by providing educators and the public with timely and reliable research and information.

<http://www.indiana.edu/~ceep/>

At CEEP, we provide the evaluation and research you need for creating successful programs and education policies.

<http://smhp.psych.ucla.edu/>

The School Mental Health Project (SMHP) was created in 1986 to pursue theory, research, practice and training related to addressing mental health and psychosocial concerns through school-based interventions. To these ends, SMHP works closely with school districts, local and state agencies, special initiatives, and organizations and colleagues across the country. In 1995 the project established its national Center for Mental Health in Schools as part of the federal mental health in schools program.



Student Supports

<http://www.cdc.gov/>

Center for Disease Control and Prevention. Lots of information about adolescent health and links to other good information for parents, teachers, and administrators.

<http://csmh.umaryland.edu/>

Center for School Mental Health-University of Maryland School of Medicine. The mission of the Center for School Mental Health (CSMH) is to strengthen policies and programs in school mental health to improve learning and promote success for America's youth.

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

Research shows Student Choice, Relationships, Teacher Expectations, and Hope work together to build intrinsic motivation. Standards and standardized testing motivate in a different way. What do you suppose would happen to your academic scores if you worked on motivation from multiple directions? What does your school evaluate in regard to motivation?

<http://www.nctsn.org>

The mission of the National Child Traumatic Stress Network is to raise the standard of care and improve access to services for traumatized children, families, and communities throughout the United States. This site has great resources for educators to use when working with traumatized students.

<http://www.samhsa.gov/>

Substance Abuse & Mental Health Services Administration. This site has some great resources for community action.

<http://www.ncset.org/siteindex.html>

The National Center on Secondary Education and Transition (NCSET) was established to create opportunities for youth with disabilities to achieve successful futures. NCSET provides technical assistance and disseminates information focused on four major areas of national significance for youth with disabilities and their families —

- Providing students with disabilities with improved access and success in the secondary education curriculum.
- Ensuring that students achieve positive post-school results in accessing postsecondary education, meaningful employment, independent living and participation in all aspects of community life.
- Supporting student and family participation in educational and post-school decision making and planning.
- Improving collaboration and system linkages at all levels through the development of broad-based partnerships and networks at the national, state, and local levels.



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

The National Dropout Prevention Center for Students with Disabilities (NDPC-SD) was established in 2004 by the Office of Special Education Programs (OSEP) as part of OSEP's Technical Assistance and Dissemination (TA&D) Network, which supports the implementation of the Individuals with Disabilities Education Act (IDEA). NDPC-SD was specifically established to assist in building states' capacity to increase school completion rates for students with disabilities through knowledge synthesis, technical assistance, and dissemination of interventions and practices that work. NDPC-SD is located at the National Dropout Prevention Center/Network (NDPC/N) at Clemson University.

www.wpen.net

The Parent Education Network, Wyoming State PIRC, is the Parent Information and Resource Center (PIRC) under No Child Left Behind. Funded by a discretionary grant under the US Department of Education, Office of Innovation and Improvement, Parent Choice and Options, PEN is one of 64 PIRCs in every state across the nation. PEN is a project of Parents Helping Parents of Wyoming, Inc. a statewide non-profit parent organization since 1990. First funded in 1998 as one of the Goals 2000 Parental Assistance Programs, PEN's purpose as Wyoming' State PIRC is to offer learning strategies to parents and technical assistance to schools and families to boost parental engagement, both of which ultimately increase student success.

www.wpic.org

Parent Information Center (PIC), is a statewide parent center for families of children with disabilities. PIC provides information, support and referrals to families on their rights and responsibilities under the special education law- the Individuals with Disabilities Education Act (IDEA). We help families understand their child's disability and support them in working as partners with schools and service providers to receive better education programs and services for their children. PIC staff can attend Individualized Education Program (IEP) meetings with families and provide workshops, webinars and trainings on specific disabilities and other disability topics upon request.

Government

<http://www.ncsl.org/Home/>

National Conference of State Legislatures. Website includes area on education-highlighting an education bill tracking database.

<http://www.ed.gov/>

The U. S. Department of Education. Everything you need is here.

