

Best Practices Programs and Models:

TeamMates Mentoring Program

TeamMates Mentoring Program is a mentoring program modeled after the original program begun by Tom and Nancy Osborne in 1991. They saw first hand the needs of children growing up without enough adult interaction. These youth needed someone who could talk with them, help them set goals, and reinforce basic skills, attitudes and other lessons of life. The Osborne's program emphasized building character. The school-based, one-to-one mentoring program pairs adult volunteers one-to-one with students. Adult TeamMates serve as positive role models for the students needing extra adult attention. An adult TeamMate is anyone who serves as a positive role model, friend, champion, coach or guide and will take a personal interest in the growth and development of the student. They meet with their student (mentee) at least one hour a week during school hours. During this time together, they share in a variety of activities helping them form in establishing their relationship. Students are expected to refrain from engaging in any illegal activity, including drug/alcohol/tobacco use, gang involvement and other at-risk behaviors.

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

Career Academies:

The first career academy was created in 1969 in Philadelphia and was called the *Electrical Academy*. The Career Academy Support Network (CASN) offers comprehensive support and staff development for Small Learning Communities and Career Academies at which students can fulfill requirements for college entrance while learning to relate their academics to the world outside high school.

<http://www.ncset.org/publications/essentialtools/dropout/part3.3.02.asp>

What Works in Dropout Prevention? (STEP Program)

STEP is a model designed to ease students' school transitions and enhance healthy school adjustment by providing a supportive environment. Fundamental elements of the program include developing students' perceptions of school as a safe, cohesive, and well organized environment in which to learn and grow. Strategies are also employed to reduce student anonymity, increase student accountability, and clarify students' understanding of school rules and expectations. These key features are implemented through the homeroom teacher's interaction with the students and their families.

<http://www.ncset.org/publications/essentialtools/dropout/part3.3.09.asp>

GEAR Up Program

The GEAR UP program is a discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides five-year grants to States and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.

<http://www.ed.gov/programs/gearup/index.html>

Georgia P-16 Initiative (PREP)

The Post-Secondary Readiness Enrichment Program is an institutionally based program designed to help increase college readiness for students in grades 7-12 in at-risk situations.

<http://www.usg.edu/p16/prep/index.phtml>

Project GRAD (Graduation Really Achieves Dreams)

GRAD's high school program involves providing support to strengthen high school academics and providing services to ensure eligibility for college scholarships. At GRAD high schools, there are no GRAD-recommended curricular programs. Instead, GRAD's work with its high schools might be thought of as "demand driven": students stream to the high schools better prepared as the result of their experiences in the GRAD elementary and middle schools. Thus there is a demand-side motivation for the high schools to enrich and strengthen their academic offering.

http://www.projectgrad.org/site/apps/nl/content2.asp?c=fuLTJeMUKrH&b=869567&content_id={518CB0D5-4C00-4F94-A862-74856D5A4453}¬oc=1

AVID (Advancement Via Individual Determination)

AVID is an in-school academic support program for grades 5-12 that prepares students for college eligibility and success, places academically average students in advanced classes, levels the playing field for minority, rural, low-income and other students without a college-going tradition in their families, targets average students. AVID is implemented school wide and district wide.

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

The David School

The mission of The David School is to provide a comprehensive educational program for Appalachian youth and adults who have limited financial resources and the potential to succeed in a non-traditional setting. We will achieve our mission by creating a nurturing school environment that offers all students, through individualized attention, the opportunity to experience success and to serve their community.

<http://www.davidschool.org/index2.htm>

Service Learning Programs

Learn and Serve

<http://www.nationalservice.gov/about/programs/learnandserve.asp>

AmeriCorps State and National Projects

http://www.americorps.org/for_individuals/ready/programs_state_national.asp

Coca-Cola Valued Youth Program (VYP)

The VYP creed is that “all students are valuable; none are expendable,” VYP has helped more than 14,000 students stay in school. The premise of the program is that secondary students at risk of dropping out serve as tutors of elementary students who have also been identified as being in at-risk situations. Through this tutoring process, VYP seeks to increase the self-esteem and school success of middle and high school students and, in turn, decrease the likelihood of dropout. VYP is based on seven key tenets that articulate the philosophy of the project. Among these tenets are that all students can learn, the school values all students, and all students can actively contribute to their own and others’ education. These tenets provide strength for the program elements, which include both instructional and support strategies. The instructional strategies consist of classes for tutors, tutoring sessions, field trips, role models, and student recognition. Support strategies are comprised of curriculum, coordination, staff enrichment, family involvement, and education.

<http://www.ncset.org/publications/essentialtools/dropout/part3.3.04.asp>

Check and Connect

Check & Connect is a model designed to encourage student engagement in school and learning through a comprehensive approach. Fundamental elements of the model include relationship building, routine observation of warning signs of withdrawal, individualized intervention, promotion of problem-solving skills, and encouragement of students’ participation in school activities. All targeted students obtain basic intervention, which includes providing information about the Check & Connect model to students and families. It also involves conversations with each student about his/her progress in school and use of problem-solving strategy to address problems. Intensive interventions, on the other hand, are provided for students identified as exhibiting signs of withdrawal and may include providing tutoring services, facilitating meetings between home and school, linking with community resources, or assisting with the development and implementation of behavioral interventions.

<http://www.ncset.org/publications/essentialtools/dropout/part3.3.03.asp>

Leadership and Youth Development Programs

This new approach is based on a small but growing body of research concerning the relationship between asset building (or competency development) and decreased problems during adolescence.

http://www.dsgonline.com/mpg2.5/leadership_development_prevention.htm

Project COFFEE (Co-Operative Federation For Educational Experience)

This model was designed to prevent school dropout by providing services addressing students' academic, social, emotional, and occupational needs. The program seeks to balance cognitive achievement, skills training, and occupational education with services meant to provide for students' developmental needs. Project COFFEE offers individualized instruction structured as a half day of academic coursework and a half day in occupational instruction. Fundamental aspects of the program include five main components: academic, life-coping skills, occupational, guidance and counseling, and physical education. These five components are integrated with the help of numerous individuals such as teachers, counselors, administrators, and employers.

<http://www.ncset.org/publications/essentialtools/dropout/part3.3.08.asp>

Teen Outreach Program (TOP)

TOP is designed to prevent teen pregnancy and school dropout for both males and females by having students volunteer in their communities and participate in classroom discussions and educational sessions for one school year. Fundamental elements of the program include learning life skills, understanding social and emotional issues important to teens, discussing feelings and attitudes about a variety of subjects, and participating in volunteer opportunities in the community. These elements are implemented through the help of program facilitators, who teach classes, and organization facilitators, who help organize the volunteer experiences.

<http://www.ncset.org/publications/essentialtools/dropout/part3.3.11.asp>