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A committee of Illinois educators conducted a survey of the dropout problem in the state. Questionnaires were sent to secondary school administrators, 72 percent of whom returned a completed form. Information was sought on dropout prevention practices and programs. The document summarizes the highlights of the survey and also includes selected program descriptions from eight schools, as well as the committee's recommendations. (NH)

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Counteracting School Dropouts

The Illinois
Curriculum Program

Ray Page
Superintendent of
Public Instruction

State of Illinois



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COUNTERACTING SCHOOL DROPOUTS

A Research Report



UD 007 716

THE ILLINOIS CURRICULUM PROGRAM

RAY PAGE

Superintendent of Public Instruction

State of Illinois

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FOREWORD

The contents of this publication are recommended for your careful review since the heart of the research project conducted and described was to identify the best practices for counteracting school dropouts. It is hoped that the results of the research reported will influence school systems to evaluate their present curriculum practices and make changes in light of the findings.

It is a well-established fact that it takes much effort and careful planning to organize programs which take into account the wide range of individual differences in our school population. In spite of the difficulty, the task can be challenging and rewarding. Many research studies have been conducted to identify dropouts and the causes of dropouts, but attempts to research the curriculum practices which give promise to reducing the acuteness of the problem have been extremely limited in number.

I wish to commend each member of the Committee for his contributions and to recognize, particularly, Mr. Clint Kelly for assuming the responsibilities of Chairman and Miss Rosemary Dustman for compiling this Report. Appreciation is also expressed to the Illinois Association of Secondary School Principals for the cooperation and support of its membership from the inception of the study. In behalf of the Illinois Curriculum Council and this Office, I take pleasure in presenting *Counteracting School Dropouts*, a feature project of the Illinois Curriculum Program.



Superintendent of Public Instruction

INTRODUCTION

The U. S. Department of Health, Education and Welfare labels the dropout problem a twentieth century tragedy. Department statistics indicate that about 30 percent of the pupils now in the fifth grade will leave school before high school graduation. The future, in most cases, is exceedingly bleak for these persons. In this day of increasing automation and dwindling job opportunities for unskilled workers, school dropouts are hard put to become productive and participating adults in our society. Two primary objectives of public education are to help pupils find their most productive roles in life and to give them the necessary preparation for adequately fulfilling these roles. It is difficult, if not impossible, to meet these objectives if our youth do not complete at least a high school education.

Illinois educators, at both the local and state level, have long been concerned about early school leavers. The *Illinois Dropout Study* conducted in 1960 and the numerous studies undertaken by local school districts have provided information about the extent of the dropout problem and the identifying characteristics of the so-called potential dropout. Little organized effort has been made, however, to identify promising practices and programs being utilized in Illinois schools in an effort to reduce the incidence of school dropouts.

COMMITTEE APPOINTMENT In 1965, Dr. Woodson W. Fishback, Director of the Illinois Curriculum Program, submitted to the Illinois Curriculum Council a proposal that a study and publication committee be appointed to explore further the possibilities for counteracting the school dropout problem. The Council approved the proposal and the suggestion that the primary task of the committee would be to survey Illinois secondary schools in an effort to find examples of promising programs or projects designed to increase the holding power of the schools.

Because members of the Illinois Association of Secondary School Principals were concerned and interested in counteracting the over-all problem of school dropouts, a joint committee sponsorship was agreed upon (hereafter referred to as ICP - IASSP). The Committee, consisting of representatives from various areas within the state, was appointed by the Honorable Ray Page, Superintendent of Public Instruction, on November 8, 1965.

DEFINITION During the Committee deliberations and the development of a survey instrument, the definition of "dropout" from the 1964 U. S. Office of Education *Handbook for Pupil Accounting* was used. This definition reads as follows: "A dropout is a pupil who leaves a school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school."

PURPOSES The following four purposes served as guidelines to the Committee in its deliberations and work:

1. To identify promising practices in Illinois schools which reflect positive concern and constructive action designed to reduce the incidence of school dropouts.
2. To study procedures employed by school personnel to help potential dropouts gain a better perception of themselves and be able to succeed in the educational program.
3. To prepare curriculum guidelines for all schools interested in modifying existing practices in order to provide more adequately for individual differences within their school populations.
4. To promote field testing of identified "best" practices for counteracting the school dropout problem in various school systems where intensive study of curriculum practices has not taken place.

The first meeting of the ICP - IASSP Committee on Counteracting School Dropouts was held in November of 1965, and the last regular meeting preceding this publication was in January of 1967. This is a report of the activities and accomplishments of the Committee during that period of time.

COMMITTEE LEADERSHIP AND DEVELOPMENT OF ACTIVITIES

HIGHLIGHTS OF STATEWIDE SURVEY As stated in the Introduction the Committee was originally charged with the primary task of identifying promising practices and programs being utilized in Illinois schools to combat the problem of early school leavers. After deliberation and study by the Committee, a questionnaire was formulated for the purpose of eliciting this information.