<http://www.ccsso.org>

Council of Chief State School Officers

The Council of Chief State School Officers is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks



member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

<http://ies.ed.gov/ncee/wwc/>

U. S. Department of Education Institute of Educational Sciences. A central and trusted source of scientific evidence for what works in education.

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

The collective voice of the nation's governors. ★ **Mission Statement**
The National Governors Association (NGA)—the bipartisan organization of the nation's governors—promotes visionary state leadership, shares best practices and speaks with a unified voice on national policy.

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

The National Association of State Boards of Education exists to strengthen State Boards as the preeminent educational policymaking bodies for students and citizens.

Wyoming Government

<http://legisweb.state.wy.us/lsoweb/>

The Online Home of the Wyoming Legislature

<http://www.k12.wy.us/>

Wyoming Department of Education

<http://www.uwyo.edu/>

University of Wyoming

<http://www.wp-16.org/>

P-16 Council-The Wyoming P-16 Education Council is a non-partisan, non-governmental, 501(c)(3) organization made up of a partnership of state leaders from business, education, and government. The P-16 Education Council seeks to create greater coherence in Wyoming's education system from pre-Kindergarten through the baccalaureate degree (P-16) to increase student success as they transition from each level of education to the next.

Educational Reform

<http://www.betterhighschools.org/about/>

The National High School Center serves as the central source of information and expertise on high school improvement for the Regional Comprehensive Centers (RCCs). Millions of high school students - particularly those with disabilities, with limited proficiency in English, or from low-income backgrounds - need additional



support in order to succeed. To address this challenge, the National High School Center promotes the use of research-supported approaches that help all students learn and become adequately prepared for college, work, and life.

<http://www.search-institute.org/>

Search Institute seeks to help families, schools, and communities make the world a better place for kids. Here you will find the tools and research you need—including our framework of Developmental Assets

<http://www.principalspartnership.com>

The Principals' Partnership—a Program of Union Pacific Foundation. Union Pacific recognizes the vital role that high school principals play in our nation's education system, and we are committed to their growth and success. To fulfill this commitment, we have created The Principals' Partnership, a program designed to assist principals in selected Union Pacific communities to meet their leadership needs and professional growth objectives.

<http://www.schargel.com/>

Schargel Consulting Group. Developing World Class Schools and Graduates. William Schargel is a nationally-recognized researcher, speaker, and resource for information on dropout prevention.

<http://www.all4ed.org/> Alliance for Excellent Education

Mission: The mission of the Alliance for Excellent Education is to promote high school transformation to make it possible for every child to graduate prepared for postsecondary learning and success in life. **About the Alliance:** The Alliance for Excellent Education is a Washington, DC-based national policy and advocacy organization that works to improve national and federal policy so that all students can achieve at high academic levels and graduate from high school ready for success in college, work, and citizenship in the twenty-first century. The Alliance focuses on America's six million most at-risk secondary school students—those in the lowest achievement quartile—who are most likely to leave school without a diploma or to graduate unprepared for a productive future.

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

Our Mission-The Education Trust promotes high academic achievement for all students at all levels—pre-kindergarten through college. Our goal is to close the gaps in opportunity and achievement that consign far too many young people—especially those from low-income families or who are black, Latino, or American Indian—to lives on the margins of the American mainstream.

<http://www.responsiveclassroom.org>

The Responsive Classroom is an approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning. Created by classroom teachers and backed by evidence from independent research, the Responsive Classroom approach is based on the premise that children learn best when they have both academic and social-emotional skills. The approach therefore consists of classroom and school-wide



practices for deliberately helping children build academic and social-emotional competencies.

<http://www.dropoutprevention.org>

The mission of the National Dropout Prevention Center/Network is to increase high school graduation rates through research and evidenced-based solutions.

Since 1987, the National Dropout Prevention/Network has worked to improve opportunities for all young people to fully develop the academic, social, work, and healthy life skills needed to graduate from high school and lead productive lives. By promoting awareness of successful programs and policies related to dropout prevention, the work of the Network and its members has made an impact on education from the local to the national level.

Education Alternatives

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

Alternative Education Resource Organization-The Education Revolution. AERO's goal is to advance student-driven, learner-centered approaches to education. AERO is considered by many to be the primary hub of communications and support for educational alternatives around the world. ..One of AERO's areas of expertise is democratic process and democratic education, but equally important is the networking of all forms of educational alternatives. It is through our work and mission that we hope to create an education revolution.

<http://www.AtRiskEducation.Net/>

The National At-Risk Education Network (NAREN) is a private, non-sectarian, non-profit educational agency dedicated to both promoting the success of at-risk youth in our schools, and supporting the educators who work on their behalf.

<http://www.the-naea.com/home.cfm>

The **National Alternative Education Association (NAEA)** is made up of people like you- teachers, counselors, para-professionals, crisis workers, administrators, school resource officers, board members, and others who are interested in and committed to best practice, resource sharing, research, and networking to benefit the youth and children we serve through alternative learning options.

<http://www.publiccharters.org/about>

Who We Are :The National Alliance for Public Charter Schools is the leading national nonprofit organization committed to advancing the charter school movement. Our goal is to increase the number of high-quality charter schools available to all families, particularly in disadvantaged communities that lack access to quality public schools. The Alliance provides assistance to state charter school associations and resource centers, develops and advocates for improved public policies, and serves as the united voice for this large and diverse movement.



Toolkit Web Site Major Headings

Current Statistics on Dropout Crisis

Includes information similar to what is in the notebooks describing the impact of the dropout situation on individuals, Wyoming, and the nation.



Three major organizations that offer assistance for school-community partnerships

Toolkit (Following are the categories and number of items in each folder):

America's Promise-8

This web site has its own page due to its depth and number of resources.

Climate and Culture-31

A major reason for students' dropping out is connected to the characteristics of the school they left.

High School Reform-23

Articles and studies specifically dealing with secondary schools

Identification of Potential Dropouts-10

Articles and research providing methods to identify early potential dropouts

Major Reports and Studies-14

National reports and research about the dropout crisis

National Comparisons

One folder contains 12 "reports on the state progress on reducing in dropout rates," the other folder contains 6 reports comparing state's current situations

School Community Partnerships-7

In addition to the three main national organizations, this folder contains articles and research on individual attempts to work together

Student Support Systems-16

This extremely important folder contains articles and research about the kinds of supports students at risk need to be able to stay in school

Teacher Preparation-12

These articles describe what is missing in current teacher preparation programs and describes the types of professional development available for teachers

Transitions-21

The most dangerous and critical years for all students are the transition years, usually 6th and 9th grade. As a result, many articles and research exists describing ways to ensure student success through these transition periods.

Web Sites

Many sites exist that provide further information-these have been listed here and are categorized.

Wounded and Neglected Students-20

Some students come to the classroom already at risk from their home environments. Others have been wounded by previous school experiences. These articles describe specific ways to support these students.



Regional Trainings

This page will describe the location, dates, and times of the regional trainings, as well as a list of who should attend. It will also include an agenda of activities that will take place and provide information for registration.

Media

Wyoming, Inc. will provide resources for communities and schools to publicize their events.

Potential Future Uses of This Toolkit

- Report survey results of what schools have currently done
- Annotation of the articles
- Opportunity to have a community-school based ongoing discussion on current topics
- Maintaining web site, keeping it current
- Links to other state's at risk sites
- Lists of upcoming state and national conferences
- Lists of state and national resources for professional development and contact information

National Associations with Free Advice, Support, and Model Community – School Partnership Materials

	<p>http://www.edvisions.com</p>
	<p>http://www.americaspromise.org/</p>
	<p>http://smhp.psych.ucla.edu/</p>

The websites for the organizations listed above have tried and true methods available for schools, communities, government, social agencies, etc. These are free. Included you'll find thorough examples of what other states and cities have done: including community surveys, strategic plans, and available resources.



