

***STRENGTHENING FAMILIES
AND COMMUNITIES: HEAL
THE FAMILY, HEAL THE
WORLD***

School Drop-Out Prevention

December 9, 2010

SCHOOL DROP-OUT PREVENTION

Why are we here?

Every year in the U.S., approximately 1.2 million students--that's 7,000 every school day--do not graduate from high school on time. (Alliance for Excellent Education)

In Georgia, only 57.8% of students graduate high school. (Editorial Projects in Education)

What do we want to accomplish today?

- educate and raise awareness;
- garner community support for our outcome statement: *To decrease drop-out factories by promoting an increase in the availability of quality afterschool programs in these communities;*
- encourage attendees to commit to an action from each of the four focus areas that they can incorporate into their programs/efforts/lives.

SCHOOL DROP-OUT PREVENTION

Committee Scope/Goal:

This committee proposes to reduce the number of “drop-out factories” in the metro-Atlanta area by promoting the increased availability of quality afterschool programs in these communities.

DEFINITIONS

What are drop-out factories?

Drop-out factories are “high schools where no more than 60% of the students who start as freshmen make it to their senior year.” (USA Today, 11/9/2007)

What is promoting power?

“Promoting Power” refers to the progression of students who from 9th grade to 12th grade. “It is designed to estimate the proportion of high school students who make it to their senior year.” (Alliance for Excellent Education)

SCHOOL DROP-OUT PREVENTION FOUR FOCUS AREAS

With your involvement in these Four Focus Areas

- Policies
- Instructional Issues
- Parental Involvement
- Community Involvement

POLICIES

Our two top legislative policies:

- **Reform Zero Tolerance Policies:** Zero Tolerance policies have contributed greatly to the growing school to prison pipeline trend across the nation, and especially in Georgia. The pushing of children out of the public school system and into the juvenile justice system is evident in the data collected by reputable organizations and agencies. In 2009, Georgia children lost 1.8 million days of instruction due to in-school (ISS) and out-of-school suspensions (OSS). Therefore, a reform of policies which promote incarceration rather than education is needed.
- **Reform federal and state funding programs to increase the number of quality afterschool programs:** Afterschool programs have been proven to work for both children and families. Quality programs reduce the achievement gap for children who are not on grade level; promote environments that encourage education as a more viable alternative; and increase the level of parental involvement and engagement in children's educational endeavors.

POLICIES

Our slate contains the following advocacy efforts:

- Advocate for the funding and implementation of more vocational/technical programs that prepare students post-high school
- Advocate for other policies that serve the purpose of keeping children in school:
 - o juvenile code reform;
 - o expand pre-K to include three-year-olds;
 - o grant parents protected leave from their jobs for the education and well-being of their children (e.g., mandated school conferences, health-related issues);
 - o funding reform for allocation of school budgets (currently, funding is based on property tax, which places some districts at a significant disadvantage);
 - o place graduation coaches in middle schools;
 - o require physical education class in every grade; and
 - o require healthier food choices in every school (make sugary, salty, fattening foods less available).

POLICIES

MOST IMPORTANTLY...follow the \$Money\$.

INSTRUCTIONAL ISSUES

GOAL: Make student achievement the primary focus for afterschool programs, especially for those programs that target children who attend so-called “drop-out factory” schools.

INSTRUCTIONAL ISSUES

Alliance for Excellent Education - Drop-out Factories

http://www.all4ed.org/about_the_crisis/schools/state_and_local_ipromotingpower/results?searchtype=by