In early May, 1966, 658 questionnaires were mailed to secondary-school administrators throughout the state of Illinois. A total of 474, or 72 percent were returned. A complete summary of the survey data is included in Appendix A. Some of the most significant information derived from the questionnaire is presented in the following pages.

Certain demographic information about each school was requested on the questionnaire. The data indicate that most of the 474 schools responding (49 percent) had enrollments of under 500 pupils. Thirty percent of the responding schools had enrollments between 500 and 1,499 pupils; 17 percent served 1,500 to 2,999 pupils; and four percent enrolled 3,000 or more students. Approximately three-fourths of the schools were public, comprehensive schools accommodating grades nine through twelve, and were members of the North Central Association.

A list of some 47 programs designed to prevent dropouts was included in the questionnaire. Recipients were asked to answer by a "yes," "no," or "don't know" response, whether they believed the program *could be* effective as a deterrent against early school leaving. They were also asked to indicate whether or not their school employed this program or practice. If the administrator responded "yes" to this question, he was to indicate how effective he believed the program to be by checking a "poor," "average," "good," or "don't know" response.

Specific programs were listed under seven general areas:

1. Work-study and Vocational Programs
2. Special Classes and Curriculum During Regular School Day
3. Summer School and Summer Projects
4. Evening or After School Programs

5. Special Programs Sponsored by or Involving the Community and Family
6. Special Use of Staff and Staff Training Programs
7. Special Use of Facilities

Table I presents the rank order of selected questionnaire responses regarding these opinions. The first column in Table I presents the number and percentage of "yes" responses to the question, "Do you think this program (practice) *can be* effective in counteracting dropouts?" No curriculum practice is listed in the table as being potentially effective unless it received 355 "yes" responses, or 75 percent of the 474 respondents.

The second and third columns in Table I provide information relative to the number and percentage of schools employing the listed program, and if so, how effective the program was evaluated to be. As an aid in interpreting Table I, the following example is provided. Four hundred seventeen, or 88 percent of the respondents, indicated they believe remedial courses can be effective in combating the dropout problem. Three hundred five, or 64 percent, indicated they actually employ the program; and of these, 138, or 45 percent, believed their program to be effective.

Based on the information in Table I the following generalizations merit consideration:

1. The information in Table I reveals that there are inconsistencies relative to what programs school personnel believe are *potentially* successful programs and those *actually* being employed. For example, more than three-fourths of the administrators believe that in-service training for teachers working with potential dropouts can be an effective practice. *Only 8 percent, however, utilize such an approach.*
2. The programs or practices receiving a high rating most consistently as far as potential effectiveness, actual use, and actual effectiveness of existing programs were:
 - a. developmental and/or remedial reading courses
 - b. remedial courses
 - c. vocational classes for average secondary-school pupils
 - d. counselors help in job placement and work-study programs
3. Local school districts might explore the possibility of initiating work-study programs if no such programs are currently in existence. Eighty-two percent of the questionnaire respondents indicated they felt such programs could be effective in preventing dropouts; however, only 186, or 38 percent actually offered programs. Of the 186 schools offering work-study programs, 66 percent thought they were effective in counteracting dropouts (ranked first).

TABLE I

Rank Order of Selected Questionnaire Responses Regarding: Evaluation of Whether School Programs Can Be Effective; Whether Schools Employ These Programs; and if so, How Effective Are the Programs.

PROGRAM	Total Responses Indicating Program Can Be Effective			Total Responses Indicating School Employs Program			Responses Indicating Program Is Effective		
	No.	Per-cent**	Rank	No.	Per-cent*	Rank	No.	Per-cent**	Rank
A program of developmental and/or remedial reading	436	92	1	306	65	2	142	46	5
Remedial courses	417	88	2	305	64	3	138	45	6.5
Vocational classes for average secondary-school pupils	415	87	3	330	70	1	169	51	3
Counselors help in job placement and work-study programs	407	86	4	251	53	4	113	45	6.5
A low-level high-interest program for low achievers	393	83	5	175	37	9	68	39	12
Work-study programs in which students work part-time outside of school	389	82	6	186	39	7	123	66	1
Reading center for anyone who reads below grade level	383	81	7	89	19	11	39	44	8.5
The schools "feeding" the high school, attempt to identify youth most likely to drop out	382	80	8	202	43	6	88	44	8.5
Guidance program for kindergarten-12	379	79	9	159	34	10	87	55	2
In-service training for teachers who will work with potential dropouts	374	78	10	40	8	12	17	43	10
Use of special booklets, visual aids, field trips, rather than standard texts	371	78	11	247	52	5	123	50	4
Summer courses in reading and arithmetic for pupils in elementary grades	356	75	12	184	39	8	75	41	11

* Based on total number of 474 responses

** Based on total schools in Column II indicating they employ the program

Table II presents information about the types of programs or practices most frequently employed in the 474 school systems responding to the questionnaire. It can be noted that work-study programs, vocational classes, and other special classes and curricula offered during the regular school day are the general types of activities most frequently being utilized to combat the dropout problem. (Table II contains and ranks some questionnaire responses not included under the same heading in Table I.)