High School Reform

- America's High School-The future of children
 - *This 244 page report, published by Princeton University in Spring 2009, discusses alternative pathways, high school curriculum, college readiness, international comparisons, transitions to high school.*
- An Action Agenda for Improving America's High Schools
- Case Management-Concepts and skills
- Common Psychosocial Problems of School-Aged Youth
- Course, Credit Accrual and Dropping Out of High School
- Disengaged Students
- Dropout Prevention Strategy Workbook
- Essential Tools-Increasing Rates of School Completion
- Fifteen Effective Strategies for Improving High School Graduation
- From No Child Left Behind to Every Child a Graduate
- High Schools at the Tipping Point
- HS Dropouts say Lack of Motivation Top Reason to Quit
- Improving High School Graduation Rates
- Keeping Students on Path to Graduate
- Lessons from Leading Models
- National Cross-Site Evaluation of High Risk Youth Programs
- Raising the Compulsory School Attendance Age
- The Case for Reform
- Reducing Dropout Rates through Expanded Learning Opportunities
- Reform at a Crossroads-NASBE
- School Characteristics Related to Dropout Rates
- Supporting Student Learning through Experiential Learning Opportunities
- The Academic Costs of Discipline
- What Works Clearinghouse

Major Reports and Studies

- Addressing the Dropout Crisis
- An Introductory Packet on Dropout Prevention
- Dropout Risk Factors and Exemplary Programs: 5-16-07
- IES The condition of Education 2010 (400+ pages)
- Legislative Report
- Locating the Dropout Crisis
- Measuring Graduation to Measure Success
- One-Third of a Nation
- Principal's Partnerships Dropout Rate
- Progress of Ed Reform-Dropout Prevention
- Raising Graduation Rates-A Series of Data Briefs
- Schooling Statistics and Poverty, Can We Measure School Improvement?
- The School Dropout Crisis
- The Silent Epidemic

Finder File Edit View Go Window Help

Wyoming High School Dropout Prevention

http://www.reddesertdesign.com/ernie/index.html

Your Future Matters... in Wyoming

HOME STATISTICS SURVEYS TOOLKIT ECONOMICS TRAININGS STAKEHOLDERS

CATEGORIES

- High School Reform
- Major Studies
- Transitions
- Student Support Systems
- Alternative Schools
- Identification
- Wounded and Neglected
- Teacher Preparation
- School-Community Partnerships
- School Climate & Culture
- America's Promise Alliance

Dropout Prevention

Nationwide, nearly one in three U.S. High School students fails to graduate. In Wyoming, that ratio is one in five students. In total, approximately 1.3 million students drop out each year - averaging 7,200 every school day. In Wyoming, over 1,300 students drop out each year. Among minority students, the problem is even more severe in Wyoming with American Indian and Hispanic students dropping out at alarmingly high numbers.

The drop-out problem is not just a school problem, it's a community and business problem that impacts nearly everyone and drags down the state's economy. The solution must be a school, business and community collaboration.

Why are dropouts a problem?

- Dropouts are more likely than are high school graduates to be unemployed, in poor health, living in poverty, on public assistance, and be single parents of children who drop out of high school...
- Jobs requiring post-secondary education will make up more than two-thirds of new jobs in the future.

Done

1 of 17 selected, 608.86 GB available

Firefox File Edit View History Bookmarks Tools Window Help

Wyoming High School Dropout Prevention

http://www.reddesertdesign.com/ernie/pages/high_school_reform.html

Your Future Matters... in Wyoming

HOME STATISTICS SURVEYS TOOLKIT ECONOMICS TRAININGS STAKEHOLDERS

CATEGORIES

- High School Reform
- Major Studies
- Transitions
- Student Support Systems
- Alternative Schools
- Identification
- Wounded and Neglected
- Teacher Preparation
- School-Community Partnerships
- School Climate & Culture
- America's Promise Alliance

High School Reform Resources

- [America's High School-the future of children.pdf](#)
- [An Action Agenda for Improving America's High Schools.pdf](#)
- [Case_management_Concepts_and_Skills.pdf](#)
- [Common Psychosocial Problems of School-Aged Youth.pdf](#)
- [Course, credit accrual and dropping out of high school-bib.pdf](#)
- [Disengaged Students.pdf](#)
- [Dropout Prevention Strategy Workbook.pdf](#)
- [Essential Tools-Increasing Rates of School Completion.pdf](#)
- [Fifteen effective strategies for improving.pdf](#)
- [From No Child Left Behind to Every Child a Graduate.pdf](#)
- [High schools at the tipping pointMay 2008.pdf](#)
- [HS Dropouts say lack of motivation top reason to quit.pdf](#)
- [Improving high school graduation rates.pdf](#)
- [Keeping students on path to graduate.pdf](#)
- [Lessons from leading models-solutions.pdf](#)