THREE-YEAR AVG BELOW 70%

<u>Zip</u>	<u>State</u>	<u>County</u>	<u>High School</u>	<u>3-Year Average</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>
30316	GA	Fulton	SOUTHSIDE HIGH SCHOOL	69%	59%	74%	72%
30311	GA	Fulton	MAYS HIGH SCHOOL	67%	63%	67%	72%
30213	GA	Fulton	CREEKSIDE HIGH SCHOOL	57%	55%	59%	57%
30305	GA	Fulton	NORTH ATLANTA HIGH SCHOOL	58%	59%	58%	56%
30314	GA	Fulton	WASHINGTON HIGH SCHOOL	57%	60%	58%	54%
30344	GA	Fulton	TRI-CITIES HIGH SCHOOL	57%	58%	52%	62%
30331	GA	Fulton	WESTLAKE HIGH SCHOOL	66%	72%	64%	62%
30315	GA	Fulton	SENIOR ACADEMY AT CARVER	62%	71%	60%	54%
30349	GA	Fulton	BANNEKER HIGH SCHOOL	64%	72%	57%	62%
30316	GA	Fulton	TECH HIGH SCHOOL	43%	43%	N/A	N/A

INSTRUCTIONAL ISSUES

Student Achievement

- High School identified as drop-out factory
 - Booker T. Washington High School
- Feeder Schools (middle schools) to identified drop-out factory
 - Brown, Kennedy, Parks middle schools



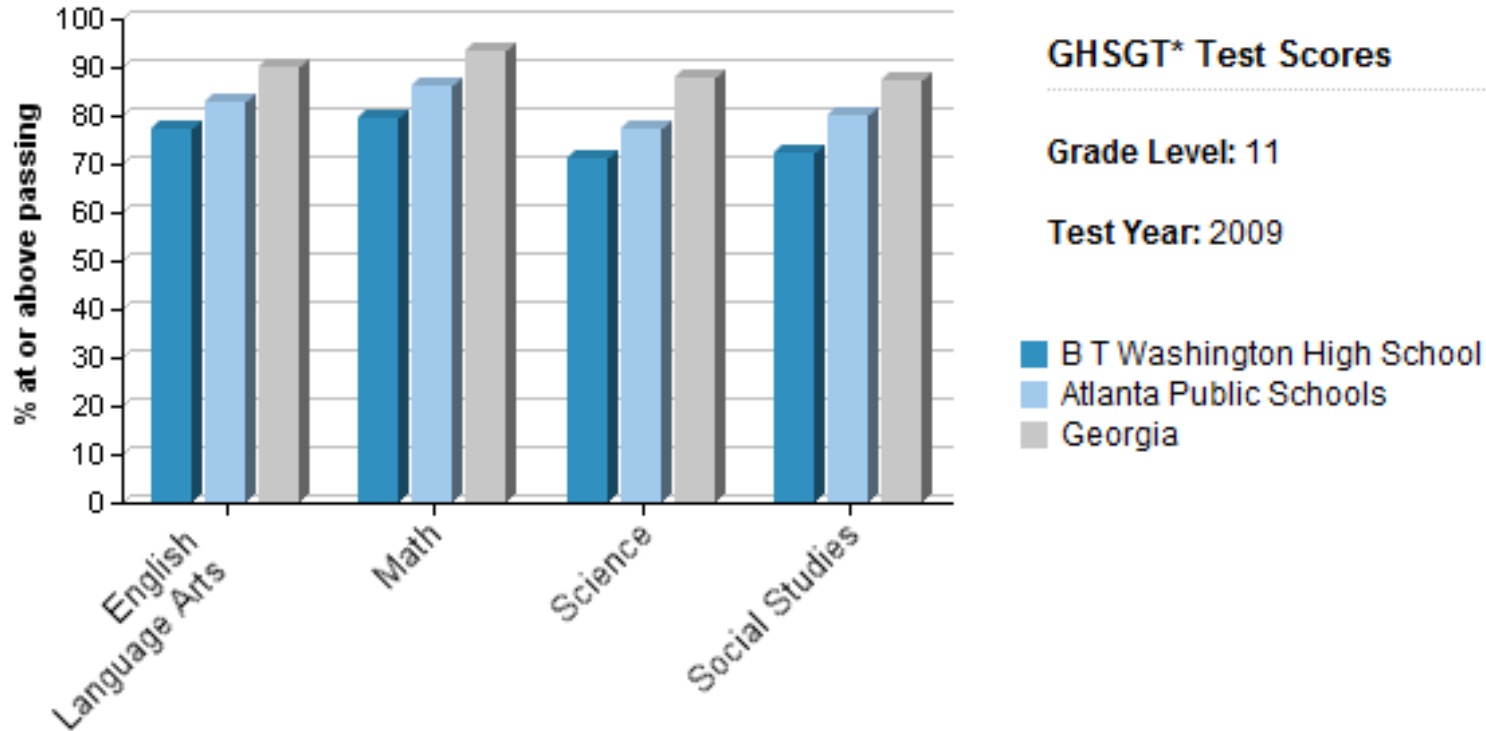
Recommendation: Enhance/improve training of educators to meet the needs of the children in the school's community