TABLE II
Rank Order of Selected Questionnaire Responses to the Question, "Does Your School Employ This Program To Counteract School Dropouts?"

PROGRAM	No. of Yes	Percent of Yes*	Rank
Vocational classes for average secondary-school pupils	330	70	1
A program of developmental and/or remedial reading	306	65	2
Remedial courses	305	64	3
Counselors help in job placement and work-study programs	251	53	4
Use of special booklets, visual aids, field trips rather than standard texts	247	52	5
After school recreational opportunities in school	219	46	6
Bus service to remote areas	217	46	7
Jobs provided within the school setting such as student janitors, clerks, etc.	216	45	8
The schools "feeding" the high school, attempt to identify the youth most likely to drop out	202	43	9
Work-study programs in which students work part time outside of school	186	39	10
Summer courses in reading and arithmetic for pupils in elementary grades	184	39	11
A low-level, high interest program for low achievers	175	37	12

* Based on total number of 474 responses

In Table III are found the responses, in rank order, regarding the administrator's subjective judgment of program effectiveness in counteracting the dropout problem. Programs are included only if at least one-third of the school systems utilizing the approach checked the "good" column in response to the question, "How effective is your program?"

The information in both Tables II and III is indicative that work-study programs and vocational classes, and special curricula provided during the school day are the general types of activities most frequently utilized and deemed to be most successful in counteracting the dropout problem. Although only approximately one-third of the respondents indicated they

employed a program of guidance services for pupils in kindergarten through grade twelve, this practice ranked second only to work-study programs in judged effectiveness. Table III contains and ranks some questionnaire responses not included under the same heading in Table I.¹

TABLE III
Rank Order of Selected Questionnaire Responses Regarding Judgment of Program Effectiveness in Counteracting Dropouts

	Schools Employing Program		Schools Indicating Program is Successful		Rank
	No.	%	No.	%*	
Work-study programs in which students work part-time outside of school	186	39	123	66	1
Guidance program for pupils in grades kindergarten through twelve	159	34	87	55	2
Bus service to remote areas	217	46	118	54	3
Vocational classes for average secondary-school pupils	330	70	169	51	4
Use of special booklets, visual aids, field trips, rather than standard texts	247	52	123	50	5.5
After school recreational opportunities in school	219	46	109	50	5.5
A program of developmental and/or remedial reading	306	65	142	46	7.5
The school provides clinical counseling service to students	119	25	55	46	7.5
Remedial courses	305	64	138	45	10
Counselors help in job placement and work-study programs	251	60	113	45	10
Jobs provided within the school setting such as student janitors, projectionists, clerks	216	45	97	45	10
The schools "feeding" the high school attempt to identify youth most likely to drop out	202	43	88	44	12
Home visits to get parents' ideas on school and their children's progress	117	25	49	42	13
Summer courses in reading and arithmetic for pupils in elementary grades	184	39	75	41	14
A low-level, high interest program for low achievers	175	37	68	39	15
Pre-registration in June for September—then contact dropouts during summer	167	35	55	33	16

* Based on the number of schools employing the program.

¹ All data compiled from the questionnaire returns are presented in Appendix A of this report. The reader may be interested in perusing the total summary in order to get a more complete picture of the questionnaire results.

NON-SCHOOL AGENCIES Recipients of the questionnaire were asked to list the agencies in their school district (or other than in their school) that contribute to combating the dropout problem. The following types of non-school agencies and groups were identified by the schools reporting.

1. American Legion
2. Boy Scouts
3. Chambers of Commerce and Industry
4. Child and Family Services
5. Churches and church groups
6. City and village departments, e.g., recreation departments
7. Community action organizations, e.g., Office of Economic Opportunity
8. Department of Public Aid
9. Division of Vocational Rehabilitation
10. Industrial and business corporations
11. Junior Achievement Clubs
12. Mental Health Clinics
13. National Association for the Advancement of Colored People
14. Neighborhood Youth Corps
15. Parent-Teacher organizations
16. Police departments, e.g., juvenile officers
17. Retired teachers' groups
18. Salvation Army
19. Service club organizations
20. State employment offices
21. University alumni associations
22. Vocational service centers
23. Young Men's Christian Association
24. Young Women's Christian Association
25. Youth centers and clubs
26. Youth councils and commissions

SELECTED PROGRAM DESCRIPTIONS In the last section of the questionnaire, administrators were asked to provide a brief description of operating programs or projects specifically designed to reduce the dropout rate and evaluated as being successful. Thirty schools responded to this request. The following 8 selected program descriptions are representative of those submitted. No school is identified by name but the enrollment and grades included are provided.

School A.