Done

1 of 17 selected, 608.86 GB available

Preview File Edit View Go Tools Bookmarks Window Help

Document1 final toolkit.doc files America's High School-the future of children-5.pdf (244 pages)



America's High Schools

VOLUME 19 NUMBER 1 SPRING 2009

- 3 Introducing the Issue
- 17 Can the American High School Become an Avenue of Advancement for All?
- 37 How Do American Students Measure Up? Making Sense of International Comparisons
- 53 Falling Off Track during the Transition to High School: What We Know and What Can Be Done
- 77 Finishing High School: Alternative Pathways and Dropout Recovery
- 105 Improving Low-Performing High Schools: Searching for Evidence of Promise
- 135 U.S. High School Curriculum: Three Phases of Contemporary Research and Reform
- 157 Instruction in High Schools: The Evidence and the Challenge
- 185 College Readiness for All: The Challenge for Urban High Schools
- 211 Expanding Policy Options for Educating Teenagers

A COLLABORATION OF THE WOODROW WILSON SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS AT PRINCETON UNIVERSITY AND THE BROOKINGS INSTITUTION

The Future of Children seeks to translate high-level research into information that is useful to policy makers, practitioners, and the media.

The Future of Children is a collaboration of the Woodrow Wilson School of Public and International Affairs at Princeton University and the Brookings Institution.

Senior Editorial Staff

Sara McLanahan
Editor-in-Chief
Princeton University
Director, Center for Research on Child Wellbeing, and William S. Tod Professor of Sociology and Public Affairs

Ron Haskins
Senior Editor
Brookings Institution
Senior Fellow and Co-Director, Center on Children and Families

Christian Passon
Senior Editor
Princeton University
Director, Center for Health and Wellbeing, and Hughes-Rogers Professor of Economics and Public Affairs

Cecilia Rouse
Senior Editor
Princeton University
Director, Education Research Section, and Theodore A. Wells 29 Professor of Economics and Public Affairs

Isabel Sawhill
Senior Editor
Brookings Institution
Senior Fellow, Cabot Family Chair, and Co-Director, Center on Children and Families

Journal Staff

Elisabeth Hirschhorn Donahue
Executive Director
Princeton University

Brenda Sittya
Managing Editor
Princeton University

Kris Emerson
Program Manager
Princeton University

Lisa Markman
Outreach Director
Princeton University

Julie Clover
Outreach Director
Brookings Institution

Regina Leiby
Communications Coordinator
Princeton University

Mary Baugh
Outreach Coordinator
Brookings Institution

The Future of Children would like to thank the Bill & Melinda Gates Foundation and the David and Lucile Packard Foundation for their generous support.

ISSN: 1054-8260
ISSN: 978-0-9813705-2-5

Search

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13

Firefox File Edit View History Bookmarks Tools Window Help

Document1 final toolkit.doc files

http://www.americaspromise.org/ Americas Promise Alliance - Home



"Educating America's sons and daughters is a task for all Americans."
- President Barack Obama

[Home](#)
[Our Work](#)
[How to Help](#)
[Partnerships](#)
[Resources](#)
[News & Events](#)
[About the Alliance](#)

Attend the 100 Best event this Tuesday

Join America's Promise, ING and Twilight's Kellan Lutz on the National Mall to celebrate the 100 Best Communities for Young People! [Learn More](#)

Grad Nation **Five Promises**

GRAD NATION
MOVING AMERICA TO END THE DROPOUT CRISIS

Grad Nation is a 10-year campaign to mobilize the nation as never before to reverse the dropout crisis and enable our children to be prepared for success in college, work and life.

[Learn more about Grad Nation](#)

Leadership of Colin and Alma Powell



Under the leadership of Founding Chairman General Colin Powell and current Chair Alma Powell, the America's Promise Alliance has become the nation's largest partnership providing supports to young people.

[Find Out More](#)

Featured Partner



MENTOR is America's lead champion for youth mentoring, helping children by providing a public voice, developing and delivering resources and promoting quality. MENTOR works through partnerships, mentoring programs and volunteer centers to serve 3 million children in all 50 states.

[Find Out More](#)

Mon 11:45 AM

Part IV-Overview of Regional Trainings

Number of Trainings-3

Dates and Locations:

February 7 – Gillette - Tec Center, Room 136a, 300 West Sinclair

February 14 – Riverton – BOCES, 320 West Main

February 24 – Cheyenne - Laramie County Community College Training Center, Room 120, 1400 East College Drive

Invitations will be sent to all schools in the region who will be asked to extend invitations to the following stakeholders:

Who should attend:

Members of

School district: Board members, administrators, teachers

Parents: Members of school-parent organizations

Community civic groups: Chamber of Commerce, Town Council

Community service organizations: Kiwanis, Rotary, Lions

Faith-based organizations

Social Agencies: Dept of Health, Social Services

Law enforcement: Probation officers, local judges, etc.

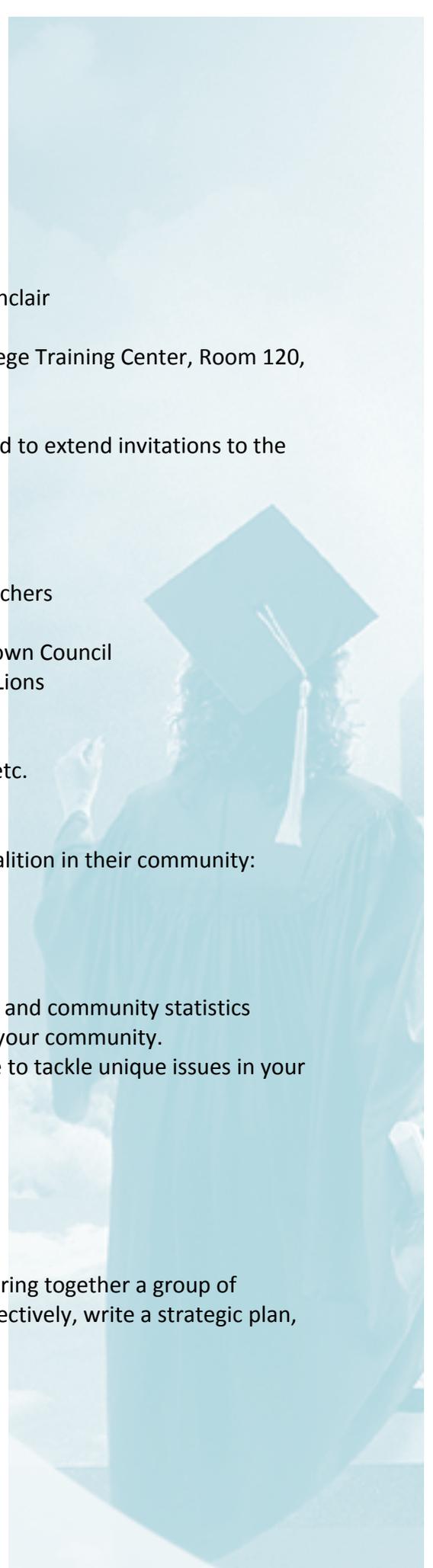
The training will demonstrate

- I. How to use any of the following excellent tools to develop a coalition in their community:
 - America’s Promise Alliance
 - EdVisions
 - Center for Mental Health-UCLA
 - National Dropout Prevention Center
2. How to use the website to rally your community with Wyoming and community statistics regarding the seriousness of the dropout rate and its effect on your community.
3. How to use the extensive numbers of resources on the web site to tackle unique issues in your own community.

Cost: Travel and lodging for participants

Anticipated Results:

Participants will leave with a plan in place and necessary tools to bring together a group of stakeholders, assess their school-community needs, use media effectively, write a strategic plan, and being to implement elements of that plan.





Part V

Media Assistance

Responsibility: Wyoming, Inc.

What's Next?

Discuss Future of this Movement

Phase II

- Web Site Maintenance
- Coalition Formation(s)
- Annotations of References
- Continue to gather resources to share on web site

Phase III

- Alternative Schools
- Dropout Re-enrollment
- Discussion Blog
- Research what has worked in Wyoming to date
- Upcoming conferences and retreats