INSTRUCTIONAL ISSUES

Student Achievement - District 2

B T Washington High School Scores

(2009 - Grade 11)

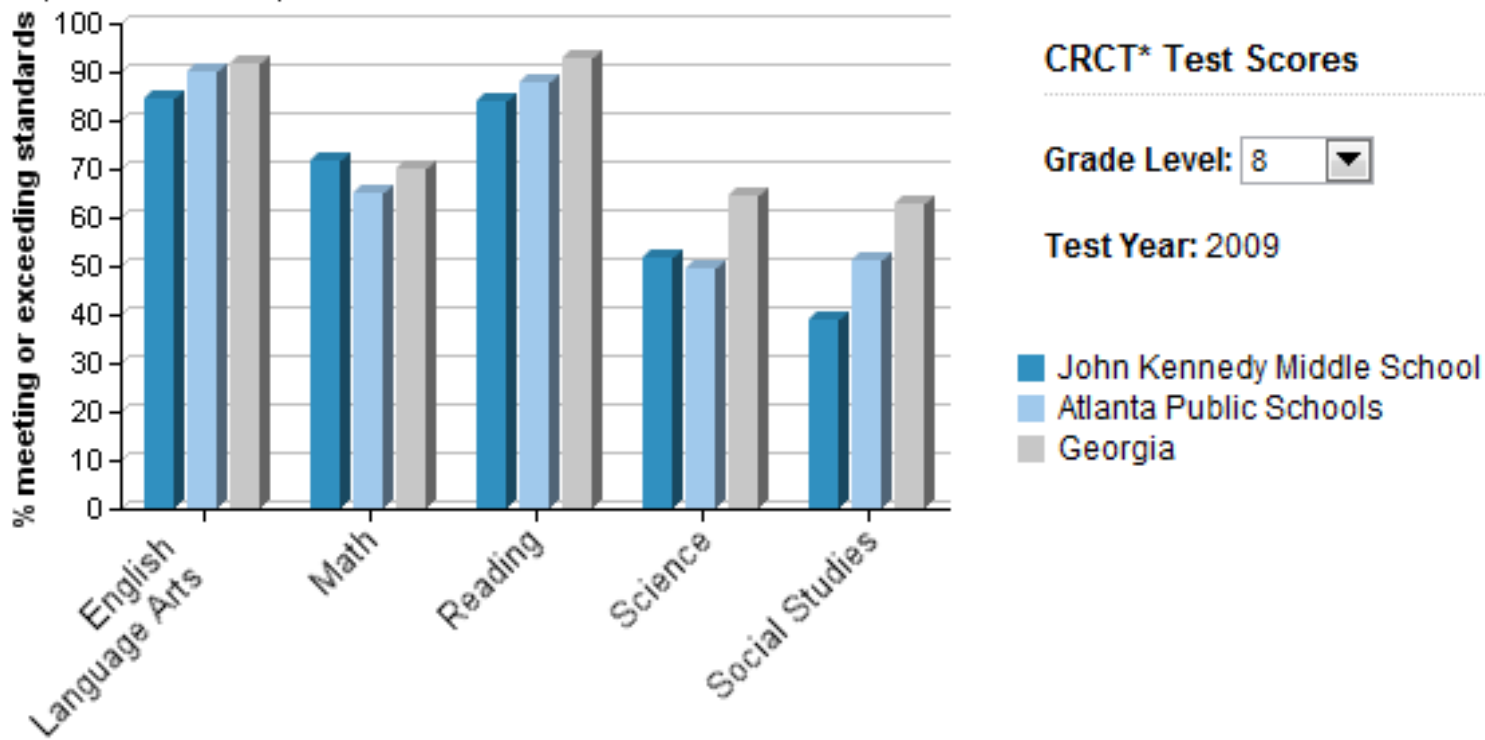


INSTRUCTIONAL ISSUES

Student Achievement - District 2

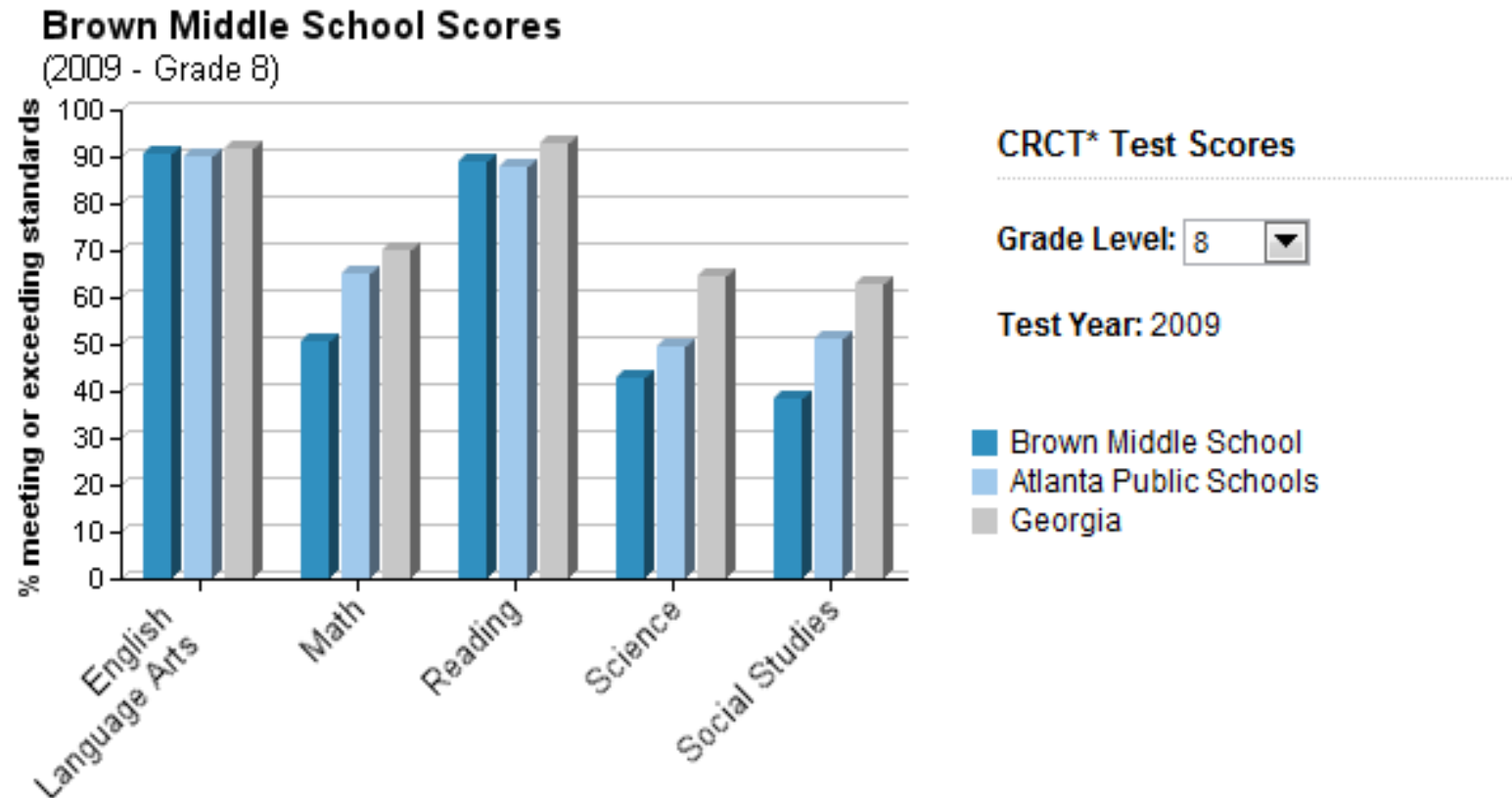
John Kennedy Middle School Scores

(2009 - Grade 8)



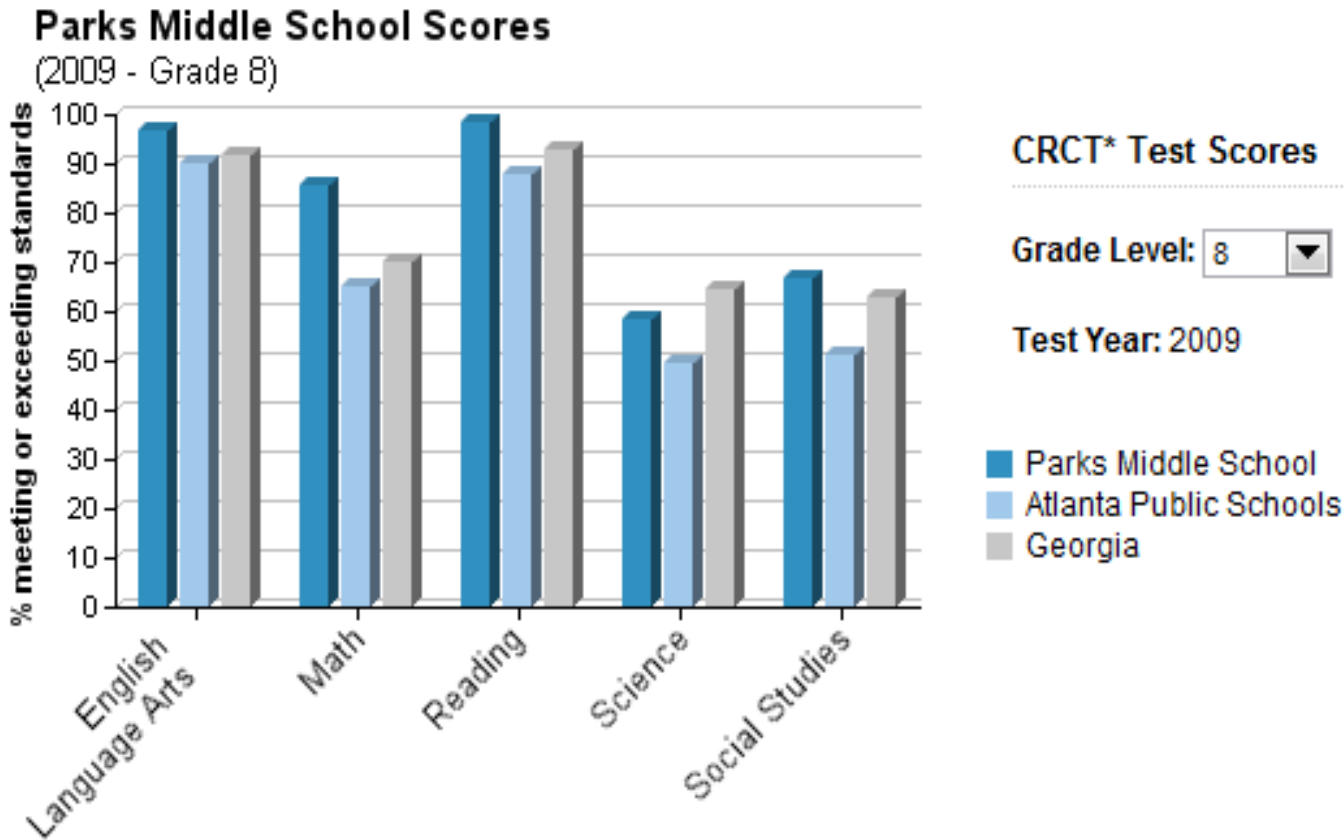
INSTRUCTIONAL ISSUES

Student Achievement - District 2



INSTRUCTIONAL ISSUES

Student Achievement - District 2



QUALITY AFTERSCHOOL PROGRAMS

Benefits of quality afterschool programs

- Homework assistance / Tutoring to help with the day's lessons
- Mentoring
- Parenting classes
- Increase in social skills, life skills and practical youth skills
- Structured, caring environment where children are encouraged and expected to achieve academic excellence and develop life skills to make good choices

Quality afterschool programs increase success in school

Quality afterschool programs incorporate non-traditional teaching methods to cater to all learning styles

- ****Must appeal to the needs and wants of the children, especially African American and Hispanic males****

QUALITY AFTERSCHOOL PROGRAMS

Atlanta Public Schools Afterschool Programs

- Brown Middle School
- Parks Middle School

These feeder schools participate in the AfterSchool Program initiative. What else could be happening?

PARENTAL INVOLVEMENT

PARENTS MATTER

- Make sure your child is ready for school
 - Read to your child (early learning)
 - Enroll in Pre-K/Headstart programs
 - Provide proper nutrition for your child
 - Make on-time school registration
 - Ensure child receives regular medical check-ups
- Become aware of available resources
- Engage your child's teachers
- Participate in school activities
- Enroll in a parenting class

PARENTAL INVOLVEMENT

Demographics in 30314

Atlanta Public Schools: 77.6% of students are eligible for free or reduced meals.

Number of Households: 23,271*

In family households: 17,761*

- 1,911 male householders
- 3,409 female householders
- 1,173 married couples with children
- 3,419 single-parent households (367 men, 3,052 women)

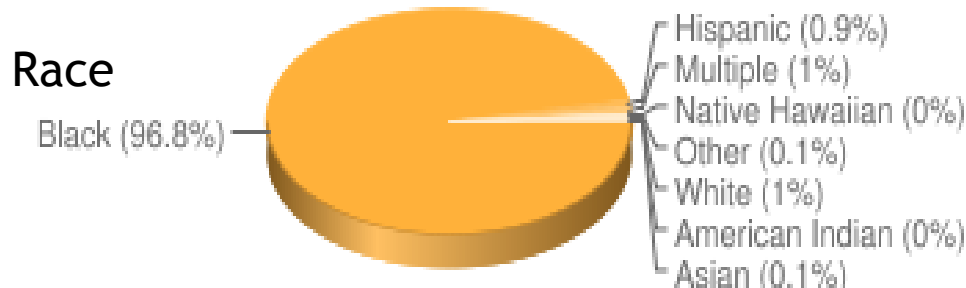
Estimated median household income in 2008: \$27,318*