Enrollment: 2,000 - 2,499; Grades: 9 - 12

“Our school has a combination of pupil service factors that enable us to have the lowest dropout rate in the area. The factors that we can identify as being directly related to this low dropout rate are as follows:

1. A remedial reading and ability grouping plan that places under-achievers where they can improve basic skills and can have a feeling of success.
2. A vertically segmented guidance plan where a counselor gets to know and work with the same counsees throughout their high school experience. Counselors meet most parents within the freshman year—before there are serious problems and before there is discussion about dropping out of school.
3. Several special services and community contacts that seem to prevent dropouts are used. One counselor serves as a contact with employers for part-time jobs that make possible or encourage continued school attendance. One counselor, through coordination work in the night school program, meets many of the parents in the main dropout area. Another counselor serves on the board of a very active community center in one of the problem areas. An English teacher is known by many students and parents through her leadership of a church sponsored evening tutorial center.
4. Because of administrative interest in prevention, the assistant principal makes a yearly study of dropout problems. This includes analysis of reasons, plotting of areas of residence, and home contacts concerning job placement and future educational plans.

Rather than a special dropout program managed by one person, these interrelated factors seem to make us all as aware of the dropout problem as we are conscious of the needs of the college-bound youth.”

School B.

Enrollment: 1,000 - 1,499; Grades: 10 - 12

"We offer an evening program for dropouts, ages 16 to 20. All academic disciplines are offered with credit towards a high school diploma. There is no tuition charge and books are furnished free. This program is funded under the Elementary and Secondary Education Act. We have attracted 200 plus students to return to school and continue their education."

School C.

Enrollment: 2,500 - 2,999 Grades: 9 - 12

"Many students drop from high school because they have difficulty in basic required courses. This year, for the first time, we asked our feeder schools to identify students who they believe will have difficulty because they have not mastered the minimum essentials in junior high school mathematics and English. We then made a special effort to get these students to attend special mathematics and English classes during the summer. On June 15, we enrolled 64 students in this program.

An excerpt from the 1966 Summer School Announcement follows: These courses are designed to give the students who are having difficulty keeping up in mathematics and English a big head start in high school. While successful completion of a "Head Start" course will give the student a major credit that will count toward graduation, he will be placed in a beginning course for the regular school year. Thus, the student will have a definite advantage that he would not ordinarily have. Since the "Head Start" courses are a part of the regular summer school program, all rules, regulations, and procedures of summer school will be followed, except for the payment of tuition and fees. Each class will meet two hours, five days a week, from 8:00 - 10:00 or 10:00 - 12:00 between June 15 and July 29."

School D.

Enrollment: 2,500 - 2,999 Grades: 9 - 12

"A tutoring program now operates to aid pupils in removing deficiencies and weaknesses. Pupils may be assigned to tutoring groups under the direction of teachers—in other cases, able seniors help academically deficient pupils to complete their homework satisfactorily.

Two seniors and one sophomore are assigned to each freshmen division to act as "big brothers" or "big sisters." These upper class pupils remain with the freshmen all day for the first week of school. Thereafter, these

student counselors visit divisions at regular intervals to help freshmen become involved in school activities.

The Leadership Club is composed of a group of pupils balanced by age groups and recommended because of leadership potential. It is a heterogeneous collection to begin with, but a series of training sessions soon weld these young people into an effective cadre. In a series of meetings with the entire freshmen class, members of leaders' groups conduct small discussion groups, large groups where consensus reports are announced, and then supervise some social affairs which have been requested. We are convinced that the freshmen have, by these techniques, been aided in identifying themselves with our school and have been motivated to remain until graduation.

Two work-study programs have been operating—Distributive Education and Office Occupations. Beginning in September of 1966, two other work-study programs were initiated and organized so as to reach potential dropouts in earlier school levels, as the D.E. and O.O. programs have operated at the upper levels of our student body.”

School E.

Enrollment: 2,500 - 2,999 Grades: 9 - 12

“Two years ago our counseling department began an experimental program to attempt to reach those students who were underachievers and who acted out against school and/or community. We began with a carefully selected group of fifteen freshmen boys and organized them into a social science class which was taught by a counselor. The class was loosely structured from an academic point of view, and its intent was primarily to give the boys more knowledge of themselves, to change basic attitudes, and to give them more vocational guidance and intense counseling. The boys were broken into three groups which met weekly with three different counselors. One counselor met weekly with interested parents in a group counseling session for eighteen weeks. . . .

We have refined our program this year by adding a work program which operates after school hours. These freshmen boys, under the instruction of an industrial arts teacher, build equipment for our school and local industry. An English teacher was also added to the team for tutorial services as we noted that these boys usually exhibit poor reading achievement.

An over-all view of this year's program includes the following efforts. Each boy carries three regular academic courses and physical education. The boy spends one hour each day with a counselor-teacher. The English teacher, meanwhile, is working with individuals on their reading disability.

Following the close of the regular school day, a counselor or another team member meets with the boys for a forty minute special activity period. This may be a supervised study period, group planning session, game period, individual or group counseling or just a break for the boys. Next comes the two hour daily work period in the shop. The boys will share in the profits, as well as the planning and organizing of this class. Each will be paid, according to their contribution, out of the profits of each contract. They are presently building shop cabinets for a high school which will open next fall.

Twenty-five of the parents are presently taking part in evening sessions of parent group counseling. Three counselors share this responsibility. We eventually hope that a fourth group will soon be added to include the remainder of the parents in the pilot group.

Forty boys and their families were originally interviewed and studied for the project. Fifteen freshmen boys were selected for the pilot group and nineteen of the forty were selected for the control group. The pre and post tests and evaluations will be given to both groups and a final report made.

Our future goal is to expand the program to include other departments such as business and homemaking. We are excited about our experiment and feel that we are learning some things about these youngsters which may also be profitable to students and teachers in our regular program."

School F.

Enrollment: 2000 - 2499 Grades Included: 9 - 12

"This summer, 1966, we are making new effort towards preventing dropouts. Our school social workers are making studies of a number of homes of entering freshmen who appear to be potential dropouts. The purpose of these studies is to pinpoint the students' problems, begin to involve them and their parents toward the resolution of their problems, refer them and/or their parents to family agencies, if need is indicated. . ."

School G.

Enrollment: 2,000 - 2,499 Grades: 9 - 12

"Dropouts who have returned to school are placed in a special program. The curriculum is designed to strengthen each student individually in basic fundamentals. Day school is attended one-half day, the other half is on the job. The emphasis of the curriculum is to develop positive attitudes necessary in the job world today. . .

Based on what the boys themselves said they wanted in their program, a special English course has been developed. The course is aimed at developing basic reading skills where needed, writing, speaking and general understanding and appreciation of books, periodicals and newspapers. . .

A special two-period, two-credit combined mathematics-science course has been developed. . . . Typical mathematics projects have been financing an automobile, making out income tax returns and coping with time-payment programs . . .”

School System H.

Enrollment: 7,500 Grades: 8 - 12

“A program entitled ‘Occupational Talent Search’ has been designed to take care of students who seem to be potential dropouts from the age of fourteen to the end of their school years. This is a five-level program featuring small classes, counselors, special materials, specially trained staff, special facilities and involves all of the students’ time from the eighth through the twelfth year.

Level I

During the first year mathematics is studied, the traditional English course is replaced by occupational communications, social studies is replaced by citizenship for democracy, and the regular courses are followed in art, music and physical education. A major part of the day is spent in ‘Occupational Activities,’ a course designed to develop the social skills necessary for successful employment and to give the students an opportunity to explore the world of work. This program is carried out in the regular junior high school building.

Level II

Courses are similar to Level I except mathematics becomes ‘Applied Science—Mathematics Experiences’ and one day per week may be spent in the occupational talent center.

Level III

An elective may be taken in addition to the courses required in Level II. The major difference is that three hours per day are spent in the Occupational Talent Center. This building is apart from the regular school and is designed primarily to serve as an experience center.

Level IV

Four hours are spent in courses similar to those of the preceding years. During the remaining three hours there are three options. The students may: (1) enter the regular vocational program, (2) be employed under the cooperative/study program, or (3) continue in the occupational talent center.

Level V

The first hour is spent studying related material and receiving vocational guidance. The remaining six hours may be spent in (1) a work-study program, (2) a cooperative-work program, (3) vocational classes, or (4) a sheltered-work program.

According to present plans this program will begin with Level I in the fall of 1967 and be fully implemented over the following five years."

IN-SERVICE EDUCATION An early goal of the Committee was to function both directly and indirectly as an agent for in-service education in the State. The degree to which the full range of individual needs of students is being met by the schools of Illinois proved to be a key question of the Committee members throughout their discussions and investigation of how to reduce the incidence of school dropouts. In an effort to focus attention on this question and promising educational programs being utilized to help increase the holding power of schools, an in-service education conference was held in April, 1966.

A random sampling procedure was utilized to invite educators from all parts of the state to meet in Springfield for a Curriculum Conference on Counteracting School Dropouts. The conferees were informed of the purposes of the ICP - IASSP Committee, and the workshop served as an in-service education medium for several groups of participants, senior high school principals in particular. Small group discussions were conducted by Committee members. Addresses by Mr. Charles Matthews, Director of the Center for the Study of Crime and Delinquency, Southern Illinois University, and Dr. Jack Mobley, Principal of Northwestern High School, Flint, Michigan, highlighted the program.

Mr. Matthews set the tone for the meeting and presented information from the Illinois Dropout Study, the Quincy Study, and other research projects. Dr. Mobley discussed a program that has been in effect in Flint, Michigan for five years and was designed to decrease the dropout rate. The 'Personalized Curriculum Program' was supported financially by a grant of \$500,000 from the Mott Foundation.

Dr. Edward Gilbert, Superintendent of High School District 214, Mt. Prospect, Illinois, described two types of programs that can be utilized to help combat the dropout problem. One is a preventive approach whereby the curriculum is altered to meet the needs of dropout-prone youngsters. The second is an accommodation-type program for those who have already dropped out. Dr. Gilbert stressed that guidance services are fundamental in both programs.

Dr. Gene Schwilck, Superintendent, Oak Park - River Forest High School, and Mr. Everett Brenningmeyer, a teacher at the same school, described a special class that has been established for gifted underachievers. The class meets 85 minutes daily and studies American history and American literature. A team-teaching approach is utilized. The primary goal is to motivate pupils to raise their achievement level and to inculcate a desire to continue attending school.

RECOMMENDATIONS OF THE STUDY-PUBLICATION COMMITTEE

The results of the study reveal the types of school programs and services that survey respondents believe can be effective in preventing pupils from dropping out of school. In view of these findings, the following recommendations are made:

1. That local school districts be encouraged to develop programs which can help reduce the number of school dropouts.
2. That local school districts give high priority to organizing programs and services as early as possible in the child's educational experiences to help prevent school dropouts.
3. That through the efforts of the Office of the Superintendent of Public Instruction and its personnel in the several regions of the state, personnel in schools interested in introducing programs to counteract dropouts be brought in contact with schools which are operating effective or promising programs.
4. That through the Office of the Superintendent of Public Instruction assistance be given to any school in planning and implementing programs for reducing the number of dropouts. Individuals from schools where such programs are operating effectively should be called upon by personnel in the Office of the Superintendent of Public Instruction to assist in such planning.
5. That arrangements be made with schools conducting effective programs to have interested administrators and teachers from other schools visit and observe their programs in operation.
6. That the Office of the Superintendent of Public Instruction support legislation which would provide financial assistance to schools planning to initiate pilot programs or to expand existing programs and services intended to counteract the dropout problem.

APPENDIX A

SUMMARY OF QUESTIONNAIRE DATA

Program	Do You Think Program Can Be Effective?				Does School Employ Program?				If Yes, How Effective?																		
	No		Yes		Don't Know		N/R		No		Yes		N/R		Poor		Average		Good		Don't Know		No Response		Total		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%			
Work-Study and Vocational Programs																											
Jobs provided within the school setting such as student janitors, projectionists, clerks.....	55	11.6	331	69.9	67	14.1	21	4.4	238	50.2	216	45.6	20	4.2	7	3.3	93	43.0	97	45.0	19	8.7	0	0	0	0	216
Educable mentally handicapped work-study program which helps train EMH students for a vocation while taking course-work.....	26	5.5	328	69.2	86	18.1	34	7.2	368	77.7	71	15.0	35	7.3	2	2.8	12	17.0	50	70.4	7	9.8	0	0	0	0	71
Vocational classes for average elementary-school pupils.....	74	15.6	157	33.2	148	31.2	95	20.0	325	68.6	23	4.8	126	26.6	0	0	11	47.8	11	47.8	1	4.4	0	0	0	0	23
Work-study programs in which students work part-time outside of school.....	27	5.7	389	82.1	35	7.3	23	4.9	263	55.5	186	39.2	25	5.3	0	0	40	21.5	123	66.1	11	6.0	12	6.4	186		
Vocational classes for average secondary-school pupils.....	14	3.0	415	87.6	23	4.8	22	4.6	144	30.3	330	69.7	0	0	5	1.5	113	34.3	169	51.3	13	3.9	30	9.0	330		
SPECIAL CLASSES AND CURRICULUM																											
Use of special booklets, visual aids, field trips, rather than standard texts...	22	4.6	371	78.3	56	11.9	25	5.2	192	40.5	247	52.2	35	7.3	5	2.0	107	43.4	123	49.8	7	2.8	5	2.0	5	2.0	247

Dropout-prone students are not given a prescribed course of study.....	118	24.9	196	41.3	127	26.8	33	7.0	317	66.8	88	18.6	69	14.6	6	6.8	53	60.3	24	27.3	5	5.6	0	0	88
"Transition classes" for out-of-schoolers who are also out of a job. Classes prepare some for immediate jobs, others encouraged to go on to further education.....	64	13.5	249	52.6	125	26.4	36	7.5	384	81.0	20	4.2	70	14.8	0	0	7	35.0	12	60.0	1	5.0	0	0	20
Remedial courses.....	16	3.3	417	88.0	19	4.0	22	4.7	140	29.5	305	64.4	22	6.1	12	4.0	141	46.2	138	45.2	11	3.6	3	1.0	305
Smaller classes for dropouts.....	44	9.2	308	65.0	83	17.6	39	8.2	334	70.5	85	17.9	55	11.6	3	3.5	41	48.3	35	41.2	6	7.0	0	0	85
A low-level, high interest program for low achievers.....	12	2.5	393	83.0	45	9.5	24	5.0	260	54.9	175	36.9	39	8.2	4	2.2	91	52.1	68	38.9	5	2.8	7	4.0	175
A program of developmental and/or remedial reading.....	7	1.4	436	92.0	10	2.1	21	4.5	142	30.0	306	64.6	26	5.4	8	2.6	130	42.5	142	46.5	19	6.2	7	2.2	306
Summer School and Summer Projects																									
Dropout campaigns and classes during summer to get as many as possible back for day school.....	79	16.6	231	48.8	126	26.6	38	8.0	318	67.1	93	19.7	63	13.2	12	13.0	50	53.7	27	29.0	4	4.3	0	0	93
Summer camps.....	72	15.1	178	37.6	191	40.3	33	7.0	405	85.5	5	1.0	64	13.5	0	0	1	20.0	3	60.0	1	20.0	0	0	5
Summer work projects organized by school and community.....	43	9.0	266	56.2	138	29.2	27	5.6	348	73.5	73	15.4	53	11.1	3	4.1	24	33.0	25	35.6	17	23.2	3	4.1	73
Pre-registration in June for Sept., then contact dropouts during summer.....	43	9.0	303	64.0	99	20.8	29	6.2	252	53.2	167	35.2	55	11.6	22	13.1	76	45.6	55	33.1	8	4.7	6	3.5	167



Program	Do You Think Program Can Be Effective?						Does School Employ Program?						If Yes, How Effective?												
	No		Yes		Don't Know		N/R		No		Yes		N/R		Poor		Average		Good		Don't Know		No Response		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Summer courses in reading and arithmetic for pupils in elementary grades.....	19	4.0	356	75.1	46	9.8	53	11.1	219	46.2	184	38.9	71	14.9	1	.5	50	27.2	75	40.8	41	22.3	17	9.2	184
Evening or After School Program																									
Expanded community school evening classes in depressed areas.....	28	5.9	290	61.2	115	24.3	41	8.6	357	75.4	58	12.2	59	12.4	1	1.7	22	38.0	27	46.6	8	13.7	0	0	58
Remedial reading and arithmetic courses.....	23	4.8	324	68.4	80	16.9	47	9.9	330	69.7	88	18.5	56	11.8	4	4.5	37	42.1	37	42.1	10	11.3	0	0	88
Special Programs Sponsored by or Involving the Community and Family																									
Home visits to get parents' ideas on school and their children's progress.....	39	8.2	332	70.1	78	16.5	25	5.2	318	67.1	117	24.7	39	8.2	6	5.1	60	51.3	49	41.9	2	1.7	0	0	117
Industries and businesses have a kick off dinner for parents of potential dropouts who are in work-study program to explain program and its dependence on schooling...	67	14.1	192	40.5	187	39.5	28	5.9	403	85.1	8	1.6	63	13.3	0	0	67	5.0	22	5.0	0	0	0	0	8

Scholarships for dropouts given by service clubs of community, such as American Legion, Rotarians, etc.....	122	25.7	145	30.6	177	37.4	30	6.3	398	84.0	3	.6	73	15.4	.....	Data not consistent.	.....	.....	.....
Establishing free nurseries and kindergartens with community volunteers, so older children do not have to baby-sit while the mother works.....	88	18.5	181	38.2	166	35.1	39	8.2	364	76.7	11	2.4	99	20.9	1	9.1	327.3	436.3	0 0 11
A visiting social-counsel service (social worker) is provided.....	31	6.5	343	72.5	68	14.3	32	6.7	360	76.0	68	14.3	46	9.7	5	7.3	2841.2	3450.1	1 1.4 0 0 68
Special Use of Staff and Staff Training Programs																			
In-service training for teachers who will work with dropouts.....	27	5.6	374	79.0	48	10.1	25	5.3	402	84.9	40	8.4	32	6.7	1	2.5	1947.5	1742.5	3 7.5 0 0 40
Some method of evaluation of in-service training by teachers themselves....	21	4.4	339	71.5	84	17.7	30	6.4	380	80.1	48	10.1	46	9.8	0	0	2450.0	1837.5	6 12.5 0 0 48
Some method of evaluation of in-service training by administrators.....	24	5.0	335	70.7	83	17.6	32	6.7	363	76.6	63	13.2	48	10.2	1	1.5	3352.5	2133.4	8 12.6 0 0 63
Awards (e.g. money, etc.) for teachers who make outstanding contributions in working with dropouts to upgrade teacher quality in this area.....	104	21.9	195	41.2	145	30.5	30	6.4	405	85.4	1	.2	68	14.4	.....	Data not consistent.	.....	.....	.....
Counselors concentrate only on dropouts.....	236	49.8	110	23.2	101	21.4	27	5.6	380	80.2	16	3.3	78	16.5	1	6.2	743.7	850.1	0 0 0 0 16

Program	Do You Think Program Can Be Effective?						Does School Employ Program?						If Yes, How Effective?												
	No		Yes		Don't Know		N/R		No		Yes		N/R		Poor		Average		Good		Don't Know		No Response		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Teachers visit home and student on the job.....	53	11.2	293	61.8	103	21.7	25	5.3	327	69.0	96	20.2	51	10.8	2	2.0	39	40.7	40	41.7	8	8.3	7	7.3	96
Employ attendance personnel an extra week before school to encourage potential dropouts to re-turn.....	75	15.8	233	49.2	135	28.5	31	6.5	351	74.1	53	11.1	70	14.8	10	18.9	18	34.0	23	43.4	2	3.7	0	0	53
Tutors—University students who work along with regular classroom teachers.....	50	10.5	275	58.1	122	25.8	27	5.6	391	82.5	26	5.4	57	12.1	1	3.8	10	38.5	11	42.3	4	15.4	0	0	26
Community volunteers such as mothers who work along with regular classroom teachers.....	110	23.2	162	34.1	172	36.3	30	6.4	372	78.5	20	4.2	82	17.3	1	5.0	2	10.0	13	65.0	4	20.0	0	0	20
Counselors make home visits.....	45	9.4	343	72.4	58	12.2	28	6.0	302	63.7	122	25.7	50	10.6	7	5.7	61	50.0	37	30.3	6	5.0	11	9.0	122
Counselors help in job placement and work-study programs.....	10	2.1	407	85.9	29	6.1	28	5.9	191	40.2	251	53.0	32	6.8	7	2.7	106	42.3	113	45.1	9	3.5	16	6.4	251
The school provides clinical counseling service to students.....	39	8.2	335	70.7	66	13.9	34	7.2	305	64.4	119	25.1	50	10.5	3	2.5	47	39.5	55	46.3	8	6.7	6	5.0	119
Special Use of Facilities																									
After school library hours.	69	14.5	296	62.5	84	17.7	25	5.3	252	53.2	170	35.9	52	10.9	24	14.1	66	38.9	52	30.6	13	7.7	15	8.7	170
Weekend library hours.....	110	23.2	219	46.2	116	24.4	29	6.2	373	78.7	28	5.9	73	15.4	5	17.8	6	21.5	9	32.1	7	25.1	1	3.5	28

After school recreational opportunities in school...	40	8.4	335	70.7	71	15.0	28	5.9	215	45.3	219	46.2	40	8.5	16	7.3	74	33.8	109	49.8	7	3.1	13	6.0	219		
Early morning physical fitness program (before school) followed by showers and nutritious breakfast.....	142	30.0	133	28.0	167	35.2	32	6.8	394	83.1	3	.6	77	16.3	Data not consistent.....												
Educational television used to make available sights and sounds some school children would not know—such as a visit to a farm, a visit to a newspaper plant, etc.....	58	12.2	258	54.4	121	25.5	37	7.9	369	77.9	39	8.2	66	13.9	1	2.5	16	41.1	164	41.1	6	15.3	0	0	39		
Reading center for anyone who reads below level...	23	4.8	383	80.9	41	8.7	27	5.6	338	71.3	89	18.8	47	9.9	1	1.1	30	33.7	39	43.9	10	11.2	9	10.1	89		
Guidance program for kindergarten-12.....	19	4.0	379	80.0	38	8.0	38	8.0	258	54.5	159	33.5	57	12.0	2	1.2	41	25.8	87	54.8	9	5.6	20	12.6	159		
Bus service to remote areas	46	9.7	298	62.9	92	19.4	38	8.0	183	38.6	217	45.8	74	15.6	9	4.1	51	23.5	118	54.4	15	7.0	24	11.0	217		
Bus service at different times during the day...	122	25.8	139	29.3	168	35.5	45	9.4	324	68.4	47	9.9	103	21.7	1	2.1	14	29.8	28	59.7	3	6.3	1	2.1	47		
Other																											
The schools "feeding" the high school, attempt to identify the youth most likely to drop out.....	22	4.6	382	80.6	35	7.4	35	7.4	222	46.9	202	42.6	50	10.5	7	3.4	93	46.1	88	43.6	10	4.9	4	2.0	202		
Records are kept by categories of dropouts.....	65	13.8	240	50.6	114	24.0	55	11.6	275	58.0	107	22.5	92	19.5	5	4.6	52	48.7	34	31.7	6	5.6	10	9.4	107		

APPENDIX B
SELECTED BIBLIOGRAPHY

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APPENDIX C
RESPONSE FORM FOR YOUR USE
(Perforated for Your Convenience)

This page has been included to provide you an opportunity to react to the content of our report on Counteracting School Dropouts, and to indicate "leads" for further communications and curriculum activities related to the Project.

Part I (Check *one* or *more* items)

I found the report

informative

of little value

worthy of appearance in a professional educational journal

I desire

(number) of additional copies of the report

to receive any further reports based on the Committee's work

Part II (Check *one* or *more* items)

Our school system would be interested in becoming a "field testing" center on curriculum practices designed to counteract school dropouts.

We (faculty representatives) would be interested in attending a statewide or regional conference on problems and promising practices related to counteracting school dropouts.

We would be interested in visiting a "field testing" center to observe and discuss methods utilized to counteract the dropout problem.

Signed _____

Position _____

School System _____ County _____

Address _____

Date of Signature _____

If you complete one or more items on this sheet, you are asked to return it to:

Dr. Woodson W. Fishback
Director of Curriculum Development
Office of the Superintendent of Public Instruction
Room 1800, State of Illinois Building
160 North LaSalle Street
Chicago, Illinois 60601