Research says:

- Low educational attainment is associated with (1-3):
    - High rates of infectious disease
    - High rates of many chronic noninfectious diseases
    - Self-reported poor health
    - Shorter survival when sick
    - and shorter life expectancy

- Studying for the GED examination may increase a dropout's skills. Participants in some GED preparation programs study for several hundred hours -- potentially long enough to increase skill levels (4).
- The strongest predictors that a student is likely to drop out are family characteristics such as: socioeconomic status, family structure, family stress (e.g., death, divorce, family moves), and the mother's age. Of those characteristics, low socioeconomic status has been shown to bear the strongest relationship to students' tendency to drop out (5).
- The greatest impact on early literacy outcomes can be achieved through parent and caregiver education. If the primary adult in a child's life can learn more about the importance of early literacy and how to nurture pre-reading skills at home, the effect of library efforts could be multiplied many times. Library preschool and summer reading programs contribute to children's reading skills (6).

1. Guralnik, Jack M., et al. "Educational status and active life expectancy among older blacks and whites." New England Journal of Medicine 329.2 (1993): 110-116.
2. Cutler D, Lleras-Muney A. Education and Health: Evaluating Theories and Evidence. Cambridge, MA: National Bureau of Economic Research; 2006. Working Paper Series, no. 12352.
3. Egerter S, Braveman P, Sadegh-Nobari T, Grossman-Kahn R, Dekker M. Education Matters for Health. Princeton, NJ: RWJF Commission to Build a Healthier America; 2009. Issue Brief 6.
4. On average, participants in the JOBSTART program spent 128 hours on educational activities, most of which was GED preparation (Cave & Doolittle, 1991, p.76).
5. Denise McKeon, NEA Research February 2006, Research Talking Points on Dropout Statistics.
6. Celano, Donna; Neuman, Susan B: "The Role of Public Libraries in Children's Literacy Development (Feb 2001)" http://www.ifpl.org/Junior/studies/Role%20of%20Libraries.pdf.

Best Practices Are:

- Approaches that promote academic performance include intensive instruction in particular subjects, such as math or reading, or personalized instruction, which may include extra instructional time or help students address specific academic performance challenges, such as poor test-taking or study skills. (1, 2)
- Those approaches that aim to develop non-academic skills include strategies designed to improve specific behaviors, such as problem-solving skills, social interaction, and decision making, improve behaviors by focusing on promoting close relationships with caring adults, including mentoring programs, pairing students with counselors who regularly meet with them, and placing at-risk students in smaller classrooms where the learning environment is more personalized and teachers get to know students' strengths and needs better. Promoting relationships with caring adults at school is also part of a larger group of strategies that are sometimes referred to as increasing student "engagement" in school, and may also include approaches that make school more relevant to future work and career options. (1, 2)
- A major class of practices that have been shown to promote high school graduation is interventions that provide high-quality intensive early education programs for young children, to promote school readiness and, subsequently, outcomes across the student's educational career. It appears that early education may promote later educational outcomes by improving both students' academic and non-academic skills. (3,4,5)
- Literacy best practices include: facilitating access to print; cultivating diverse partnerships; leveraging community resources; assuring cultural relevance; using technology; developing writing skills; reading aloud and storytelling; fostering early intervention and family engagement (6).

Research, Best Practices & Logic Model – KNOWLEDGE: EDUCATION

1. Promising Practices Network, "Programs That Work, Indicator: Students Graduating from High School," Santa Monica: Calif. RAND Corporation, 2011. [As of February 18, 2011, available at: http://www.promisingpractices.net/programs_indicator_list.asp?indicatorid=7]

2. Department of Education, *Dropout Prevention*, Washington, D.C.: What Works Clearinghouse, National Center for Education Statistics, Institute of Education Sciences, NCEE 2008-4025, 2008. [As of February 15, 2011, available at: http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dp_pg_090308.pdf]

3. Dynarski, M., and P. Gleason, *How Can We Help? What We Have Learned from Evaluations of Federal Dropout-Prevention Programs*, Princeton, N.J.: Mathematica Policy Research, Inc., 1998.

4. Karoly, Lynn A., M. Rebecca Kilburn, and Jill S. Cannon, *Early Childhood Interventions: Proven Results, Future Promise*, Santa Monica, Calif.: RAND Corporation, MG-341-PNC, 2005. [As of February 18, 2011, available at: http://www.rand.org/pubs/monographs/MG341.html]

5. Cunha, Flavio, and James J. Heckman, "The Technology of Skill Formation," *American Economic Review*, Vol. 97, No. 2, 2007, pp. 31-47.

6. Freeny, Maralita L.; Library of Congress Best Practices Literacy 2013.

Logic Model: