

Assign Adult Advocates to Prevent Dropping Out of School

What is the level of evidence?

This practice was identified by the Institute of Education Sciences as having a moderate effect for preventing dropout. It is labeled by NTACT as a Research-Based Practice, based on the description of the studies used to establish the evidence. *More information on NTACT's process for identifying effective practices is available here: [NTACT's Effective Practices](#).*

What is the practice?

Assigning adult advocates for students at risk of dropping out of school includes establishing a sustained personal relationship with a trained adult. The adult is responsible for addressing academic and social needs, communicating with families, and advocating for the student. Meetings should be regularly scheduled and training for the adults on their role and responsibilities is critical.

Where is the best place to find out how to do this practice?

The Dropout Prevention Practice Guide includes specific guidance and suggestions for potential roadblocks on page 17 of that document, accessed directly here: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf#page=23.

Additionally, a checklist for each of the recommendations in the Practice Guide begins on page 10 of the full document available here:

http://www.transitionta.org/system/files/resourcetrees/DO_Prev_Guide.pdf?file=1&type=nodeid=677

References used to establish this evidence base:

Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). Dropout Prevention: A Practice Guide (NCEE 2008–4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

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