PARENTAL INVOLVEMENT

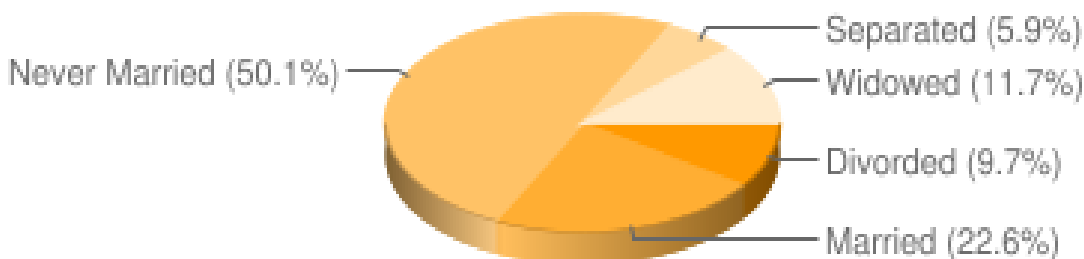
Demographics in 30314

Median Age Women: 30.7

Median Age Men: 25.8



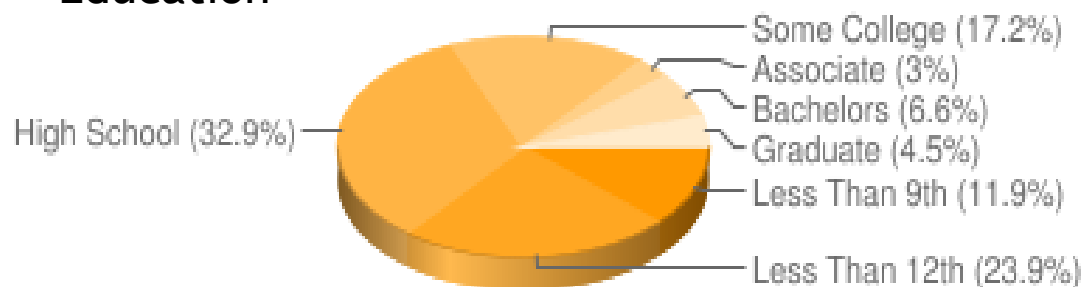
Marital Status



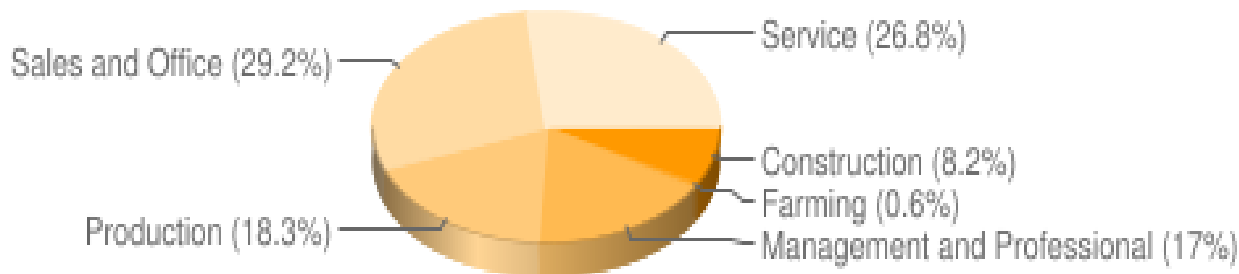
PARENTAL INVOLVEMENT

Demographics in 30314

Education



Occupation



PARENTAL INVOLVEMENT

What do the parents need in the community?

What resources can you identify to help parents help their children?

Are these resources readily available?

How can parents find out about them?

COMMUNITY INVOLVEMENT

GOAL: Involve various aspects of the community in promoting education to reduce the number of drop-out factories and increase the development of quality afterschool programs in these areas.

COMMUNITY INVOLVEMENT

We are the Community

As the “community,” we should be involved in each of these areas:

- Policies
- Instructional Issues
- Parental Involvement

What is the “community” for Booker T. Washington High School?

COMMUNITY INVOLVEMENT

School Drop-Out Affects the Entire Community

- The 2009 KidsCount Data report states that less than half of Georgia's three to four-year-olds are enrolled in some form of early education; only 58 percent of Georgia's three to five-year-olds are enrolled in an early education program, such as Pre-K; and
- Only 38.5 percent of Georgia's high school graduates are eligible for the HOPE Scholarship (i.e., graduate with a B average or better). Out of Georgia's 159 counties, only seven counties have an eligibility average of 50 percent or higher.

The Alliance for Excellent Education - www.all4ed.org/files/Georgia_wc.pdf

- The Alliance for Excellent Education reports that: "According to the Editorial Projects in Education Research Center, [only] 56 percent of all students in Georgia graduate from high school with a regular diploma in four years."
- The Alliance further asserts that "Dropouts from the class of 2008 will cost Georgia almost \$15.5 billion in lost wages over their lifetimes."

COMMUNITY INVOLVEMENT

School Drop-Out Affects the Entire Community

The Friedman Foundation's "The Economic and Fiscal Costs of Failing to Reform K-12 Education in Georgia," Dec. 2009

- Georgia residents who were born in the state are twice as likely to be high school dropouts and one-half less likely to have a college degree as residents who have moved to Georgia from another state.
- The annual public cost associated with Georgia's more than 760,000 working-age dropouts is about \$1.8 billion.
- Each new class of dropouts produces public costs of \$95 million every year for the rest of their lives.
- Over an expected lifetime of 50 years, one year's class of dropouts will cost Georgia taxpayers \$4.8 billion (in lost revenue from taxes and fees, increased Medicaid, public assistance and incarceration).

COMMUNITY INVOLVEMENT

What can the community do to increase success in school and decrease the number of drop-out factories?

College Students

- Volunteer as mentors and tutors for afterschool programs;
- Create social network sites where students can follow partnering stars--where role models provide a constant reminder of their obligation to themselves.

Business Community

- Be involved in career development programs and serve as mentors;
- Participate in schools' Career Days;
- Offer Shadow Days for identified schools;
- Develop a mentoring program between your employees and the affected schools.

COMMUNITY INVOLVEMENT

Business Community(cont'd)

- Provide alternate career paths to help prepare children for future employment;
- Introduce rising industries, such as environmental sustainability;
- Encourage sports as leisure and not the ultimate career choice; inform students of the possibilities to excel otherwise.

Faith Community

- Provide character education (attitude, communication, anger management) in order to motivate students and instill in them good values.
- Provide their facilities as venues for the programs.

COMMUNITY INVOLVEMENT

Celebrities and Influential Figures

- Promote obtaining a quality education as the norm;
- Advertise the efforts of organizations that are working on drop-out prevention;
- Use social media (Facebook, Twitter, etc.), such as a Twitter campaign to stay in school.

Middle/High Schools

- Hold friendly education-focused competitions;
- Use technology (gaming devices, robotics, etc.) as educational and marketing tools;
- Work with tech schools to develop programs that engage and foster real life interactions;

COMMUNITY INVOLVEMENT

Non-Profit Organizations

- Hold cultural programs/events where students can be exposed to various cultures and positive new experiences and ideas--expanding their world view and bridging gaps;
- Host a forum to exhibit and celebrate the students' accomplishments.

Retirees

- Develop a program that trains retirees to work with school-age children;
- Create a network of retired teachers with exemplary records to be mentors to new teachers in the classroom.

WRAPPING UP

OVERALL...

We must build a complete continuum of cradle-through-college-to-career solutions which includes academic programs and family and community, with a strong school or set of schools at the center.

Academic programs must include:

- (a) high-quality early learning programs designed to improve outcomes in multiple domains of early learning;
- (b) programs, policies, and personnel for children in kindergarten through the 12th grade that are linked to improved academic outcomes; and
- (c) programs that prepare students for college and career success.

Family and community supports must include programs to improve student health, safety, community stability, family and community engagement, and student access to 21st century learning tools.

WHAT CAN YOU DO TODAY TO MAKE THIS A REALITY?

- Sign up on the School Drop-Out Prevention committee list
- Take at least two ideas from today and incorporate them into your local community
- Communicate with us “how it’s going” via the SDOP social site (idea-sharing, service opportunities, updates, resource information, etc.)

CONTACT INFORMATION

For a copy of this presentation, please visit

www.interfaithchildrensmovement.org

or send an e-mail to info@interfaithchildrensmovement.org